Entrepreneurial learning in VET

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ENTREPRENEURSHIP
KEY COMPETENCE AND ENTERPRISE SKILLS

• Strong impetus for key competence development at EU level and in the EU partner countries

• EU flagship instruments – key competence frameworks: EntreComp, DigComp, LifEComp and derivative tools (e.g. EntreComp Edu)

• Growing experience in piloting and implementation of competence-based approach

• Critical importance of SME skills development in the ETF partner countries
Evidence-based policy assessments, jointly with the European Commission, OECD and EBRD
The SBA assessment helps policy makers to design and implement tools and mechanisms to improve the business environment on the ground and foster entrepreneurship and employment. The assessments also facilitate benchmarking with the European Union and between countries from the same region. The ETF has carried out assessments in its different regions as follows:

**Regional Assessments**

- **South Eastern Europe and Turkey**
  - 2006
  - 2009
  - 2012
  - 2016
  - 2019

- **Southern and Eastern Mediterranean**
  - 2008
  - 2014
  - 2018

**Eastern Partnership**

- 2012
- 2016
- 2020

The human capital dimension of entrepreneurship is a central pillar of the SBA. This includes entrepreneurial learning and entrepreneurship key competences, support to women’s entrepreneurship and SME skills development.
"Entrepreneurial learning" is all forms of education and training, both formal and non-formal, which contribute to an entrepreneurial spirit and entrepreneurial behaviour with or without a commercial objective. (ETF, 2009)

"Entrepreneurial person" is someone who seeks out opportunities, takes initiatives often based on risk and through new ventures decides how resources can be most effectively applied. Driven by the need for achievement, the entrepreneur may not necessarily be motivated by profit but use it as a measure of success. (ETF, 2009)
# THE FRAMEWORK, WITH LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Level of proficiency</th>
<th>Foundation</th>
<th>Intermediate</th>
<th>Advanced</th>
<th>Expert</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relying on support from others</td>
<td>Under direct supervision.</td>
<td>With reduced support from others, some autonomy and together with my peers.</td>
<td>On my own and together with my peers.</td>
<td>Taking and sharing some responsibilities.</td>
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<tr>
<td>Building independence</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Progression</td>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>Competence</th>
<th>Hint</th>
<th>Descriptor</th>
<th>Thread</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
<th>Level 7</th>
<th>Level 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spotting opportunities</td>
<td>Use your imagination and abilities to identify opportunities for creating value.</td>
<td>Identify and seize opportunities to create value by exploring the social, cultural and economic landscape. Identify needs and challenges that need to be met. Establish new connections and bring together scattered elements of the landscape to create opportunities to create value.</td>
<td>Identify, create and seize opportunities.</td>
<td>I can find opportunities to help others.</td>
<td>I can recognise opportunities to create value in my community and surroundings.</td>
<td>I can explain what makes an opportunity to create value.</td>
<td>I can proactively look for opportunities to create value, including out of necessity.</td>
<td>I can describe different analytical approaches to identify entrepreneurial opportunities.</td>
<td>I can use my knowledge and understanding of the context to make opportunities to create value.</td>
<td>I can judge opportunities for creating value and decide whether to follow them up at different levels of the system I am working in (for example, micro, meso or macro).</td>
<td>I can spot and quickly take advantage of an opportunity.</td>
</tr>
<tr>
<td>Focus on challenges.</td>
<td>I can find different examples of challenges that need solutions.</td>
<td>I can recognise challenges in my community and surroundings that I can contribute to solving.</td>
<td>I can identify opportunities to solve problems in alternative ways.</td>
<td>I can redefine the description of a challenge, so that alternative opportunities address it may become apparent.</td>
<td>I can take apart established practices and challenge mainstream thought to create opportunities and look at challenges in different ways.</td>
<td>I can judge the right time to take an opportunity to create value.</td>
<td>I can cluster different opportunities or identify synergies among different opportunities to make the most out of them.</td>
<td>I can define opportunities where I can maintain a competitive advantage.</td>
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<tr>
<td>Uncover needs.</td>
<td>I can find examples of groups who have benefited from a solution to a given problem.</td>
<td>I can identify needs in my community and surroundings that have not been met.</td>
<td>I can explain that different groups may have different needs.</td>
<td>I can establish which user group, and which needs, I want to tackle through creating value.</td>
<td>I can carry out a needs analysis involving relevant stakeholders.</td>
<td>I can identify challenges related to the contradicting needs and interests of different stakeholders.</td>
<td>I can produce a 'roadmap' which matches the needs with the actions needed to deal with them and help me create value.</td>
<td>I can design projects which aim to anticipate future needs.</td>
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ENTREPRENEURIAL VET COLLEGE – KEY PILLARS (THE CASE OF GEORGIA)

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<thead>
<tr>
<th>Leadership and governance</th>
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<tbody>
<tr>
<td>Supporting teachers and educators</td>
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<tr>
<td>Building networks</td>
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<tr>
<td>Innovative teaching learning and assessment</td>
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<tr>
<td>Integration of technology</td>
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<tr>
<td>VET financing</td>
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<tr>
<td>Reputation management</td>
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- Developing **entrepreneurial VET** is about a system that bridges education and employment, working with business and the community to be a **learning hub driving social and economic development**.

- "**Individual**” competence vs. "**collective**” learning and **innovation capacity and culture** of VET institution – and beyond: community and territory.
WHAT DOES IT TAKE TO TRANSFORM A VET INSTITUTION INTO AN ENTREPRENEURIAL ONE?

Pillar 1: Supporting leaders
Pillar 2: Supporting teachers and educators
Pillar 3: Building networks
Pillar 4: Innovative teaching, learning and assessment
Pillar 5: Integration of technology
Pillar 6: Financing for VET
Pillar 7: Reputation management
WHAT DOES IT TAKE TO TRANSFORM A VET INSTITUTION INTO AN ENTREPRENEURIAL ONE?

Pillar 1: Supporting leaders

An entrepreneurial VET college leader...

- Has the entrepreneurial competences to see new opportunities, embrace new ideas from others and commit to leading a more entrepreneurial VET institution
- Engages the private sector and community partners into college vision and actions
- Places a priority on entrepreneurial and digital competences for students and staff
- Works with policy and government to review and revise VET legislation to better support entrepreneurial VET colleges
- Builds practice-sharing networks with VET institutions in Georgia and internationally.
WHAT DOES IT TAKE TO TRANSFORM A VET INSTITUTION INTO AN ENTREPRENEURIAL ONE?

Pillar 2: Supporting teachers and educators

An entrepreneurial VET college educator...

- Understands and values the impact of entrepreneurial learning on their students
- Is trained and confident to embed key principles of entrepreneurial and digital learning to support the introduction of key competences across all subjects
- Actively collaborates and exchanges practices with other educators both within the school and through wider VET networks beyond the school
- Values making connections with community and private sector to support teaching.
WHAT DOES IT TAKE TO TRANSFORM A VET INSTITUTION INTO AN ENTREPRENEURIAL ONE?

Pillar 3: Building networks

An entrepreneurial VET college...

- Has internal networks to share and build new ideas within the college
- Is part of a national or thematic network of VET colleges in Georgia
- Involves private sector, business and community to align to needs of labour market
- Opens up college resources for use by the local community and private sector
- Is part of international teaching and/or mobility networks
- Provides language teaching to enable staff and students to network internationally.
WHAT DOES IT TAKE TO TRANSFORM A VET INSTITUTION INTO AN ENTREPRENEURIAL ONE?

Pillar 4: Innovative teaching, learning and assessment

An entrepreneurial VET college...

• Includes entrepreneurial and digital learning outcomes in all subjects

• Places a focus on teaching and learning for creative thinking, purposeful collaboration and within real-world contexts

• Gives learners regular opportunity to understand and practice how they can create value for others through entrepreneurial learning activities

• Uses formative assessment to understand and make visible the value and impact of entrepreneurial and digital learning on students.
WHAT DOES IT TAKE TO TRANSFORM A VET INSTITUTION INTO AN ENTREPRENEURIAL ONE?

Pillar 5: Integration of technology

An entrepreneurial VET college...

• Supports leaders and educators to integrate and develop digital competences into entrepreneurial learning activities

• Supports leaders and educators to use digital technologies to support teaching, learning and assessment

• Supports leaders and staff to use technology with students and families to facilitate communication.
WHAT DOES IT TAKE TO TRANSFORM A VET INSTITUTION INTO AN ENTREPRENEURIAL ONE?

Pillar 6: Financing for VET

An entrepreneurial VET college...

- Seeks out opportunity to feedback and improve on national VET financing models
- Develops knowledge and training to increase internal financial effectiveness
- Embraces the new opportunity to develop college-level funding streams.
WHAT DOES IT TAKE TO TRANSFORM A VET INSTITUTION INTO AN ENTREPRENEURIAL ONE?

• **Pillar 7: Reputation management**

An entrepreneurial VET college...

• Identifies good news stories from staff, students and community to promote a positive image of the college

• Actively contributes to national dialogue and campaigns on how to improve the image of VET.
SOME INSIGHTS ON THE FIRST STEPS...

- Developing awareness and commitment
- “Demonstration” projects
- Creating toolkits of resources
- Building entrepreneurial community and ecosystem
- Recognising excellence and recognising learning
- Encouraging innovation through VET financing