



United Nations  
Educational, Scientific and  
Cultural Organization

# GNLC/PASCAL Webinar: The Challenge of developing the role of TVET, business learning, and entrepreneurship in learning cities

Welcome remarks by Miki Nozawa, UNESCO-UNEVOC





## UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training

- is UNESCO's Specialized Centre for TVET, based at the UN Campus in Bonn
- contributes to strengthening TVET capacities and cooperation in the Member States
- coordinates the global UNEVOC Network of TVET institutions (250 members in 166 countries)

# What is TVET?

TVET comprises *“education, training and skills development relating to a wide range of occupational fields, production, services and livelihoods.*

*TVET, as part of lifelong learning, can take place at secondary, post-secondary and tertiary levels and includes work-based learning and continuing training and professional development which may lead to qualifications. TVET also includes a wide range of skills development opportunities attuned to national and local contexts.*

*Learning to learn, the development of literacy and numeracy skills, transversal skills and citizenship skills are integral components of TVET.”*

*UNESCO’s Recommendation concerning TVET (2015)*

# Why entrepreneurial skills are important in TVET?

- Faced with major changes taking place (globalization, technological progress...), the TVET sector needs to evolve, be innovative and cater for **a broad set of skills** (incl. transversal skills)
- The Covid-19 pandemic may have long-lasting implications for labour markets; it is important for young people to learn to be adaptable and creative.
- Entrepreneurship is **a set of skills and attitudes that can be learned and enhanced** through education and training.
- Promotion of entrepreneurial skills and mind-sets contributes to better equipping youth **to access the world of work and to improve their capability to adapt to changing skill-demands, as well as to nurture personal development.**

## SUSTAINABLE DEVELOPMENT GOAL 4

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all



**SDG4 Target 4.4 explicitly calls for strengthening “skills for employment, decent jobs and entrepreneurship”.**

# What do we mean by Entrepreneurial Learning?

***“... is about learners developing the skills and mindset to be able to turn creative ideas into entrepreneurial action. This is a key competence for all learners, supporting personal development, active citizenship, social inclusion, and employability. It is relevant across the lifelong learning process, in all disciplines of learning and to all forms of education and training (formal, non-formal and informal) which contribute to an entrepreneurial spirit or behaviour, with or without a commercial objective.”***

*European Commission (2014): Final Report of the Thematic Working Group on Entrepreneurship Education.*

# What do we mean by Entrepreneurial Learning; broad and narrow definitions

<b>Entrepreneurial learning</b>	
<b>Broad definition</b>	<b>Narrow definition</b>
<b>Becoming entrepreneurial</b>	Becoming an entrepreneur
<b>For personal development, mind-set and skills</b>	For self-employment and business start-up
<b>Learning through entrepreneurship</b>	Learning about entrepreneurship

# What are values created by Entrepreneurial Learning?: examples

Fostering young talent

Motivating learners

Preparing for an uncertain future

Self-entrepreneurs as leading figures for TVET

An impetus to dynamics of society and economy

*Adapted from UNESCO-UNEVOC's forthcoming Practical Guide on Entrepreneurial Learning for TVET Institutions*



# TVET institutions as 'entrepreneurial institutions' : challenges and opportunities

- ✓ It is not only about inclusion of entrepreneurial skills into curricula of TVET programmes but requires rethinking of TVET teaching.
- ✓ TVET teachers and managers may lack experience, skills and mindset.
- ✓ To develop entrepreneurial learning takes partnership at policy, institutional and classroom levels.
- ✓ Real-life focus of TVET can be a good base for EL.
- ✓ The world of work can also be considered as a place for entrepreneurial learning; TVET institutions themselves can become incubators of innovation and entrepreneurship



# Ongoing work of UNESCO

## UIL Global Network of Learning Cities Entrepreneurship Cluster

- one of 6 thematic clusters
- 36 learning cities participating
- Promoting an entrepreneurial learning as 'a whole-city enterprise'
- Focusing on innovation and creativity

## UNESCO-UNEVOC's Entrepreneurial Learning for TVET institutions

- Discussion Paper on Entrepreneurial Learning in TVET (2019)  
[https://unevoc.unesco.org/pub/entrepreneurial\\_learning\\_discussion\\_paper1.pdf](https://unevoc.unesco.org/pub/entrepreneurial_learning_discussion_paper1.pdf)
- Practical Guide on Entrepreneurial Learning for TVET institutions (forthcoming: Dec 2020)
- Sharing of practical and innovative cases (e.g. Paraguay: Self-sufficient school model; Spain: 'Ikasenpresa' creation of school enterprises as part of curriculum)

