



Entrepreneurship in TVET

ETHAZI Model

Submitted by Tknika, Spain

BILT Innovation and Learning Practice



To be competitive in society and the workplace, young people increasingly need diverse skillsets such as entrepreneurial learning, networking or creative thinking. In response to this, the ETHAZI Learning and High-Performance Model introduces a new methodology to the Basque TVET system that is designed to foster the growth of these skills among students. Instead of traditional teaching, learning is based on challenges that students solve together in groups, developing both their technical and soft skills in the process.

- Start date: 2013
- Type of implementing institution: Governmental Organization or affiliated
- Target group: Basque TVET centres

Tknika, Spain

Tknika is a centre promoted by the Deputy Ministry of TVET of the Education Department of the Basque Government, Spain. Innovation and applied research are at the core of Tknika in its ongoing efforts to place Basque TVET at the forefront of European TVET. Tknika is modelled after some of the world's most advanced TVET centres, and through networking and direct involvement by TVET teaching staff the centre develops innovative projects in the areas of technology, education and management.

Description of activities

The ETHAZI Learning & High-Performance model introduces problem-based learning, using workplace situations as a challenge for learners to solve with specific technical and soft skills. To do this, students are split into teams and work together as they would in the workplace.

The ETHAZI model has four main characteristics:

1. It is modular, with the design of challenges simulating as closely as possible the real work/life situations;
2. It has self-managed teaching teams where teachers are encouraged to work in teams and, if needed, adjust their schedules according to students' needs. Each teacher is fully available to students during their working hours;
3. It includes evaluations to guide the evolution of competency development. The evaluation is integrated as a key element in the students' own learning process, providing frequent feedback on their evolution; and
4. Learning spaces are adapted in a way that their design mainly addresses the characteristics of flexible, open and interconnected spaces that foster collaborative work. Workspaces are much more than the walls forming a classroom. These are flexible, comfortable spaces with good acoustics and flexible connections that facilitate the use of ICTs.

Added value

What current challenges does your initiative address?

The ETHAZI model focuses on the needs of companies, which increasingly search for students with

entrepreneurial skills. The ability to work in a team to overcome challenges is highly valued by employers, as this demonstrates a range of competencies needed for the modern workplace. Collaborative challenge-based activities enable creative development processes that are repeated in the workplace and real life. These activities foster a change in mindset that supports students throughout their careers.

Why is this initiative a success?

Since the ETHAZI model began in 2013 until today, participation numbers demonstrated that implementation has been a success. Furthermore, the number of teachers who ask to be trained in this model has increased every year. This model has led to successful implementation of a methodological change, not only in one TVET Centre, but in an entire educational system.

What is the added value of this example?

Several publications have highlighted how the ETHAZI model benefits to students. For example, [Eizagirre-Sagardia et al. \(2017\)](#) found that Basque TVET students see challenge-based collaborative learning as a natural learning environment for developing soft skills. In this environment, they acquire a greater level of independence, which will be valued once they enter the workforce. Students also identified teamwork, communication, independence, and knowing how to "fail" as important skills. Research carried out by Mondragon University by [Sarobe-Egiguren et al. \(2019\)](#) found that with this learning model, students can achieve the learning goals required by their programme at the same time as developing technical and soft skills when working as part of a team.

Impact on curricula

What implications does this example have for current or future curricula?

As a result of the ETHAZI model, 12 curricula in 2018 and a further 12 curricula in 2019 were modified for the Basque Country to include features that were shown to be beneficial to students. This includes Industry 4.0 components, soft skills, and methodological aspects that were directly related to the ETHAZI model and its success.

How does this example impact TVET systems?

There are impacts at the local and regional level due to the ETHAZI model. The model was developed as a pilot experience in the academic year 2013-2014 with five Basque TVET centres. In the academic year 2019-

2020, the learning model is in the phase of deployment and implementation in 70 Basque TVET centres. Over 2,000 TVET teachers and 8,000 students out of 37,800 TVET students, which is 21% of the Basque TVET student population, are currently learning with this innovative and disruptive learning model.

How does this example respond to industry and social demands?

The ETHAZI model, which implies a disruptive methodological change, was born over a decade ago from the approach of the Basque productive sector, as illustrated in [this video](#). From this, “High-Performance cycles” were created in response to Basque companies’ needs. Furthermore, Basque TVET centres and CONFEBASK, the Basque Business Confederation, started working together driving the flourishing of soft skills in Basque TVET students in order to develop well-rounded and competitive workers.

Transferability

Which components of this practice may have practical value to other UNEVOC Centres/TVET institutions?

If another TVET system is considering implementing challenge-based learning, the ETHAZI model could serve as a blueprint to follow.

What challenges do you see if transferred to another context?

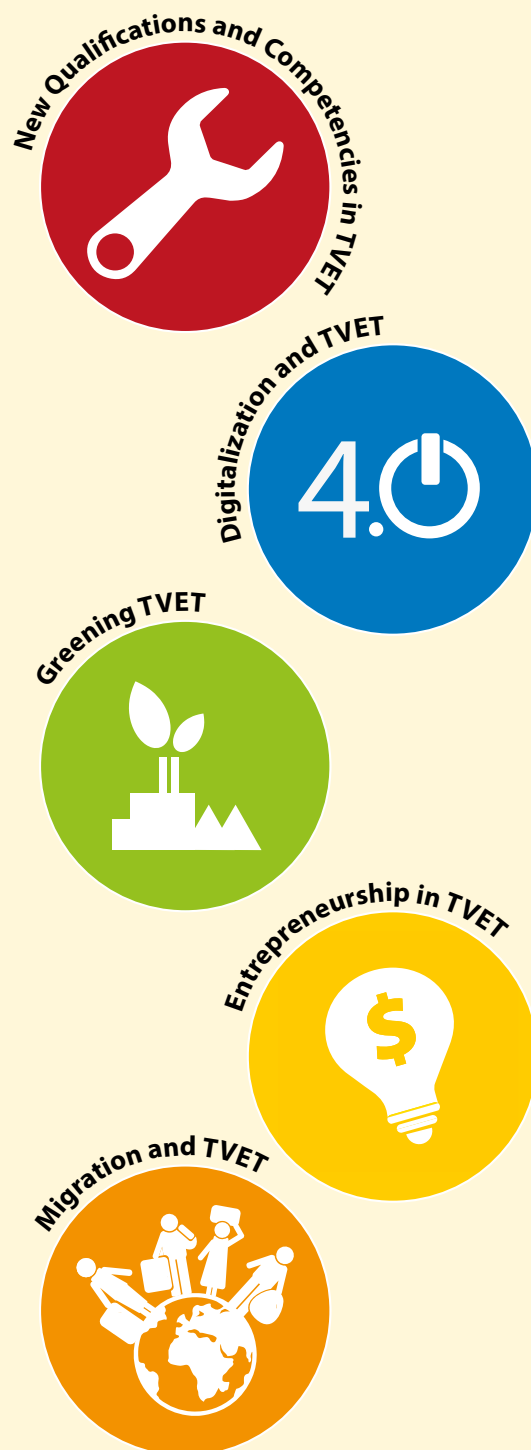
The ETHAZI model faced challenges which would most likely be encountered elsewhere. These include how to motivate teachers to collaborate together successfully; how to design assessments for specific competencies and accurately measure change; how to understand and adapt learning spaces for collaborative challenges; and, the process of changing the methodological model of an entire educational system to embrace new ways of learning and teaching.

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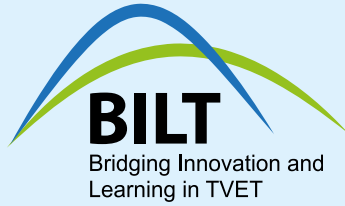
<https://tknika.eu/en/areas-2/learning-and-high-performance/>

Part of the BILT project involves collecting Innovation and Learning Practices* that address systemic challenges within the five work streams of the project, with the purpose to understand what elements lead to their success and can be transferrable to other contexts.

Access more BILT Innovation and Learning practices in the thematic areas of:



*UNESCO-UNEVOC does not endorse any of the practices included in this database and is not responsible for their management or implementation.



The Bridging Innovation and Learning in TVET (BILT) project provides TVET stakeholders with a platform for exchange and supports them to address current challenges in TVET systems, which arise due to technological, social, environmental, and workplace changes.

Within BILT, the overarching thematic area is New Qualifications and Competencies in TVET, which is supported by four work streams:

- Digitalization and TVET,
- Greening TVET,
- Entrepreneurship in TVET, and
- Migration and TVET.

Through regular knowledge exchange, thematic project activities, and expert working groups, BILT offers opportunities for collaboration between UNEVOC Centres and TVET stakeholders in Europe, and a platform for bridging of innovation and learning between European UNEVOC Centers and TVET stakeholders in the Asia-Pacific and Africa regions.

The results of ongoing activities are accessible on BILT's web page and will be disseminated during a BILT Learning Forum.

The BILT project is carried out in collaboration with UNEVOC Network members, coordinated by UNESCO-UNEVOC with support of the German Federal Institute for Vocational Education and Training (BIBB), and sponsored by the German Federal Ministry of Education and Research (BMBF).

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