



Entrepreneurship Education

Submitted by **Innove, Estonia**

BILT Innovation and Learning Practice



To address the increasing importance of entrepreneurial competencies in the world of work, Foundation Innove has developed new teaching methodologies and training content for entrepreneurship education for TVET. The result is the creation of entrepreneurship modules for all levels of TVET, together with a digital entrepreneurship textbook. Another key element is a six-month long teacher training programme to accompany the new learning content. This helps to raise TVET teachers' awareness of the importance of Entrepreneurship Education and fills gaps in teaching knowledge and methods.

- Start date: 12/2015
End date: 12/2023
- Type of implementing institution:
Governmental Organization or affiliated
- Target group:
TVET schools, TVET teachers, TVET students

Innove, Estonia

Foundation Innove is an educational competence centre that creates opportunities for the substantive development and popularization of vocational and general education in society. In addition to TVET, Innove offers educational counselling services through a nationwide network.

Description of activities

This initiative enhances TVET students' entrepreneurship and career skills relevant for the modern workplace. Entrepreneurship education modules for TVET students and a digital entrepreneurship textbook for TVET were developed to support this.

The successful implementation of entrepreneurship education in TVET requires a transformation of how teachers understand the subject and how they perceive their role as educators. System-wide teacher training should include a basic understanding of economics and teaching methodology that promotes entrepreneurship. To address this, a six-month long entrepreneurship education training programme for teachers was developed to orient TVET teachers. Topics include rapid adaptability, the entrepreneurial mindset, promoting critical thinking and creativity, as well as teaching forward-looking skills that are of strategic importance for smart economic and business development. Furthermore, the programme includes actions to establish partnerships between educational institutions, businesses and other organizations to support effective and innovative teaching methods and provide learning environments for teaching and entrepreneurship, and to implement entrepreneurial competence-based methods.

Added value

What current challenges does your initiative address?

Because of the important contributions that entrepreneurship education can make towards the goals of economic development and the individual wellbeing of students and workers, the programme addresses the need to create innovative entrepreneurs who can compete on an international level.

Previously, TVET students were not always equipped with the skills and competencies needed to succeed

in the modern workplace. This initiative works on the assumption that all TVET students should benefit from entrepreneurship and career education, as these encompass crucial competencies for work life in the 21st century. Additionally, school leaders did not have the capacity to support TVET teachers sufficiently when it comes to entrepreneurship education, often being unable to recognize the opportunities of entrepreneurship education and not knowing how to promote it effectively.

Why is this initiative a success?

Part of this initiative's success can be drawn back to the involvement of all levels of the Estonian TVET system. Collaboration between all relevant TVET stakeholders (researchers, schools, teachers, students, entrepreneurs, government institutions, politicians) is crucial to ensuring success in implementation, but was a complicated and time-consuming process to manage.

Lessons learnt include:

- Systematic implementation of entrepreneurial learning at all levels of the education system through a competence framework and progression models is essential. This promotes a common understanding of what entrepreneurship education is and why it needs to be established in society, with parents, teachers and school leaders foremost.
- The integration of entrepreneurship education as a cross-cutting competence in all subjects is a challenge that TVET institutions should address working closely with teachers and providing them with necessary support.
- Impact evaluation is a challenge but is very important in order to see the initiative's progress and to identify success factors. It is also important for communication and building trust between stakeholders.

What is the added value of this example?

The greatest value identified is the positive change in stakeholder attitudes towards entrepreneurship education in Estonia.

Impact on curricula

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

The following elements have implications for enriching Estonian curricula with regard to entrepreneurship education:

- A basic module of entrepreneurial learning is available and intended for use as an elective module.

- A new career and entrepreneurship module, “Learning and Working in a Changing Environment” will be available from September 2020 onwards to complement existing TVET school curricula. This module will be compulsory for all Estonian TVET schools.
- A digital [entrepreneurship textbook for TVET](#) has been created (currently available in Estonian only).

How does this example impact TVET systems?

This programme has impact at the national level, being a country-wide initiative. Over time with the proliferation of entrepreneurship competencies in TVET, the training programme will also benefit local level stakeholders.

How does this example respond to industry and social demands?

To help the current and future workforce of Estonia, this initiative will provide modern competencies and skills needed for the modern workplace and job market. In particular, the development of an entrepreneurial mindset in Estonia will allow greater flexibility to create and participate in the smart jobs of the future.

Transferability

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

All developed materials are suitable for use in other countries, although these must be translated and contextualized. The six-month long teacher training programme designed to orient and support teachers in understanding and using newly developed materials may be of particular interest to other TVET institutions.

What challenges do you see if transferred to another context?

Systemic support for an initiative like this is essential to increase the chances of successful implementation. Activities must have the support from a range of TVET stakeholders and form part of a national strategy within which these practices will be enacted.

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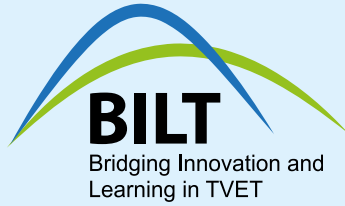
www.ettevõtlusõpe.ee/wp-content/uploads/2016/08/EDUTEGU_voldikud_ENG_4.pdf

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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