



unesco

International Centre for
Technical and Vocational
Education and Training

UNESCO-UNEVOC International Centre for TVET and HP LIFE a global training program from the HP Foundation

Promoting Innovation

Employability and

Entrepreneurship

among Youth



24th May 2023



UNESCO-UNEVOC International Centre for TVET

- UNESCO's Specialized Centre for TVET, established in Bonn in 2002
- Contributes to strengthening TVET capacities and cooperation among Member States

UNESCO-UNEVOC mission

Overarching goal: Support UNESCO Member States' efforts to **strengthen their TVET systems**.

Target group: **TVET institutions** delivering training and education services. Focused on UNEVOC Centres but also other TVET institutions and training providers.

Areas of support:



Training modules, guidelines and tool kits



Capacity-building opportunities for TVET leaders and teachers



Networking, partnerships and advocacy



Technical assistance for UNEVOC Network-led initiatives

SDG 4: “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

4 QUALITY EDUCATION



Target 4.3: [Equal access to technical/vocational and higher education](#) - ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university

Target 4.4: [Relevant skills for decent work](#)
substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

Target 4.5: [Gender equality and inclusion](#)
eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

UNESCO-UNEVOC's medium-term strategy III and the SDGs

UNEVOC MTS III 2021-2023



Supporting TVET staff for a digitalized world



TVET for climate action



Inclusive TVET for migrants and disadvantaged youth



Private sector engagement



UNEVOC Network



Knowledge management



Quality TVET for all

1 NO POVERTY



5 GENDER EQUALITY



8 DECENT WORK AND ECONOMIC GROWTH



9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



13 CLIMATE ACTION



17 PARTNERSHIPS FOR THE GOALS



UNESCO TVET strategy 2022-2029: “Transforming TVET for Successful and Just Transitions”



1

Develop skills for **INDIVIDUALS** to learn, work and live



2

Develop skills for inclusive and sustainable **ECONOMIES**



3

Develop skills for inclusive and peaceful **SOCIETIES**

UNESCO-UNEVOC’s interventions

Bridging Innovation and Learning in TVET (BILT) Project

- National qualifications and competency frameworks
- Self-reflection tools
- Bridging and learning events (Africa, Asia, Europe)

UNEVOC Network

- TVET Leadership Programme
- Co-Action Initiative

Thematic work

- Inclusion and youth
- Digital transformation
- SDGs and greening TVET
- Private sector engagement

Building TVET resilience for a just and sustainable transition

- Inclusive TVET for disadvantaged groups and vulnerable communities
- Technical assistance and capacity building to prepare for a just and green transition
- Future-proofing TVET institutions

Knowledge resources

- TVET country profiles
- Innovative and promising practices
- **Entrepreneurial learning**
- TVET forum
- World Youth Skills Day

What is Entrepreneurial Learning in TVET?



ENTREPRENEURSHIP AS A MINDSET, PROCESS AND METHOD

**CHECK
MY OWN
POTENTIAL**

**SEE
OPPORTUNITIES**

- PROBLEMS
- TRENDS
- CHANGE OF LAWS
- TECHNICAL DEVELOPMENT
- MARKET

**DEVELOP
IDEAS WITH
VALUE**

**IDENTIFY
AND AVOID
RISKS**

**KNOW THE
NECESSARY
RESOURCES**

**PUT IDEAS
INTO ACTION**

- Entrepreneurial learning in TVET aims to promote **creativity, innovation, and entrepreneurial mindset** which equips youth to access and thrive in the world of work and supports their personal development
- It creates opportunities for **creative thinking**, instils confidence, and can help to stimulate the economy and to ensure social justice by empowering individuals to be more **self-reliant**.

Promoting Creativity, Innovation and Entrepreneurship

- TVET Institutions should value creativity
 - Diversity of experiences, language and background enhances creativity
 - Failure is bound to happen when creativity is involved- recognize this and embrace
 - Stay curious
 - Capture ideas and harness/reflect upon them
 - See problems as opportunities
 - Look at problems in different ways- analytically, collect many assumptions and challenge them to create various possibilities.
 - Reward creativity
-
- *Q- what can you do to increase your individual creativity?*



Source: Anonymous

Core elements of Entrepreneurship

- How do you turn Idea into an opportunity?



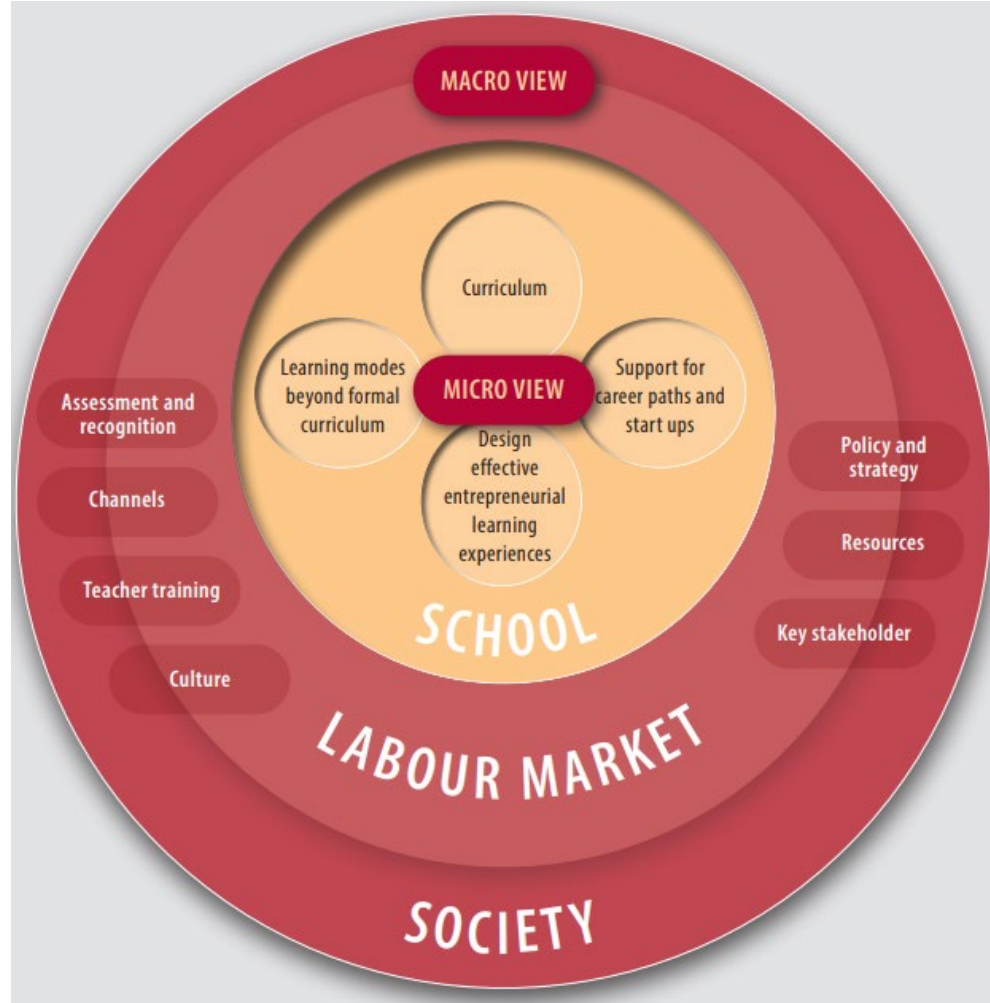
Which entrepreneurial competences should be strengthened in the TVET learner- *The EntreComp concept*



Areas of competence	Competences
1. Ideas and opportunities	1.1 Spotting opportunities 1.2 Creativity 1.3 Vision 1.4 Valuing ideas 1.5 Ethical and sustainable thinking
2. Resources	2.1 Self-awareness and self-efficacy 2.2 Motivation and perseverance 2.3 Mobilising resources 2.4 Financial and economic literacy 2.5 Mobilising others
3. Into Action	3.1 Taking the initiative 3.2 Planning and management 3.3 Coping with uncertainty, ambiguity, and risk 3.4 Working with others 3.5 Learning through experience

Source: Bacigalupo et al., 2016

What are the Key components of an Entrepreneurial Learning Ecosystem in TVET?



The micro and macro views of TVET, with the school at the centre of the entrepreneurial learning ecosystem

Developing entrepreneurial capacity of learners requires:

Micro View

- Design effective entrepreneurial learning experiences
- Curriculum
- Learning modes beyond formal curriculum
- Support for career paths and start-ups

Macro View

- Policy and strategy
- Resources
- Stakeholders
- Culture
- Teacher training
- Channels
- Assessment and recognition

Impact and effectiveness of entrepreneurship programs

- ❑ Contributes to skill development
 - Opportunity recognition- awareness of ability and skill
 - Increase ability to execute (fundraising, sales, marketing)
- ❑ Contribute to increased social networking
 - Mentors and role models
- ❑ Increase performance of start up

TVET entrepreneurial programs may not increase entrepreneurial rate but help trainees better identify their potential as entrepreneurs and improve the quality of entrepreneurship and start up performance.

Stanford Researchers 2020

HP LIFE Sample programs

- Successful Mindset
- Starting a Small Business
- Design Thinking
- Selling Online
- Cash Flow
- Finding Funding
- Circular Economy
- Social Entrepreneurship
- Effective Business Websites
- Social Media Marketing

How can TVET institutions initiate and strengthen entrepreneurial learning?

Entrepreneurial Learning Institution Canvas (ELIC)

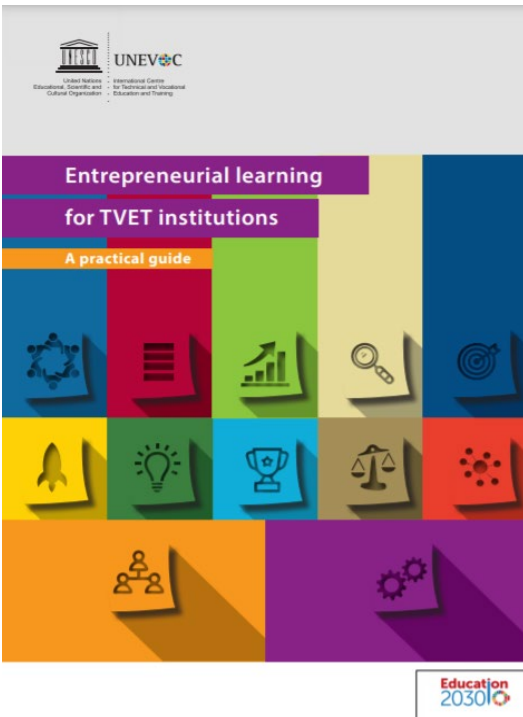


ELIC- 12 Steps to achieve entrepreneurial learning

UNEVOC work on Youth Employment and Entrepreneurship

- UNESCO-UNEVOC has made a concerted effort to promote entrepreneurial learning across the TVET sector through:
 - ✓ Promoting peer learning and exchange in conferences, workshops and e-forums
 - ✓ Research Studies and publications
 - ✓ Continuous Collaboration and Partnerships
 - ✓ Capacity building

Practical Guide



Discussion Paper



Promising Practice



Virtual Conference



Learn more: [https://unevoc.unesco.org/home/Youth+employment+and+entrepreneurship/BILT Project - Innovative and Promising Practices \(unesco.org\)](https://unevoc.unesco.org/home/Youth+employment+and+entrepreneurship/BILT+Project+-+Innovative+and+Promising+Practices+(unesco.org))

Bridging

Promoting peer learning and exchange

Innovation

Co-development of knowledge

Learning

Support to implement new ideas

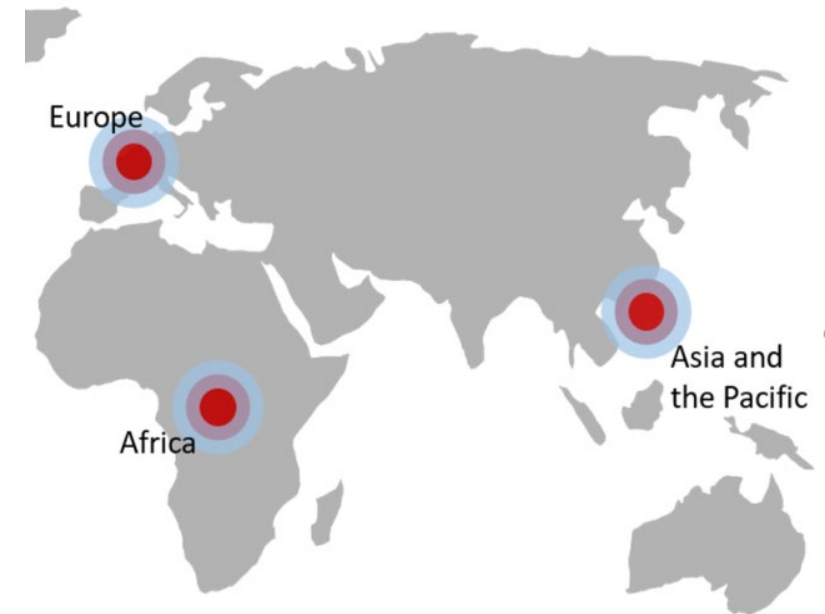
TVET

Thematic focus on Greening, digitalisation, Migration, Entrepreneurship

Innovation

Document 'Innovation and Learning Practices'

- ❖ 2020-2022: 3 Publications on identifying, integrating and implementing New Qualifications and Competences
- ❖ **9 of 45 Innovation and Learning Practices from Asia-Pacific**
- ❖ 2022-2025: **New digital/green skills in tourism/hospitality**
- ❖ **Learning Labs and webinars-Use of EdTech (virtual reality); Makerspaces and Fab Labs**
- ❖ Reforms to TVET systems
- ❖ Self-reflection/diagnostic tool to assess capacity of TVET providers to transform new labour market skills demand into provision. [Video: NQC Self-Reflection workshop at Shenzhen Polytechnic, China](#)



Thank you

Learn more: www.unevoc.unesco.org

 @UNEVOC



unesco

International Centre for
Technical and Vocational
Education and Training