



# Embedding entrepreneurship competence in VET - literature review insights

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Entrepreneurship competence in vocational education and training

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virtual workshop

#KeyCompetences



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# Literature review - how entrepreneurship competence is embedded in VET in Europe

## Academic, non-academic and policy documents

- On entrepreneurship competence
- On entrepreneurship education
- On entrepreneurial learning ecosystem
- Mapping approaches, methods and tools
- Review of relevant EU policies and frameworks

2010-2020 / 2021 - changes in research / policy discussion (intensity and focus)

# Major findings

Entrepreneurship in VET - **under-researched topic**

Entrepreneurship competence – **independent variable**

- a specific entrepreneurship education programme
- a range of entrepreneurship education activities undertaken at a VET provider

**Imbalance** in research – **more** on teaching and learning processes, **less** on outcomes, the role of teachers and the role of VET providers

# On entrepreneurship competence

**Narrow** (starting a venture) vs. **Broad** definition (mindset, behaviour, personal development) – still not closed (Häägs & Gabriellsson, 2020)

- Broad – researchers
- Narrow – in praxis

EntreComp Framework, (Bacigalupo et al., 2016) – important milestone

- **Broad** definition, transversal, long-life competence
- **Contextual** combination of components – needed in different situations

Entrepreneurship competence as part of **personal development** and economic (innovative) effectiveness and inclusiveness (employability / self-employment) – a step toward embedding entrepreneurship competence in VET

# Entrepreneurship competence and VET

Lack of research does not mean lack of action in the VET

Entrepreneurship education in VET – ‘learning **FOR** entrepreneurship’



Narrow definition of  
entrepreneurship  
competence

**TROUGH** entrepreneurship – learning to become  
entrepreneurial - **apprenticeship**

**ABOUT** entrepreneurship – learning to understand  
entrepreneurship

# Teaching approach

Entrepreneurship competence to be taught as the **entrepreneurial method** to all learners

Neck & Greene, 2011; Sarasvathy & Venkataraman, 2011...but there is much less of agreement on this, still

Non-traditional, action-oriented, or experimental methods are frequently advocated and increasingly utilised in entrepreneurship education but **the traditional methods is still prevalent.**

# On assessment

## Assessment **OF** Learning

summative assessment - a success measure of the outcomes of the end of a unit, programme, year's study, qualification or educational experience" (Isaacs et al., 2013).

## Assessment **FOR** learning

formative assessment - where the learners are in their learning, where they need to go and how best to get there."(Assessment Reform Group, 2002).

Formative assessment allows both learners and teachers to identify achievement of entrepreneurial skills to date, to identify any gaps, and to plan for progress in learning – **PERSONAL DEVELOPMENT**

# On assessment

## **Performance assessment**

assessing learners based on their active hands-on demonstration of knowledge and skills, in authentic settings:

- interacting with external stakeholders, helping others, presenting something to others and working in teams to create something of value to an external stakeholder based on curriculum content

**Engaging a broader constituency of stakeholders in the assessment process: employers & professionals (Pittaway & Edwards, 2012).**

# On entrepreneurial learning ecosystem

Collaborative capacity of all actors

**Apprenticeship** – huge advantage of VET comparing to other educational types / forms

Good for Youth, Good for Business (EU 2019) - European Alliance for Apprenticeships

Thematic Country Reviews, from 2014

Hybridization of knowledge

# Embeddedness requires collaboration

Entrepreneurial competences to be embedded in **curricula**

Strong need for delivery organisations (schools, other providers) pursuing entrepreneurial education to be deeply embedded in the **stakeholder community** in their regions...(Gibb)

↓  
Quintuple Helix ('sleeping giant') -  
**entrepreneurial learning ecosystem**

## **Relevant knowledge**

Integrated problem/project oriented education across curricula

Hybridization of knowledge

## Research on what teachers and other key stakeholders think

**Lack of integration** of school and workplace learning – and it is the most crucial characteristics of competence-based learning

**Translating competence-oriented goals** into actual learning activities – but teachers tend to work in isolation, not in teams

**Competence models** as a tool for planning, delivery and assessment of entrepreneurship competence – very rare

**Assessment** – written exams unsuitable to assess competence-based education

## Research on what teachers and other key stakeholders think

**Lack of time** (entrepreneurship 'steals' time from other curricular demands) - Swedish VET teachers too (Fejes et al., 2019)

**Lack of funding** and other resources like digital tools (Loogma, Peterson and Rekkor, 2021).

**Organisational culture** of the school – open and collaborative (training of management, teachers, other providers)

# From now to 2035 (2050)

## Lessons learned, from 1995-2015 – nature of the change:

- From incremental to more radical changes, in shorter time intervals
- Stronger influence from the 'outside' world – disappearing jobs
- Increasing need for individualisation of learning process

## Scenarios:

- Consensus on stronger collaboration in the school, and among VET providers
- Contextualisation

Vocational education and training in Europe, 1995-2035, Cedefop (2020)

# From past to now, from now to the future - VET as a part of the future

Role of VET schools – local / regional **hubs for entrepreneurship**

IVET students – 48.4% of all upper secondary students (EU 27, 2019)

UN Sustainable Development Goals 2030/2050

SDG 4 – education; SDG 8 decent work and economic growth; SDG 13 climate change

**Greening TVET** – embedded entrepreneurship competence is needed (mindset & attitude – right policies and skill strategies are needed) UNESCO-UNEVOC (2017)

**When** – When to do what? Answer will be different: „Any age is the right age for introducing assignments where students use their competencies to create innovative value to people outside schools and universities’ (Lackéus, 2015).

Education matters – GEM

Levels vs. **Collaboration**

# Entrepreneurship competence in VET – how?

Learn from the past and presence

- formal, non-formal, informal education

Place VET in the future (UN SDGs 2030/2050)

looking for synergies

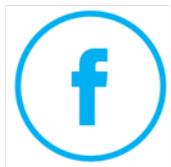
Whole-institution approach – ‘application of a sustainability ethos, engagement of community and stakeholders, long-term planning, and sustainability monitoring and evaluation’

The UNESCO Roadmap for Implementing the Global Action Programme on Education for Sustainable Development, 2014

# Thank you

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