



Designing a sound research

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**Entrepreneurship competence
in vocational education and training**

17 and 18 February 2022

virtual workshop

#KeyCompetences



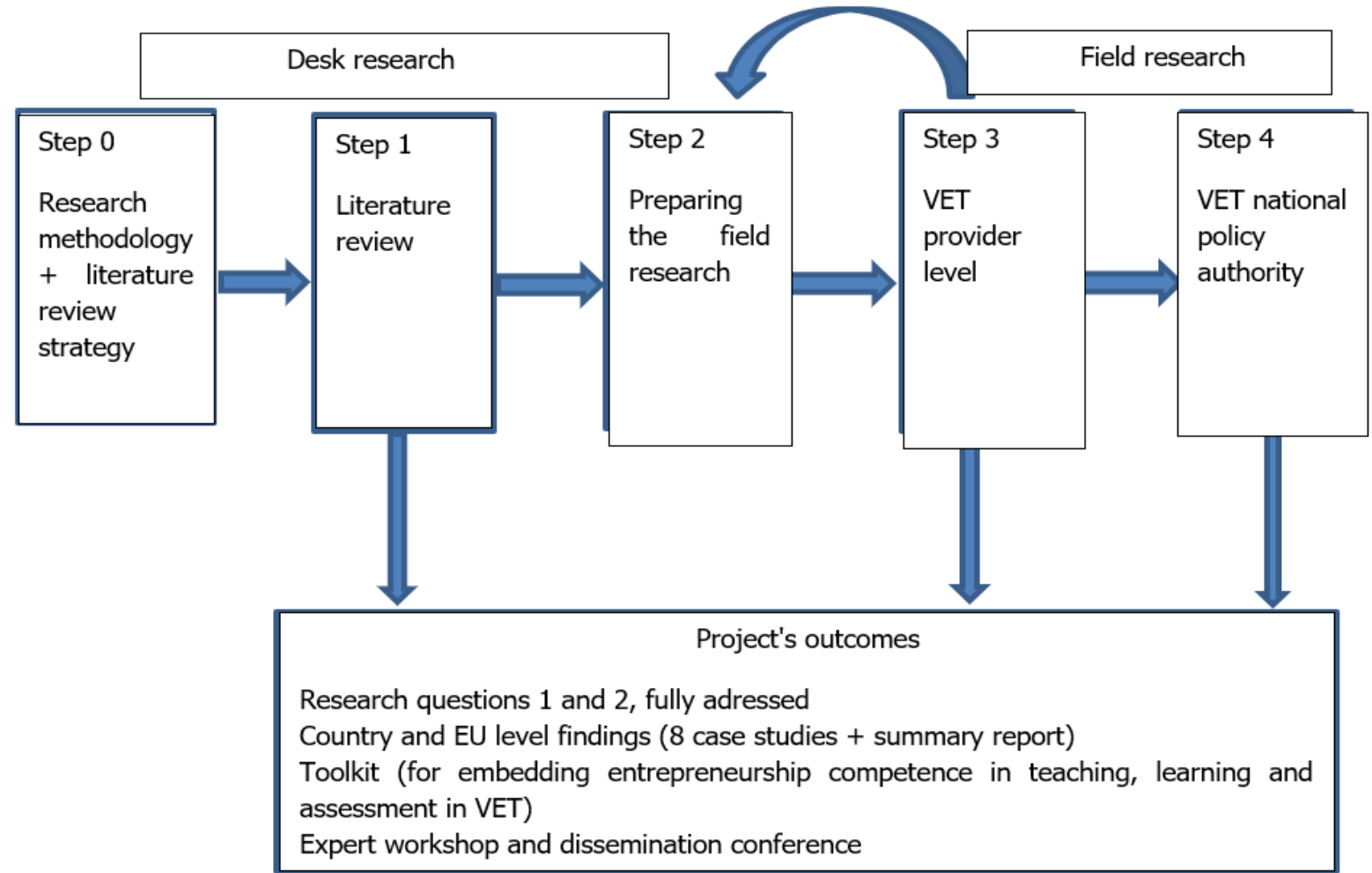
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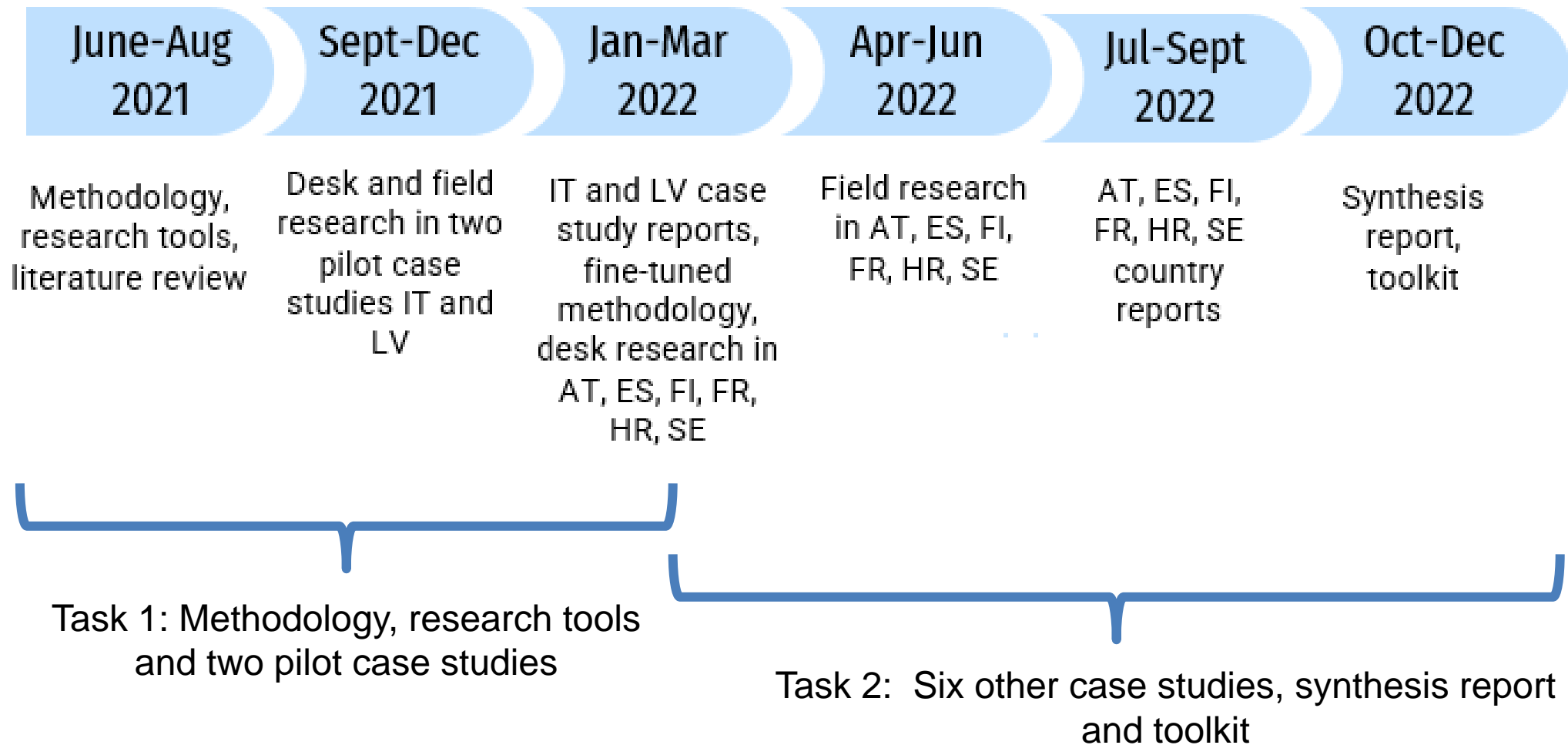


Objectives & main research steps

Discuss the methodology in order to scale it up in another 6 countries



Study timeline



Embedding entrepreneurial competence in VET

How is it...	Research subquestions
... DEFINED?	RQ1.a. How is entrepreneurship competence defined in different VET settings?
... RESOURCED?	RQ1.b. To what extent are the main elements of the entrepreneurial learning ecosystems in place in these countries and how do they help embed entrepreneurship competence in VET?
... IMPLEMENTED & MONITORED?	RQ1c How do national policies translate into local practices ?
...PERCEIVED & ENACTED?	RQ2.a. What methods, tools and approaches are applied and in what context? RQ2.b. How are they different in VET compared to general education? RQ2.c. To what extent do VET characteristics facilitate embedding of entrepreneurship competence in teaching and learning, and teacher training?
... ASSESSED ?	RQ2.d.How does assessment of entrepreneurship competence support its development in VET? How do intended learning outcomes translate into learning outcomes eventually acquired by learners?

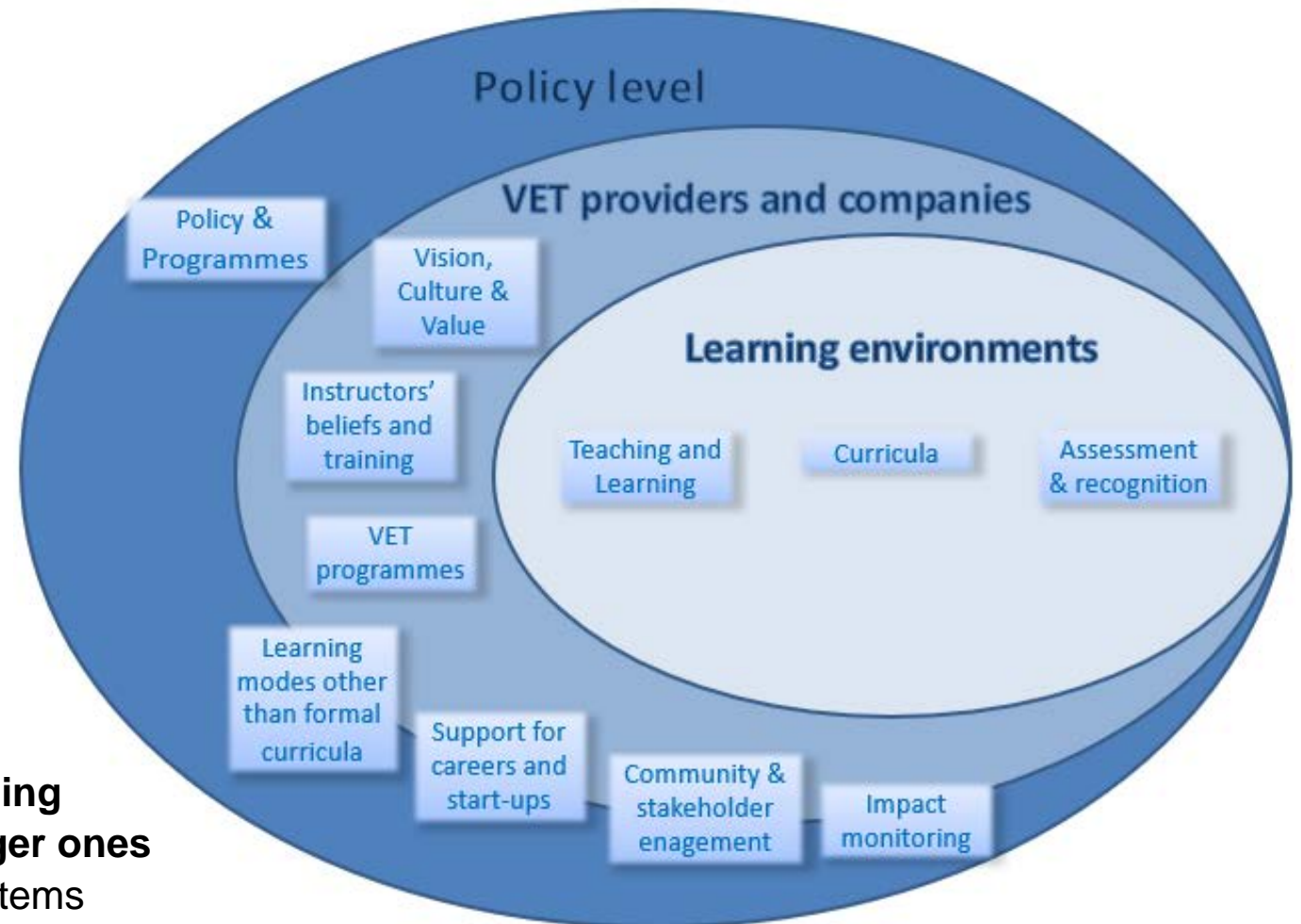
Entrepreneurial learning ecosystems in VET

Brush (2014) presents a typology that articulates roles that schools may pursue in developing their own internal entrepreneurship education ecosystem through time

What does a mature entrepreneurship learning ecosystem look like?

VET providers with a broad understanding of entrepreneurship [...] and an approach extending widely across programmes, creating a collective understanding of its importance and with high resource commitments and high stakeholder engagement in a broad range of curricular and extra-curricular activities

Each VET provider **has its own entrepreneurial learning ecosystem**, but at the same time it **is also part of larger ones** (e.g. regional). Changes within a system can affect systems nested within it. Entrepreneurial learning ecosystems evolve through time



Research steps at national level

Thread 1 DESK RESEARCH AT NATIONAL LEVEL

1.1 Document analysis at the national level

1.2 Consultation with stakeholders for additional sources and data

Thread 2 FIELD RESEARCH

2.1 Document analysis at the VET providers level (especially school's documents)

2.2 Field research at the VET providers' premises

3 Data analysis (comparisons to find similarities and differences)

1.1 Document analysis at national level

General

- the regulatory framework in which VET institutions are functioning
- statistics on VET and labour market

Specific

- Curricula and other government policies and programmes related to entrepreneurship competences, entrepreneurship education, entrepreneurial education ecosystem and VET
- Central-level guidelines on learning / teaching / assessment of entrepreneurship competences through VET programmes in schools (what, how, who)
- Educational (professional life-long training) requirements for teachers included in teaching entrepreneurship competences
- Main funding sources for entrepreneurship education in VET activities

1.2 Consultation with stakeholders

- to prepare the ground for the field research
- to collect additional information and data
- to discuss an interpretation of the information collected through analysing available documents
- to inform key stakeholders about the study

2.1 Document analysis at VET provider level



Data sources

- Whole-school Teaching, Learning and Assessment Strategy
- Other subsidiary plans and policies at school level: e.g., Quality Assurance, Employer/Community Engagement Strategies
- Website

Questions

- Does the document contain explicit references to Entrepreneurship /Entrepreneurship competences?
- What is the importance attached to it?
- Is the document aligned with policies, curricula, guidelines delivered at national/regional level?

2.2 Field research at VET provider's premises

Data sources and collection methods

- Interviews with school or company management
- Interviews with school teachers and work tutors
- Focus groups/ observations of VET students
- Online interviews with VET graduates
- Observations
 - A tour of the premises (1)
 - Classroom observations (2)

Deep insights
into provider and
learner level

Detailed Methodological guide with instruments to collect data is provided to national researchers

3. Data analysis



Triangulation

- use of multiple methods or data sources to develop a comprehensive understanding of phenomena (Patton, 1999 in Carter et al., 2014).
 - Method
 - Data source
 - Investigator
- Frugal triangulation: For each research question the 3-4 most relevant sources of information are considered to provide valid answers

Comparisons to find similarities and differences

- VET provider level: headteachers vs teachers vs students vs graduates
- VET provider vs Policy vs Stakeholders
- By VET type e.g. IVET vs CVET, VET vs general education

4. Reporting the data at national level

Country's case study is built on six case studies conducted at the VET providers' level

Structure

- Executive summary
- A separate section devoted to each Research Question (RQ1-2) and sub-question (a.b.c....)
- Relevant information from the individual cases and desk research presented and discussed in each section
- Summary information from the field research at VET provider level presented in abbreviated vignettes (boxes) to illustrate or highlight aspects of the discussion

Participatory workshops with research participants

- Participants: stakeholders and experts, VET providers who were interviewed during the field research
- The aim: to present the main findings of the research and solicit feedback from the research participants
- Format: online, 2-3 hours; with joint plenary sessions (in English) and discussions in national breakout groups (in national language)
- Output: support the finalisation of the country reports

Thank you

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