



Building a toolkit to support embedding entrepreneurship competence in vocational education and training

Presentation of the initial structure

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Entrepreneurship competence in vocational education and training

17 and 18 February 2022

virtual workshop

#KeyCompetences



CEDEFOP

European Centre for the Development of Vocational Training



Who's the toolkit for?

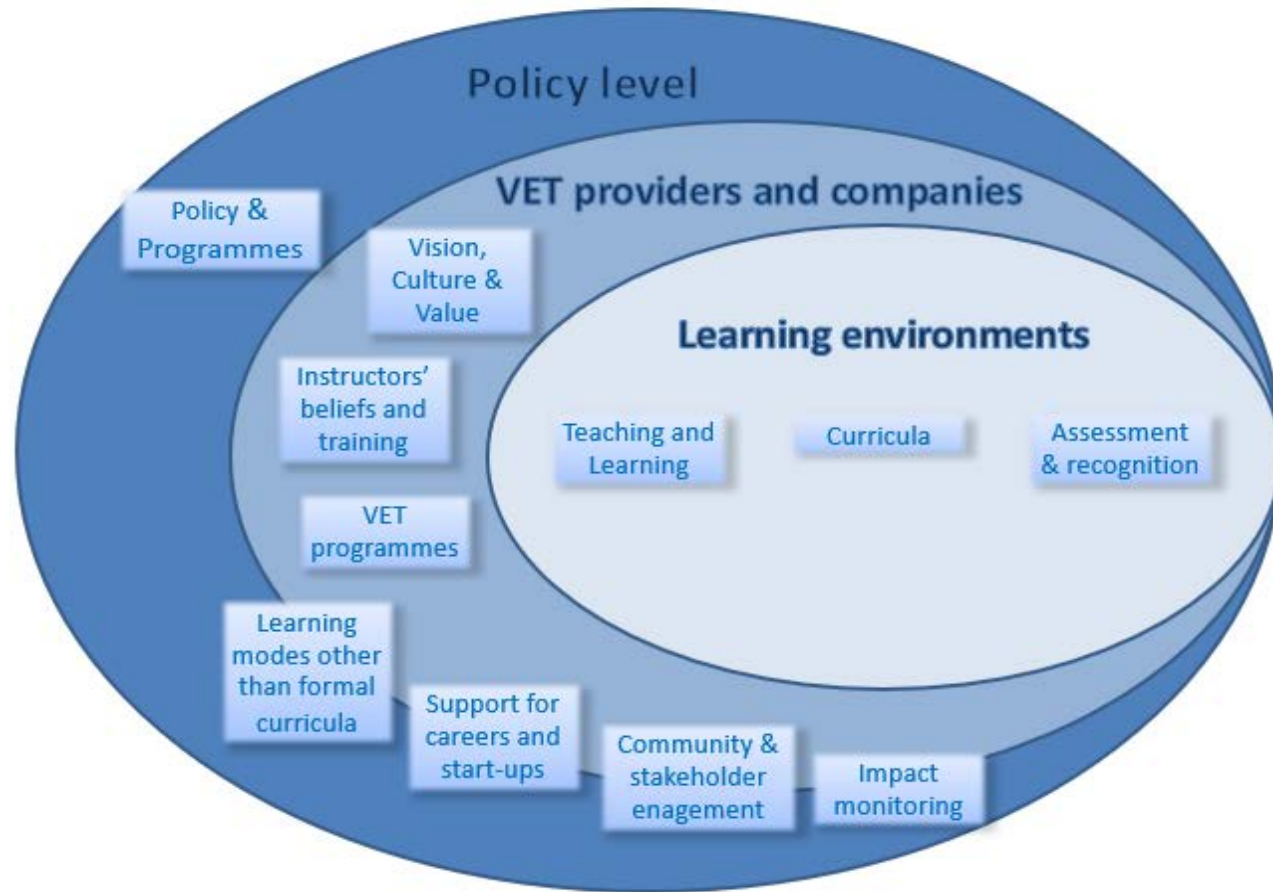
- VET providers (including head of schools, teachers, tutors from companies)
- National and regional Policy makers
- Social partners, intermediary organizations and NGOs supporting would-be-entrepreneurs
- Researchers
- Other stakeholders

Why a toolkit?

- To provide an information resource for policy makers, social partners and VET providers for developing a **common understanding** of what Entrepreneurship Competence (EC) is about and various aspects of designing and delivering entrepreneurship education;
- To assess the **maturity level of the Entrepreneurial Learning Ecosystem** the user/s is/are embedded into and spot its gaps;
- To inspire and support VET providers and stakeholders in **envisioning their local Entrepreneurial Learning Ecosystem** and filling its gaps by offering **inspiring examples of methods, tools and approaches and supporting material** to move from idea to practice.

Where we started from?

VET entrepreneurial learning ecosystem



Embedding entrepreneurship competence in VET requires the interplay between 3 interlocking spheres: Policy level, VET provider level, Program/Classroom level

What's the toolkit offer?

- **Back ground information:** definitions & meanings – i.e. What's the meaning of “embedding” entrepreneurial education in VET? ; main challenges
- **Presentation of the Entrepreneurial Learning Ecosystem (ELE):** What are the key components for embedding Entrepreneurship Education in VET ? How do these components help embed entrepreneurship competence in VET ? Which elements proved to be crucial?
- **A self-assessment questionnaire** to understand the maturity level and gaps of your ELE (what is in place and to what extend, and what is missing) and to direct you to the relevant chapters of the toolkit
- **A reflection tool for policy makers:** policies and standards which proved to be crucial for embedding EE in VET
- **A VET providers design blueprint for designing, building and orchestrating the VET provider sphere of the ELE with:**
 - **Roadmap with explanatory notes and driving questions**
 - **Inspiring practices** of methods, tools and approaches that have proved successful in supporting embedding entrepreneurial competences in VET
 - **Additional resources** to help moving from idea to practices

Preliminary structure

Design blueprint for VET providers & stakeholders

Introduction

DEFINITIONS
 CHALLENGES
 MAIN COMPONENTS OF THE ENTREPRENEURIAL LEARNING ECOSYSTEM AND THEIR RELEVANCE AND SUPPORTIVENESS FOR EMBEDDING EE IN VET

Self-assessment of your Entrepreneurial Learning Ecosystem

SELF-ASSESSMENT OF THE MATURITY LEVEL OF YOUR ENTREPRENEURIAL LEARNING ECOSYSTEM ACROSS ITS MAIN COMPONENTS



ADDITIONAL RESOURCES: Self assessment questionnaire and user guide

Understand the context

POLICY & STANDARDS: KEY ELEMENTS WHICH PROVED TO BE CRUCIAL FOR BUILDING A CONDUCIVE ENTREPRENEURIAL LEARNING ECOSYSTEM



ADDITIONAL RESOURCES: EU Country report of the 8 countries investigated



Source of information

- Distilled from all the different phases of the study (literature review, desk research & field work, comparative analysis)
- Covering examples from the eight case study countries, but also from other EU and non-EU countries
- Grouped per typology, e.g. governance, curricula design, teaching and learning...

VET design blueprint – preliminary ideas

To guide VET providers along the process of **setting their Impact driven Strategy for EC**

- Definitions of input, output, outcome and impact
- Rationale for moving from fragmented activities to an holistic, impact driven strategy for EC.
- Roadmap: what's the process to be followed for shaping the impact driven EC strategy of my school?
- Templates to support the process (i.e. for setting qualitative and quantitative impact indicators/targets, for moving from impact indicators to outcomes, outputs and inputs)

and offer them **inspirational examples and tools** for action the Strategy, across all the dimensions of the VET provider ELE :

- VET vision, culture and values
- Train the trainers
- Cooperation with external stakeholders
- Curricula design
- Pedagogies
- Assessment methods
- Recognition for curricular and extra-curricular activities

Inspiring practices – preliminary ideas

- To solicit readers to **think out of the box** and to consider new ways for designing , orchestrating, managing their VET provider ELE.
- To offer “sparks” for **raising interest and positive attitude / motivation toward change** and not “how to do” instructions for transferring the practice in other contexts.

Short and concise presentation of good practices for embedding EC in VET encompassing the different local ELE components, coming from the field work

Complemented with **testimonies** for the Champions in order to a) humanize the presentation raising empathy in the readers b) providing additional info on key features, challenges, success factors, and tips.



Additional resources – preliminary ideas

- For providing **practical info and tools to help readers moving from ideas into practice.**

Different types of existing resources, available in English, such as MOOCs and OERs (webinars, guidelines, inventories, web based tools)

The additional resources will be collected via desk research looking particularly at materials produced/developed with the financial support of the European Commission or other European/International Agencies active in the field. No commercial tools/products will be considered.



Example



Introduction

DEFINITIONS

CHALLENGES

MAIN COMPONENTS OF THE ENTREPRENEURIAL LEARNING ECOSYSTEM AND THEIR RELEVANCE AND SUPPORTIVENESS FOR EMBEDDING EE IN VET



Self-assessment of your Entrepreneurial Learning Ecosystem

SELF-ASSESSMENT OF THE MATURITY LEVEL OF YOUR ENTREPRENEURIAL LEARNING ECOSYSTEM ACROSS ITS MAIN COMPONENTS



ADDITIONAL RESOURCES: Self assessment questionnaire and user guide



Understand the context

POLICY & STANDARDS: KEY ELEMENTS WHICH PROVED TO BE CRUCIAL FOR BUILDING A CONDUCIVE ENTREPRENEURIAL LEARNING ECOSYSTEM



ADDITIONAL RESOURCES: EU Country report of the 8 countries investigated



Plan

GOVERNANCE: BLUEPRINT to help VET providers designing their Entrepreneurial Learning ecosystem

- IMPACT
- VISION, CULTURE AND VALUES
- INSTRUCTORS' BELIEFS AND TRAINING
- COOPERATION WITH EXTERNAL STAKEHOLDERS



ADDITIONAL RESOURCES: VET Canvas and reflections tools for EE



Design

CURRICULA: POSSIBLE APPROACHES: EXTRA-CURRICULAR, CURRICULAR AND CROSS-CURRICULAR



ADDITIONAL RESOURCES: Entrepreneurship Competence frameworks and curricula design tools



Implement

TEACHING AND LEARNING: - PEDAGOGIES FOR EC
- ASSESSMENT METHODS



ADDITIONAL RESOURCES: Inventories of pedagogies Assessment methods and tools



Recognize

ACTUAL LEARNING OUTCOMES: FOR CURRICULAR FOR EXTRA-CURRICULAR



ADDITIONAL RESOURCES: EU/National Certification schemes & programs

Inspiring practice

Self-entrepreneurship course at the Costa Institute in Lecce

(curricular and extra-curricular), Italy

- WHAT IT IS ABOUT
- HOW IT WORKS (i.e. **approach**; entr competences targeted; actors involved; recognition/certification)
- **TESTIMONY OF THE CHAMPION** (challenges, success factors, tips)

Additional resources

EntreComp: The Entrepreneurship Competence Framework.

Inspiring practice

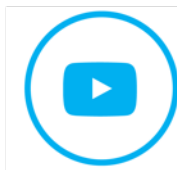
Ogre VET Latvia (cooperation with external stakeholders), Latvia

- WHAT IT IS ABOUT
- HOW IT WORKS
- **TESTIMONY OF THE CHAMPION** (challenges, success factors, tips)

Thank you

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