

Bridging Innovation and Learning in TVET

Thematic Workshop - Entrepreneurship in TVET

TKNIKA, Basque Country, Spain, 30-31 October 2019

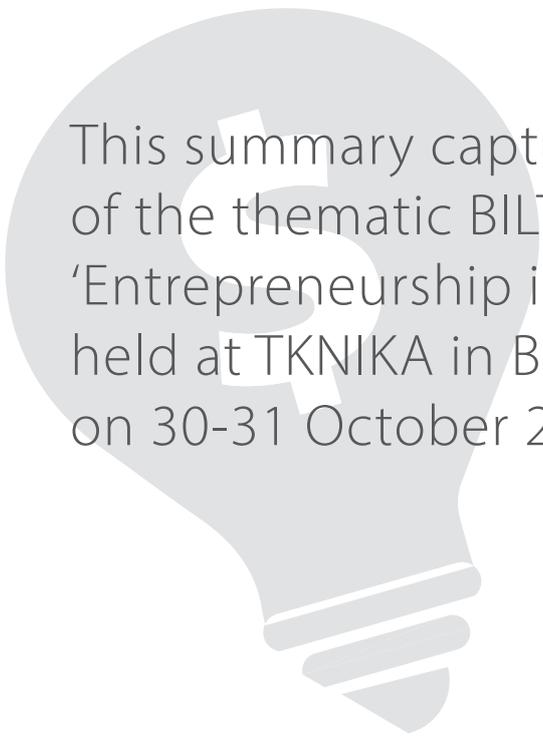
Workshop summary



Bridging Innovation and Learning in TVET

Thematic Workshop - Entrepreneurship in TVET





This summary captures the key outcomes of the thematic BILT Workshop on 'Entrepreneurship in TVET', held at TKNIKA in Basque Country, Spain, on 30-31 October 2019.

Bridging Innovation and Learning in TVET (BILT)

The BILT project is a collaborative initiative focusing on consolidating the European Cluster of the UNEVOC Network. An additional bridging and knowledge exchange component with UNEVOC Centres and TVET stakeholders in the Asia-Pacific

and African regions is initiated in 2020. At its core, BILT addresses TVET challenges in five thematic areas, or 'work streams', that the participating UNEVOC Centres and other TVET stakeholders will focus on. Within BILT, these are:



In addressing these work streams, BILT intends to share information, generate new knowledge, and enhance national and regional TVET capacities in order to provide quality TVET now and going forward. Besides re-energizing the European cluster of the UNEVOC Network, the BILT project seeks to enlarge membership of the cluster through the addition of new active members.

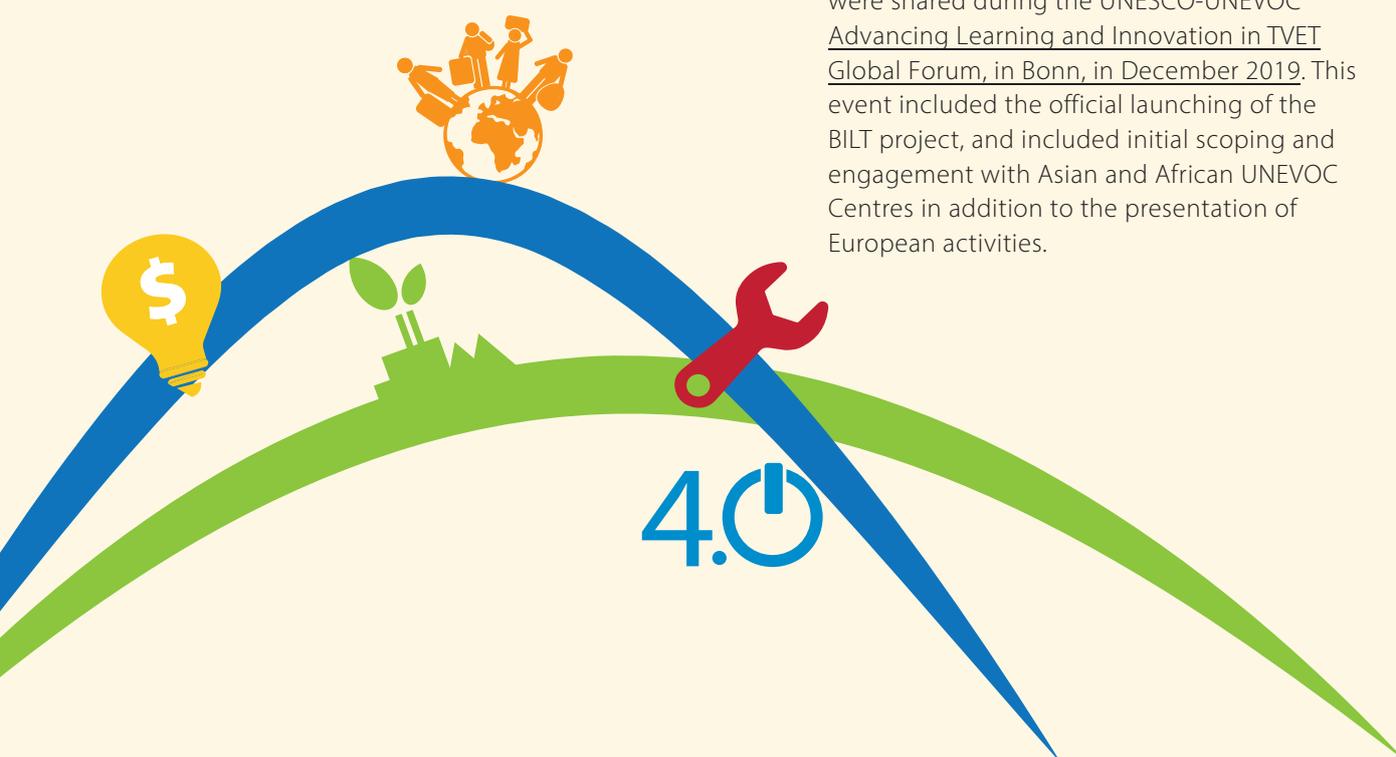
BILT is a collaboration between UNEVOC Network members, coordinated by the UNESCO-UNEVOC International Centre for TVET in Bonn, in partnership with the German Federal Institute for Technical and

Vocational Training ([BIBB](#)), and implemented with the financial support of the German Ministry for Education and Research ([BMBWF](#)).

The BILT project began with a [Kick-Off Conference](#) in July 2019, where European UNEVOC and other TVET stakeholders considered two to three key issues within each BILT work stream. These topics became the framework to be explored in detail between October and December 2019 during a series of thematic workshops, each led by a UNEVOC Centre Focal Point. They were:

Theme	Host	Dates
Digitalization	OsloMet, Norway	2-3 October 2019
Greening TVET	MCAST, Malta	23-24 October 2019
Entrepreneurship and TVET	TKNIKA, Spain	30-31 October 2019
New Qualifications and Competencies	SFIVET, Switzerland	12-13 November 2019
Migration and TVET	University of Nottingham, UK	10-11 December 2019

Interim results of each BILT Thematic Workshop were shared during the UNESCO-UNEVOC [Advancing Learning and Innovation in TVET Global Forum](#), in Bonn, in December 2019. This event included the official launching of the BILT project, and included initial scoping and engagement with Asian and African UNEVOC Centres in addition to the presentation of European activities.



Thematic Workshop – Entrepreneurship in TVET

TKNIKA, Basque Country, Spain, 30-31 October 2019

Economic, workplace and societal changes demand innovative responses towards workplace skills and business development. This requires entrepreneurial competencies such as creativity, communication skills, critical-thinking, or the ability to work in teams. Such competencies need to be taught and embedded in curricula and training regulations via entrepreneurship education. This poses a challenge and opportunity for TVET institutions who are expected to emphasize the teaching of entrepreneurial skills to prepare modern employees and potential future entrepreneurs.

The BILT project reflects these challenges within a separate thematic area, beginning with a workshop on 'entrepreneurship' in October 2019. Subject matter experts from nine countries (Austria, Denmark, Estonia, Germany, Italy, Lithuania, Norway, Romania and Spain) attended the event. Each expert contributed an example from their institution or business that addressed a key issue within entrepreneurship, either '**Mainstreaming entrepreneurship in TVET**', '**Innovative pedagogical models**' or '**Preparing and supporting teachers and trainers**'.

The workshop was an occasion to share innovative projects and to discuss key issues in response to the need of fostering an entrepreneurial mind-set and competencies in TVET. This report illustrates how stakeholders engaged during the workshop to address these challenges and ensure that TVET remains not only relevant now, but positions itself for the future.



Rikardo Lamadrid, Vice-Ministry of VET, Basque Country/Spain

Opening and framing

Mr Jon Labaka Intxauspe, Executive Director at the hosting UNEVOC Centre TKNIKA, warmly welcomed the participants and introduced TKNIKA's manifold activities to continuously advance TVET in the Basque Country. The formal opening was taken up by Mr Rikar Lamadrid, Director of Technology and Advanced Learning at the TVET Vice-Ministry of the Department of Education of the Basque Government. He echoed the welcoming words and presented three fundamental pillars of the Basque TVET system: training, applied innovation, and active entrepreneurship. Internationalization being an additional transversal pillar, these strategy cornerstones align with the BILT project goals.

Subsequently, Ms Miki Nozawa from UNESCO-UNEVOC expressed her appreciation of TKNIKA's continued engagement within the UNEVOC Network and underlined the importance of creating international networks for TVET, as through this workshop. To contextualize 'entrepreneurship' within the BILT project, Mr Tristan Cole from UNESCO-UNEVOC gave an overview on the project

goals and activities. He underlined the contribution of the BILT project towards the achievement of SDG 4 on Quality Education and – with regards to theme in focus – the achievement of SDG 8 on Decent Work and Economic Growth. Taking a closer look, the most relevant targets of these SDGs for entrepreneurship are:

- 4.4. By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.
- 8.3. Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalisation and growth of micro-, small- and medium-sized enterprises, including through access to financial services.

Through the promotion of international network and collaboration activities on entrepreneurship, the BILT project contributes to these targets as well as SDG 17 on Partnership for the Goals.

Ms Vera Hark from the German Federal Institute for Vocational Education and Training (BIBB) explained the structure of the workshop, noting that the objectives and expected outcomes were to:

- Share good practices and innovative solutions for TVET in the field of Entrepreneurship with colleagues from across Europe;
- Involve in peer-learning activities, both contributing own experiences and learning from the others; and
- Collect information on the examples presented for this theme, enabling their documentation and inclusion as ‘BILT Innovation and Learning Practices’, which will be shared with the TVET community.

Finally, Ms Nozawa framed entrepreneurship within UNESCO’s Strategy for TVET (2016-2021) and programmes. She named ‘Fostering youth employment and entrepreneurship’ as one of the three thematic priorities set by UNESCO-UNEVOC in its Medium-Term Strategy II (2018-2020). Ms Nozawa defined the concept of entrepreneurship as a set of skills and attitudes, which equips youth to access the world of work, and which caters

the need for innovation in TVET. Furthermore, she distinguished between a narrow vs. broad definition of entrepreneurship: becoming an entrepreneur for self-employment and business start-up vs. becoming entrepreneurial with a certain mindset and skills such as creativity and problem-solving.

Workshop discussion format

For this work stream, UNEVOC Centres jointly identified three defining key issues which structured the workshop:

- Key issue 1: Mainstreaming entrepreneurship in the TVET ecosystem
- Key issue 2: Introducing innovative pedagogical models
- Key issue 3: Preparing and supporting teachers

In preparation of the workshop, the BILT project team collected practice examples from European UNEVOC Centres and other TVET stakeholders within the entrepreneurship work stream. These ‘BILT Innovation and Learning Practises’ formed the core of presentation and discussions during the event.

For all three key issues, a framing presentation included an overview of challenges while also providing information on recent developments and trends, allowing participants the opportunity to understand the context of the ‘BILT Innovation and Learning Practices’. Following this, participants presented their examples in short pitches designed to present an overview of each one. In order to fully engage participants, the workshop proceeded in a World Café format where each example was given one hour to discuss three main questions per example:

- What is the added value?
- What is the impact on curricula and training regulations?
- Which elements could be transferable to other contexts?

The World Café sessions allowed participants to gain a deeper understanding of the presented projects and approaches towards entrepreneurship. Further group discussions following the World Café sessions allowed participants to jointly identify common and exceptional elements from each example, and provided avenues for future exploration for the BILT project.

Key issues

BILT Innovation and Learning Practices

The **key issue ‘Mainstreaming entrepreneurship in the TVET ecosystem’** was the focus of the first peer learning session. Mr Johannes Lindner from KPH University College for Teacher Education in Austria provided an overview on the challenges related to this key issue. One of the key parts of his introduction was the presentation of the TRIO model for entrepreneurship education, which consists of three domains:

- *Core entrepreneurial education*, referring to basic qualifications related to entrepreneurial thinking and activities, including linguistic competencies and the ability to identify and realise ideas;
- *Entrepreneurial culture*, referring to the development of self-competencies within the social environment. This includes a culture of openness to innovation, empathy, capacity for teamwork and creativity, but also awareness of risks and willingness to take risks; and
- *Entrepreneurial civic education*, referring to stronger social competencies as a citizen because awareness for democracy and self-reflection helps young students to express their opinion and to assume responsibility for themselves, for others and the environment.

Following the introduction to this first key issue, three ‘BILT Innovation and Learning Practices’ were presented and discussed by participants. In addition to the summaries of the examples in this report, more detailed information as well as further material on the below described examples is accessible via the BILT knowledge platform.

The Inter-Institutional Entrepreneurship Plan of the Basque Government

**Presented by Mr Rikardo Lamadrid,
Vice-Ministry of VET, Basque Country, Spain**

All departments of the Basque Government and several other TVET institutions participate in the Inter-institutional Entrepreneurship Plan of the Basque Country 2020 (PIE 2020) to support entrepreneurs and small enterprises in the Basque country. The aim is to have a common planning and priority-setting framework for all Basque institutions, which includes entrepreneurship among their priorities. It comprises more than 300 different actions in support of entrepreneurship.

COMETA learning model

**Presented by Mr Paolo Nardi,
UNEVOC Centre Cometa Formazione, Italy**

The COMETA learning model is based on a production process where learners are supposed to deliver real products and services for real customers. In this way, the workshops act as real enterprises where learners work with their trainers. At the same time, foundational skills are included in the process, in the framework of general subjects. Teachers arrange and develop their programmes according to the product. To enable learners to realize the product, they are provided with the needed competencies in communication, mathematics, economics, etc. Tutors are in charge of coordinating the process and supporting learners in the acquisition of transversal skills.

Youth Start Programme

**Presented by Mr Johannes Lindner,
KPH, Austria**

The approach of entrepreneurial-challenge based learning is based on both the Framework of Reference for Entrepreneurship Competences and the Trio Model. It uses challenges from various areas as learning opportunities. The Youth Start Programme comprises 18 challenge categories and can be combined in different ways depending on the curriculum. There is a recommendation of combinations from primary to secondary level. The programme is available on the KPH website in different languages.

To finish the first workshop day, Ms Ainhoa Rotaeta from the Confederation of Basque Enterprises (CONFEBASK) delivered insights into the perspective of industry and their demand for entrepreneurial skills. She stated that the key to improving the competitiveness of companies is to increase the qualification of employees, who need to internalize entrepreneurial values such as passion, boldness, creativity, tenacity, and the capability to adapt. Finally, Mr Iñigo Araiztegui, TKNIKA's Internationalization Coordinator, presented important principles related to the dual character of the Basque TVET system. This system builds on strong public-private collaboration to allow for flexible and permanent adaptation of VET training to the business sectors and companies.

For further insights into the hosting institution's activities, participants had the opportunity to visit the TKNIKA campus at the end of the first workshop day. This tour included a visit to the IKASLAB project, which seeks to promote 3D printing, as its use had formerly been limited to prototyping in a niche, high-end consumer market. Today, patent liberalization has led to the rapid increase in the availability and use of new hardware, machines, applications and materials, and thus the possibility of reaching more sectors and all types of businesses. The IKASLAB project intends to drive training and promote the use of 3D printing in in-company learning. The starting-point of the project is the creation of laboratories in TVET centres and TKNIKA that are equipped for 3D printing. These labs are independently accessible classrooms that

allow teachers, trainers, and students to experiment and gain mastery of this technology.

On the second day of the workshop the focus shifted to the **key issue of 'Introducing innovative pedagogical models'**. Providing context, Mr Ronny Sannerud from Norwegian UNEVOC Centre OsloMet reviewed new trends including the idea that teachers and trainers are increasingly becoming facilitators of learning instead of speakers of information that students passively absorb. Suggestions for addressing new challenges within entrepreneurship included an increasing focus on including teaching methods such as open-ended tasks, problem-solving, and real-world assignments that allow learners more opportunity to practise entrepreneurial-based skills and competencies.

Following the introduction to this second key issue, two innovative examples were presented and discussed by participants. In addition to the summaries of the examples in this report, more detailed information as well as further material on the below described examples is accessible via the BILT knowledge platform.

Practice enterprise and the power of role models

**Presented by Mr Eugen Verestiuc,
UNEVOC Centre NCTVETD, Romania**

The practice enterprise is a modern and interactive teaching method, successfully implemented in Romania and other countries worldwide, which aims to develop the entrepreneurial skills of TVET students through simulation of a real company. Trained in an attractive, creative, interactive format, young people stay motivated to participate voluntarily in this training and to acquire essential skills that will facilitate their transition to the labour market. Like companies in the real market economy, the exercise companies are in a business relationship. In short, the objectives of the practice enterprise include:

- Simulating operations and economic processes specific to a real business environment;
- Developing the skills needed for a dynamic Entrepreneur: critical thinking, decision-

making, taking responsibility, teamwork, initiative, self-organization and self-evaluation of individual resources;

- Facilitating the transition of graduates from school to active life and adapting to the needs of the labour market.

Verket FabLab

Presented by Professor Ronny Sannerud, UNEVOC Centre OsloMet, Norway

FabLabs are individual workshops that allow access to digital and technological tools and various materials, which are often limited in access to big companies and mass production. They feature for instance 3D printers, laser cutters and different materials. In Norway, the Verket FabLab is accessible for youth enterprises that wish to develop their own products. Thanks to the FabLab, they have both access to guidance and a workshop to carry out their innovation and product development processes. What is more, a FabLab Academy is offered as a part-time study in a 6-month period. It enables students to make prototypes and products using digital fabrication and allows for a practical learning experience.

To introduce the next **key issue, 'Preparing and supporting teachers'**, Mr José Ramón Gómez from UNEVOC Centre TKNIKA presented the ETHAZI model, which prepares and supports teachers in new innovative teaching methods. ETHAZI is an acronym that stands for 'High Performance Cycles' in Basque, and is based on collaborative learning and entrepreneurial challenges for student groups, being flexible in terms of space, schedule, assessment and learning setting. This model prepares and supports teachers to integrate challenge-based learning using 11 steps to plan, use and evaluate. ETHAZI is utilized in Basque TVET centres: in 2019, more than 600 teachers have been trained to implement this teaching method.

Following the introduction to this third key issue, three innovative examples were presented and discussed by participants. In addition to the summaries of the examples in this report, more

detailed information as well as further material on the below described examples is accessible via the BILT knowledge platform.

Entrepreneurship Education Training Programme

Presented by Ms Katrin Kivisild, UNEVOC Centre Foundation Innove, Estonia

This programme for entrepreneurship education targets TVET schools, principals, teachers, students, entrepreneurship education professionals and entrepreneurs. Changes have been made to the national curriculum in Estonia – where entrepreneurship education is now compulsory content. The programme aims at enhancing the quality of entrepreneurship education as well as developing students' knowledge, skills and experience in entrepreneurship. Also, it prepares students for successful entry into the labour market. As a result of the introduction of the new module, significantly more student companies have been established in vocational schools than in the past. Also, for the first time in Estonia, there is a business competition for TVET students and a 6-month entrepreneurship training for teachers.

Skills Evolution Tool

Presented by José Ramón Gómez, UNEVOC Centre TKNIKA, Spain

TKNIKA developed the Skills Evolution Tool (SET) application, which takes into consideration the main characteristics of an evaluation process designed for a learning system in which students are at the very centre of the learning process, with a special emphasis on the assessment of soft skills. As the name implies, SET aims mainly at measuring the evolution of the competences acquired by students, enabling teachers and students to have a complete understanding and evaluation of soft and hard skills.

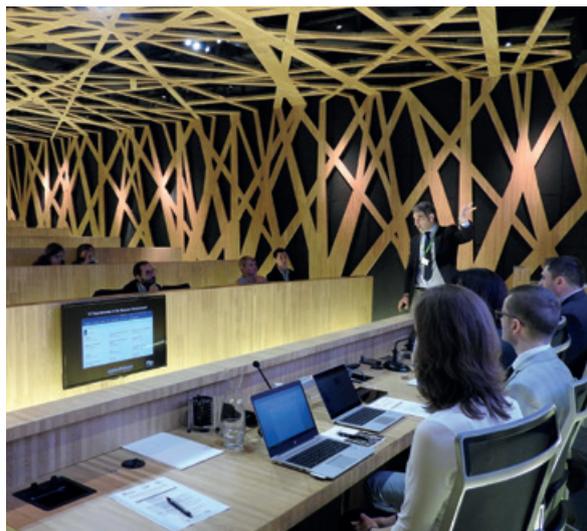
Interactive Learning and Teaching Tool for the Development of Initiative, Entrepreneurship and Key Competences (ILLT)

Presented by Andriejus Muntianas, KPMPC/King Mindaugas VET Centre, Lithuania

ILLT is an e-learning platform consisting of 2 modules: entrepreneurial skills and learning-to-learn. Key features of ILLT are:

- Collection and presentation of theoretical material (illustrated with visualizations, audio text, videos, interactive tools, etc.);
- Exercises for teachers to use (practical exercises, which can be adapted to the teacher's needs, practical assignments for group work, etc.); and
- Evaluation tools for teachers to use (questionnaires, tests, features to monitor learner's progress and activities).

The problem ILLT addresses is a lack of valuable and quality-assured teaching materials in terms of entrepreneurship and learning-to-learn competencies. The direct target group is TVET teachers, which the tool provides with necessary instruments for entrepreneurial teaching. Completed and released in autumn 2019, currently 54 of 70 VET providers in Lithuania have access to the platform.



Rikardo Lamadrid, Vice-Ministry of VET, Basque Country/ Spain, leads a session



Participants discuss a BILT example during a World Cafe session

Findings

Entrepreneurship in TVET trends and opportunities

Across Europe, initiatives are underway to address entrepreneurship training in TVET by a range of TVET stakeholders within and external to the UNEVOC Network. Although there is a trend to move towards providing **high quality entrepreneurship education**, this is **applied unevenly by country and occupation**.

Reasons include:

- A lack of awareness for the benefits and necessity of entrepreneurship education;
- Outdated teaching methods;
- Teachers and trainers lack the pedagogical skills and motivation to teach entrepreneurship; and
- a gap in curricula and training regulations concerning entrepreneurship education.

The BILT project and the 'BILT Innovation and Learning Practices' mentioned in this report illustrate the cooperation between UNEVOC Centres and contributes possible approaches in regard to these challenges. The following sections capture key elements of the discussion around 'Entrepreneurship in TVET', as revealed during the BILT workshop at TKNIKA, which partly provide answers to the above mentioned needs.

KEY ISSUE 1

Mainstreaming entrepreneurship in the TVET ecosystem

Concerning the first key issue, a consensus was that **entrepreneurship education in its larger sense should include every student at all levels of education** because this can help young people to be more successful and self-confident in all spheres of life. Entrepreneurship education covers competencies including creativity, innovation, risk taking, communication, networking, and the ability to plan and manage projects in order to achieve objectives. Hence, entrepreneurial skills support people in day-to-day life – not only at the workplace, but also in their private

lives. When it comes to career guidance related to entrepreneurship, this should recognize the **value of entrepreneurial competencies for the wider labour market**, not only for the creation of their own company. While business start-ups can be a valuable career pathway, entrepreneurial competencies should be understood as a benefit for all companies because of the skillsets it can provide to employees.

At the same time, participants observed an **often occurring lack of coherence at the policy level** concerning entrepreneurship. A targeted strategy for the implementation of entrepreneurship education in TVET for all occupations is not self-evident. This causes challenges for TVET institutions that are willing to offer entrepreneurship as a cross-cutting competence or as a separate subject.

Finally, institutionalizing entrepreneurship education in the TVET ecosystem **makes TVET more attractive to potential students and trainees**. Besides personal evolution, it opens up perspectives to other career paths and opportunities to create an own business, service or product or to be more successful and engaged as an employee.

KEY ISSUE 2

Introducing innovative pedagogical models

One important question discussed during the workshop was how TVET teachers and trainers can teach entrepreneurial competencies. In this respect, participants thought it recommendable to **embed entrepreneurship education into all subjects and learning situations in a cross-cutting manner**, thereby nurturing the entire TVET system with entrepreneurial attitudes. Accordingly, this is preferable to providing entrepreneurship education in specific, but isolated, courses.

With this in mind, participants stated that the most effective way to teach entrepreneurship is to have students **work on practical projects and activities**, where work-based learning is emphasized and real experiences with entrepreneurship are gained. Problem-driven and experience-oriented education is essential to fostering entrepreneurial mindsets and abilities. These approaches to entrepreneurship education include simulated companies and relevant entrepreneurial projects with a real impact for the student's community, or with a social or cultural value. For motivated students, extra-courses or entrepreneurial clubs and networks were proposed as opportunities to practice entrepreneurial skillsets, and **online courses** were suggested as an effective method for entrepreneurship education as these can be completed at students' own pace. This leaves enough time and flexibility to create and own business at the same time.

KEY ISSUE 3

Preparing and supporting teachers

As with other BILT work streams, the training of teachers and trainers was identified as a key element of the workshop debates. The **increased need for quality teacher and trainer training** emerged as an issue for various TVET fields, and is also true for entrepreneurship. While teachers and trainers might have great technical knowledge in their field, they often lack authentic experience in entrepreneurship. Thus, training for teachers and trainers should enable them to transfer not only entrepreneurial technical skills but also promote and encourage a certain mindset. A holistic training should let them understand the relevance of entrepreneurial thinking for the whole TVET ecosystem, hence, increasing their motivation and conviction of the importance of entrepreneurship. In this regard, it is furthermore crucial to foster a **close collaboration in peer networks** and the exchange between TVET teachers and trainers with entrepreneurs in business and society.

Lastly, several 'BILT Innovation and Learning Practices' presented during the workshop covered the **changing role of teachers and trainers as they become more mentors or coaches**. This focused on how the traditional role of teachers or trainers who transmit knowledge to students and trainees has evolved in some situations to

become one where students and trainees learn more independently and are guided in the process by a mentor. This observation equally arose during other BILT thematic workshops and corresponds to a trend of growing importance for TVET in general.

Impact on curricula and training regulations

Entrepreneurship is explicitly integrated in curricula or training regulations of various European countries, but its relevance and the way it is understood can vary greatly between countries. Broadly speaking, **entrepreneurship can be perceived as a separate subject or as a cross-cutting competence**:

- When entrepreneurship is understood as a subject, it is mostly equated with 'business education' and here it may be taught as a separate module or course within a business programme, for example.
- When the focus is set on entrepreneurship as a cross-cutting competence, it refers to a broad range of skills – related to communication, team collaboration, autonomous action, and others.

The latter understanding of entrepreneurship frequently leaves a degree of ambiguity, as there is no common definition of which skills it covers and to which extend it goes beyond soft skills as regular teaching content. At the same time, it leaves room for interpretation and a wide range of learning content. In view of this ambiguity, the hosting institution TKNIKA suggested to make use of the **definition by EntreComp**, proposed by the Danish Foundation for Entrepreneurship & Young Enterprise:

“Entrepreneurship is when you act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural, or social.”

As pointed out during the BILT thematic workshop participants agreed on understanding entrepreneurship as a cross-cutting competence more than as a subject on business education. At the same time, they emphasized that understanding entrepreneurship as a cross-cutting competence does not imply anything against including it as a separate subject as well. In other words, **business education and the cross-cutting competence of entrepreneurship are not mutually exclusive.**

As a result, it was posited that entrepreneurship can be introduced into curricula and training regulations via:

- a separate subject on business education;
- a cross-cutting competence; and
- both a separate subject and a cross-cutting competence.

Of course, this can be furthermore specified with entrepreneurship as compulsory content in curricula and training regulations versus optional content, that a student or trainee is free to choose. Participants discussed that a promising solution would be to integrate entrepreneurship both as an optional separate subject – for those students and trainees who wish to create their own business – as well as compulsory cross-cutting competence, which goes beyond usual soft skills.

BILT peer learning

Participants drew attention to the role and importance of international knowledge transfer and insights into other programmes, as in the BILT workshops. Content-wise, the distinction was made that it was not only important to learn about projects and related challenges, but to also **develop solutions together.** Future BILT activities will continue to head towards this direction with deeper analysis regarding the different BILT project themes in the framework of expert's groups. Analysing the extent to which different countries have included entrepreneurship as business education or cross-cutting competence in their curricula and comparing the type of content was mentioned as an interesting option for future BILT activities.

Workshop participants discuss examples during the World Cafe



List of Participants

Name	Institution	Country
Iñigo Araiztegui	TKNIKA	Spain
Tristan Cole	UNEVOC	Germany
Susana Espilla	TKNIKA	Spain
Jone Etxebeste	TKNIKA	Spain
José Ramón Gómez	TKNIKA	Spain
Vera Hark	BIBB	Germany
Katrin Kivisild	Foundation Innove	Estonia
Dorte Kjaeraard	Founders Hub	Denmark
Jon Labaka	TKNIKA	Spain
Rikardo Lamadrid	Vice-Ministry of VET	Spain
Gerhard Liebming	BMBWF	Austria
Johannes Lindner	BMBWF	Austria
Andriejus Muntianas	King Mindaugas VET Centre / KPMPC	Lithuania
Paolo Nardi	Cometa	Spain
Miki Nozawa	UNEVOC	Germany
Ainhoa Rotaetxe	Basque Employer Association- CONFEBASK	Spain
Ronny Sannerud	OsloMet	Norway
Eugen Verestiuc	NCTVETD	Romania

Participants from the BILT Entrepreneurship workshop at TKNIKA, San Sebastian, Basque Country, Spain.



Workshop Agenda

30 October	Wednesday
08:30–09:00	<p>Registration and welcome coffee</p>
09:00–09:45	<p>Welcome and opening Rikar Lamadrid, Director of Technology and Advanced Learning of the Vice-Ministry of VET, Basque Country Jon Labaka, Executive Director of TKNIKA Miki Nozawa, Programme Specialist, UNESCO-UNEVO</p> <p><i>Introduction of the participants</i> <i>Group Picture</i></p>
09:45–10:30	<p>Framing the workshop Overview of the BILT project, objectives and expected outcomes of the workshop and workshop structure</p> <p>Workshop on Entrepreneurship and TVET within BILT Tristan Cole, Project Officer, UNESCO-UNEVOC Vera Hark, Project Manager/Technical Advisor, BIBB</p> <p>Entrepreneurship within UNESCO’s Strategy for TVET and Programmes a clarification on the concept Miki Nozawa, Programme Specialist, UNESCO-UNEVOC</p>
11:00–11:15	<p>11:00–11:15</p> <p>Topic 1: Mainstreaming Entrepreneurship in the TVET ecosystem Overview of the key challenges Johannes Lindner, BMBWF</p>
11:15–13:00	<p>Peer learning via practical examples in ‘Mainstreaming Entrepreneurship in the TVET ecosystem’ Peer learning via practical examples in ‘Mainstreaming Entrepreneurship in the TVET ecosystem’</p> <p>Presentation of practical examples:</p> <ol style="list-style-type: none"> 1. The Inter-institutional entrepreneurship plan, name tbc, Basque Government 2. School entrepreneurship model, Paolo Nardi, COMETA, Italy 3. Youth Start Entrepreneurial Challenges, Johannes Lindner, BMBWF, Austria

30 October		Wednesday	
		<p>Discussing practical examples in a World Café format <i>Presenters 1, 2, & 3 as table hosts</i></p> <p>Guiding questions include:</p> <ul style="list-style-type: none"> • Added value: What is the added value of the initiative? Challenges: What challenges are faced in implementing this initiative? How have they been / can be overcome? • Transferability: Which elements of the initiative could be transferable to other European countries/contexts? • Implications for curriculum: How are the approaches reflected in the TVET curriculum? 	
13:00–14:00		Lunch at Tknika	
14:00–14:30		<p>Transferability of practice in ‘Mainstreaming Entrepreneurship in the TVET ecosystem’</p> <p>Sharing of outcomes of the World Café discussions focusing on transferability and further reflections <i>Tristan Cole, Project Officer, UNESCO-UNEVOC</i> <i>Vera Hark, Project Manager/Technical Advisor, BIBB</i></p>	
14:30–15:15		<p>Guest presentation on Demand for entrepreneurial skills Perspective of Industries in the context of Basque Country by a representative of industries <i>Mikel Sarriegi, Adeg, Association of Businesses of Gipuzkoa</i></p> <p>Q&A</p>	
15:15–15:45		Coffee break	
15:45–16:45		<p>New technologies, new entrepreneurial opportunities: the work of Tknika in 3D printing, IKASLAB project</p>	
16:45–17:00		<p>Wrap up Day 1 <i>Iñigo Araiztegui, TKNIKA</i> <i>Tristan Cole, Project Officer, UNESCO-UNEVOC</i></p>	
18:30		Group Dinner	

31 October	Thursday
09:00–09:15	<p>Topic 2: Introducing Innovative pedagogical models including introducing Day 2 Overview of the key challenges <i>Ronny Sannerud, OsloMet, Norway</i></p>
09:15–11:00	<p>Peer learning via practical examples in ‘Introducing Innovative pedagogical models’</p> <p>Presentation of practical examples:</p> <ol style="list-style-type: none"> 1. Founder’s Hub, Dorte Kjaergaard, CBC, Denmark 2. The Power of Role Models, Eugen Verestiuc, NCTVETD, Romania 3. FabLabs, Ronny Sannerud, OsloMet, Norway <p>Discussing practical examples in a World Café format <i>Presenters 1, 2, & 3 as table hosts</i></p> <p>Guiding questions include:</p> <ul style="list-style-type: none"> • Added value: What is the added value of the initiative? Challenges: What challenges are faced in implementing this initiative? How have they been / can be overcome? • Transferability: Which elements of the initiative could be transferable to other European countries/contexts? • Implications for curriculum: How are the approaches reflected in the TVET curriculum?
11:00–11:30	Coffee Break
11:30–12:00	<p>Transferability of practice in ‘Introducing Innovative pedagogical models’</p> <p>Sharing of outcomes of the World Café discussions focusing on transferability and further reflections Tristan Cole, Project Officer, UNESCO-UNEVOC Vera Hark, Project Manager/Technical Advisor, BIBB</p>
12:00–13:00	Lunch at Tknika
13:00–13:15	<p>Topic 3: Preparing and supporting teachers Overview of the key challenges Preparing and supporting teachers in new methodologies. ETHAZI model, TKNIKA, <i>José Ramón Gómez</i></p>
13:15–14:45	<p>Peer learning via practical examples in ‘Preparing and supporting teachers’</p> <p>Presentation of practical examples:</p> <ol style="list-style-type: none"> 1. Entrepreneurship education training program for VET teachers, Katrin Kivisild, INNOVE, Estonia 2. The Skills Evolution Tool, name TBC, Tknika, Spain

31 October		Thursday	
13:15–14:45	3. Interactive learning and training tool, Andriejus Muntianas, King Mindaugas VET Centre, Lithuania	<p>Discussing practical examples in a World Café format <i>Presenters 1, 2, & 3 as table hosts</i></p> <p>Guiding questions include:</p> <ul style="list-style-type: none"> • Added value: What is the added value of the initiative? Challenges: What challenges are faced in implementing this initiative? How have they been / can be overcome? • Transferability: Which elements of the initiative could be transferable to other European countries/contexts? • Implications for curriculum: How are the approaches reflected in the TVET curriculum? 	
14:45–15:15	<p>Transferability of practice in ‘Preparing and supporting teachers’ Sharing of outcomes of the World Café discussions focusing on transferability and further reflections <i>Tristan Cole, Project Officer, UNESCO-UNEVOC</i> <i>Vera Hark, Project Manager/Technical Advisor, BIBB</i></p>		
15:15–15:45	<p>Workshop networking session & networking coffee Session to summarise the workshop content including identifying and clarifying key themes and ideas, confirm participation from presenters, and discuss next steps.</p> <p><i>Format: semi-guided discussion</i></p>		
15:45–16:00	<p>Wrap up and closing Iñigo Araiztegui, TKNKA <i>Tristan Cole, Project Officer, UNESCO-UNEVOC</i></p> <p><i>Q&A Including feedback by participants</i></p>		
16:00	End of workshop		

Published in 2020 as part of the Bridging Innovation and Learning in TVET (BILT) Project

This publication is available in Open Access under the Attribution-ShareAlike 3.0 IGO (CC-BY-SA 3.0 IGO) license (<http://creativecommons.org/licenses/by-sa/3.0/igo/>). By using the content of this publication, the users accept to be bound by the terms of use of the UNESCO Open Access Repository (<http://en.unesco.org/open-access/terms-use-ccbysa-en>).



Authors

UNESCO-UNEVOC:

Tristan Cole
Alexandra Filippova
Jens Liebe

BIBB:

Vera Hark
Michael Schwarz

TKNIKA:

Iñigo Araiztegui

With the grateful support of the host UNEVOC Centre, TKNIKA, and contributing workshop participants.

Design

Christiane Marwecki

THE BILT PROJECT IS COORDINATED BY:



AND SUPPORTED BY:



IN COLLABORATION WITH:



SPONSORED BY THE:



WORKSHOP HOSTED BY:

