



## Youth Start

# Entrepreneurial Challenges

Submitted by IFTE, Austria

**BILT Innovation and Learning Practice**

Entrepreneurship in TVET



This programme responds to an increasing need for modern methods to teach entrepreneurship to TVET students. It offers entrepreneurial challenges in different fields, which can be combined in multiple ways and implemented at all levels of TVET. Thanks to an online selection tool for suitable challenges and accompanying teaching material, the method can be directly implemented in teaching and training. The Youth Start Entrepreneurial Challenges project was carried out in a close collaboration between the ministries of education of Austria, Luxembourg, Portugal and Slovenia.

- Start date: 2014
- Type of implementing institution:  
Governmental Organization or affiliated/NGO
- Target group:  
Students from 7 to 19 years old

## IFTE, Austria

The aim of the Initiative for Teaching Entrepreneurship (IFTE) is to enable young people to actively contribute to the future of their society through Entrepreneurship Education. The NGO seeks to foster this type of education through its activities, including Youth Start Entrepreneurial Challenges.

## Description of activities

Youth Start Entrepreneurial Challenges focus on fostering entrepreneurial competences in the areas of cognitive and personal development, economic education, and ethical and social thinking. To do this, the programme combines challenges from 18 different categories for use as practical learning opportunities. The challenges are grouped by learning levels and can be incorporated by teachers and trainers thanks to the accompanying teaching materials. Entrepreneurial, challenge-based learning follows a Framework of Reference for Entrepreneurship Competencies, and the Trio Model of Entrepreneurship Education, both of which are elaborated on via the [programme website](#). All teaching and learning materials are available in multiple languages for international audiences.

## Added value

### What current challenges does your initiative address?

The programme responds to the need for enhancing the entrepreneurial mindset of current and future learners. There are many reasons for nurturing this mindset, including the changing nature of working environments, developing new competencies needed for the 21st century, and promoting the benefits of active participation of immigrants in host societies.

### Why is this initiative a success?

Assessments of the programme have shown that it contributes positively towards developing entrepreneurial competences among participating students: research concerning the learning programme confirmed this in a randomised field trial with a sample of 30,000 children and young people in

four European countries. The objective of the research was to determine to which extent a certain set of competencies was achieved.

### What is the added value of this example?

Entrepreneurial challenge-based learning addresses basic personal and social issues of responsibility and autonomy and is intended to foster a culture of solidarity in our society. Furthermore, a major objective of the programme is to offer a flexible approach to entrepreneurial learning for the diverse educational landscape in Austria, which has approximately 450 TVET training regulations.

## Impact on curricula

### What implications does this example have for current or future curricula?

In Austria, entrepreneurship education is anchored in the curriculum from primary to secondary level, which presents multiple entry points for the inclusion of the programme. At the same time, the embedding of entrepreneurship varies according to educational level and ranges from transversal approaches to separate subjects. In TVET training, this includes the subject of entrepreneurship, an entrepreneurship cluster consisting of several subjects, business simulation, entrepreneurship project approaches, and debating clubs.

### How does this example impact TVET systems?

The potential impact of this approach is system-wide, as the programme can be implemented at all levels of education and according to different curricula or training regulations.

### How does this example respond to industry and social demands?

The entrepreneurial challenges take up topics from different areas of society as an opportunity for learning. A core element of entrepreneurial learning is to solve challenges and create value through innovation. This is highly relevant and helpful for the future work of students in the real world. Additionally, fostering an entrepreneurial mindset involves a different learning style, and solving social challenges enables students to make valuable contributions to society.

# Transferability

## Which components of this practice may have practical value to other UNEVOC Centres/TVET institutions?

The programme can easily be transferred to other regions or countries due to its modular approach at different levels of curricula, and availability in major languages. One key element that promotes adoption and use is the availability of an online website containing all of the learning materials, as this provides an easy access point, which is updated regularly.

## What challenges do you see if transferred to another context?

Currently, the challenges are based on a European perspective, so further development of regional examples would benefit users from outside Europe and must be contextualized towards those locations and possible work scenarios.

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  - For more information about this practice:  
[www.youthstart.eu/en](http://www.youthstart.eu/en)
  - Partner institutions:  
IFTE (Initiative for Teaching Entrepreneurship); PEEP (Policy Experimentation & Evaluation Platform); Danish Foundation for Entrepreneurship; Portuguese Ministry of Education; Austrian Federal Ministry of Education, Science and Research; Ministry of Education, Children and Youth in Luxembourg; Slovenian Ministry of Education, Science and Sports; The National Education Institute Slovenia; Slovenian National School of Leadership in Education; University College for Teacher Education of Christian Churches Vienna/Krems; Austrian Federal Economic Chambers; Max Planck Institute for Innovation and Competition

Part of the BILT project involves collecting Innovation and Learning Practices\* that address systemic challenges within the five work streams of the project, with the purpose to understand what elements lead to their success and can be transferrable to other contexts.

Access more BILT Innovation and Learning practices in the thematic areas of:



\*UNESCO-UNEVOC does not endorse any of the practices included in this database and is not responsible for their management or implementation.



The Bridging Innovation and Learning in TVET (BILT) project provides TVET stakeholders with a platform for exchange and supports them to address current challenges in TVET systems, which arise due to technological, social, environmental, and workplace changes.

Within BILT, the overarching thematic area is New Qualifications and Competencies in TVET, which is supported by four work streams:

- Digitalization and TVET,
- Greening TVET,
- Entrepreneurship in TVET, and
- Migration and TVET.

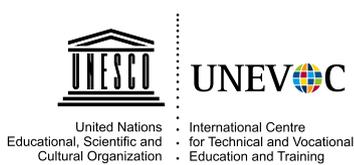
Through regular knowledge exchange, thematic project activities, and expert working groups, BILT offers opportunities for collaboration between UNEVOC Centres and TVET stakeholders in Europe, and a platform for bridging of innovation and learning between European UNEVOC Centers and TVET stakeholders in the Asia-Pacific and Africa regions.

The results of ongoing activities are accessible on BILT's web page and will be disseminated during a BILT Learning Forum.

The BILT project is carried out in collaboration with UNEVOC Network members, coordinated by UNESCO-UNEVOC with support of the German Federal Institute for Vocational Education and Training (BIBB), and sponsored by the German Federal Ministry of Education and Research (BMBF).

For more information, please visit [www.unevoc.unesco.org/bilt](http://www.unevoc.unesco.org/bilt) or contact us at [unevoc.bilt@unesco.org](mailto:unevoc.bilt@unesco.org)

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