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International Centre for  
Technical and Vocational  
Education and Training

# INCLUSION AND YOUTH

## Building Resilience in TVET for a just and green Transition

Project Learning Forum (4<sup>th</sup> April 2023)

Mainstreaming Inclusive

Entrepreneurial & Sustainable

Economic Resilience in TVET



## Re-orienting TVET Policy and practice towards inclusion in Entrepreneurship training for a just and sustainable economic transition



*Fig: In person workshop in Nairobi Kenya Dec 2022*

# What is Entrepreneurial Learning in TVET?

Mainstreaming Inclusive Entrepreneurial Learning in TVET



# Which entrepreneurial competences should be strengthened in the TVET learner- *The EntreComp concept*

❑ Entrepreneurial learning offers a realistic and effective means to develop the transferable skills needed to succeed in the 21st century (UNEVOC).



Areas of competence	Competences
1. Ideas and opportunities	1.1 Spotting opportunities 1.2 Creativity 1.3 Vision 1.4 Valuing ideas 1.5 Ethical and sustainable thinking
2. Resources	2.1 Self-awareness and self-efficacy 2.2 Motivation and perseverance 2.3 Mobilising resources 2.4 Financial and economic literacy 2.5 Mobilising others
3. Into Action	3.1 Taking the initiative 3.2 Planning and management 3.3 Coping with uncertainty, ambiguity, and risk 3.4 Working with others 3.5 Learning through experience

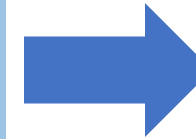
Source: Bacigalupo et al., 2016

# Building TVET resilience for a just and sustainable transition : Context and Rationale

- The world of work is undergoing major transformations caused by technological change, the effects of globalization, and crises like the Covid-19 pandemic, wars etc.
- Countries are recovering from the effects of COVID 19 that **disrupted learning and labour market transition causing** high levels of unemployment, business closures.
- In TVET, the advancement made in equitable access and support for the most vulnerable and disadvantage has dwindled

**“leave  
no one  
behind”**

- ❑ Inclusive Entrepreneurial development is assets that can help disadvantaged youth be more **resilient, agile, flexible to uncertainties** and promote **problem solving skills, creativity and innovative skills**



**20%**

of children and young people

face exclusion from education on a daily basis

**93 to 150**

million children

live with a disability globally

**335 million**

female students

do not have minimum requirements for water, sanitation and hygiene

**40%**

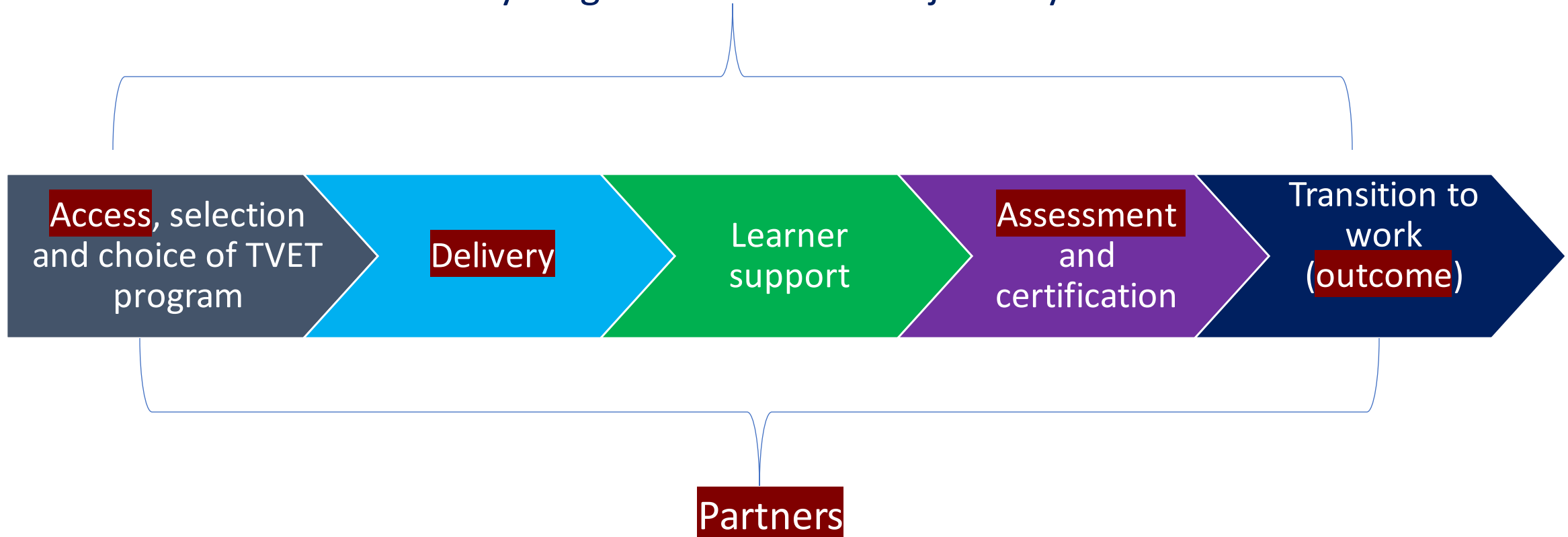
of global population

does not have access to an education in a language they speak or understand

[Global Education Monitoring report, 2020: Inclusion and education: all means all](#)

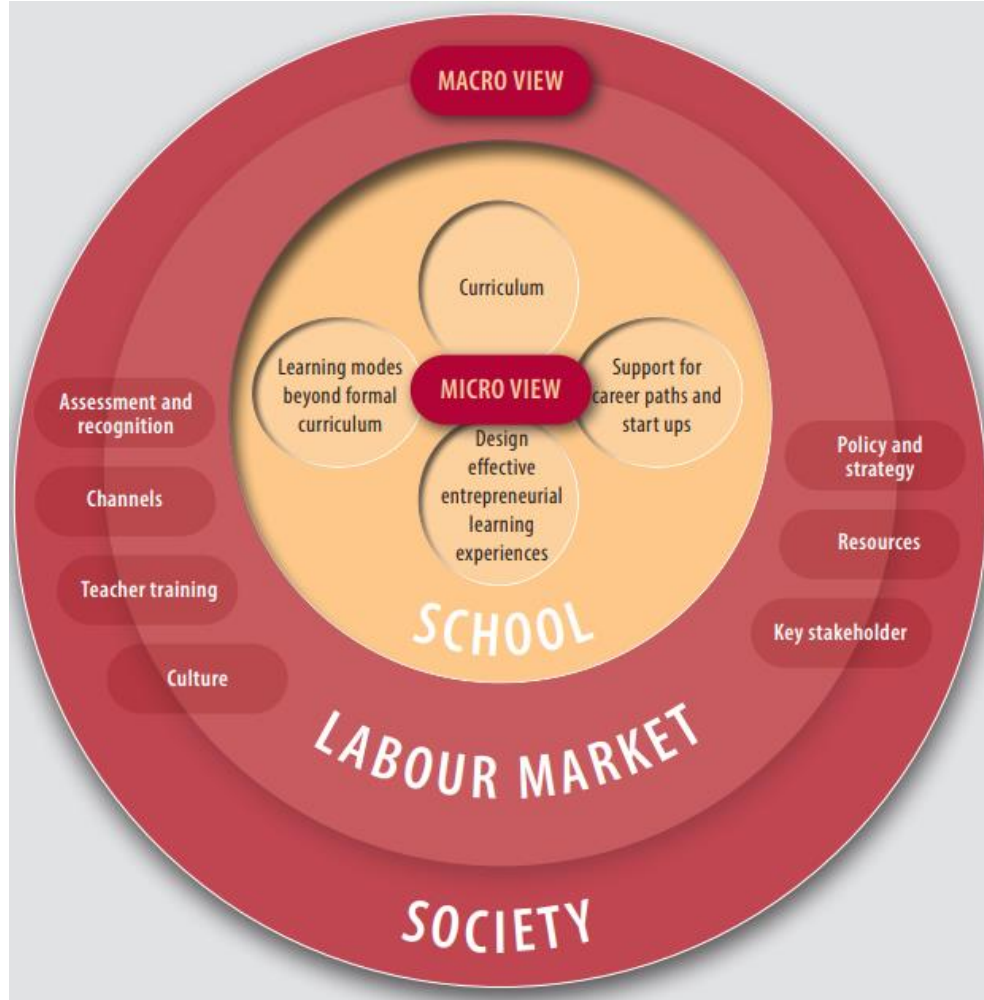
# Disadvantaged youth excluded from TVET at different stages in the TVET student journey

## Key stages in TVET student journey



TVET systems can promote entrepreneurship education through a range of policies and strategies designed to be inclusive, to bring social and economic benefits, reduce poverty and improve citizen's quality of life.

# What are the Key components of an Entrepreneurial Learning Ecosystem in TVET?



*The micro and macro views of TVET, with the school at the centre of the entrepreneurial learning ecosystem*

Developing entrepreneurial capacity of learners requires:

## Micro View

- Design effective entrepreneurial learning experiences
- Curriculum
- Learning modes beyond formal curriculum
- Support for career paths and start-ups

## Macro View

- Policy and strategy
- Resources
- Stakeholders
- Culture
- Teacher training
- Channels
- Assessment and recognition

# Entrepreneurial Learning Institution Canvas (ELIC) - Steps to achieve Inclusive Entrepreneurial learning





# Break out Session: Questions based on the ELIC model

## 1. Value proposition

- What value does entrepreneurial learning produce for disadvantaged learners in your institutions?

## 2. Target Group

- Who are the target groups for inclusive entrepreneurship learning in your TVET/country?

## 3. Entrepreneurial Competencies

- Which entrepreneurship competencies should be developed to enhance inclusive entrepreneurship learning?

## 4. Curriculum approach

How can inclusive entrepreneurial learning be integrated into the curriculum?

## 5. Key activities

- Which methods exist to develop entrepreneurial competencies for disadvantaged learners in TVET institutions?

## 6. Resources

- Which resources do you require to enhance inclusive entrepreneurial learning for disadvantaged learners in your institutions?

## 7. Core team

- Who are the drivers & multipliers of inclusive entrepreneurial learning in your institutions/country?

## 8. Partners

- Who are the key partners and what roles will they play in enhancing inclusive entrepreneurial learning?

## 9. Assessment

- How can entrepreneurial learning be tested in an inclusive manner for disadvantaged learners in your institutions?

## 10. Channels

- How are the benefits of inclusive entrepreneurship learning communicated to various stakeholders?

## 11. Organization Structure

- How can TVET institutions support inclusive entrepreneurial learning organizationally?

## 12. Monitoring key metrics

- What indicators can be used to evaluate the impact of inclusive entrepreneurial learning in your institutions?

# How do we develop a policy on inclusive TVET?

## Creating Enabling Policies or Strategies



- **Re-orienting TVET policy towards inclusion and Economic Sustainable Development**
- Principles of equal opportunity and non-discrimination.
- Policies for entrepreneurship education; Policies on gender, policies on migrants & refugees, policies for PwD, etc.
- Policies are linked to regional and national plans for economic and social development
- E.g., Policies on gender inclusivity, national & regional policies aligned to country strategies for inclusion in EL





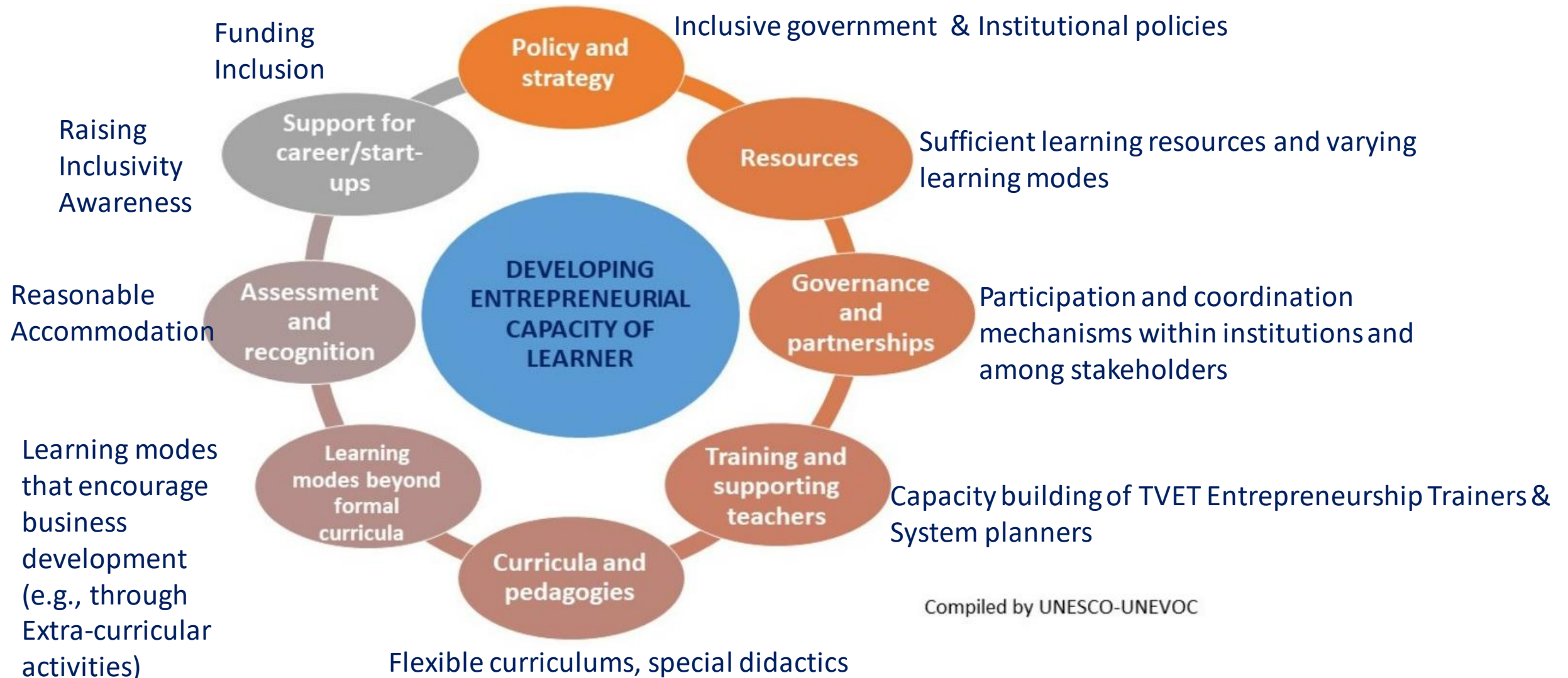
- **Strengthening linkages**- operational alliances should be formed with key partners;
- **identifying future skills** -labour market research, consultation with employment services and social dialogue
- **Enabling the participation of social partners**, including disadvantaged groups organisations
- **Sectoral approaches**- focusing on the specific skill requirements that effectively improve the quality and relevance of training and better respond to changing market conditions.
- **Building alliances with key stakeholders in TVET and skills development systems- *Alliances with public and private sector employers and employers' organizations as well as with employment services***

TVET agencies become more effective in offering courses which are linked to labour market requirements, in arranging on-the-job training, apprenticeships, work experience and jobs for graduates.

E.g.- students with visual impairment developing a smart blind stick and convert it to a business. Synergies & partnership with entrepreneurs dealing in assistive technologies.

In the USA, a double amputee has developed limbs using smart technology and is building it into a business

# Areas in TVET's entrepreneurship education that Inclusion plays a role



# *Training Entrepreneurship to differently - abled youth and adults:*

## *A TVET Approach*


#EmpowerToGrow

*"We will not be defined by our disabilities but by our capabilities"*

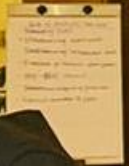
*"Tell me and I forget  
Teach me and I remember  
Show me and I learn"*

**Benjamin  
Franklin**

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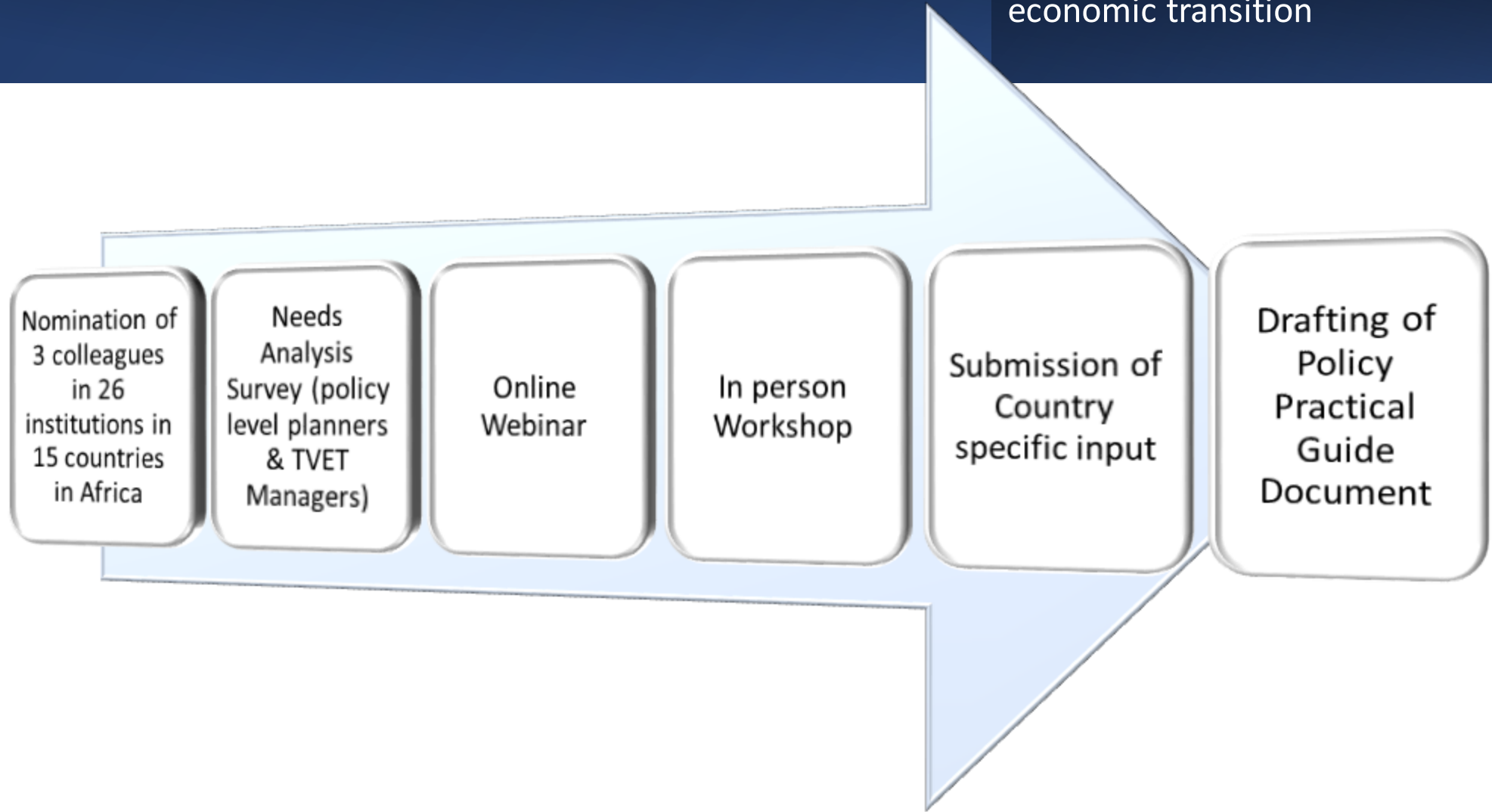
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# Project Activities

Re-orienting TVET Policy and practice towards inclusion in Entrepreneurship training for a just and sustainable economic transition



# Panel discussion



**Gabriel S Konayuma** Senior Vocational Education and Training Officer (Entrepreneurship); Ministry of Technology and Science, Lusaka, Zambia

**Doris Mtemang'ombe (Mrs)** Technical Education Department: Faculty of Education and Media Studies; University of Malawi - The Polytechnic

**Lawrence Mukhongo, PhD** - Deputy Director Academic Quality Assurance TVET and Senior Lecturer Department of Electrical and Electronic Engineering Technical University of Mombasa, KENYA



# Creating Enabling Policies or Strategies



- **Re-orienting TVET Policy and practice towards inclusion in Entrepreneurship training for a just and sustainable economic transition**



- **In what ways can policy contribute towards making entrepreneurial learning inclusive for ALL learners?**
- **Gabriel S Konayuma**

# *Strategies for Youth Employability*

- Recommend the review of labour market policies, legal regulatory framework to make them more responsive to current socio-economic trends to capture youth (especially disadvantaged youth) as a priority;
- Facilitate the certification of skills gained outside the formal skills training sector;
- Recommend for the establishment of national apprenticeship and internship programmes to prepare youth for employment; and
- Advocate for the development of a comprehensive Labour Market Information System.(Ministry of Youth and Sport, 2015).

# *Strategies for Entrepreneurship Development*

- Promote entrepreneurial learning and skills training at all levels of education;
- Facilitate the transition of informal enterprises into the formal economy;
- Promote the use of ICT for improved productivity, creativity and innovation in youth enterprises;
- Enhance financial literacy programmes targeting disadvantaged youth;
- Promote the participation of disadvantaged youth entrepreneurs in national and international business linkage programmes and industrial clusters;
- Engage local leadership to support disadvantaged youth participation in local economic development (Ministry of Youth and Sport, 2015)

## TVET Entrepreneurship Trainers

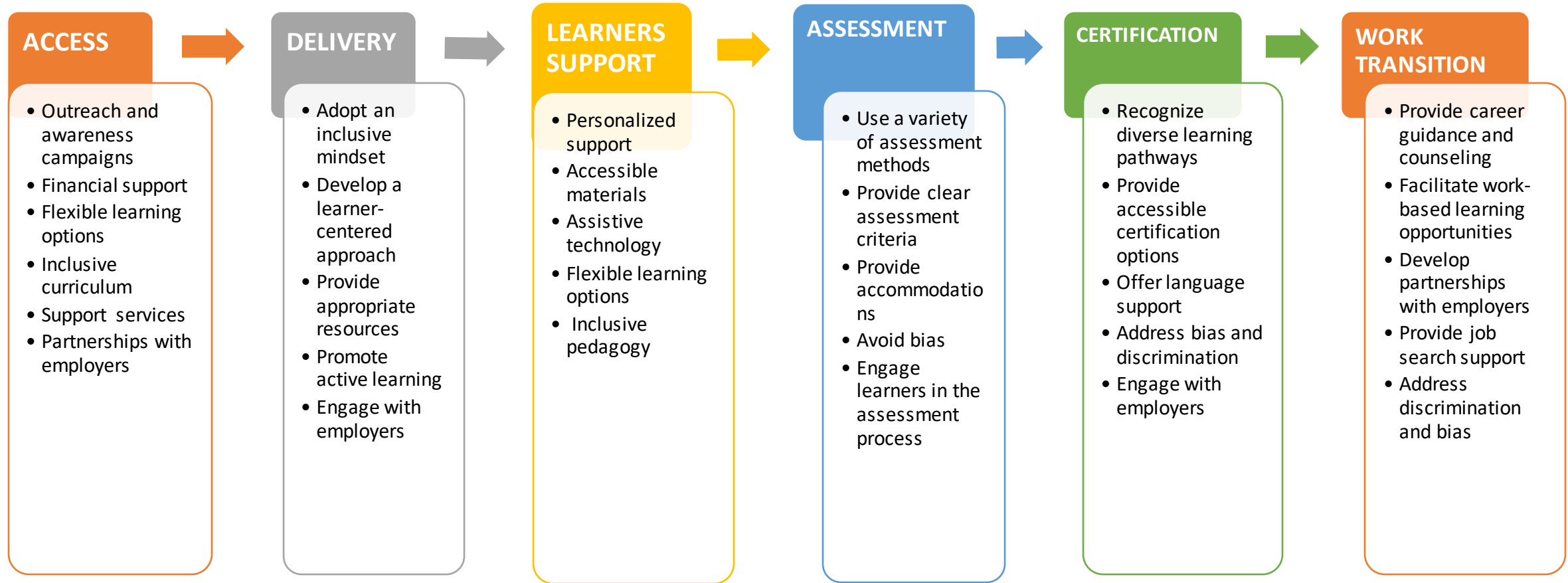


**How can TVET Institutions participate in improving the learning experience and outcome of ALL trainees in entrepreneurial skills development?**

**Improving Learning Experience To Carter For ALL Learners**

**Lawrence Mukhongo, PhD**

# Key actions that can be applied by TVET institutions to cater for all learners along the Trainee's journey



**How can a TVET institution achieve experimental training for entrepreneurship skill development aimed at increasing outcomes for all learners?**



**Doris Mtemang'ombe (Mrs)**

**Technical Education Department: Faculty of Education and Media Studies; University of Malawi - The Polytechnic**



# *How a TVET institution can achieve experimental training for entrepreneurship skill development aimed at increasing outcomes for all learners*

- 1. Business incubation centre** - to promote youth entrepreneurship and youth enterprise in agriculture, manufacturing, small-scale mining, Information and Computer Technology
- 2. Innovation hub** - a platform for promoting youth participation in innovation for development through skills building, mentorship, collaboration and support for innovative products and services that directly contribute to Malawi`s development.
- 3. Design studio** – to promote innovative skills in engineering



● INNOVATE  
● CREATE  
● GENERATE





Building TVET resilience for a just and sustainable transition



*offers Trainees practical training in running a business and how these units help disadvantaged youth to be more resilient, agile, flexible to uncertainties and promote problem solving skills, creativity and innovative skills.*



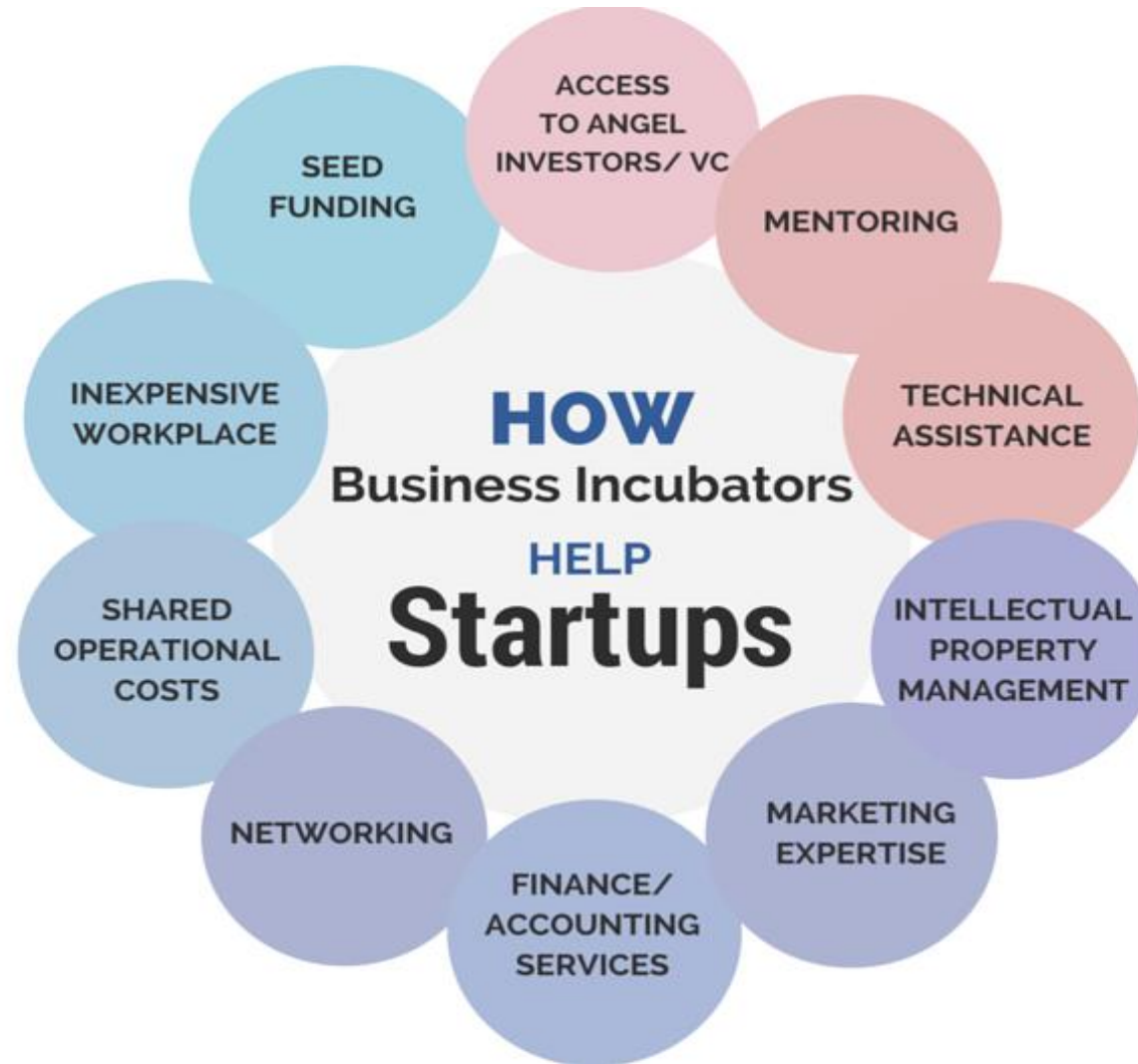
- INNOVATE
- CREATE
- GENERATE

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# Model of support



- INNOVATE
- CREATE
- GENERATE

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# WHAT'S NEXT?

Dr. Jacqueline Kisato, Consultant, UNESCO UNEVOC

# ENTREPRENEURIAL LEARNING FOR DISADVANTAGED YOUTH A PRACTICAL GUIDE FOR TVET INSTITUTIONS



**Chapter One** -overview of key concepts in Inclusive entrepreneurial learning in TVETs.

**Chapter Two**-challenges that disadvantaged youth (DY) face in entrepreneurship learning through the TVET student journey (needs assessment carried out in Dec 2022).



**Chapter Three**-framework for empowering TVET institutions to enable EL for DY for sustainable economic resilience.

- Inclusive and universal TVET system design & Ecosystem Approach.
- Katerina Tomaševski's (2001) 4As Framework
- FEIEL-DY that focuses on content relevant to TVET system-level planner/managers.

**Objective:** Guide to design, develop, implement and report on activities to strengthen entrepreneurial learning for your target audience.

**Chapter Four** proposes orientations/strategies/actions/tips that can be implemented by policymakers to enhance inclusive EL in TVETs. Using case studies and best practices from the participating member states and beyond.



Thank You