UNESCO-UNEVOC International Centre for TVET and HP LIFE a global training program from the HP Foundation

Promoting Innovation
Employability and
Entrepreneurship among Youth

24th May 2023
UNESCO-UNEVOC
International Centre for TVET

- UNESCO’s Specialized Centre for TVET, established in Bonn in 2002
- Contributes to strengthening TVET capacities and cooperation among Member States
UNESCO-UNEVOC mission

Overarching goal: Support UNESCO Member States’ efforts to **strengthen their TVET systems**.

Target group: **TVET institutions** delivering training and education services. Focused on UNEVOC Centres but also other TVET institutions and training providers.

Areas of support:
- **Training modules, guidelines and tool kits**
- **Capacity-building opportunities for TVET leaders and teachers**
- **Networking, partnerships and advocacy**
- **Technical assistance for UNEVOC Network-led initiatives**
SDG 4: “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

**Target 4.3:** Equal access to technical/vocational and higher education - ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university

**Target 4.4:** Relevant skills for decent work
substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

**Target 4.5:** Gender equality and inclusion
eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
UNESCO-UNEVOC’s medium-term strategy III and the SDGs

**UNEVOC MTS III 2021-2023**

4 QUALITY EDUCATION

- Supporting TVET staff for a digitalized world
- TVET for climate action
- Inclusive TVET for migrants and disadvantaged youth
- Private sector engagement
- UNEVOC Network
- Knowledge management

**Quality TVET for all**

1 NO POVERTY

5 GENDER EQUALITY

8 DECENT WORK AND ECONOMIC GROWTH

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

13 CLIMATE ACTION

17 PARTNERSHIPS FOR THE GOALS
UNESCO TVET strategy 2022-2029: “Transforming TVET for Successful and Just Transitions”

1. Develop skills for INDIVIDUALS to learn, work and live
   - Inclusive TVET for disadvantaged groups and vulnerable communities
   - Technical assistance and capacity building to prepare for a just and green transition
   - Future-proofing TVET institutions

2. Develop skills for inclusive and sustainable ECONOMIES
   - Inclusion and youth
   - Digital transformation
   - SDGs and greening TVET
   - Private sector engagement
   - Inclusive TVET for disadvantaged groups and vulnerable communities
   - Technical assistance and capacity building to prepare for a just and green transition
   - Future-proofing TVET institutions

3. Develop skills for inclusive and peaceful SOCIETIES
   - Entrepreneurial learning
   - TVET forum
   - World Youth Skills Day

UNESCO-UNEVOC’s interventions

**Bridging Innovation and Learning in TVET (BILT) Project**
- National qualifications and competency frameworks
- Self-reflection tools
- Bridging and learning events (Africa, Asia, Europe)

**UNEVOC Network**
- TVET Leadership Programme
- Co-Action Initiative

**Thematic work**
- Inclusion and youth
- Digital transformation
- SDGs and greening TVET
- Private sector engagement

**Building TVET resilience for a just and sustainable transition**
- Inclusive TVET for disadvantaged groups and vulnerable communities
- Technical assistance and capacity building to prepare for a just and green transition
- Future-proofing TVET institutions

**Knowledge resources**
- TVET country profiles
- Innovative and promising practices
- Entrepreneurial learning
- TVET forum
- World Youth Skills Day
What is Entrepreneurial Learning in TVET?

Entrepreneurial learning in TVET aims to promote creativity, innovation, and entrepreneurial mindset which equips youth to access and thrive in the world of work and supports their personal development.

- It creates opportunities for creative thinking, instils confidence, and can help to stimulate the economy and to ensure social justice by empowering individuals to be more self-reliant.
Promoting Creativity, Innovation and Entrepreneurship

• TVET Institutions should value creativity
• Diversity of experiences, language and background enhances creativity
• Failure is bound to happen when creativity is involved—recognize this and embrace
• Stay curious
• Capture ideas and harness/reflect upon them
• See problems as opportunities
• Look at problems in different ways—analytically, collect many assumptions and challenge them to create various possibilities.
• Reward creativity

• **Q- what can you do to increase your individual creativity?**

Source: Anonymous
Core elements of Entrepreneurship

- How do you turn Idea into an opportunity?
Which entrepreneurial competences should be strengthened in the TVET learner- The EntreComp concept

<table>
<thead>
<tr>
<th>Areas of competence</th>
<th>Competences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ideas and opportunities</td>
<td>1.1 Spotting opportunities</td>
</tr>
<tr>
<td></td>
<td>1.3 Vision</td>
</tr>
<tr>
<td></td>
<td>1.5 Ethical and sustainable thinking</td>
</tr>
<tr>
<td>2. Resources</td>
<td>2.1 Self-awareness and self-efficacy</td>
</tr>
<tr>
<td></td>
<td>2.3 Mobilising resources</td>
</tr>
<tr>
<td></td>
<td>2.5 Mobilising others</td>
</tr>
<tr>
<td>3. Into Action</td>
<td>3.1 Taking the initiative</td>
</tr>
<tr>
<td></td>
<td>3.3 Coping with uncertainty, ambiguity, and risk</td>
</tr>
<tr>
<td></td>
<td>3.5 Learning through experience</td>
</tr>
</tbody>
</table>

Source: Bacigalupo et al., 2016
What are the Key components of an Entrepreneurial Learning Ecosystem in TVET?

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

The micro and macro views of TVET, with the school at the centre of the entrepreneurial learning ecosystem
Impact and effectiveness of entrepreneurship programs

- TVET entrepreneurial programs may not increase entrepreneurial rate but help trainees better identify their potential as entrepreneurs and improve the quality of entrepreneurship and start-up performance.

Stanford Researchers 2020

Impact and effectiveness of entrepreneurship programs

- Contributes to skill development
  - Opportunity recognition - awareness of ability and skill
  - Increase ability to execute (fundraising, sales, marketing)
- Contribute to increased social networking
  - Mentors and role models
- Increase performance of start-up

HP LIFE Sample programs

<table>
<thead>
<tr>
<th>Successful Mindset</th>
<th>Finding Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starting a Small Business</td>
<td>Circular Economy</td>
</tr>
<tr>
<td>Design Thinking</td>
<td>Social Entrepreneurship</td>
</tr>
<tr>
<td>Selling Online</td>
<td>Effective Business Websites</td>
</tr>
<tr>
<td>Cash Flow</td>
<td>Social Media Marketing</td>
</tr>
</tbody>
</table>
How can TVET institutions initiate and strengthen entrepreneurial learning?

Entrepreneurial Learning Institution Canvas (ELIC)

ELIC- 12 Steps to achieve entrepreneurial learning
UNESCO-UNEVOC has made a concerted effort to promote entrepreneurial learning across the TVET sector through:

- Promoting peer learning and exchange in conferences, workshops and e-forums
- Research Studies and publications
- Continuous Collaboration and Partnerships
- Capacity building

Learn more: https://unevoc.unesco.org/home/Youth-employment-and-entrepreneurship

BILT Project - Innovative and Promising Practices (unesco.org)
UNEVOC’s BILT Project

Innovation

- Co-development of knowledge

Learning

- Support to implement new ideas

TVET

- Thematic focus on Greening, digitalisation, Migration, Entrepreneurship

Document ‘Innovation and Learning Practices’

- 2020-2022: 3 Publications on identifying, integrating and implementing New Qualifications and Competences
- 9 of 45 Innovation and Learning Practices from Asia-Pacific
- 2022-2025: New digital/green skills in tourism/hospitality
- Learning Labs and webinars-Use of EdTech (virtual reality); Makerspaces and Fab Labs
- Reforms to TVET systems
- Self-reflection/diagnostic tool to assess capacity of TVET providers to transform new labour market skills demand into provision. Video: NQC Self-Reflection workshop at Shenzhen Polytechnic, China
Thank you

Learn more: www.unevoc.unesco.org

@UNEVOC