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EXCELLENCE | LEADERSHIP | INNOVATION

INTEGRATED ENTREPRENEURSHIP IN TVET PROGRAMMES

CONTEXT AND BACKGROUND

- TVET is expected to address the multiple demands of an economic, social and environmental nature by helping youth and adults develop the skills they need for employment, decent work and entrepreneurship, promoting equitable, inclusive and sustainable economic growth, and supporting transitions to green economies and environmental sustainability.
- Education 2030 devotes considerable attention to technical and vocational skills development, specifically regarding access to affordable quality Technical and Vocational Education and Training (TVET); the acquisition of technical and vocational skills for employment, decent work and entrepreneurship; the elimination of gender disparity and ensuring access for the vulnerable.

FOSTERING YOUTH EMPLOYMENT AND ENTREPRENEURSHIP

- Rising youth unemployment is one of the most significant problems facing economies and societies in today's world, for developed and developing countries alike.
- At least 475 million new jobs need to be created over the next decade to absorb the 73 million youth currently unemployed and the 40 million new annual entrants to the labour market⁶ .
- OECD surveys suggest that both employers and youth consider that many graduates are ill-prepared for the world of work.
- The number of workers in vulnerable employment currently stands at 1.44 billion worldwide.
- Workers in sub-saharan Africa and South Asia account for more than half this number, with three out of four workers in these regions subject to vulnerable employment conditions.

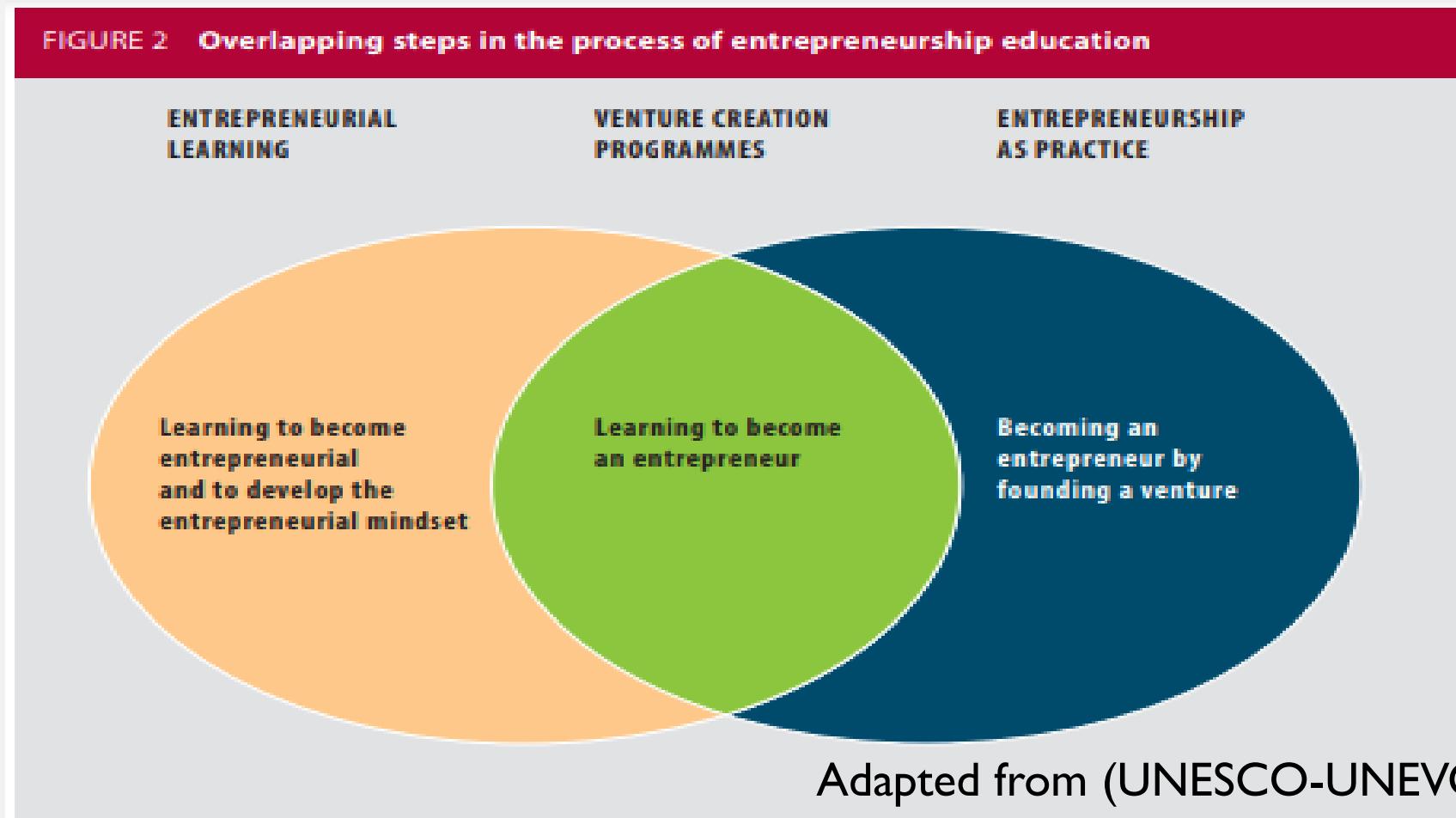
HOW CAN ENTREPRENEURIAL LEARNING BE INTEGRATED INTO CURRICULA?

- In my attempt to answer this question, I will use the Entrepreneurial Learning Institution Canvas (ELIC)(UNESCO-UNEVOC,2021: p.6).
- ELIC is a conceptual tool for strengthening entrepreneurial learning at the institutional level.
- ELIC is based on 3 principles namely: value, flexibility and transparency/traceability.

DEFINING ENTREPRENEURSHIP LEARNING

- Different definitions can apply in different countries and at different levels and phases of education (Gibb and Nelson, 1996; European Commission, 2011; Guzmán and Liñán, 2005; UNESCO-UNEVOC, 2019a).
- The term ‘entrepreneurship education’ refers to learning to become entrepreneurial (cultivating a mind-set & action), learning to become an entrepreneur to create a venture (acquiring skills and knowledge) and becoming an entrepreneur by founding a venture (entrepreneurship as practice).

OVERLAPPING STEPS OF ENTREPRENEURSHIP LEARNING



THE CURRICULUM APPROACH

- By answering some guiding questions posed in this section and we learn from examples of what others are doing. Thereby, developing or refining an approach to entrepreneurial learning.
- **Question:** Which type of education and training currently provide entrepreneurial learning, to which groups of learners, at which levels, and how successful was the planning and implementation process?

THE CURRICULUM APPROACH continued

- **Question:** What competencies and curriculum content have been selected, and what are the modes of delivery, i.e. the organization and methods of instruction?
- **Question:** Which curriculum approach should be developed to achieve entrepreneurial competencies?

continued

- **Question:** Should entrepreneurial learning be provided as a separate compulsory subject, a transversal element in an existing subject, as an elective subject or a combination of both, as well as being embedded in the overall curriculum?

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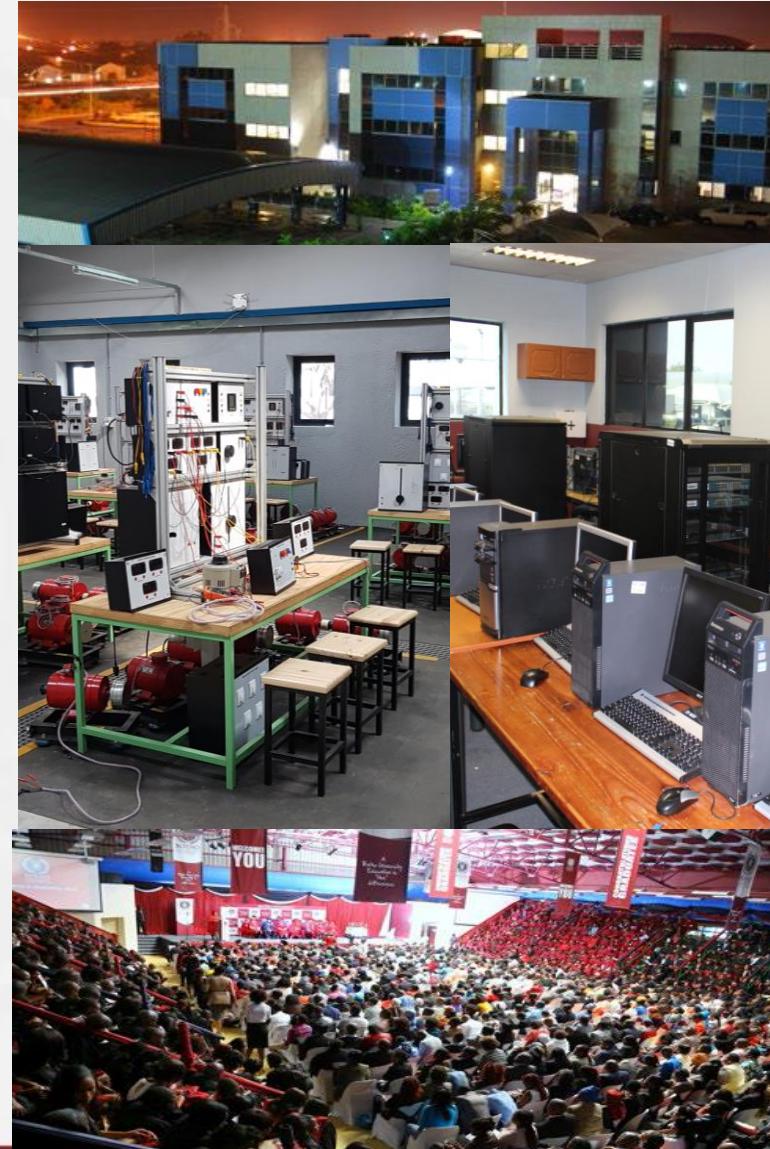


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O'BRIAN M'KALI



BOTHO UNIVERSITY



Established in 1997,
University status gained 2013



Registered and Accredited Education & Training Provider (Dec 2017) and
Awarding Body (Jun 2018)



BOS ISO 9001:2015 Certified Organisation



Participant in African Quality Rating Mechanism – Programmes rated as “Good”

BOTHO UNIVERSITY FACULTIES & LOCATIONS

- Faculty of Business & Accounting (FBA)
- Faculty of Engineering & Technology (FET)
- Faculty of Health and Education (FHE)
- Faculty of Hospitality and Sustainable Tourism (FHST)

LOCATIONS:

- Gaborone
- Maseru
- Namibia
- ESwatini

FACULTY OF BUSINESS & ACCOUNTING (FBA)



- In essence, teaching and learning of the Essentials of Entrepreneurship module begun in 2013.
- The Entrepreneurship hybrid module is taught across all Faculties and Campuses as an integrated module with the Wadhwani Foundation Curriculum (2020).
- The embedded module is student centered, experiential learning driven with get-out-of-the-building (GOOTB) activities delivered through flipped classroom approach.

“Watch – Think – Do – Explore – Collaborate” PEDAGOGY

FIGURE 1 Six core elements of entrepreneurship



ENTREPRENEURSHIP AS A MINDSET, PROCESS AND METHOD

CHECK
MY OWN
POTENTIAL

SEE
OPPORTUNITIES

DEVELOP
IDEAS WITH
VALUE

IDENTIFY
AND AVOID
RISKS

KNOW THE
NECESSARY
RESOURCES

PUT IDEAS
INTO ACTION

- PROBLEMS
- TRENDS
- CHANGE OF LAWS
- TECHNICAL DEVELOPMENT
- MARKET

Source: Adapted from Lindner, 2018

Watch – Think – Do – Explore – Collaborate” pedagogy learning outcomes

- Empowering the student with an **entrepreneurial mind-set, developing intrapreneurship skills**, and getting on the **entrepreneurship journey**.
- **Hands on and practical Practice Venture pitching milestone** tasks provided throughout the course.
- **Design Thinking principles used to generate ideas** to solve a problem, including Brainstorming, and **developing a Business Model**.
- **Validation of Business Model and building MVP**.

ENTREPRENEURSHIP AS A MINDSET

- An entrepreneurial mindset consists of interrelated beliefs and assumptions that inform our decisions and guide our behaviour.
- Such a mindset can be cultivated and enhanced through entrepreneurial learning (Duckworth et. al., 2007; Dweck, 2007).
- It is a way of creative thinking that helps a person overcome challenges, be decisive and accept responsibility. It also drives them to improve their skills, learn from mistakes and take continuous action on ideas (Rae, 1999).
- Developing an entrepreneurial mindset and spirit is something everyone, not just business people, can benefit from.

RATIONALE AND BENEFITS OF DEVELOPING ENTREPRENEURIAL MINDSETS

- **Personal development –**
- self efficacy
- Fostering young talent – changemakers

(Amabile & Kramer, 2011 Bandura, 1997 Bergmann, 2019 Duckworth et.Al., 2007 Dweck, 2007 Goss, 2005 Seligman, 2006)

RATIONALE AND BENEFITS OF DEVELOPING ENTREPRENEURIAL MINDSETS - continued

- **Economic development –**
- developing perspectives for the future,
- self entrepreneurs as leading figures for TVET,
- growth of creative economy and
- responding to dynamics of society

(Khan & Jakel, 2017 ;UNESCO-APEID, 2019 UNESCO-UNEVOC, 2019a United Nations, 2017 UNESCO, 2017a UNECSO, 2017b).

ENTREPRENEURSHIP AS A PROCESS

- It is a dynamic process, consisting of different phases (Kuratko and Hodgetts, 1998).
- The first involves identifying possibilities and one's own potential – without regard for the resources an individual currently controls (Stevenson and Jarillo, 1990; Ronstadt, 1985).
- This is the starting point for developing new ideas that create value for an individual, a company or society. Next comes developing a concept and, finally, putting it into practice.

ENTREPRENEURSHIP ASA METHOD

- Entrepreneurial method is a way of thinking and acting that is built on a set of guidelines about the mechanisms underlying entrepreneurial action (Neck and Green, 2011; Connor et al, 2018; Sarasvathy and Venkataraman, 2011), such as effecting change or experimenting with new ways of doing things.

BU ENTREPRENEURSHIP COURSE OVERVIEW

This course has eleven modules carefully organized in chronological order as follows:

- Topic 1:** Founding /Owner Canvas - self-discovery concepts: flow, entrepreneurial style
- Topic 2:** Opportunity Analysis Canvas - opportunity discovery.
- Topic 3:** Customer Discovery and Solution Fit,
- Topic 4:** Business Model,
- Topic 5:** Team Building,
- Topic 6:** Money,
- Topic 7:** Validation,
- Topic 8:** Marketing and Sales,
- Topic 9:** Regulations and Law, Licenses and permits,
- Topic 10:** real PVs, and lastly
- Topic 11:** Final Poster & Pitching to a Jury.

INTENSITY & DURATION

- Each topic has **2-4 sessions**.
- Each session has a rich **experiential learning** (mix of (i) online videos, (ii) in-class PV milestone pitching and (iii) GOOTB activities) and finally (iv) final pitching & poster milestone deck.
- All of which help to build upon a **real Practice Ventures (rPV)**.

IDEA TO MINIMUM VIABLE PRODUCT (MVP)

- Starting a venture and building it step by step, guided by the chronological progression of this course's topics have been carefully organised to increase absorptive capacity of the knowledge spill over. i.e. transferable skills of creating a venture.
- Primarily premised on “**GOOTB**” – Get Out Of The Building principle.
- Experiencing entrepreneurship through the learning activities such as “**Poster & Pitch**” milestone tasks provided throughout the course.

PROGRESSION OF ENTERPRISE DEVELOPMENT STAGE

Stage at Entry	Description	Stage at Exit	Progression
Idea stage	“idea on paper” without a working prototype	To be determined by outcomes of training	
Prototype stage	A working “Minimum Viable Product” of their good/service but no revenue	To be determined by outcomes of training	
Post revenue stage	Has customers but business model neither at scale nor cash-flow positive yet	To be determined by outcomes of training	
Growth stage	Has business model at scale, cash flow positive and raising external funding.	To be determined by outcomes of training	

SELF DISCOVERY- FOUNDER/OWNER CANVAS

- This is done by conceptualising the process of discovering yourself and your entrepreneurial styles using self assessment-psychometric tests or the simple general enterprising test (**GET**).
- Identifying a **Problem “worth” solving**, using **design thinking, effectuation, destructive innovation tools**.

OPPORTUNITY DISCOVERY

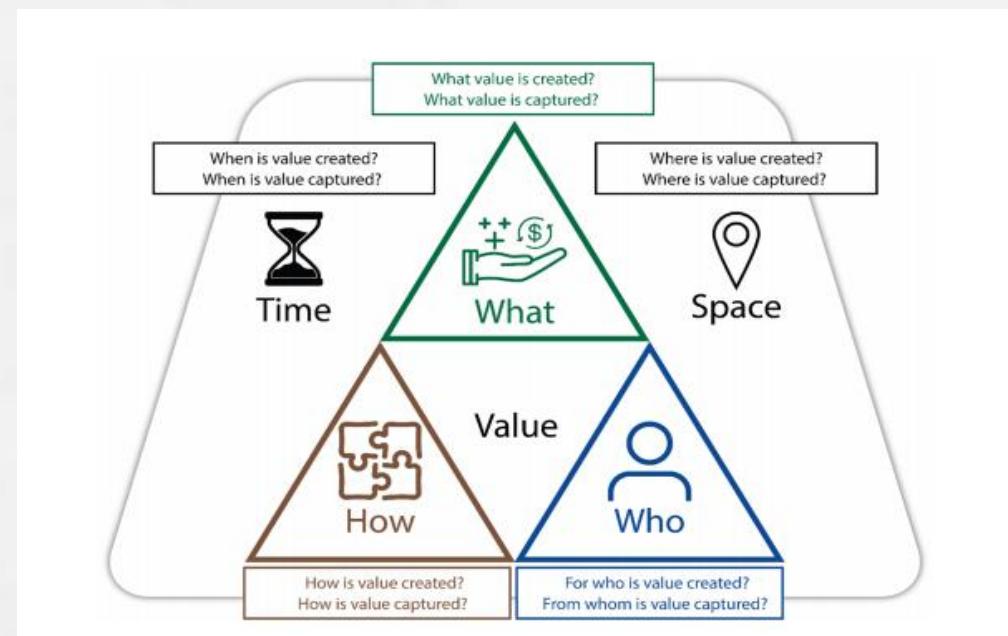
- **Opportunity Analysis Canvas** – examining self and business opportunity.
- Defining/reframing the **problem worthy solving**.
- Building the foundation of the Practice Venture.
- Create **personas** and build **solution demos** as an outcome of problem interviews.
- **Customer driven** or funded ventures emerge. Thus, both the entrepreneur and the venture evolve parallel to each other.

OPPORTUNITY DISCOVERY continued – PUTTING IDEAS INTO ACTION

- An individual's ability to turn ideas into action underpins entrepreneurship.
- According to European Commission (2005; 2006, p.4.), people must be able to plan and manage projects in order to achieve objectives while also marshalling '**people and resources to create, develop and implement solutions to problems to meet people's needs**' (Timmons et. al., 1977, p.4).

CUSTOMER DISCOVERY

- Value proposition model
- Customer segmentation
- Targeting
- Positioning



BUSINESS MODEL CONCEPTUALISATION

The main task here is to explore potential strategies to reframe PVs at their various developmental stages.

- Business model innovation tools
- Business model levels of analysis
- Methodologies include interviewing, focus groups, surveys, workshops, lean canvas, business use cases and Blue Ocean Strategies (BOS).

BUSINESS MODEL EXAMPLE - LEAN CANVAS

<p>Problem:</p> <ul style="list-style-type: none"> # Seller There is a huge gap between Bed & Breakfasts (B & B), hotels and backpackers that were designed and built for purpose and family homes converted to B & B for business. #Buyer Secondary problem is that pricing of traditional B & B, hotels and backpacker lodges are not flexible, thus they hardly cater for overnight customers e.g. short stays of 3 days or less but providing high-end amenities <p>Existing Alternatives</p> <ul style="list-style-type: none"> # Buyer: Staying with friends, couch surfing and traditional hotels #Seller: Rent out the whole B & B 	<p>Solution:</p> <ul style="list-style-type: none"> Platform connecting guests and hosts by providing a high quality bespoke AirBnB bed and breakfast accommodation to business travellers #seller Reasonably priced AirBnB overnight accommodation which is not in a conventional hotel #buyer <p>Key metrics</p> <ul style="list-style-type: none"> # Seller: No of guests accommodated per year # Seller: Sales or turnover from guests, listings etc #Buyer: searches by potential and repeat customers 	<p>Unique Selling Proposition</p> <p># Seller: earning from an extra income stream</p> <ul style="list-style-type: none"> Located in accessible <p>#Buyer: experiencing bespoke amenities different from those offered by traditional B & B, hotels and backpackers such as below;</p> <ul style="list-style-type: none"> Local food cuisines Ambiance <p>High level concept: Bespoke experience of home away from your own home for high earning professionals</p>	<p>Unfair Advantage</p> <ul style="list-style-type: none"> Recipient enjoys governmental entrepreneurial supports e.g. funding, tax credits Founding owners are well travelled and exposed to multi cultures 	<p>Customer segment/ Target customers</p> <p>#Seller: hosts the following</p> <ul style="list-style-type: none"> business travellers high income-low volumes tourists <p>#Buyer: guests to welcoming, experienced and warm professionals</p> <p>Early Adopters:</p> <p>#Seller: high quality extra rooms and space to rent or let out</p> <p>#Buyer: high value travelers</p>
<p>Cost</p> <ul style="list-style-type: none"> Unit cost per night Customer acquisition costs: promotion, advertisement and public relations budgets Costs of building and maintenance: water, electricity and laundry detergents, food and salaries. Entertainment for guests such as hired musical bands or even traditional dancers Directors fees and wages 	<p>Revenue:</p> <ul style="list-style-type: none"> Booking fees Governmental grants for local citizen empowerment Extra cash by holders of events and conventions on the premises 			

POSTER & PITCH

- The pitching and poster presentations along the milestone give participants the practice to refine their business ideas and business models.
- The facilitator will take the participants through each of the CORE sessions as physical in class contact.
- FLEX sessions are designed for homework.

CONCLUSION

- As participants progress through each **module**, a real **practice venture** starts shaping up and growing too!
- In addition to a **pitch deck**, a **poster** will be required to complement the live pitch in front of a jury.
- **Feedback** from an independent jury and host will be given to participants.
- The **best sustainable PVs** will be assigned mentors and prospects of follow-up funding.

REFERENCE LIST

- <http://unesdoc.unesco.org/images/0018/001833/183317e.pdf> 2
- <http://www.unevoc.unesco.org/fileadmin/up/217683e.pdf>