

What makes a good career education activity good? Lackéus's theory on entrepreneurial education and value creation as an inspiration for career education

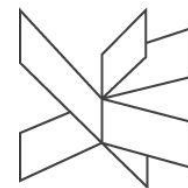
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VIA University
College



VIA University College is one of **Denmark's** six university colleges. Programmes and research focus on professional practice, e.g. in healthcare, teaching, social education, technology, design – and career guidance.

No. of years

20
19
18
17
16
15
14
13
12
11
10
10
9
8
7
6
5
4
3
2
1

PhD

Candidatus *)
MSc/MA
BSc/BA

Long-cycle higher education

Compulsory education begins at the age of 7 (form 1) and ends after form 9 (age 15). The 10th year is optional.

The term "youth education" is used as an umbrella term for all upper secondary and vocational education and training programmes (age 16-19).

Professional
bachelor degrees

Medium-cycle
higher education

Academy
profession degrees

Short-cycle
higher education

Regional
guidance centres

Upper secondary
education
programmes

Vocational
education
and training
programmes

Vocational basic
training
Individual
programme

Youth
guidance units



Compulsory education

Stumble-data
(Tanggaard &
Brinkmann, 2013)

- What can I learn from this activity about what makes a good career activity in compulsory school good?
- Has Lackéus's theory on entrepreneurial education and value creation something to offer as an inspiration for career education?

Martin Lackéus' theory on entrepreneurial education and value creation (Lackéus, 2017)

- Team work
- Interaction with external world
- Creating value for others
- Feedback from external world
- Entrepreneurial passion -> a strong willingness to create value for others
- Commitment
- Learn curricular knowledge more in-depth

Expansion of horizons and increased opportunity awareness of education, work and oneself in relation to this.



A career education activity for 7th grade

(approx.13 years)

| | |
|---|--|
| Monday Care center | Intro project, program for the week What is a care centre/nursing home, guided tour (meet different employees), intro guide for lifestories, interview residents. |
| Thursday Vocational health school | Analysis of life stories with feedback from the teacher from the vocational health school – what have the person interviewed enjoyed in his/her life? Develop activities. Breaks: Why are the activities relevant and important? - how do you work in this vocation -> you work and relate closely to people and support their daily life and health. |
| Wednesday Care center | Execution of the activities developed together with the resident/old person. E.g., picture lottery of men, flower decorations, backing |
| Thursday Care center | Food and meals. Prepares food + sets the table and decorates. Communal dining. Introduction to what is emphasized in the preparation of food for nursing home residents |
| Friday Vocational health school | Processing the students' experiences and supporting reflection – e.g. in relation to the activity. Based on the students' experiences in relation to vocational health school -> focus on vocational education more broadly. |

Reflections

- Lackéus contribute with perspectives on what is good in this career education activity.
- Lackéus's theory can help us to identify aspects important to consider when career development activities in e.g. compulsory school are to be developed or improved – in that sense Lackéus's theory on entrepreneurial education and value creation can inspire the field of career education.



How we have
made use of
this small
project

- Stakeholders in Young people in practice
- Evaluation report
- Book chapter
- Integrated into the diploma programme for career guidance -> a didactic perspective on how to develop or improve career guidance activities -> practice development.

Many thanks for
listening 😊😊



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Litteratur

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