



<b>2ND SESSION</b>	<b>Boosting Entrepreneurship in Vocational Training</b>
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# Summary

*The second session of the "Skills for Vocational Excellence, Creating Networks" training focused on the importance of developing a culture of entrepreneurship in schools, including the creation of dynamic and versatile spaces for teaching entrepreneurship. The session featured speakers from Aragon and the Basque Country who shared their experiences and insights on the importance of identifying opportunities for improving educational offerings, fostering collaboration and networking with different organizations, and creating innovative incubators and ecosystems of competencies. They also discussed various programs and resources available for teaching entrepreneurship, including temporary business incubators for vocational students and graduates, which provide furnished offices, equipment, and access to shared spaces*

## Introduction

The session began with Sandra Mangas, a technical advisor at the VET Education Department in Castilla y León, emphasizing the significance of

schools and their staff adopting an entrepreneurial mindset and recognizing opportunities to enhance their educational offerings. She asserted that an outstanding school collaborates with local partners to cultivate students' entrepreneurial abilities, addresses real-world issues, and offers business incubation services. In Castilla and León, 77 entrepreneurship classrooms aimed to develop students' entrepreneurial skills. These classrooms needed to be dynamic and adaptable spaces where students could actively engage in their own learning. The speaker pointed out that entrepreneurship classrooms should not be passive learning environments, but rather focus on fostering entrepreneurship and collaboration with businesses. The European framework for entrepreneurial competencies, EntreComp, served as a reference point for these classrooms, promoting entrepreneurship as the capacity to identify and act upon opportunities and ideas.

Next, the speaker explored various effective practices and resources for teaching entrepreneurship in schools. One such resource was a digital guide for entrepreneurship classrooms, featuring an entrepreneurial itinerary and contact information for local organizations willing to cooperate. Sandra Mangas shared examples of schools that nurtured entrepreneurial skills by organizing events like music festivals or launching products in collaboration with local businesses. These activities bolstered students' creativity, planning, and organizational abilities while promoting collaboration and networking with various organizations. The speaker introduced a contest called "Eleva TV" that sought the best video presentation of a business idea in an elevator pitch competition. A video submission for a product called "h2 lock" was presented, which aimed to tackle water waste while waiting for hot water to flow from the showerhead. The establishment of business incubators

in educational institutions was also addressed as a way to assist aspiring entrepreneurs in overcoming typical startup challenges.

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## Business incubators in VET schools

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Benjamin Luengo and Carmen Sánchez, representing the Center for Innovation in Professional Training in Aragon, explained their experience in designing, implementing, and managing business incubators in educational institutions. They talked about their roles as a training center for vocational teachers and a reference center for logistics and commercial management, as well as their participation in innovation and internationalization projects. They expounded on the advantages of incubators in vocational training and fielded questions from the audience. The speakers further emphasized the need to strengthen and expand centers of excellence as innovative incubators and ecosystems of competencies. They touched upon the implementation of seedbeds and business hatcheries and the importance of creating synergies between educational centers, local businesses, and development agencies. The focus was on establishing dynamic spaces for entrepreneurship and innovation in classrooms that would lead to the formation of small businesses, reducing fixed costs, and providing networking opportunities. The experience of implementing business incubators for entrepreneurial initiatives in Aragon was detailed, where the concept was first introduced as an innovation project and later regulated through a decree. The synergy between the strategic innovation departments of integrated centers and the "Entrepreneurship in Schools" program contributed to the successful establishment of business incubators.

The program "Emprender en la Escuela" was then discussed, a collaboration between the Department of Education and the Aragonese Institute of Development. In its 22nd edition, the program assisted students in vocational training, high school, and secondary school to develop entrepreneurial skills and acquire the necessary abilities to become entrepreneurs. Workshops related to project markets, economic viability, communication, and

agile methodologies were offered. The program also provided high-quality teacher training and held contests for business ideas and projects at the regional level. It also advised and equipped business nurseries in centers.

The speakers then discussed the success of the business incubator in VET School Los Enlaces, the first business incubator in Spain, established in 2009. This incubator was created to provide specific training for candidates in developing their entrepreneurial projects. A commission was formed to evaluate and monitor these projects, including representatives from professional families, strategic innovation, and education sectors, with support from the government's agency for economic development. Over the years, the incubator helped create 12 companies within the public training center, leading the education system in Aragón to implement innovative programs like Innovaragón to promote, incubate, and support new businesses. The speakers recommended visiting the website of the General Directorate of Small and Medium-sized Enterprises to discover organizations and resources supporting entrepreneurship and business creation in Spain, including local development agencies, such as the Agency of Investments and Services in Castilla y León.

Following that, the structure and regulations of the "viveros de empresa," temporary business incubators for students and graduates of public vocational training schools in Aragon, were discussed. The incubators provided furnished offices, equipment, and access to shared spaces while requiring a minimal rental fee. Applicants needed to be former students of the school, committed to socially responsible and sustainable entrepreneurship, and present a viable business plan while committing to additional entrepreneurial skills training. The incubators operated on a temporary two-year lease,

renewable for another year, and were overseen by a commission responsible for reviewing applications and approving tenancies.

The speakers then discussed AnteoCRN, a project aimed at providing resources and training to rural entrepreneurs lacking direct access to education centers. The project included a website with sections on nurseries, news and events, and training programs. The training programs consisted of three different itineraries, one for basic entrepreneurship, and two others focused on logistics and e-commerce. The website offered free online video courses that could be taken at one's own pace, with the goal of helping potential entrepreneurs make informed decisions and set up successful companies. The project also aimed to create educational nurseries in national reference centers.

During the Q&A, one audience member asked about the success rate of these newly created companies, and the speakers shared that, in their experience, a solid foundation and ongoing support were crucial for sustaining new businesses. The conversation then shifted to discussing the types of professional profiles commonly found in these business incubators. A discussion revolved around the importance of the family profession in starting a business, as not all families had the same level of ease or difficulty in starting a business. Some families, like image and sound, experienced more success in starting businesses compared to the agricultural family.

After that, the speakers from the Basque Country, Pili Alonso, Director of the Area of Applied Innovation in Strategic Environments at Tknika, and Salomé Olaetxea from CIFP Miguel Altuna, Coordinator of Urratsbat., took the floor to

discuss the ecosystem of entrepreneurship in FP Euskadi, composed of collaborators from all centers in the Basque Country. They believed in creating an environment where all community members, including institutions and different agents, worked together in a framework based on spaces like incubation, acceleration, and coworking. They focused on promoting entrepreneurial competency in students through programs such as On House Company and Unique Companies, where students simulated the creation of an actual business with resources and support from the FP Euskadi network.

Pili Alonso talks about a

simulated business created through collaboration between traditional and technical teachers, aiming to foster technical skills and teamwork. Students and teachers work together to develop a product from idea to full-fledged company, showcased at a business fair. The speaker also mentions a program for creating real companies, with a 64% survival rate after three years. The program encourages entrepreneurial ecosystems and experiential learning.

Pili Alonso discusses

"Iniciativas Innovadoras," a program launched in 2005 that offers assistance to aspiring entrepreneurs, including those in formal and non-formal training. The program emphasizes resource allocation, like training, personnel, and financing, and helps entrepreneurs with market research and marketing. The program's goals include raising awareness of business opportunities and building supportive industry networks.

The speaker explains how they

mentor projects, addressing various needs such as prototyping, market research, and economic feasibility. They also provide legal support and follow-up

assistance. The emphasis is on fostering an entrepreneurial culture, promoting technological entrepreneurship, and encouraging sustainable futures. Their initiatives have led to the creation of 745 companies, with a 65% success rate for 71 of them. A networking platform allows companies to collaborate and support one another.

Salomé Olaetxea talks about

Miguel Altuna, a public center offering various education and training programs. They emphasize the importance of innovation and entrepreneurship in their programs, developing transversal competencies and organizing events to promote entrepreneurship. The Urratsbat program targets alumni, resulting in 13 open businesses from 39 ideas. The school supports students in developing ideas, creating viability plans, and connecting with agencies and professionals.

The speaker discusses the

support available to students in the entrepreneurship program, including technical teachers and industry mentors. The school has incubated successful startups, such as Ecolver, Sayotec, and UCOP. The school's facilities, equipment, and human resources have contributed to their success.

The speaker highlights their

school's facilities and spaces, which are modern, innovative, and versatile.

They have open spaces with natural light and movable walls, allowing flexible

layouts. They collaborate with the City Council and local schools to address

challenges and find solutions. Multidisciplinary spaces facilitate

collaboration between students from different courses, and there's a dedicated

workspace for entrepreneurs. The speaker assures that teaching and learning



continue normally in these flexible and accommodating spaces.

# Useful Resources

- ☐ [Digital Guide for Entrepreneurship Classrooms](#)
- ☐ [VET Excellence support tool](#)

# Note

*This summary was created using Artificial Intelligence, the whole session [can be watched here](#)*