ETF Network for Excellence (ENE)

GOOD PRACTICE SUBMISSION

ESITH Crea Factory — Incubateur de l'ESITH

Name of VET Provider	Good Practice N°	Date (MM/YY)
ESITH — École Supérieure des Industries du Textile et de l'Habillement, Casablanca	GP – 01	05/26

GOOD PRACTICE DETAILS	
Title *	ESITH Crea Factory – Incubating Student and alumni Entrepreneurs
Thematic Domain	Entrepreneurial | Creating partnerships/skills ecosystems | Innovation
Introduction *	Context & Challenge: Morocco's face accelerating structural transformation (digitalisation, nearshoring, sustainability). Engineering schools must go beyond technical training to cultivate entrepreneurial mindsets and support student-led innovation. Practice: ESITH Crea Factory is the entrepreneurship incubator of ESITH Casablanca. Launched in 2022 and continuously developed since, it supports student and young graduate projects from ideation to early-stage launch. It provides structured coaching, mentoring, access to prototyping resources, and connections to industrial and institutional partners. Period: 2022 – ongoing.
Stakeholders & Partners	Beneficiaries / Target group: ESITH engineering student, recent graduates and alumni. Key partners: ESITH academic teams; corporate partners (textile, logistics, industrial sectors); institutional partners including APEFE, UNESCO, and Erasmus+ programme networks; regional and national entrepreneurship support structures. Users: students, faculty coaches, partner companies, and institutional stakeholders.
Impact *	• Direct support of student entrepreneurial projects. • Development of transversal competencies: project management, leadership, pitching, market analysis. • Strengthened school-industry connections through co-designed challenges and mentoring by professionals. • Institutional recognition: international visibility. • Contribution to regional employability outcomes by preparing students for both employment and self-employment pathways.
Innovation & Success Factors *	Innovation: • Integration of the incubator within the engineering curriculum rather than positioning it as an extracurricular add-on. • Dual-competency model combining hard engineering skills with entrepreneurial and leadership development (coaching, DISC profiling, systemic approaches). • Active connection to real industrial challenges, avoiding generic startup programmes disconnected from sectoral realities. Conditions for replication: • Institutional commitment and dedicated coordination role (directrice/directeur). • Access to coaching and mentoring competencies (internal or external). • Partnerships with industry actors willing to co-invest in student innovation. • Flexible academic framework allowing project-based time allocation.
Constraints *	• Balancing incubation activities with the academic load of engineering programmes. • Sustaining student motivation beyond the initial ideation phase through to implementation. • Maintaining updated industry

	partnerships as market needs evolve rapidly. • Securing continuity of funding and institutional support for incubation resources. Mitigations: integration of entrepreneurship modules in the curriculum; dedicated coaching by Career Center team; regular partner review and Job Fair events to maintain corporate engagement.
Lessons Learned *	1. Entrepreneurship in VET/engineering schools works best when embedded in the academic pathway rather than offered as a standalone option. 2. Proximity to industry is non-negotiable: student projects gain credibility and momentum when co-developed with real sectoral actors. 3. Coaching competencies are as important as facilities: the human dimension (mentoring, individual coaching, peer learning) drives impact more than infrastructure alone. 4. Institutional anchoring and leadership continuity are decisive for sustainability.
Replicability & Up-scaling	The Crea Factory model is replicable in other engineering or applied-sciences schools in Morocco and the MENA region, particularly those with: • An existing career/employability centre to anchor the initiative. • Industry partnerships in sectors undergoing structural transformation. • Willingness to adapt curriculum to integrate project-based entrepreneurship modules. Up-scaling pathways: inter-school incubation networks; regional collaboration development of a shared toolkit (coaching guides, evaluation rubrics, partnership templates) for broader adoption.
Contact Details	Kawtar Iraqi Housseini Directrice, Career Center & ESITH Crea Factory ESITH — École Supérieure des Industries du Textile et de l'Habillement Casablanca, Maroc Email: [iraqi@esith.ac.ma]
URL of the Practice	
Related Resources	

** Mandatory fields*

Submitted by	Date & Signature
Kawtar Iraqi Housseini *Directrice, Career Center & ESITH Crea Factory* ESITH Casablanca	Date: May 2026 Signature: