



TESEUS Country snapshot:

Spain

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A. EXECUTIVE SUMMARY AND MAIN FINDINGS

The concept of entrepreneurship has been in the spotlight after the economic crisis our country went through. Due to the labour instability, consequence of this crisis, it has been necessary to create new businesses and new job opportunities. Economy has changed and so has the labour market. Now society requires more innovation than ever and we need future workers to be prepared for that.

Suddenly entrepreneurship has become a popular tendency. In a short period of time many firms have been created and a new term has arrived in our country to tag those small companies founded by one person or very few people with a low budget: 'start-ups'. This new kind of business supposes a complete novelty if we take into account the tendency of Spanish people to be employee or become civil servant instead of becoming a self-employed; it is part of our culture that we do not tend to take risks with our jobs. At the beginning of 2018 there were 3.258 start-ups in our country, most of them based in Barcelona, followed by Madrid.

Due to such quick changes our current society is experiencing, it becomes necessary that young people are prepared to adapt to innovations in the fastest possible way. That is why the Ministry of Education as well as other Councils of Education, being aware of this situation, have designed curricula addressed to train students for new types of economies, specially to train them to be entrepreneurs. As our target group is IVET students, we will focus on their training. In their case, the curriculum itself only counts on a subject for the development of entrepreneurial skills; however, many initiatives across the country have been fostered with the aim of promoting among young students an entrepreneurial spirit.

As education is decentralized in our country, students do not have equal opportunities since each region invests on education (or simply has a higher budget) differently. At the same time strategies addressed to entrepreneurship or any other innovative initiative, are not equally developed and students' training depend a lot on the community where they live. Though many initiatives are organized by public entities, most of them are not part of the official curriculum and are extra training for IVET students. The same occurs with start-up promotion that has not yet a role within the entrepreneurial activities carried out by educational institutions. The Ministry of Education includes in its policies the promotion of start-up building among IVET students and our region, Andalusia, has been intensively working on the promotion of entrepreneurship among students and lately also on start-ups.

B. BRIEF OVERVIEW OF IVET SYSTEM IN SPAIN

The vocational education training system in Spain is ruled by the Central Administration and described in chapter 5 of title I of the organic law of education. In addition, it is the Government, in agreement with regional administrations, who establishes different degree titles and its basic. In Spain, education is decentralized, so each autonomous community adapts national policies to its own system. There are basic aspects, like competences, that must be respected by all systems. Nevertheless, as we will see specifically for entrepreneurship, there can be huge differences among regions when it comes to new skills.

In the case of our target group, IVET, we will first give a description of how it is organized and then we will concentrate on specific aspect of entrepreneurship in IVET. IVET system in Spain is divided into three levels: basic, medium and high. The basic level is compulsory for those who do not finish the secondary education level as it is equivalent to it. In order to access medium or high VET, students need to hold the secondary education degree.

VET system offers more than 150 degree titles belonging to 26 different professional branches, which have both theoretical and practical contents suitable for all professional fields. Generally, degrees last two years with 2000 hours in total, including regular lessons and an internship period in a company.

This internship period is the essential aspect of IVET and it is considered the most practical and real work experience training within educational system. As we said before, educational guidelines depend on regional administrations, therefore it is useful to present a brief overview on the policies of our region: Andalusia.

Entrepreneurial internship training is part of the 'Professional module of training in the workplace', which is usually developed in companies and institutions whose activities are related to the degree the student is doing and also must be done in Andalusia, preferably near the educational institution. It is also possible for students to develop this module in the same company where they are already working, but they won't be able to do it in the educational institution or entity where they are taking their IVET degree. In case there are areas or sectors where the professional training offered is not enough for a complete learning experience, the student can work in more than one place (maximum 3). This module will be done at the end of the VET studies corresponding to a 25% of the total teaching period. Training period for medium and high VET is generally 400 hours.

The corresponding department of each professional branch will elaborate the programme of the professional module in workplaces, which will contain at least the following elements:

- a) Professional, personal and social skills to be developed in this professional module.
- b) Consistency and typology of workplaces as related to the module done.
- c) Potential learning outcomes to be achieved in each workplace.
- d) Training activities that allow learning outcomes to be achieved and assessment criteria.
- e) A monitoring plan to check the achievement of learning outcomes from the professional module: maximum number of visits to the workplace.

On the other hand, it is possible to study a VET degree in both private and public institutions. There are more than 4000 public institutions and 2000 private ones in Spain.

How the curricula is created

Regional educational administrations usually adapt the corresponding curriculum provided in the Royal Decree established by the Central Administration. They also take into account the socioeconomic reality of the territory of their region as well as the future economic perspective so that these degrees respond to the current necessities and prevent students from moving to other places.

The curricula must respect the characteristics of the students and in particular those who have any kind of disability. The didactics methods will integrate the corresponding scientific, technological and organizational aspects so that students acquire a global vision of the specific processes of their future professional activity.

How IVET schools cooperate with other business sector

Any company can sign an agreement with an educational institution that provides VET studies so that students can carry out their professional module with them.

Since 2012 the educational system also counts on a new type of IVET called “Dual VET”. It presents different modalities, but its purpose is mainly to encourage the participation of the students in the labour market. Some of these modalities offer a new type of teaching as companies lend their own spaces to the schools so that students can learn the theoretical part of their training in the same space of the professional training. This allows students to obtain a more practical learning and spend more time in the workplace.

Erasmus+ internship experience

Erasmus + provides IVET students chances to acquire professional experience abroad and also new skills or languages. Internship periods abroad increase possibilities to get a job and make the transition to the labour market easier. Moreover, it helps strengthening European cooperation in IVET sector. This program belongs to Key Action 1: Learning Mobility of Individuals.

Students of IVET can have their internship periods abroad in: companies; other entities such public administrations or NGO; IVET institutions with learning periods in firms. These periods can last from two weeks to a year. Training is an essential part of the activity and can also include language lessons and cultural training.

IVET institutions of the participant countries can apply for this program on behalf of their students. The mobility projects can address students of high level of IVET or students of medium level. For the first ones it can be a training period in a firm or any other workplace and the period must be an essential part of the studies’ program of the student; or a study period abroad in a high educational institution. For the second ones, it can be a training period abroad of a maximum of 12 months in a workplace or a VET institution.

C. BRIEF OVERVIEW OF EXISTING DATA AND ANALYSES FOR SPAIN

European guidelines recommend that 'business spirit' should be introduced in the syllabus as a specific educational objective. Following this directive, within the initial vocational education system, Spanish IVET schools with their department of Training and Careers Guidance, have among their most important competences: promote the entrepreneurial culture, the management of the employability of students, and self-employment as an option to access the labour market. Likewise they provide specific information to those who want to be entrepreneurs apart from teaching to all students a common module of "Business and Entrepreneurial Initiative" for all the specialities in both medium and high level of vocational education. This subject is addressed to teach how to set up and manage, in the basic level, a business, how to become a self-employee, what is the social business responsibility and foster the entrepreneurial initiative as well as innovation and creativity of students.

With the intention of putting into practice the entrepreneurial skills in IVET, a second professional module was implemented in high levels of IVET degrees, called "Project/Business Planning". This module aims to integrate the diverse abilities and skills acquired from all modules linked to the professional activity of the degree. The nature of the project varies from setting up products or processes, research projects, setting up business projects or an analysis of studies related to the professional sector.

According to the report Global Entrepreneurship Monitor (GEM) for Spain, levels of entrepreneurial activity in Spain remain steady although lower than previous years due to the financial crisis and still below to the European average. GEM shows that the initial motivation to be an entrepreneur has varied. Spanish experts consider that one of the key factor of setting up profitable businesses is education and entrepreneurial training at IVET/VET and HE level.

The Global Entrepreneurship Monitor (GEM) is an international observatory which annually analyses the entrepreneurial phenomenon. It constitutes the most important worldwide network about entrepreneurship and also aims at making the information about entrepreneurial initiatives available for the general public. RED GEM Spain, composed by groups of researchers from the academic and business environment of all Spain, studies the behaviour of the entrepreneurial dynamic through **multiple variables** and generate data that is published in annual reports. In their annual publications you can find a section for the analysis and evolution of entrepreneurship in the educational system.

Even though the entrepreneurial training goes on the right track in Spain, it is necessary to keep fostering the entrepreneurial culture from the education level.

On the other hand, in a report from the network Eurydice Spain Redie (Spanish network provider of information about education), called "Entrepreneurship education in the Spanish education system. Year 2015" it emerged that the encouragement of entrepreneurship became necessary due to the high rate of unemployment among young people that there was back in that year. It was needed to introduce some creativity and innovation in the education system which became standard elements among the proposals for getting through the financial crisis. Over those years there were various laws stressing the commitment to the encouragement of entrepreneurship. In this study, two regulatory frameworks are mentioned and both educational laws have taken as a reference the Guidelines of the European Parliament on key competences for lifelong learning. In particular, the competence 'Sense of Initiative and Entrepreneurial Spirit' aims at the development of 'attitudes that involve a change of mentality, thus promoting entrepreneurial initiative, the ability to think creatively, to manage risks and to handle uncertainty'. In the LOMCE (Spanish Organic Law 8/2013 of 9 December, for Improvements in Education Quality), concepts associated with the enterprise world

have gained importance by including 'knowledge and skills related to career opportunities as well as work, economic and financial education or organization knowledge and business processes'.

On the other hand, the European Commission, through The Entrepreneurship 2020 Action Plan, tries to face new challenges born during the financial crisis that has hit Europe. The aim is to bring back Europe to the levels of employment that it had before the recession, mainly among young people. According to EC young people who benefit from entrepreneurial learning, develop business knowledge and essential skills and attitudes including creativity, initiative, tenacity, teamwork, and understanding of risk and a sense of responsibility, useful to improve their employability. This is the entrepreneurial mind-set that helps entrepreneurs transform ideas into action and it also significantly increases employability. The role of entrepreneurship as an instrument to improve employability levels is also stressed in the EU Annual Growth Survey 2013 for Spain. Education should be brought to life through practical experiential learning models and experience of real-world entrepreneurs.

Partnerships with businesses and companies can ensure that education and training curricula are relevant to the real world. Education institutions should be encouraged to become more entrepreneurial in their wider approach, to ensure that they develop and live a culture of entrepreneurship and innovation through their missions, leadership, stakeholder engagement, curricula and learning outcomes.

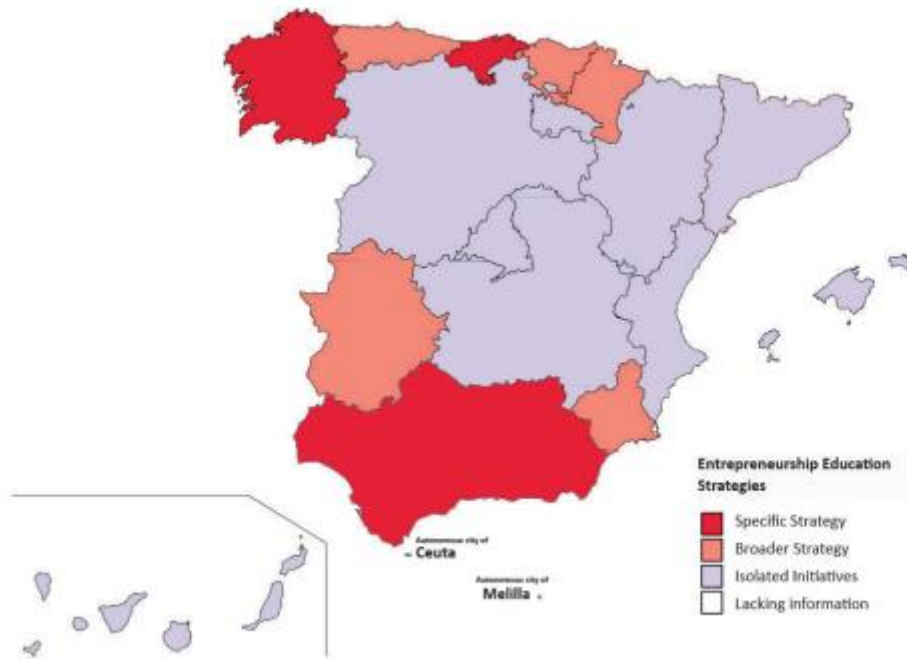
D. STATE OF EXISTING START-UP PROMOTION AND FIRM CREATION SUPPORT FOR IVET STUDENTS IN SPAIN

Currently VET system follows both Spanish and European guidelines with regard the promotion of entrepreneurship. In the case of Spanish legislation, since the academic year 2014-2015, there is a new transversal subject taught in IVET schools called 'Business and Entrepreneurial Initiative' designed to promote the entrepreneurship among students and offered in the three levels of education (Redie report). This subject overall takes 60 hours, split into three hours per week during the second year of the IVET studies. The contents of this module focus on the entrepreneurial initiative, the business and its environment and the administrative functions. Nevertheless, it is more theoretical than practical so it does not provide a complete training; yet thanks to certain initiatives that we are going to see below, students can improve their learning. Under a more specific perspective, in some training paths there is also a 20 hours module taught in the first year of IVET ecosystem called "Specialised Business Exploitation at regional level" where the student have a close overview on the entrepreneurial opportunities related to their field of study.

The state curricula include a series of guidelines to facilitate the development of methodological strategies that improve certain business related competences in the classroom, although they are not specific for "Sense of Initiative and Entrepreneurial Spirit". The framework adopted by Regional Administrations in the methodological guidelines for each subject does not present wide variations with regard to national instructions and opts for active methodologies such as project work, service-learning, cooperative learning or problem-based/solving learning. In any case, core curricula highlight teachers' ability to "design learning tasks or situations that ensure the resolution of problems, the application of knowledge learned and the promotion of student activities". Lastly, the way these guidelines and innovations are adapted and carried out depends on each autonomous community; as it happens with entrepreneurial education.

Eight regions in Spain have online entrepreneurial education websites that bring together a more or less broad range of programs, tools and news related to the promotion of entrepreneurial culture in classroom. Teachers and educational institutions are assuming an active role in the exchange of ideas and good practice in entrepreneurship education, as shown on websites coordinated at regional level (e.g. Extremadura's Entrepreneurial Schools Website) and at state level (e.g. Community of Entrepreneurial Teachers). Moreover many initiatives put into operation are especially in VET.

These eight communities have implemented strategies for entrepreneurship education. Three of them (Andalusia, Cantabria and Galicia) have their own specific strategies while the other five (Asturias, Extremadura, Murcia Region, Foral Community of Navarra, Basque Country) have chosen to integrate their actions into the education system within broader entrepreneurial strategies. This does not mean that the remaining autonomic communities are not doing anything. They all, without exception, have entrepreneurial activities which support policies and programmes for entrepreneurs-to-be, although, in some cases there is not a clear link between these two lines of action. In such cases, articulate a strategy would initially mean to map, arrange, complete and align the policies and entrepreneurial support programmes for the different participating institutions and agents.



These strategies correspond to all levels of education, involving even primary education. Although we are addressing IVET system in this project, we considered interesting to see the general picture of entrepreneurship in Spain.

Focusing now on IVET, there are some guidelines from the Spanish Ministry of Education, which consider the promotion of the entrepreneurial initiative in IVET institutions possible through actions that foster entrepreneurial skills like decision-making, showing ideas, negotiation skills, taking-risks, teamwork, self-confidence and business ethic. In addition they expect the institutions to establish new basis for entrepreneurial culture.

Among the most outstanding entrepreneurial activities developed in IVET institutions, there is one aimed at simulation and real-world application of skills and knowledge acquired during their studies so that students are able to adapt their entrepreneurial experiences to the creation of a small firm or to innovative initiatives. In order to achieve this they promote group dynamics based on events of simulated start-up creation. Each educational council from Spanish regions freely designs these activities and events.

Andalusia has a plan for entrepreneurship promotion within its educational system framework, called 'Encouragement of the Entrepreneurial Culture'. They provide different initiatives, and among those, the 'educational small companies program' where students can create their own company and other programs like 'Hipatia', an online simulator to create a company, addressed to VET students are particularly interesting.

Apart from specific programs, the Council of Education of this region has created an event called 'Talento Emprendedor' (Entrepreneurial Talent, in English). It is addressed to students of Andalusia who have an idea for a business and want to develop it and it is supported by Andalusia Emprende, the regional governmental institution devoted at fostering entrepreneurial spirit. It lasts two days and students take part in different talks and activities to materialize those ideas. Moreover, there is also a project called 'Proyecto Lunar' specifically created by 'Andalucía Emprende' which will be explained deeply in the case studies section.

Moreover, in other regions like Madrid, Castilla y León and Aragón specific plans have been developed for IVET students. In Madrid there is the program 'Apes' (Professional classrooms of entrepreneurship), a space devoted to support ideas of students from every level; in Castilla, there is the program 'Try to Reinvent Yourself' while in Aragón, there is the program 'Entrepreneur'. All these initiatives have been created by the educational council of each administration to help students create microenterprises, support them in their beginnings with legal counselling and management and economic help, promote self-employment, and make them able to develop a professional activity or find a job. The educational commission in Madrid have invested more than 1 million euros in more than 50% of IVET schools for Professional classrooms of entrepreneurship.

Other regions promote entrepreneurship through special awards addressed to entrepreneurial projects designed by students. It is the case of Canary island educational government, which holds the Entrepreneurship Awards and the government of Valencia, which has a special award for start-up creation in VET schools.

CONCLUSIONS

The first and main conclusion we can draw is that when regional educational systems talk about 'entrepreneurship' they do not refer or mention start-ups as the objective of their initiatives. Entrepreneurship has landed very recently in education so we are still on an innovative phase and it still need to be implemented in a broader way. Nevertheless, it could be interesting to offer students the tools and necessary guidelines to create a start-up and invite them to be creative and start their own businesses from IVET institutions. That way they could learn beforehand the potential problems and necessities that a start-up would carry along. Gaining skills to become an entrepreneur and eventually building one's own start-up means to be able to face real labour challenges so students, from an early age, are more conscious of their future environment.

We live in a demanding society that changes very fast and does not stop creating new things. Because of this, it becomes necessary to teach new generations to be prepared for such innovations and be able to provide their ideas and assume their active role that we need more than ever. Education must be more focused on real learning, teaching students in working environments more than just providing theoretical knowledge which does not help students adapt to developments. In this sense, and as highlighted in this country report, it would be highly recommended to include in TESEUS toolkit training on:

- improving decision-making capacity and skills
- building the capacity of showing ideas, that is identifying and extrapolating entrepreneurial ideas from IVET students
- creativity and business brainstorming, that is evaluate entrepreneurial opportunity
- improving negotiation skills
- risk management and ability of taking risks
- teamwork
- basic entrepreneurship, that is what is a business, what is a business idea, what is an enterprise and glossary of terms
- entrepreneurial self-confidence, that is nurture entrepreneurial talent
- business ethic
- start-up building: entrepreneurship needs, potential risks and motivation inputs, that is guidance and direction towards Firm Creation
- problem solving and project management, that is troubleshooting for entrepreneurship promotion
- put into practice real business ideas, that is prepare a business model and write down a business concept and present it to investors
- communication and digital skills applied to entrepreneurship
- basic marketing and market analysis for successful start-up

Which are in line with the training area highlighted at submission **PHASE**.

E. SHORT DESCRIPTION OF SPECIFIC EXAMPLES FROM SPAIN

Andalucia Emprende Proyecto Lunar

The government of Andalusia (Junta de Andalusia) has developed 'Proyecto Lunar' which is the first public program devoted to support entrepreneurs of the creative-cultural industry of Andalusia IVET systems and beyond. They provide them with multiple services (counselling and training for experts for business planning, help in the search of job opportunities and financial support, advice for needed steps when setting up a business, etc.) as help for entrepreneurs of this sector to turn their ideas into real business projects as well as support for existing companies to look for new routes that contribute to their professional development. Thanks to this programme, 104 creative-cultural firms were created last year. This has also caused 144 new jobs in Andalusia, from which 51 % are women.

Apes (Madrid)

The 'Aulas Profesionales de Emprendimiento (APES)' (Professional Classrooms for Entrepreneurship) are a strategy for fostering entrepreneurial skills, essentials in today's new socioeconomic framework. It's a program mainly practical directed to foster entrepreneurship and self-employment among IVET students in the high school I.E.S. Moratalaz in Madrid. APES offer both learning and opportunities:

- a) Provide with necessary tools for the creation of microenterprises based on the training received in the classroom serving as a path towards the labour market. This way the entrepreneurial activity is promoted as an alternative to being employed.
- b) Teach students basic concepts that will be acquired through personal and professional competences essential to develop the entrepreneur profile of the student, improving his professional options as future businessman/woman.

This is an extra-curricular supportive program for students. Those students who want to take advantage of this program to set up a business will have to sign an Agreement of Commitment with the educational institution. The institution as well will support and provide counselling to the entrepreneur team, helping to the turn their ideas into a business. An assessment commission will be responsible for choosing the project according to its feasibility and viability. The institution does not assume any kind of responsibility with regard the funding obtained by the entrepreneur team or any service offered by it.

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INTERESTING LINKS AND FURTHER READING

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