

# Valnalón

un lugar  
para emprender  
desde 1987



promoción emprendedora



## Entrepreneurship in VET

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**GOOD PRACTICE**



# **VET Schools as Entrepreneurial Hubs**

[2014-2016]



**Erasmus+**

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# partners







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# www.incuvet.eu



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The EU co-funded project IncuVET (2014-2016) envisages to support and promote an **innovative role for VET schools as local/regional hubs for entrepreneurship**, beyond the mere provision of start-up advice. VET schools are in a position to stir a multi-stakeholder process where local authorities, employers, start-ups, teachers and students come together to shape the way entrepreneurship education is embedded in the curriculum and learn from each other in a collaborative way, with valuable impact on the schools, the students, the market and the community as a whole.

## VET SCHOOLS AS ENTREPRENEURIAL HUBS

**CHANGING MINDS** The project provides an open space where all interested stakeholders (teachers, employers, entrepreneurs, students, local authorities, community organisations) will engage in a process of discovery and discussion in order to stretch the concept of the role that entrepreneurship should play in society and education.

**UNLEASHING NEW IDEAS** The project is run under the principle "No Idea Left Behind". Creativity and sustainability deserve special attention. In order to provide the right conditions for new ideas to come to the surface connections with the real world, interdisciplinary and cross-sectorial cooperation stand out as crucial elements in the equation.

**ADDING VALUE** The project aims to propose and secure the conditions for some of these new ideas to abandon "Thoughtland" and morph into viable businesses, innovative products, disruptive services, new teaching methods, inclusive social schemes, cultural events, adding value and making a contribution to the economic, social, cultural and environmental development of the local markets and communities VET schools are incorporated into.



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# vision

The overall vision underpinning this strategic partnership contemplated,

- “an **improved understanding of Entrepreneurial Education and Start-up Support in VET Schools**”

At institutional level INCUVET impacted in:

- Improved knowledge and acquisition of **innovative methods and tools**
- Development of **networks** working on the idea of **VET schools as regional/local hubs for entrepreneurship.**

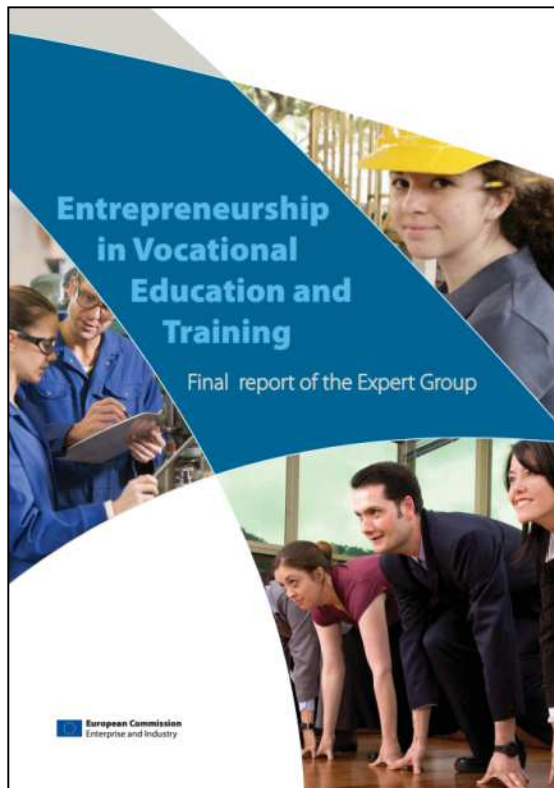


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# 2009 - a gap to be filled



“Some major reasons for the gap identified are the following:

- entrepreneurship is not included in all parts of the VET system;
- student participation is limited;
- teaching methods are ineffective;
- the practical element of entrepreneurship is missing;
- teachers are not fully competent;
- entrepreneurship is not linked to specific training subjects or professions;
- business people are not sufficiently involved.”



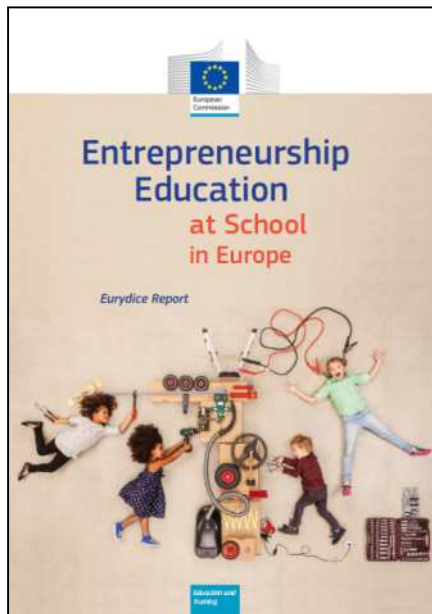


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# 2016 - gap still there



“The evidence thus suggests that the majority of countries/regions have **not yet embedded** entrepreneurship education in a truly systematic and comprehensive way. It appears that countries currently differ in the emphasis given to its provision: the focus can be on **some levels of education only**, especially in terms of the subjects integrating entrepreneurship education. There seems to be more provision in lower and general upper secondary education, while transversal/cross-curricular skills are emphasised in primary school.

**Entrepreneurship as a separate subject**, on the other hand, is **most common in school-based IVET**. “(p.114)

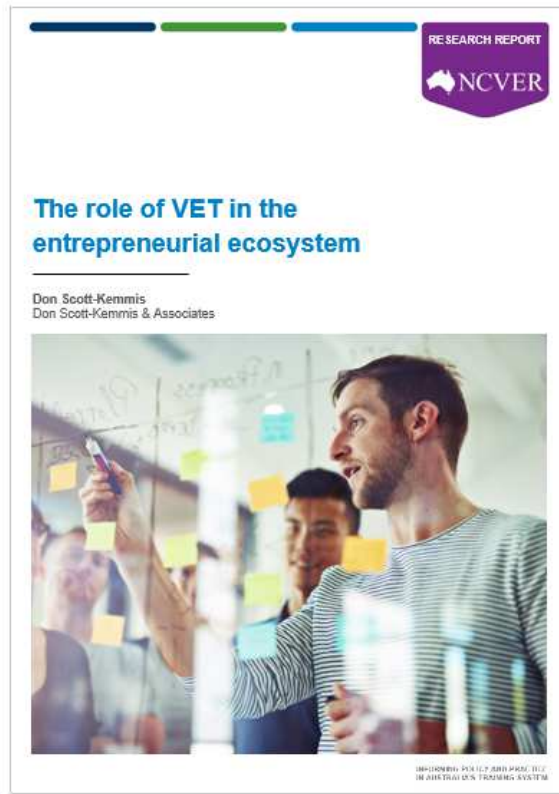


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# 2017 no strategic approaches



“The literature shows that the case for initiatives to promote and support the development of entrepreneurship skills is widely accepted internationally, particularly across Europe. However, many of the initiatives in place are experimental and person-driven, rather than strategic or systemic.” (Scott-Kemmis, 2017)





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# VET Schools as EE Hubs

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## POLICY CONTEXT



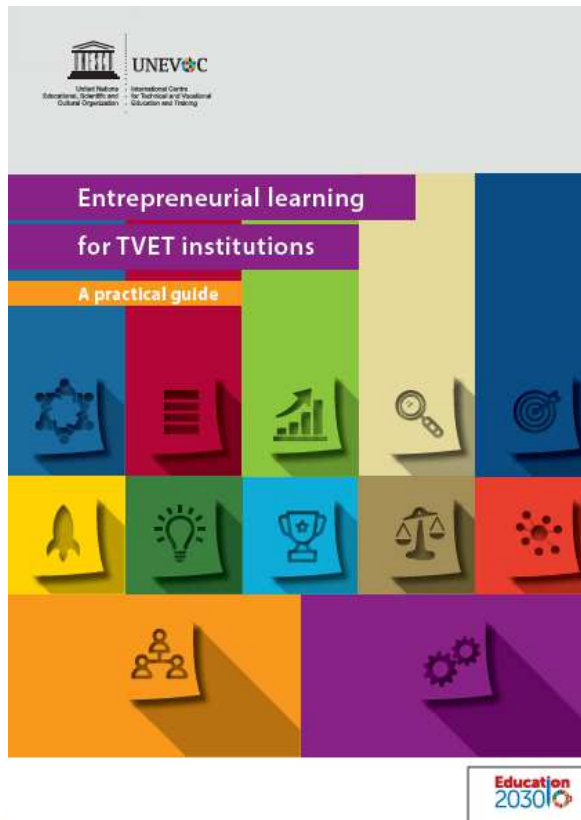


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# Policy context: International



2020

“UNESCO-UNEVOC believes that entrepreneurial learning offers a realistic and effective means to develop the transferable skills needed in this changing world, and leaders and practitioners of TVET institutions can play an important role.”

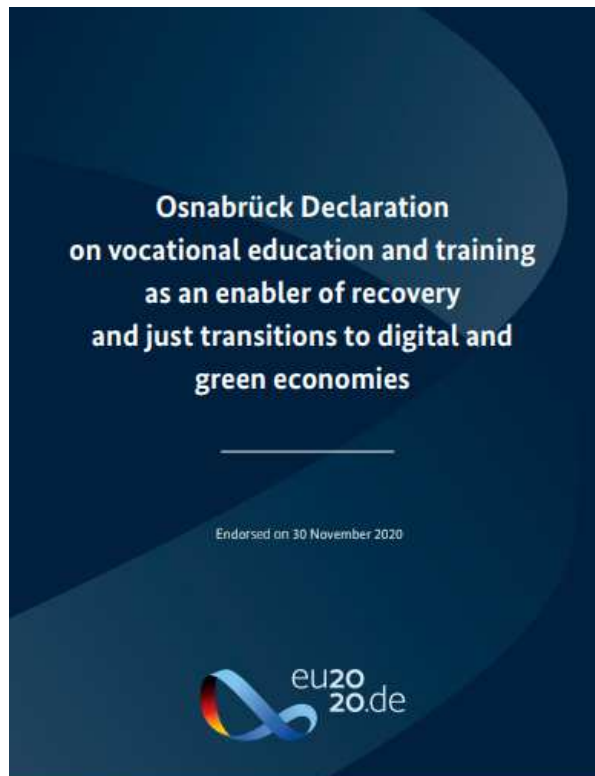


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# Policy context: Europe



2020

“High-quality VET that includes entrepreneurial education **empowers learners to open new businesses.**”

“Develop and strengthen centres of vocational excellence as innovative incubators and skills ecosystems encompassing learning, training and research activities, VET, HE and research in selected sectors or socio-economic challenges, including **support for entrepreneurship** and digital and innovative VET resources for all.”





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# Policy context: lower levels



What matters is not politics, but policy, as Kristiina Erkkilä, Director of Development at City of Espoo, kindly reminded us in the opening presentation. Context matters and Espoo Local Authority, which she represents, has had an immense influence in crafting a sound vision and implementation of entrepreneurship education. In 2009, the Ministry of Education "Guidelines for Entrepreneurship Education" envisioned a projected state of affairs

## Some examples

- NATIONAL: Flemish Action Plan for Entrepreneurship (Belgium)
- REGIONAL: EmprenFP (Cataluña, Spain)
- LOCAL: Espoo Entrepreneurship Strategy (Finland)



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# Policy context: Asturias

## Asturias

- VET Curricula

Entrepreneurship is a non-elective subject in all vocational tracks (88 hours)

“Empresa e Iniciativa Emprendedora”



MÓDULO PROFESIONAL  
“EMPRESA E INICIATIVA EMPRENDEDORA”



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# Teaching & learning methods



**Mimmi Heiniö**, Omnia teacher, underlined the role played by InnoOmnia as a testbed for new pedagogical approaches including gamification, mobile learning and, of course, entrepreneurial teaching methods. Mimmi's input was crucial to finally pin down the unique combination of services InnoOmnia provides to students, teachers, entrepreneurs and the local community.

## Some examples

- Challenge-based learning in VET (Asturias, Cantabria, Basque Country)
- ActivaFP (Cataluña)





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# Links with employers

Why? The school is located in an area with the highest unemployment rate in the Basque region and according to **Rafael Balparda**, VET teacher, this is a good reason (if not the only one) to develop entrepreneurial competences. He spends lots of time talking to employers and companies to identify their needs. With this information the school devises new ways to nurture and assess these skills and attitudes.



## Examples

- FCT – Work Experience Module (380 hrs) (Asturias)
- Estafette Mentor Training Programme (Belgium)
- Katapult Network (Netherlands)



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# Links with employers





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# Knowledge exchange networks

**Interview with Pablo Peñalver** | Spanish VET teacher & founder of G+ Community  
"Profesores Emprendedores" (Enterprising Teachers) | **January 2016**



## Some examples

- Enlaza Entrepreneurial Schools Network (Canary Islands)  
Profesores emprendedores: A grassroots group of entrepreneurship educators in VET - (Spain)





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# Start-up support



**Timo Karjalainen** was the first tenant at InnoOmnia incubation unit. This Human Resources specialist shows no hesitation in highlighting the advantages of being located here. To join InnoOmnia Community, Timo, just as the rest of the entrepreneurs that followed, had to write an application followed by an interview. Bear in mind InnoOmnia is not to be seen as a mere provider of office space. InnoOmnia maps the applicants'

## Some examples

- In-School business incubation (Finland, Catalonia, Canary Islands )
- Internships for VET Entrepreneurship teachers at a regional business incubator in Asturias (Spain)



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# Leadership & governance



Gobierno  
de Canarias

Consejería de Educación  
y Universidades



enlaza

## Some examples

- EMPRENF, A government-level initiative to support whole-school approaches to entrepreneurship in VET Schools (Catalonia)
- Proyecto Enlaza (Canary Islands): Framework, funding, teacher training and accreditation as Business Advisors,

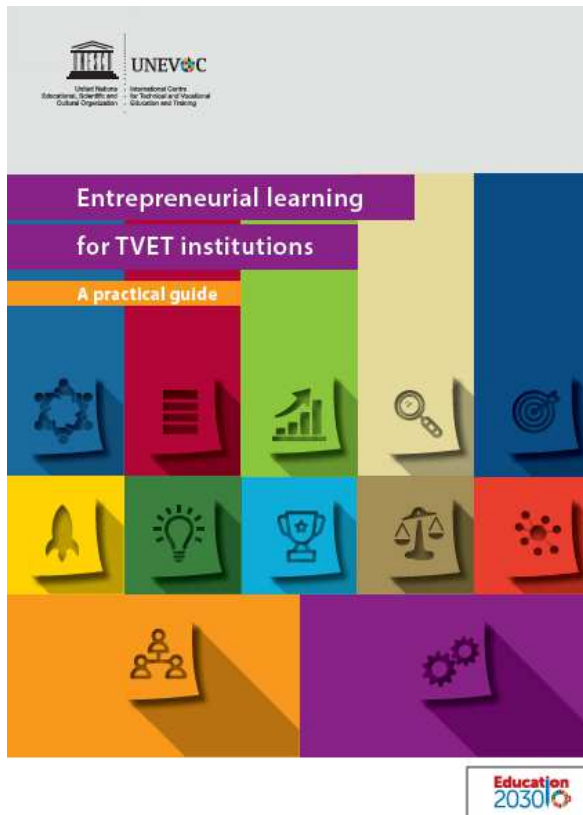


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# Evaluation and impact



## Expected outcomes and outputs

- **personal development** for building resilience and motivation;
- **economic development** through creating one's own job, reorienting corporate culture towards entrepreneurship or triggering far-reaching innovations in the economy; and
- **social development**, whereby creators and innovators help citizens to prepare for, and cope with, the uncertainties of the future in all areas of life.





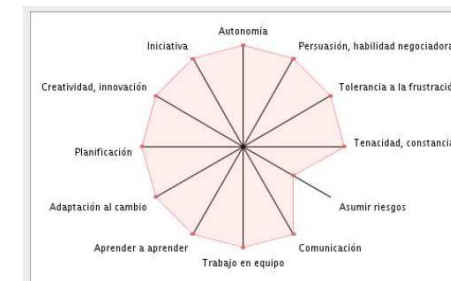
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# Evaluation & impact

Grado de desarrollo de las  
capacidades emprendedoras



## Some examples

- Skills Evolution Tool (SET), a internet-based platform for classroom-based assessment of transversal skills in VET (Basque Country)
- VET Graduate tracking: intentions, competences, destinations (Asturias)
- Valnaloncrea.com. Online platform for assessment of business viability (Asturias)



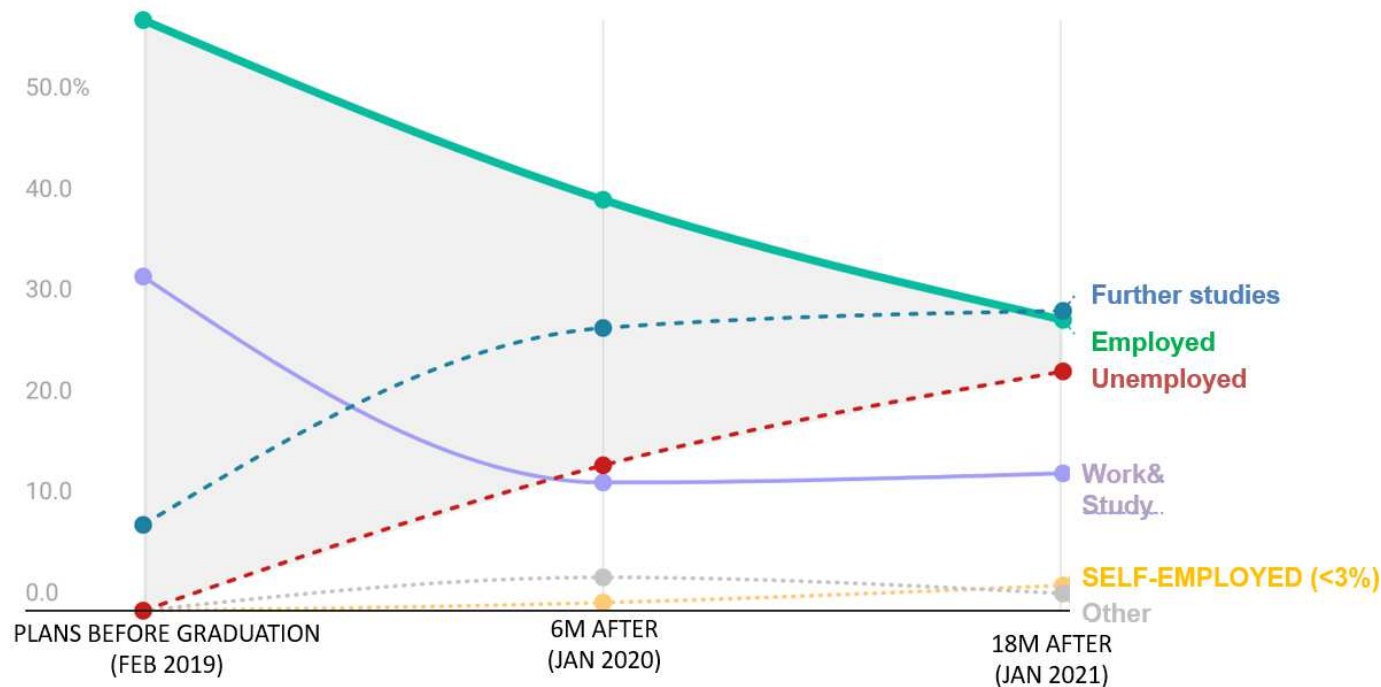
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# Entrepreneurial intentions

Plans before graduation vs. situation 6 & 18 months after





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# Start-up rates

## Valnalon Incubator users with VET background (2018)

### VET users and VET start-ups

Valnalon Incubation Unit - 2018

■ VET ■ Non-VET



Chart: Traktion • Source: [www.valnaloncrea.com](http://www.valnaloncrea.com) • [Get the data](#) • Created with [Datawrapper](#)





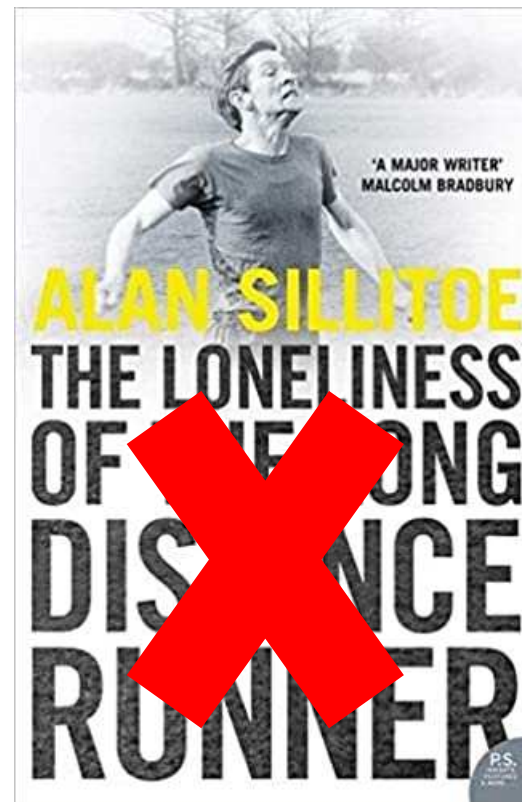
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# A complex undertaking

## POLICY CONTEXT



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