



## TELE Analyzing and Development Phase- SPAIN

How to narrow and concretize the research of “entrepreneurship” in each country?

### Entrepreneurship workshops/courses in partner countries

*Extent: An overview of 2-3 courses p. partner  
1-2 pages per E. Workshop/course*

#### 1. Entrepreneurship workshops

Organisers: Public and private entities that encourage business creation, as are: Local development agencies in each municipality, IVAJ (Valencian Youth Institute), CEEI (European Centre of Innovation and Business), Chambers of Commerce and youth entrepreneur associations.

Methodology: 2-3 hours training actions about specific subjects (monographs) concerning business creation.

Subjects: Business creation procedure, legal forms, marketing, social media, developing of business ideas, business models, etc.

These workshops aim to people who want to start a business, in general, and to young unemployed people, in particular.

Usefulness: Strength: These workshops are highly valued by participants in assessment questionnaires, as they are developed in a practical way using group dynamics techniques where attendees can interact and build networking. Length is also well valued.

Covered points: Some specific issues related to businesses are implemented through these workshops, a guideline with the steps for building a company is given and therefore, entrepreneurship is encouraged. An overview is provided.

Weaknesses: The short length of the sessions impedes a deeper view on the subject proposed.

An approach to personal issues, as skills and entrepreneurial attitudes of each participant, can't be worked.

#### 2. Entrepreneurship and business management courses

Organisers: Public and private entities that encourage business creation, as are: Local development agencies in each municipality, IVAJ (Valencian Youth Institute), CEEI (European Centre of Innovation and Business), Chambers of Commerce and youth entrepreneur associations, plus universities and training centers.

Methodology: employment training (for unemployed people) and continuous training (for workers that want to start their own business).

It refers to 100-150 hours training actions. The programme is divided into three different parts: a first part where topics worked are: the concept of enterprise and entrepreneur, advantages and disadvantages of being an entrepreneur, personal and professional skills that should have an entrepreneur and entrepreneur profile (attitudes and abilities).



## TELE Analyzing and Development Phase- SPAIN

A second part where people is trained about business matters: creating a business idea, business model, business plan, choosing the best legal form for the company (self-employed, a society, a social economy company, etc.), financial matters, procedure and documents in order to get the project started.

A third part, where it is worked, in a practical way, how to start a company.

These courses can be online or face-to-face, depending on the training entity.

Usefulness: Strong point: these are very complete courses that embrace every aspect of building and managing a company. Online courses provide training without the need to travel and the waste of resources that may result.

The courses also provide a figure of a mentor who is available for any requests and doubts that may appear along the course and the business plan.

Thanks to course length, classmates get an attendance certificate that can be included in their CV.

Week point: Length involves a real problem because some students leave the course as they can't devote the needed time.

### 3. Entrepreneurial events: Workshops, work days, meetings, fairs and business tenders.

Organisers: Public and private entities that encourage business creation, as are: Local development agencies in each municipality, IVAJ (Valencian Youth Institute), CEEI (European Centre of Innovation and Business), Chambers of Commerce and youth entrepreneur associations.

Methodology: training actions in the framework of some events: entrepreneurial week, entrepreneur day, 'Operation Undertake', business plan of every municipality, Congress of companies, employment trade fair, etc.

Aimed to employed and unemployed people who wants to start their own business.

Some of these training actions are aimed to women and young entrepreneurs, depending on each organiser.

They take the form of knowledge capsules, that is: they develop different monographs for a single day each.

Issues related to partner seek, developing of ideas, how to sell your own business, how make your business profitable, how to sell online and through social media, online marketing...

Besides the training programme a networking space is provided, in order to help students to build professional contacts.

Organizing entities usually have a co-working space, where any one that decides to become an entrepreneur and has an idea can perform his business model with the help of a mentor.

Usefulness: Strength: it is a very complete and practical programme.

Successful business men and entrepreneurs usually act as trainers (speakers) in these events to explain their professional experiences, successes and failures. Therefore, attendants are close to practical entrepreneurial experiences that are adjusted to real life.

Through networking techniques professional contacts can be made with clients, suppliers and potential partners.



## TELE Analyzing and Development Phase- SPAIN

The length of the courses lets full attendance. They are a good way to foment and encourage entrepreneurship.  
Weak point: Topics can't be seen in depth. On the contrary a very general perspective is given on specific business issues.

### 1.a. Find 3 different best practices

*Extent: 1-2 pages per Best Practice per partner*

#### 1. NON-FORMAL EDUCATION

##### REGIONAL LEVEL

##### **IVAJ (Valencia Youth Institute)**

TARGET: Youth Unemployed (from 18 till 35 years old)

**Methods: Online courses and Entrepreneurship content**

Every course consists on:

Previous information about the subject

Cards to fulfill with the information

Practical examples

Format: 40 and 50 hours on-line courses

Topic: Business Plan, Legal status, Freelance's benefit, contracts and pay slips, e-commerce. These courses are addressed to youth in a second phase of entrepreneurship, the incubating of the business. It is for start ups. With them they try to guide the entrepreneur in the several items needed to complete the creation of the enterprise.

***Are they successful?***

Attending to the number of people registered ( 150 people) the on-line courses have been very successful.

***What is working in practice and why?***

The on-line format is what works very well. Due to the lack of time for everyone this format is really practical. They don't need to move from their towns or houses and they can do any time during the day and night .

#### 2. FORMAL EDUCATION

##### LOCAL LEVEL

**Public Profesional Training center**

**"LUIS SUÑER SANCHIS" Municipality of Alzira**

TARGET: Youth Unemployed (16-18 years old)

***Subject: Entrepreneurship Motivation***



## TELE Analyzing and Development Phase- SPAIN

This workshop is made in the framework of the curricula of the Professional Training School. They have some complementary Extra activities that are cross wise for all the professional courses developed in the School but in that case they do it specially for the studies of Business and Marketing, specifically in: International Business and Transport and logistic

The aim of these workshops is to motivate the students to create their own enterprises. In these workshops they can see at a glance how an idea can be transformed in a business idea. How can the ideas for a business arise : In our familiar circle or our social circle, from our hobbies, or just in our ordinary days detecting a need. Once they have some ideas we start to transform it in a business idea. And it finishes with the creation of an hypothetic enterprise.

### ***Methods: practical workshop – CANVAS model***

The materials used are the following:

Power point: where some motivational videos are shown.

Group dynamics: the work in groups all the time, making decisions in common. It star with selecting some business ideas, voted for all the people and the in groups their try to create an enterprise taking into account the following topics:

1. Segmenting customers to know the niche market and opportunities for our business.
2. Define the value proposition, in other words, good to know why we are innovative and what sets us apart from our competition and brings us closer to potential customers.
3. Delineate communication channels, distribution and advertising strategy will continue to strengthen our brand and business idea.
4. Establish the relationship with customers .
5. Determine the economic sources of our business idea, a fundamental aspect if we are to succeed.
6. Identify key assets and resources that need as essential parts in the gear business idea.
7. Know the key activities that will add value to our brand, and know the strategies to empower them
8. Consider the key partners that networking and alliances for business. In other words, define strategies for networking with potential partners or suppliers, among other important figures.



## TELE Analyzing and Development Phase- SPAIN

9. Mark cost structures, getting to know the price you have to pay the customer for purchasing a good or service that will offer our business idea.

<b>Socios clave</b>  ¿Quiénes son nuestros socios clave? ¿Por qué son importantes para nosotros? ¿Cómo interactúan con nosotros? ¿Qué nos aportan? ¿Qué nos exigen? ¿Qué riesgos representan? ¿Cómo gestionamos estos riesgos?	<b>Actividades clave</b>  ¿Qué actividades clave debe realizar nuestra empresa para tener éxito? ¿Por qué son importantes para nosotros? ¿Cómo interactúan con nosotros? ¿Qué nos aportan? ¿Qué nos exigen? ¿Qué riesgos representan? ¿Cómo gestionamos estos riesgos?	<b>Propuestas de valor</b>  ¿Qué valor entregamos al cliente? ¿Por qué lo necesitamos? ¿Cómo lo creamos? ¿Qué recursos necesitamos? ¿Qué actividades necesitamos? ¿Qué canales necesitamos? ¿Qué socios necesitamos?	<b>Relaciones con clientes</b>  ¿Cómo buscamos relacionarnos con el cliente antes, durante y después de la compra? ¿Por qué es importante para nosotros? ¿Cómo interactúan con nosotros? ¿Qué nos aportan? ¿Qué nos exigen? ¿Qué riesgos representan? ¿Cómo gestionamos estos riesgos?	<b>Segmentos de cliente</b>  ¿Quiénes son nuestros segmentos de cliente? ¿Por qué son importantes para nosotros? ¿Cómo interactúan con nosotros? ¿Qué nos aportan? ¿Qué nos exigen? ¿Qué riesgos representan? ¿Cómo gestionamos estos riesgos?
<b>Recursos clave</b>  ¿Qué recursos clave debe tener nuestra empresa para tener éxito? ¿Por qué son importantes para nosotros? ¿Cómo interactúan con nosotros? ¿Qué nos aportan? ¿Qué nos exigen? ¿Qué riesgos representan? ¿Cómo gestionamos estos riesgos?	<b>Canales</b>  ¿Por qué es importante para nosotros? ¿Cómo interactúan con nosotros? ¿Qué nos aportan? ¿Qué nos exigen? ¿Qué riesgos representan? ¿Cómo gestionamos estos riesgos?			
<b>Estructura de costes</b>  ¿Cuáles son los costes más importantes de nuestra empresa? ¿Por qué son importantes para nosotros? ¿Cómo interactúan con nosotros? ¿Qué nos aportan? ¿Qué nos exigen? ¿Qué riesgos representan? ¿Cómo gestionamos estos riesgos?		<b>Fuentes de ingresos</b>  ¿Cuáles son las fuentes de ingresos más importantes de nuestra empresa? ¿Por qué son importantes para nosotros? ¿Cómo interactúan con nosotros? ¿Qué nos aportan? ¿Qué nos exigen? ¿Qué riesgos representan? ¿Cómo gestionamos estos riesgos?		

as model:

**Format: practical workshop**



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### ***Are they successful?***

This format and methodology are really successful in terms of achievement of knowledge for the students. It is a really dynamic methodology, the students are all the time interacting and working in their own idea. It is not the classical way of teaching with one way communication, in this case the teacher just give some main ideas and listen to the student how they build and transform an idea in a business idea.

### ***What is working in practice and why?***

With Canvas model it is very easy to see how an idea can be a good business. From the starting point: the idea till the enterprise. And is how the student see it, they can see **the roadmap to follow** if they have the idea of create their own enterprise.

### **3. Pilot project with new methods**

#### **CESAL (Hispanic Dominican Center in Madrid) NGO in cooperation with Social affairs department of Madrid )**

TARGET: Youth unemployed from 16 till 25 years old) with social exclusion risk, offender minors, youth NEET ( Not Education Employment Training) and Youth **immigrants**.

Methodology: Sport and leisure activities as an educational and training tool.

Sports: Football, Basket, Baseball and Volleyball

Leisure: Trips, group dynamics, vocational trainings.

Training in: construction, painting and hotel industry

This NGO has made an agreement with the Social affairs department in Madrid and they work in cooperation.

They follow the next steps:

- From the Madrid social affairs department select young immigrants with a specific profile: no studies, social exclusion risk , and that can't find a job easily.
- These youths are sent to CESAL, where they made a study of capacities and abilities of them. To do this they made common and social activities like sport. The youths are integrated in a group of basket ball or football and there they feel immediately comfortable.
- They start a personal training to discover their own capacities and abilities.
- After that there are inserted in a specific training in a specific area.
- They have internship in enterprises



## TELE Analyzing and Development Phase- SPAIN

One of the most successful training has been the Catering training. In this sector CESAL have also contacted enterprises that can hold them for an internship and some of this enterprises have engaged them. In this specific training 34 waiter form 60 have been inserted to the labor market and 42 cooks from 75 trained. That means that this method is very successful.

This success is due to:

- The involvement of the enterprise in the training
- The guarantee of internship for all the youths
- The adaptation of the training to the capacities of the student
- The adaptation to the enterprise needs.

### Target group analysis

**Iceland:** immigrants, school-dropouts/schools, people with a low income/participants in Adult Education seminars

**Latvia:** students from vocational and general secondary education

**Romania:** students and ex-students (who are unemployed/have no qualification) from the vocational school

**Spain:** unemployed young people

**Germany:** unemployed and/or badly paid immigrants

*Extent:2-3 pages per partner*

Looking into the needs of our target groups in our countries:

### DESCRIPTION OF THE TARGET GROUP

#### EPA SPAIN IV Trim 2014

	Total	MAN	WOMEN
< EPA 2014-09			
Unemployment rate	23,7%	22,8%	24,7%
Youth less tan 25 years old	51,8%	51,6%	52,1%



## TELE Analyzing and Development Phase- SPAIN

Unemployment more tan 25 years old	21,6%	20,7%	22,7%
Unemployment 16-19 years old	67,3%	63,3%	72,0%
Unemployment 20-24 years old	48,9%	49,3%	48,4%
Unemployment 25-40 yeras old	22,1%	20,9%	23,5%
Unemployment + 55 years old	19,1%	19,9%	17,9%

In Spain the unemployment rate is high, especially among young people, the unemployment rate is very high. Among young people 16-24 years closed 2014 at 51.80%, according to data from the Labour Force Survey (LFS) released by the INE. The youth unemployment rate is more than double the overall rate of 23.7%.

The group between 16 and 19 years recorded 168,200 unemployed and an unemployment rate of 67.28%. Among those aged 20 to 24 years, there were 645,500 unemployed, with a rate of 48.88%.

The unemployment in the early youth ( 16-19) is higher due to the fact that most of them are in the still studying. When that age of studying is finished ( 20-25) the rate drops. Also we can see that the rate of woman unemployed is a little bit higher than men rate.



## TELE Analyzing and Development Phase- SPAIN

### **How can we tailor the existing methods/contents to meet their needs?**

All methods described try to train people in entrepreneurship as a way to increase employability through business creation.

Every teaching action includes training on how to create a company, taken into account all business matters. Besides, methods and methodologies are implemented in order to help students to connect with people and society, as techniques of networking and team working. Nevertheless, the bigger part of training programmes are very theoretical and not enough practical.

On the other hand, manuals that are used have a standard content that don't distinguish among the kind of group or classmate to which is addressed. Regarding that students are young people, training actions should be more practical and use updated methodologies, tools adapted to their needs and interests.

### **Which methods would fit them best?**

The three previous courses/workshops examples described have been selected regarding the collective to whom they are addressed and the methodology applied. Any of them adjust to young people, but maybe a mix of the three could provide the ideal model, that is, a training programme in which techniques with wake up interest among young people, as sport, are used to encourage team working and effort and also will help to work personal aspects and abilities.

With a very practical entrepreneurial training, through workshops for developing entrepreneurial ideas, etcetera, where students are taught to think and be creative, and with a small theoretical training part for the rest of the content related to business creation.

### **Do we have new ideas for their specific needs?**

Training programme where abilities and personal aspects are worked and empowered on young people. A deep work on entrepreneurial profile regarding its skills and attitudes.

Recruitment and motivation actions to encourage student's participation and to avoid the abandonment of the training action, thanks to interesting topics for young people as sports, music, cinema, social media, etc.



## TELE Analyzing and Development Phase- SPAIN

Use updated tools and manuals that are compatible with young people.  
Use a practical methodology, based on action-reaction strategies.

### ***Who will be our target groups – a first idea***

Our opinion is to focus on the most affected unemployed population. In the case of Spain we clearly think that the target group has to be youth unemployed.

Existing **political strategies** and concepts, **policies and institutions** in each country in the field of entrepreneurship and fostering business initiatives.

*Extent:2-3 pages per partner*

### **III. EXISTING POLITICAL STRATEGIES AND CONCEPTS:**

#### **FOUNDING**

Founding entrepreneurship projects:

**Regional Finds:** Pacts, **Youth programs** to enhance the entrepreneurship. Entrepreneurship content.

A **Regional Pact** ( as PATER) is a public body who main goal is to promote the employment in a specific area.

In the case of PATER, the covered area is La Ribera de Xúquer , a total of 45 municipalities . Pater has also a network of employment agents spread in the region that work just for one town or sometimes for two.

Pater organizes trainings, workshops and seminars for this agents.

Also they made training and workshop for unemployed people and entrepreneurship workshops for them.

**Youth programs** are financed by Diputación de Valencia ( a regional public body) . They give funds for training, seminars and workshop focused on entrepreneurship for young people.

**National finds:** *Emprende project.*

The aim of this project is to improve the chances of success of entrepreneurs using for this training as a development tool . Within this concept it is two measures of performance are proposed , depending on the state in what point the entrepreneur is : they develop training for people who have already started business as entrepreneurs and they do training for people who are planning to undertake.

The format is through on-line courses, speed networking sessions, coaching.

Also they are foundlings and prices for young entrepreneurs whose enterprises are based on technological business and innovation.



## TELE Analyzing and Development Phase- SPAIN

### TOOLS FACILITATOR

For training, technical assistance and to start up enterprises:

#### ***PAE Points:***

Pae point is a technological tool for registering new enterprises.

This points are spread geographically in Spain, in many towns and small cities

The aim of it is to facilitate the creation of an enterprise in just one step, in 24 hours the person can register his enterprise.

This tool has been provided by the National Ministry of Industry.

Any town council can request to have a Pae point in his municipality if they need to.

#### ***Entrepreneurship website.***

For matching offer and demand: ***Gvajobs, Cdt jobs***

Both examples are internet tools where enterprises that offer jobs can register their offers and the people searching for a job do the same with the professional profile so it's a direct way to find a job without intermediaries.

Gvajobs offers general jobs but Cdtjobs offer specific jobs in the tourist sector: restaurants, bars, lodgement enterprises, etc. In this sector this tool is really efficient because this enterprises need many people for short periods of time and it is quick and easy to find each other.

### PROVIDING SPACES

**Co-working spaces:** Spaces provided at a popular price in Public buildings for entrepreneurs.

Several bodies have set up co-working spaces using empty public buildings or part of them. There they provide not only an shared space at a low price but some technical help and common services with shared expenses between all the entrepreneurs located there.

**Enterprise Incubators:** Spaces provided for entrepreneurs to be helped for enterprise projects and technical assistance and consultancy. The incubator are for the first steps of the entrepreneur where they start with they first ideas .



## TELE Analyzing and Development Phase- SPAIN

**PUBLIC ENTITIES CREATED to enhance entrepreneurship** : Aims: Training, inform, technical assistance and motivate

**CEEIS:** European Centres for Innovative enterprises.

The CEEI Valencia is promoted by the Generalitat Valenciana , through IVACE (Instituto Valenciano Business Competitiveness ) , serving entrepreneurs and SMEs initiative , whose main objective is to support entrepreneurship , particularly innovative , and promote entrepreneurship and innovation within its territory. In addition, the work of CEEI continues after the formation of companies, paying the same advice for consolidation and growth.

CEEI provides a comprehensive service for entrepreneurs from the first beginning till they have they enterprise already created: Technical assistance, co-working spaces, incubator spaces, seminars, training, workshops, on line courses, special founding , prices for new enterprises.

**AEDLS:** Local development agents

They are officers specialized in local development , they work for a the town council and made actions to enhance the economy of the town and also they work together with unemployed people and enterprises for matching offer and demand. They allow have entrepreneurship programs.

**IVAJ:** Valencia Institute for youths.

This an specific public body to promote the employment and entrepreneurship among the young people.  
The format they use: training sessions, workshops, co-working spaces and prices for innovative enterprises.

### **IMMIGRANT CENTERS**

There are several immigrant centres where give help for immigrants both for legal assistance and to help them to find a job. Most of them are located in the town halls. There they can find legal help to legalise their staying in Spain and also for knowing the road map to find a job or create their own enterprise.

**CHAMBERS OF COMMERCE** The service that they offer are : Training and information, processing to create an enterprise and they give resources such as market analysis, digital marketing, incubator for new enterprises.