

## Spain - Sustainability-driven Entrepreneurship

<b>Title of inspiring practice</b>	Sustainability-driven Entrepreneurship (SdE)
<b>Geographical area</b>	<p>Finland, Italy, United Kingdom, Germany, Belgium, Netherlands and Spain (Catalonia)</p> <p>It is a KA2 project implemented at regional levels in different countries. The materials created can be used at a European level. The project in Spain was implemented in Catalonia.</p>
<b>Period of implementation</b>	The project started in September 2019 until August 2022.
<b>Rationale</b>	SdE has created new learning and teaching materials on sustainability-driven entrepreneurship. These materials will help VET schools in meeting the increasing need for sustainability-driven entrepreneurship in the labour market. The results of the project are open and can be used by all the VET schools in Europe.
<b>Scope of the practice</b>	<p>The key target group of the project are students, teachers, trainers and local small and medium-sized companies.</p> <p>Initial Vocational Education and Training and Continued Vocational Education and Training.</p>
<b>Educational level</b>	EQF 4-5
<b>Introduction and context</b>	<p>The initiative involves the SEDU – Seinäjoen Koulutuskuntayhtymä (VET provider), Seinaajoki University of Applied Sciences Ltd (HEI), Apro Formazione S.c.a.r.l. (School, Training and Orientation agency and Work agency), WSX Enterprise Limited (Enterprise), Departament d’Educació – Generalitat de Catalunya (Regional Ministry of Education of Catalonia), Berufsbildende Schule (VET provider), Kurikan Lukio (High School), Hogeschool Gent (University), ROC Friese Poort (VET provider).</p> <p>The SdE project originates from the need of VET schools to involve sustainability in their education plans.</p> <p>Entrepreneurship education has been on the agenda of pedagogical development in all levels of education for years. Nevertheless, it seems that sustainability is not so often included in entrepreneurship studies and initiatives applied at educational institutions.</p> <p>Sustainability, considered from cultural, social, ecological and economical points of view, has an increasing importance in the labour market, because it manages and addresses the problems arising from growing inequalities, scarce resources, and environmental issues. Therefore, SdE project regards as a priority that those who are considering starting a business understand the value and potential of sustainability, for their own business, for the communities and for the planet.</p> <p>The practice aims at improving and increasing entrepreneurial competence among students, teachers and trainers, as well as at increasing the background knowledge sustainability and sustainability-driven entrepreneurship.</p> <p>The initiative has also the objective of producing learning and teaching material and related pedagogical methods to support the students when acquiring these skills and competences.</p> <p>Furthermore, the project plans to create and pilot a competition at local and European level, where multi-sectoral student teams solve challenges given by companies.</p>

<p><b>Key activities and outcomes</b></p>	<p>Two main activities were undertaken under the framework of the SdE project. The first activity focused on the production of learning and teaching materials, while the second took care of the organisation of a competition at local and European level, where multi-sectoral student teams were called to solve challenges given by companies.</p> <p>The project developed and implemented support tools for both teachers and students. Teachers were supplied with specialised <u>handbook</u>, while students were provided with learning <u>materials</u> that aimed at supporting them in the acquisition of sustainability-driven entrepreneurship skills and competences. The supporting material targeted six learning outcomes with three levels of implementation each, namely the understanding, applying and applying in a complex environment.</p> <p>Furthermore, the support tools allowed student to analyse their strengths and competences; discover the principles of sustainable development and the principles of life cycle thinking and circular economy; generate, develop and test sustainability-driven business idea; produce, present and implement a sustainability-driven business plan; evaluate sustainability impact of businesses.</p> <p>The evaluation study on the project found that students who have participated in entrepreneurship related training have much higher values in PBC (self-efficacy related to entrepreneurship), attitudes and subjective norm. Furthermore, students who have started their own business before are observed to have higher intentions and PBC. Similarly, students who are currently starting their own business are found to have higher intentions, PBC, attitudes and subjective norm.</p> <p>Among the findings, the project suggests that teacher’s networks should be developed.</p> <p>The conclusions are available <u>here</u>.</p> <p>The key factor contributing to the success of this practice was the valuable teamwork made between partners. There have been no notable obstacles in the implementation of the project. The obstacles encountered have been those of the differences in the study programmes in the different countries. However, thanks to the numerous meetings with the partners and their predisposition, it was not difficult to find solutions.</p>
<p><b>Contacts and sources</b></p>	<p><b>Project website</b></p> <p><a href="https://sdeproject.eu/">https://sdeproject.eu/</a></p> <p>Have a look at all the conclusions <u>here</u>.</p>
<p><b>Date of update</b></p>	<p>19 July 2022</p>