

# Impact Driven Entrepreneurship Education for Children

## Country Report – SPAIN

*What does the landscape look like in 2025, in the Spanish ecosystem, for possible support of social and sustainable entrepreneurship education, for children aged 9–15 years?*

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### 1. Executive Summary

The Impact-Driven Entrepreneurship Education for Children (IDEEC) project is an Erasmus+ initiative aimed at reframing entrepreneurship education for children aged 9–15, centering social and sustainable entrepreneurship. This country report explores Spain's ecosystem, particularly recent developments in national and regional educational policy, which suggest growing institutional support for values-based, inclusive, and project-based entrepreneurship education.

Key findings show that the curriculum for Compulsory Secondary Education in regions such as Cantabria reflects a strong commitment to entrepreneurship as a transversal and integrative competence. These policies increasingly frame entrepreneurship to foster social cohesion, equity, and sustainability. However, there are gaps in early-stage (primary level) provision, teacher preparedness, and resource access.

**Key**  
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**Recommendations:**

### **Why Social Entrepreneurship Education Is Important for Spain (Ages 9–15)**

Social entrepreneurship education for children aged 9 to 15 is crucial in Spain due to the country's urgent need to cultivate a new generation of socially responsible, innovative thinkers who can respond to both local and global challenges. Spain

faces high youth unemployment rates and significant regional disparities in educational attainment and social mobility. Introducing social entrepreneurship at an early age helps equip students with transversal competencies—such as critical thinking, empathy, collaboration, and initiative—that align with Spain’s broader educational objectives, including inclusion, sustainability, and digital literacy. This type of education fosters not just economic acumen but civic engagement, as it allows students to see themselves as active contributors to the well-being of their communities. Moreover, integrating the United Nations Sustainable Development Goals (SDGs) into classroom projects supports Spain’s national strategy for 2030, bridging formal education with real-world societal issues like climate change, inequality, and social cohesion.

### **Challenges to Implementing Social Entrepreneurship Education in Spain**

Despite growing policy support, several systemic challenges hinder the widespread implementation of social entrepreneurship education in Spain’s schools. First, the national curriculum still frames entrepreneurship primarily in economic or business terms, leaving little space for the social and environmental dimensions to be fully integrated. Teachers often lack training and confidence to facilitate entrepreneurial learning, particularly when it involves interdisciplinary, project-based, or community-linked approaches. Furthermore, educational innovation tends to be localized and fragmented, dependent on specific school leadership or participation in externally funded projects like PIIEs. Structural issues such as high student–teacher ratios, limited instructional time, and varying levels of access to extracurricular partnerships in rural versus urban areas also limit the potential for deep, sustained engagement. Without coherent national guidance, teacher training, and adequate resourcing, the transformative potential of social entrepreneurship education risks remaining marginal.

## **2. Introduction**

Introducing the IDEEC Project: Fostering Impact-Aware Entrepreneurship.

IDEEC has developed a comprehensive and free toolbox and entrepreneurial process framework for teachers, incorporating a three-phase approach: Challenge Framing, Solutions Experimenting, and Impact Making.

The IDEEC framework includes nine competencies that promote key capabilities such as self-awareness, creativity, teamwork, critical thinking, and sustainable futures thinking. The project emphasizes the integration of frameworks like EntreComp, GreenComp, and Inner Development Goals to foster both internal qualities (e.g. empathy, resilience) and external entrepreneurial skills.

IDEEC’s didactical principles include Universal Design for Learning (UDL), project-based learning, and Human-Centred Design (HCD), with a focus on student-

centred learning, the teacher as facilitator, competence-based learning, and Diversity, Equity, and Inclusion (DEI).

The project has finalized its competence framework and didactic guides, and offers the full toolbox, which includes classroom activities and teacher instructions (see [ideec.eu](http://ideec.eu))

**This Report's Focus:** This document presents key findings on the context for impact-aware entrepreneurship education in Spain, specifically for learners aged 9-15. It is one of a series of reports developed by the Erasmus-funded IDEEC (Impact-Driven Entrepreneurship Education for Children) project. Alongside similar documents for the Netherlands, Scotland, Spain, and Italy, this will contribute to an overall policy suggestion document, to be presented at the IDEEC project's final event in Scotland in June 2025.

For this report **for Spain**, we examine the current landscape for social entrepreneurship education for learners aged 9-15. This specific report provides insights into the Spanish context and is intended to be a valuable resource for:

- Educational policymakers at national and regional levels in Spain.
- School management leaders.
- School teachers.

## Call to Action

Educators are encouraged to utilize our free resources to integrate social entrepreneurship into their teaching practices.

This can be achieved by:

- Incorporating social entrepreneurship lessons into existing subjects.
- Developing cross-curricular lessons and activities.
- Allocating dedicated time within the timetable for social entrepreneurship.

For more information and access to our resources, please visit [ideec.eu](http://ideec.eu) or contact us at [info@ideec.eu](mailto:info@ideec.eu).

Best regards,

The Impact and Policy team of  
The IDEEC Project

### 3. Current Landscape: Entrepreneurship Education for Ages 9–15 in Spain

#### Overview

In Spain, entrepreneurship education is gaining more importance within the national school curriculum. While the traditional focus has been on business and economic skills, there is growing interest in helping young learners develop entrepreneurial mindsets that prioritize solving social and environmental problems. This shift is aligned with broader educational reforms that emphasize sustainability, digital competence, and equity.

The Spanish education system is currently undergoing reform under the framework of the **Organic Law 3/2020 (LOMLOE)**, which brings it in line with the **European Union’s 2030 education goals**. These reforms promote inclusive, competence-based learning and encourage active citizenship. Entrepreneurship is now recognized as a key competence, understood as the ability to turn ideas into action and create value—whether economic, social, or cultural.

#### National and Regional Policy Context

##### 3.1 National and EU Policy Context

Spain’s education system is governed by the **Organic Law for the Modification of the LOE (LOMLOE, 2020)**, which reaffirms education as a constitutional right and promotes the development of **key competences**, in line with the **European Union’s Recommendation on Key Competences for Lifelong Learning (2018)**. Among these competences is **entrepreneurship**, understood as the capacity to turn ideas into action and create value—economic, social, or cultural.

The **LOMLOE** establishes a national framework for compulsory education but allows **autonomous communities** to adapt curricular content and implement region-specific programs. This decentralization leads to **significant variation** in how entrepreneurship education is introduced across regions.

At the European level, Spain aligns with initiatives like **EntreComp**, which supports entrepreneurship education as a driver for inclusive growth, youth empowerment, and lifelong learning. However, **national and regional uptake of social entrepreneurship specifically is still developing**.

##### 3.2 Is Social Entrepreneurship Included in the Curriculum?

**Currently, social entrepreneurship is not explicitly defined or taught as a standalone subject** in the national school curriculum for ages 9–15. However, its core principles—

such as social responsibility, sustainability, and innovation—can be introduced through various **cross-curricular subjects and projects**.

### *Integration Points in the Curriculum:*

- **Valores Éticos (Ethical Values)** – promotes personal and social responsibility, inclusion, and justice.
- **Educación en Valores Cívicos y Éticos** – a new compulsory subject introduced by LOMLOE (from age 10), focusing on active citizenship, democratic values, and respect for human rights.
- **Ciencias Sociales (Social Studies)** – includes content on the economy, society, and civic participation.
- **Matemáticas Aplicadas** – in some regions, integrates financial literacy and problem-solving, foundational for entrepreneurship.
- **Tecnología / STEAM projects** – offer opportunities for innovation-based, real-world problem solving.
- **Proyecto de Innovación Educativa / Proyecto Interdisciplinar** – schools may implement school-wide or class-specific projects that align with entrepreneurial thinking.

### **3.3 Regional Examples and Variability**

Spain's national policy, through LOMLOE, provides a unified framework for education but gives regional governments autonomy to design and implement specific curricular programs. This decentralized approach means that the integration of entrepreneurship education, especially in its social or sustainable form, varies by region.

Due to Spain's autonomous regional structure, there is **no unified national strategy** for social entrepreneurship education. However, several regions and actors are advancing this agenda: Catalonia: NGOs like *Esplais Catalans* and foundations collaborate with schools to implement sustainability and social impact projects.

For example, **Cantabria's Decree 73/2022** promotes hands-on, active learning and introduces policies that encourage students to explore the links between business, society, and the environment. In this and other regions, we see a stronger push toward embedding real-world problem solving and sustainability into everyday classroom practice.

- **Cantabria:** The *Center for Innovation and Social Economy (CISE)* leads programs targeting youth entrepreneurship and soft skills through EU-funded projects.
- **Andalusia, Valencia, and the Basque Country:** Some regions support innovation and entrepreneurship in schools through local government initiatives, often supported by business incubators or social cooperatives.

#### **Regional strategies:**

- Andalucía – 'Plan for the Development of an Entrepreneurial Culture in the Public Education System' (196) (2011-2015);
- Cantabria – 'Plan for the Development of an Entrepreneurial Spirit in Vocational Education and Training' (197) (2011-2015);
- Galicia – 'Plan for Entrepreneurship in the Education system' (198) (2010 onwards).
- Asturias – 'III Integral Programme to Promote Entrepreneurship' (199) (2013-2015);
- Extremadura – 'General Action Plan: Employment, Entrepreneurs, Business' (200) (2012-2015).
- Navarra – 'Entrepreneurship Plan' (201) (2013-2015);
- Basque Country – 'Institutional Plan for the Support of Entrepreneurial Activity' (202) (2013- 2016);
- Murcia – 'Entrepreneurship Plan' (203) (2014-2017).

**EE is a cross-curricular component at all levels of education; in addition, specific EE subjects have been introduced, which are:**

- Compulsory for school-based IVET ('Business and Entrepreneurial Activity')
- Optional, as for lower secondary education ('Introduction to Business and Entrepreneurial Activity') and upper secondary education (e.g. 'Business Economy').

**EE is also embedded in other subjects, such as economics or philosophy.**

### **Curriculum Integration of Social Entrepreneurship**

At the European level, Spain aligns with initiatives like **EntreComp**, the European Entrepreneurship Competence Framework, which promotes entrepreneurship education as a means of fostering inclusive growth, youth empowerment, and lifelong learning. However, the specific focus on **social entrepreneurship**—which combines business approaches with social impact goals—is still in an early stage of development across much of the country.

## **1. Gaps and Opportunities**

Spain is steadily aligning its education system with the European Union's 2030 education goals, particularly in areas such as digital transformation, sustainability, and equity. Entrepreneurship is officially recognized as a key competence in the national curriculum through reforms like the LOMLOE (Organic Law 3/2020). Despite this progress, significant gaps remain in embedding social entrepreneurship—an approach

that combines business skills with positive social and environmental impact—into mainstream education, especially for learners aged 9–15.

Although social entrepreneurship is not a standalone subject in Spain’s national curriculum for children aged 9–15, its core ideas—such as social responsibility, innovation, and sustainability—are increasingly being woven into various subjects and school projects. Several entry points exist in the curriculum for introducing these themes:

#### 4.1 A Curriculum with Entry Points, but No Consistent Framework

While social entrepreneurship is not taught as a standalone subject, its core principles—such as civic responsibility, sustainability, and innovation—are increasingly present across multiple subjects and project-based learning opportunities. These include:

- **Educación en Valores Cívicos y Éticos** (Civic and Ethical Education): Introduced at around age 10, it emphasizes democratic participation, human rights, and social justice.
- **Valores Éticos** (Ethical Values): Focuses on personal and collective responsibility, inclusion, and ethical thinking.
- **Ciencias Sociales** (Social Studies): Includes content on economic literacy and civic participation.
- **Matemáticas Aplicadas** (Applied Mathematics): In some regions, covers practical financial skills and problem-solving relevant to entrepreneurship.
- **STEAM and Technology**: Encourages creativity and innovation through real-world problem solving and teamwork.
- **Proyecto Interdisciplinar / Proyecto de Innovación Educativa**: Enables cross-curricular, hands-on projects that often connect to sustainability, the SDGs, and community engagement.

These curricular pathways create a foundation for social entrepreneurship education. However, implementation is inconsistent and varies significantly across Spain’s autonomous regions, due to a decentralized education system. There is no national strategy or formal mechanism to ensure all students between 9 and 15 years old receive exposure to social entrepreneurship.

#### 4.2 Structural Supports and Regional Innovation

Despite the gaps, there are promising developments:

- The **Economics and Entrepreneurship** subject in 4th year of secondary education (ESO) introduces entrepreneurial concepts, though it currently emphasizes conventional business education.

- **Regional initiatives**, such as Decree 73/2022 in Cantabria, promote hands-on, active learning that aligns with IDEEC principles—connecting business, social value, and environmental awareness.
- The education system is increasingly adopting **competence-based learning**, emphasizing transversal skills such as sustainability, critical thinking, and digital fluency.
- **Teacher training programs** are beginning to address entrepreneurship and sustainability, though few specifically target social entrepreneurship.

#### ***4.3 Innovation Ecosystems: A Strategic Entry Point***

The **Integrated Educational Innovation Projects (PIEs)** represent one of the most effective frameworks for embedding social entrepreneurship education. These school-wide initiatives promote inclusive, real-world learning through teacher collaboration and active methodologies. By supporting structured, interdisciplinary teaching, PIEs can help schools integrate social entrepreneurship more systematically, especially for younger learners.

#### ***Summary: Fragmented Practice, but Strong Foundations***

Spain has established a solid foundation for entrepreneurship education, bolstered by alignment with EU frameworks such as **EntreComp** and **GreenComp**. However, current efforts often lack coherence, with limited teacher preparation, insufficient resources, and few scalable models for impact-driven entrepreneurship in basic education.

To close these gaps, there is a need for:

- National strategies that embed social entrepreneurship in curriculum guidelines for ages 9–15.
- Professional development focused on guiding students through impact-oriented projects.
- Expansion of interdisciplinary and project-based learning models such as PIEs.
- Support for partnerships between schools and local social enterprises or NGOs.

With these investments, Spain could activate its full potential to use social entrepreneurship as a tool for youth empowerment, civic engagement, and community development.

## **5. Recommendations: Where Could the IDEEC Toolkit Be Used?**

The **IDEEC (Impact-Driven Entrepreneurial Education for Change)** toolkit offers a flexible and research-informed framework that aligns well with Spain's curricular reforms and innovation goals. Although social entrepreneurship is not explicitly



mandated in the curriculum, IDEEC can be integrated into existing subjects and school structures to help students identify local challenges, develop solutions, and take meaningful action.

### 5.1 Recommended Use Areas

#### 1. Civic and Ethical Education

IDEEC's *Impact Making* phase can deepen students' understanding of justice, participation, and community action, complementing the learning goals of Educación en Valores Cívicos y Éticos and Valores Éticos.

#### 2. STEAM and Technology Projects

IDEEC's *Challenge Framing* and *Solutions Experimenting* phases can enhance innovation-based projects, guiding students to address social or environmental issues through design and experimentation.

#### 3. Interdisciplinary and Extracurricular Projects

Many schools already implement project-based learning (e.g., Proyecto Interdisciplinar, PCTEs). IDEEC offers structure and assessment strategies aligned with EntreComp and GreenComp, helping students gain entrepreneurial and green competences through real-world tasks.

#### 4. Innovation Ecosystems (PIIEs)

IDEEC can serve as a central tool within PIIEs to bring coherence to whole-school innovation. It supports collaboration between teachers across subjects and ensures that entrepreneurship education goes beyond economic goals to include sustainability, civic values, and inclusion.

### Additional Opportunities for Implementation

- **Teacher training and continuing professional development** should include modules on social entrepreneurship, with tools like IDEEC offering practical, classroom-ready guidance.
- **Regional governments** could pilot IDEEC through innovation grants, PIIE networks, or school-to-community partnerships.
- **Economics and Entrepreneurship in 4th ESO** can integrate IDEEC to balance traditional economic literacy with values-driven entrepreneurship.

By using IDEEC across these contexts, Spain can accelerate the shift from entrepreneurship education focused on individual profit to one that fosters ethical, community-oriented changemakers. With strategic support at national and regional levels, Spain can become a leader in preparing young learners to imagine and build a more inclusive, sustainable future.

### *Curriculum Integration: A Strong Foundation, But No Standalone Subject*

Although social entrepreneurship is not taught as a dedicated subject, many of its core ideas—such as civic responsibility, sustainability, innovation, and community engagement—are included in other areas of the curriculum. For example:

- **Educación en Valores Cívicos y Éticos** (Civic and Ethical Education) introduces students (from around age 10) to human rights, democratic participation, and social justice.
- **Valores Éticos** (Ethical Values) fosters personal and collective responsibility, inclusion, and respect.
- **Ciencias Sociales** (Social Studies) incorporates economic literacy and civic participation.
- **Matemáticas Aplicadas** (Applied Mathematics) in some regions introduces practical financial skills and problem-solving.
- **STEAM and Technology** subjects offer project-based learning with real-world problem-solving, creativity, and innovation—essential traits for entrepreneurs.
- **Proyecto Interdisciplinar / Proyecto de Innovación Educativa** (Interdisciplinary or Innovation Projects) enable hands-on, cross-curricular approaches, often linked to sustainability or social impact themes.

However, these opportunities are fragmented and vary greatly between regions due to Spain's decentralized education system. There is no consistent national strategy to explicitly integrate social entrepreneurship education into all schools for the 9–15 age group.

### *Emerging Opportunities: Supportive Structures and Regional Initiatives*

A few key developments suggest growing momentum:

- The introduction of a dedicated subject, "**Economics and Entrepreneurship**" in the fourth year of secondary school (ESO), provides a formal entry point—although it still focuses more on conventional business education than on social enterprise.
- Regional policies, like **Decree 73/2022 in Cantabria**, promote active, hands-on learning models that encourage connections between business, society, and the environment.
- **Competence-based learning** and transversal education on digital skills, sustainability, peace, and critical thinking are increasingly emphasized in school reform.
- **Teacher training** is beginning to incorporate modules on entrepreneurship and sustainability, though there is still a significant need for resources tailored specifically to social entrepreneurship.

### *Innovation Ecosystems: A Path Forward*

One of the most promising avenues for closing the gap lies in Spain's expanding network of **Integrated Educational Innovation Projects (PIIEs)**. These school-wide initiatives promote inclusive, collaborative, and real-world learning. By working with teachers across disciplines and grade levels, PIIEs can offer structured environments to embed social entrepreneurship education into the daily life of schools.

### *Summary: Clear Gaps, Strong Potential*

Spain's policy and curricular frameworks offer fertile ground for introducing social entrepreneurship, especially when supported by European initiatives like **EntreComp** and **GreenComp**. Yet, the focus remains general, with limited national coordination and few resources targeted at helping students create socially and environmentally responsible ventures.

To seize this opportunity, Spain needs:

- **Clear integration strategies** for social entrepreneurship within the national curriculum.
- **Professional development for teachers** on how to guide students through impact-oriented projects.
- **Wider adoption of interdisciplinary projects** and PIIEs focused on sustainability and civic engagement.
- **Support for schools and regional governments** to build partnerships with local social enterprises.

With these steps, the **IDEEC framework** can help schools transform entrepreneurship education into a tool for empowering young people as creative, ethical changemakers.

## **5. Recommendations. Where Could the IDEEC Toolkit Be Used?**

Education authorities and schools are working towards the goal of preparing students to be not just workers but also responsible citizens who care about the world around them. There are new laws and programs that support learning about sustainability, digital skills, and social entrepreneurship.

Although social entrepreneurship is not explicitly taught, the IDEEC framework and tools can be **highly effective** when integrated into subjects or project-based approaches that align with the following areas:

- **Civic and Ethical Education:** Use IDEEC's *Impact Making* phase to support students' development of community-centered solutions.

- **STEAM/Technology Projects:** Apply the *Challenge Framing* and *Solutions Experimenting* phases in innovation projects that address social or environmental problems.
- **Extracurricular or interdisciplinary projects:** Many schools conduct school-wide projects, and IDEEC can provide structure and assessment strategies aligned with European frameworks like EntreComp and GreenComp.
- **PCTE (Proyectos Curriculares de Trabajo en Equipo):** Where schools allow student-led inquiry or service-learning, IDEEC can offer practical tools to structure social entrepreneurship journeys. A coordinated national strategy, aligned with **LOMLOE and EU frameworks like EntreComp**, along with regional investment in teacher training and school partnerships with social enterprises, would further strengthen Spain's capacity to embed social entrepreneurship meaningfully in basic education.

Regional opportunities for more hands-on, active learning. They want students to understand the connections between business, society, and the environment.

- Introducing a dedicated subject, "Economics and Entrepreneurship" in 4th ESO.
- Transversal treatment of digital competence, critical thinking, peace education, sustainability, and affective-social education.
- Competence-based learning with a focus on collaborative, service-oriented projects.
- **Teacher training opportunities** for social entrepreneurship education, that allow students to start and manage projects or businesses, with a focus on people and planet, sustainability, and local food systems can create fertile ground for impact-driven entrepreneurship education (IDEE), particularly in the 9–15 age group, in cross-curricular learning, identity development, and civic engagement.
- **Partnering with Innovation Ecosystems:**  
The Integrated Educational Innovation Projects (PIIEs) promote school-wide innovation, emphasizing inclusive education, teacher collaboration, and active methodologies. These provide a structural pathway to embed social entrepreneurship at all levels

## 6. Case Studies

### Programs of Entrepreneurial Culture in Extremadura

Education and training in Extremadura in the field of entrepreneurship is carried out within Extremadura regional policy, through the Education Act of Extremadura 4/2011, of March 7, where it considers priority aspects in the curriculum emotional intelligence and the entrepreneurial capacity as transversal axes of education, seeking to promote, among other aspects, the entrepreneurial and creative capacity in the region. This strategy for the promotion of entrepreneurial capacity is aligned with the strategic lines established by the EU in 2002 to promote entrepreneurship and entrepreneurship in the primary and secondary education system, through the report of the group of

experts “Education and training in entrepreneurship”; and that in 2008, the Commission of the European Communities established in the publication in the Small Business Act the importance of fostering the entrepreneurial culture and facilitating the exchange of good practices in education for entrepreneurship. In this way, the Extremaduran government through the Order of May 24 (DOE no 64 of June 5, 2007) has regulated aspects related to the organization and implementation of the Mandatory Secondary Education taught by the Organic Law 2006, of May 3, Education, among them, the obligation to offer a subject related to the entrepreneurial initiative in the teaching of Compulsory Secondary Education also specifying content, objectives and evaluation criteria in each educational stage. Optional subjects related to the promotion of the entrepreneurial culture in each and every one of the educational levels have also been included in the curriculum and different permanent training programs for teachers have been defined in relation to these values, thereby promoting entrepreneurial initiatives in educational centers. Extremadura promotes entrepreneurial culture through regulated education offering an itinerary with various actions throughout the curriculum, from primary education to university, and through different programs.

From 2012 to 2021 the programs offered were specific for each education stage:

**Junioremprende.** Educational program aimed to foster entrepreneurial culture in students of Upper Primary Education, involving students, teachers, schools and their community. Through project-based learning, each class develops a project during a full academic year, making the ideas translate into actions, creating a school cooperative.

Creativity, autonomy, teamwork, communication and sustainability are increased. In addition, the teaching staff is accompanied both inside and outside the classroom, thus allowing to create a network of teachers and schools interested in the entrepreneurial culture.

Students experience how to create a working cooperative to create products, projects and services than can impact their community. There is a showroom at the end of the year to celebrate participation and share the project with peers. Developed from 2012 to 2020.

<https://youtu.be/FE8G8BhPrP0?feature=shared>

<https://culturaemprendedora.extremaduraempresarial.es/itinerario-educativo/educacion-primaria/junior-emprende/>

**TeenEmprende:** Aims to promote **entrepreneurial culture in students of Compulsory Secondary Education and Vocational Training (FP)**, working entrepreneurial skills, such as leadership, teamwork, and conflict management through the development of a project related to SDG.

Students experience how to create solutions to challenges related to ODS, ideating projects and services that can impact their community, taking action and launching projects outside their school environment, at local level. They also learn how to create and run a youth association. There is a showroom at the end of the year to celebrate participation and share project with peers.

Participation allows teachers to network with others, increase entrepreneurial teaching skills and get training during the school year.

<https://youtu.be/smLy6Tk5-Q?feature=shared>  
<https://culturaemprendedora.educarex.es/niveles-educativos/educacion-secundaria/teen-emprende/>

ExpertEmprende: is a program that tries to promote and promote the initiative and entrepreneurial culture in the students of VET or Middle and Higher Grade, through the creation of business projects with possibilities of development in Extremadura. This program seeks to bring students to the business world seeking to strengthen knowledge, attitudes and skills related to entrepreneurship that have been worked in previous stages and in turn encourages the approach to the business world, both students and faculty, through the design and development of a business plan. The objectives are directly linked to the entrepreneurial venture. It is intended to involve students in the design and development of a business plan.

YouthEmprende: program aimed at high school students with the aim of discovering and working on entrepreneurial skills related to the search for solutions to social and economic challenges in the environment.

From 2021 onwards there was a methodology shift toward working the entrepreneurial culture programs from a more holistic perspective, based on the vast experience and a great base of trained and comprised teachers and directive educational teams. This approach is orientated to work on a planned entrepreneurial project for the whole educational centre, where various group classes and ages were mixed to achieve a greater entrepreneurial culture in the educational centre.

The regional government is actively promoting 4 Education for Sustainable Development Innovation Networks, regulated by a regional decree: *DECRETO 12/2023, de 22 de febrero*, to boost collaboration and learning among school, developing transversal programmes.

<https://formacion.educarex.es/redessite>

These are made up of educational centres, institutions and organisations that, coordinated by the Regional Ministry of Education, promote, carry out and disseminate good practices and educational innovation around the [Sustainable Development Goals](#).

It is therefore intended to create and consolidate links between teachers, entities and administrations based on a common space of support and exchanges that promote the educational success of students, as well as the best organization and use of resources.

The network Cooperation and Sustainable Development and Entrepreneurship are related to Ideec and currently is the main regional programme to develop those specific competences.

## Summary and Conclusion

In Spain, the integration of social and sustainable entrepreneurship into schools is emerging through regional initiatives and innovation programs. One notable example is the implementation of the Integrated Educational Innovation Projects (PIIE) in Cantabria. These projects aim to create inclusive, innovative, and participatory educational environments. Between 2022 and 2025, 19 schools in the region—including three early childhood and primary schools, four secondary institutes, and twelve state-subsidized schools—are participating in these long-term innovation strategies.

The PIIE projects focus on developing students' social awareness, environmental responsibility, and digital skills. Schools choose themes relevant to their local context, such as promoting sustainability, digital literacy, and inclusion. Activities often include interdisciplinary projects, where students collaborate to identify community needs and develop creative solutions.

For example, in one secondary school, students taking the elective subject “Economics and Entrepreneurship” develop small-scale business projects aimed at solving local social problems. These projects guide students from ideation to prototyping and public presentation, fostering not only entrepreneurial skills but also critical thinking, teamwork, and a sense of civic duty.

### IES Cantabria (Santander):

Students created prototypes addressing local issues with NGOs and municipal services.  
PIIE School Collaboration:

A primary school designed a school garden and food-sharing initiative involving families and local NGOs.

Such initiatives demonstrate how Spain's evolving education policies—supported by laws like LOMLOE and regional decrees like Decree 73/2022—create a promising environment for embedding impact-driven entrepreneurship in everyday learning. They show the potential for structured programs to turn schools into spaces where students actively contribute to social change.

## 7. Resources and Research

Which teachers or external trainers or companies or organizations could use this IDEEC framework and toolbox to work directly with learners inside classrooms?

<https://teachersforfuturespain.org/>

<https://www.fpdgi.org/es/>

<https://fundacionlacaixa.org/es/educaixa-portal-educativo>

## 8. References

### Research in Spain

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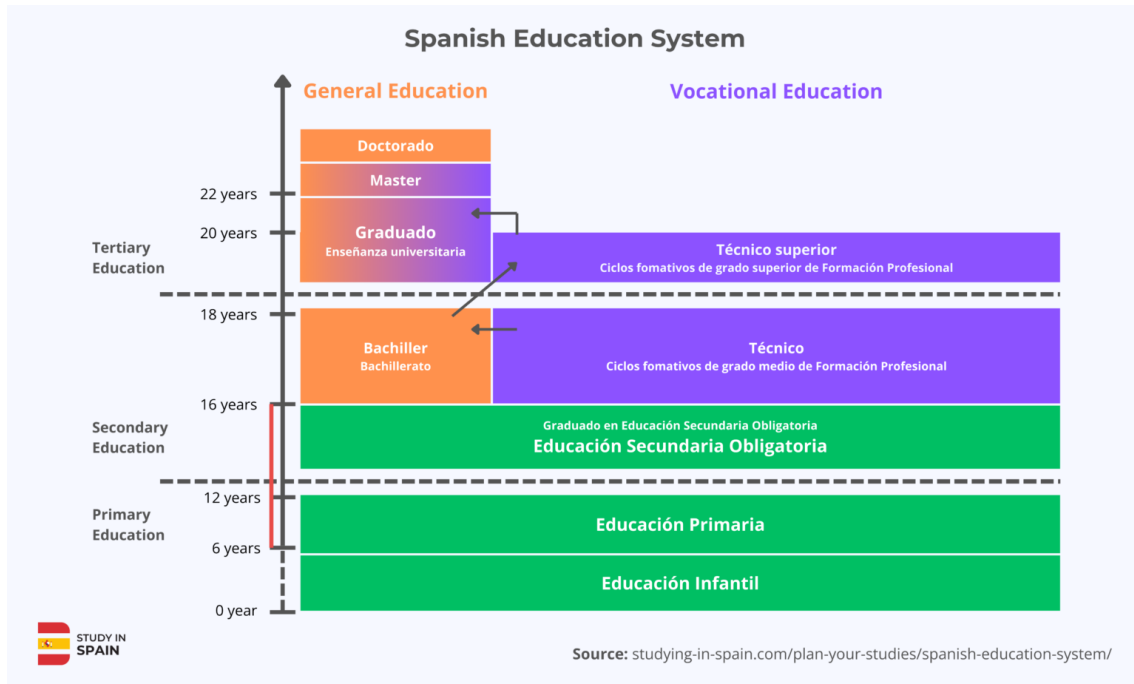
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## Documents

### Twenty years of Entrepreneurial Education

<https://octaedro.com/wp-content/uploads/2021/05/9788418819209.pdf>

- How Effective Is Entrepreneurship Education in Schools? An Empirical Study of the New Curriculum in Spain

[https://www.researchgate.net/publication/372455168\\_How\\_Effective\\_Is\\_Entrepreneurship\\_Education\\_in\\_Schools\\_An\\_Empirical\\_Study\\_of\\_the\\_New\\_Curriculum\\_in\\_Spain](https://www.researchgate.net/publication/372455168_How_Effective_Is_Entrepreneurship_Education_in_Schools_An_Empirical_Study_of_the_New_Curriculum_in_Spain)

**Archive the following:**

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**APPENDIX A:**

**Q: What is the current state of teaching social entrepreneurship in your region/country? Specifically: is the theme of social entrepreneurship included in the school curriculum?**

- a. If so, what is the subject?
- b. If not, what part of the curriculum (subject, theme or topic) do you see as the best place where the IDEEC toolkit may be useful in your school / region / country?

A: The Spanish Constitution recognises the right to education as one of the essential rights that public powers must guarantee to every citizen. **The LOMLOE offers (at national level) the legal framework to provide and assure the right to education. The autonomous communities can regulate the adaptation of the Act to their territories.**

The key competences included in the Output Profile are the adaptation to the Spanish education system of the **key competences established in the Recommendation of the Council of the European Union**. This adaptation responds to the need to link these competences with the challenges of the 21st century, with the principles and aims of the education system established in the LOE and with the school context, since the Recommendation refers to lifelong learning that should take place throughout life, while the Profile refers to a precise and limited moment in the personal, social and educational development of students: the basic education stage.

In general terms, the achievement of the competences and objectives set out in the LOMLOE for the different educational stages is linked to the acquisition and development of the key competences.

**Output Profile regarding entrepreneurial learning in Primary Education (6 to 12 years old)**

**SC1.** Recognises needs and challenges to be faced and elaborates original ideas, using creative skills and being aware of the consequences and effects that the ideas could generate in the environment, to propose valuable solutions that respond to the needs detected.

**SC2.** Identifies own strengths and weaknesses using strategies of self-knowledge and is initiated in the knowledge of basic economic and financial elements, applying them to situations and problems of everyday life, to detect those resources that can lead original and valuable ideas into action.

**SC3.** Creates original ideas and solutions, plans tasks, cooperates with others in teams, valuing the process carried out and the result obtained, to carry out an entrepreneurial initiative, considering the experience as an opportunity to learn.

Regarding environmental and social impact, it's important to remark that there are five pillars at the base for the Law.

**The 4<sup>th</sup> pillar** recognizes the importance of addressing sustainable development as established in the 2030 Agenda. Thus, **education for sustainable development and**

[global citizenship](#) must be included in the plans and programmes of the entire compulsory education.

*“In primary education the approach is cross curricular”*

### **Output Profile regarding entrepreneurial learning in Secondary Education (Low) (12 to 16 years old)**

**SC1.** Analyses needs and opportunities and faces challenges with a critical sense, taking stock of their sustainability, assessing the impact they may have on the environment, to present innovative, ethical and sustainable ideas and solutions aimed at creating value in the personal, social, educational and professional spheres.

**SC2.** Assesses own strengths and weaknesses, making use of strategies of self-knowledge and self-efficacy, and understands the fundamental elements of economics and finance, applying economic and financial knowledge to specific activities and situations, using skills that favour collaborative and team work, to gather and optimise the necessary resources to put into action an entrepreneurial experience that generates value.

**SC3.** Develops the process of creating valuable ideas and solutions and makes decisions, in a reasoned manner, using agile planning and management strategies, and reflects on the process carried out and the result obtained, to complete the process of creating innovative and valuable prototypes, considering the experience as an opportunity to learn.

### **Optional subject at national level: 4<sup>th</sup> course (15 y/o) Economics and Entrepreneurship**

Economics and Entrepreneurship is proposed as an optional subject in the fourth year of Compulsory Secondary Education and pursues two objectives:

- to provide students with an economic and financial education to develop themselves,
- to assume risks responsibly in their daily lives and to manage and implement projects in a viable way, as well as to seek innovative and valuable solutions to meet the proposed challenges, through knowledge management strategies, self-knowledge and cooperation with others.

The approach to this subject is based on a **theoretical-practical perspective**, applying knowledge to the development of an entrepreneurial project in each of its phases. In this way, learning will be built in and from action. Students will devise, manage resources, develop prototypes, participate in their iterative validation and make decisions in a flexible and open environment that allows them to develop their aptitudes and strengthen their entrepreneurial skills and attitudes by working in a team. This work dynamic will generate a creative, collaborative and participatory culture aimed at creating value for others.

Specific competences and evaluation criteria:

<https://educagob.educacionfpydeportes.gob.es/curriculo/curriculo-lomloe/menu-curriculos-basicos/ed-secundaria-obligatoria/materias/economia-empr/criterios-evaluacion-cuarto-curso.html>

### **Regulation in Extremadura: (Regional level)**

DECRETO 107/2022, de 28 de julio, por el que se establecen la ordenación y el currículo de la Educación Primaria para la Comunidad Autónoma de Extremadura.

### **Specific content for Primary Education “cross curricular approach”**

#### **- Annex III. KNOWLEDGE OF THE NATURAL, SOCIAL AND CULTURAL ENVIRONMENT.**

Students must acquire concepts, skills and attitudes related to the safe and reliable use of information sources and education for sustainable development and global citizenship, which includes, among other issues, the knowledge and drive to work towards the **achievement of the SDGs**, respect for ethnic-cultural and affective-sexual diversity, social cohesion, entrepreneurship, appreciation and conservation of heritage, social and environmental entrepreneurship and the defence of effective equality between women and men.

To achieve the development and acquisition of the specific competences of the area, it is necessary to apply the pedagogical principles of the stage mentioned in the LOMLOE, with special attention to the treatment of cross-cutting themes. The skills that need to be mobilised around basic knowledge are conducive to the integration of all people into society with a scientific and entrepreneurial spirit appropriate to new trends. For this reason, scientific culture, as well as technology and digitalisation, acquire great importance to be able to develop autonomously in an increasingly digital and collaborative social environment, not only nationally but also globally, and with a clear tendency towards the search for sustainable development.

#### **Comparative of Assessment criteria - Specific competence 6. (Entrepreneurship)** **Second Cycle (8 a 10 years old) and Third Cycle (10 a 12 years old)**

| Assessment criteria: Second C 8-10 y/o  | Assessment criteria: Second C 10-12 y/o   |
|---|---|
| Criterion 6.1. Identify eco-social problems and propose possible solutions to them.   | Criterion 6.1. Adopt and promote sustainable lifestyles consistent with respect, care, co-responsibility and protection of people and the environment.  |
| Criterion 6.2. Adopt sustainable and respectful lifestyles in relation to nature conservation and protection of nature.                                 | Criterion 6.2. Practice responsible consumption in daily life and promote it among their family and friends.  |
| Criterion 6.3. Adopt responsible consumption in daily life.   | Criterion 6.3. Show critical attitudes towards the production and consumption system, of energy and material cycles of the planet looking for more beneficial solutions for the environment.  |
| Criterion 6.4. Recognise respectful caring behaviour, co-responsibility and protection of the environment and the sustainable use of natural resources. | Criterion 6.4. Participate with an enterprising attitude in the search for, contrast and evaluation of proposals to tackle solutions and act for their resolution based on a critical analysis of the causes and consequences of human intervention in the environment. |
| Criterion 6.5. Identify and express the positive and negative changes caused by human action.   | Criterion 6.5. Exercise and foster critical attitudes in their immediate social environment, of cooperation and respect towards people and the planet.  |

|  |  |
|--|--|
| Criterion 6.6. Show critical attitudes towards the system of production and consumption, energy and material cycles of the planet.   | Criterion 6.6. Recognise and promote the use of renewable energies to promote the balance of the planet. |
| Criterion 6.7. Promote an enterprising attitude in the search for new proposals to address eco-social problems, to seek solutions in a cooperative way and to act for their resolution, based on a critical analysis of the causes and consequences of humans. |  |
| Criterion 6.8. Show attitudes of cooperation and respect towards people and the planet.  |  |
| Criterion 6.9. Recognise the importance of the use of renewable energies as opposed to fossil fuels for the care of the planet.  |  |

## Specific content for Secondary Education

### Segundo curso: 12-13 y/o - Emprendimiento social y sostenibilidad

Since 2005 Extremadura region has worked on entrepreneurial culture, developed in a structural way in the different educational stages.

The entrepreneurial culture promotes transformative projects that improve the environment by creating ideas with social value as a framework for intervention to identify local challenges and apply global objectives on a local scale, connecting these two levels: the global challenge framework (SDGs) with the reality of the local environment.

The structure of the Social Entrepreneurship and Sustainability subject is established in three blocks.

B1. Entrepreneurship as a social citizen, The first block focuses on the analysis and development of the entrepreneur's profile, as well as on the personal and social qualities or skills necessary to develop a project within a changing and uncertain environment.

- |                                    |  |
|------------------------------------|--|
| A.1. Personal qualities.           | A.1.1. Know yourself.<br>A.1.2. The profile of the entrepreneur and the creative person<br>A.1.3. Teamwork and emotional intelligence.<br>A.1.4. The proactive approach and the search for opportunities.  |
| A.2. Decision-making and learning. | A.2.1. The dimension of entrepreneurship: personal, social and productive.<br>A.2.2. The social value of entrepreneurship.<br>A.2.3. Creativity and innovation at the service of society.<br>A.2.4. Gamification and the development of entrepreneurial initiatives. |

**B2. Social economy and sustainability.** The second block deals with the analysis of the social and environmental environments, to detect needs and opportunities that give rise to a specific project.

|  |  |
|--|--|
| B.1. The social economy.                               | B.1.1. The social economy in the framework of global citizenship.  |
|  | B.1.2. Business organisations at the service of the social economy. Corporate social responsibility (CSR). |
|  | B.1.3. Social currencies: a local solution to a global problem.  |
| B.2. Aspects of the environment. General and upcoming. | B.2.1. Challenges of global citizenship. Solidarity as a complement to local development.                  |
|  | B.2.2. Observing the local environment. Forms of social economy in Extremadura.                            |
| B.3. Current social problems and their future.         | B.3.1. Social exclusion, poverty and sustainable development.  |
|  | B.3.2. Social commitment and sustainability: SDGs and the 2030 Agenda.                                     |

**B3. Green and circular economy: the new models of production and consumption"** the third is dedicated to the response of the current economy to the environmental problem offered by the green and circular economy.

|                                      |  |
|--------------------------------------|--|
| C.1. The green and circular economy. | C.1.1. The green and circular economy. Sustainability.                       |
|                                      | C.1.2. Analysis of the 7Rs.  |
| C.2. Circular economy solutions.     | C.2.1. A basic circular economy entrepreneurship project, with local return. |
|                                      | C.2.2. The product and its design. Planned obsolescence.                     |
|                                      | C.2.3. Observing and learning to do. The design thinking process.            |
|                                      | C.2.4. The laboratory of innovative ideas.                                   |

Fourth year: Economics and Entrepreneurship, optional subject (15-16 y/o)

(<https://eurydice.eacea.ec.europa.eu/national-education-systems/spain/teaching-and-learning-general-lower-secondary-education>)

2. Which policy frameworks / curriculum apply to children and teachers aged 9-15 in your country/area about:

- Entrepreneurship (e.g. Entrecomp / capability development frameworks etc.)
- Sustainability (e.g. SDGs, / Greencomp / climate)
- Other? ODS

Entrecomp is named in national Law and directly inspires the definition and assessment criteria:

3. Is there an opportunity for learners to take agency? (is what happening in the classroom decided top- down or self-directed by learners?)

Open methodologies are encouraged to develop entrepreneurial competence. This is quite rare at class level, where normally everything is decided top-down, that is why participating in entrepreneurial education programs is motivating for teachers and students.

4. What are the shifts needed (for the teacher) in knowledge and attitude, from how they are teaching to the vision and teaching approach of IDEEC framework and toolbox? Are there values or attitudes that need to shift from what they currently learn and experience, to what is contained in the IDEEC framework?

5. What (if any) paradigm shift is needed from the current subject/ teaching approach to

- a. Project / problem-based learning
- b. Inner Development Goals
- c. Universal Design for Learning (accessibility to many learning styles)
- d. IDEEC framework

In Extremadura, the development of different educational programmes has promoted an entrepreneurial culture with a broad vision of entrepreneurship, favouring the generation of interdisciplinary educational entrepreneurship projects in schools and classrooms in Extremadura, separating entrepreneurship from a business or economic vision.

## **CASE STUDIES:**

### **Programs of Entrepreneurial Culture in Extremadura**

Education and training in Extremadura in the field of entrepreneurship is carried out within Extremadura regional policy, through the Education Act of Extremadura 4/2011, of March 7, where it considers priority aspects in the curriculum emotional intelligence and the entrepreneurial capacity as transversal axes of education, seeking to promote, among other aspects, the entrepreneurial and creative capacity in the region. This strategy for the promotion of entrepreneurial capacity is aligned with the strategic lines established by the EU in 2002 to promote entrepreneurship and entrepreneurship in the primary and secondary education system, through the report of the group of experts "Education and training in entrepreneurship"; and that in 2008, the Commission of the European Communities established in the publication in the Small Business Act the importance of fostering the entrepreneurial culture and facilitating the exchange of good practices in education for entrepreneurship. In this way, the Extremaduran government through the Order of May 24 (DOE no 64 of June 5, 2007)

has regulated aspects related to the organization and implementation of the Mandatory Secondary Education taught by the Organic Law 2006, of May 3, Education, among them, the obligation to offer a subject related to the entrepreneurial initiative in the teaching of Compulsory Secondary Education also specifying content, objectives and evaluation criteria in each educational stage. Optional subjects related to the promotion of the entrepreneurial culture in each and every one of the educational levels have also been included in the curriculum and different permanent training programs for teachers have been defined in relation to these values, thereby promoting entrepreneurial initiatives in educational centers. Extremadura promotes entrepreneurial culture through regulated education offering an itinerary with various actions throughout the curriculum, from primary education to university, and through different programs.

From 2012 to 2021 the programs offered were specific for each education stage:

**Junioremprende.** Educational program aimed to foster entrepreneurial culture in students of Upper Primary Education, involving students, teachers, schools and their community. Through project-based learning, each class develops a project during a full academic year, making the ideas translate into actions, creating a school cooperative.

Creativity, autonomy, teamwork, communication and sustainability are increased. In addition, the teaching staff is accompanied both inside and outside the classroom, thus allowing to create a network of teachers and schools interested in the entrepreneurial culture.

Students experience how to create a working cooperative to create products, projects and services than can impact their community. There is a showroom at the end of the year to celebrate participation and share the project with peers. Developed from 2012 to 2020.

<https://youtu.be/FE8G8BhPrP0?feature=shared>

<https://culturaemprendedora.extremaduraempresarial.es/itinerario-educativo/educacion-primaria/junior-emprende/>

**TeenEmprende:** Aims to promote **entrepreneurial culture in students of Compulsory Secondary Education and Vocational Training (FP)**, working entrepreneurial skills, such as leadership, teamwork, and conflict management through the development of a project related to SDG.

Students experience how to create solutions to challenges related to ODS, ideating projects and services than can impact their community, taking action and launching projects outside their school environment, at local level. They also learn how to create and run a youth association. There is a showroom at the end of the year to celebrate participation and share project with peers.

Participation allows teachers to network with others, increase entrepreneurial teaching skills and get training during the schoolyear.



<https://youtu.be/smLy6Tk5-Q?si=1G8l7Jz9np1JMHT->



<https://culturaemprededora.educarex.es/niveles-educativos/educacion-secundaria/teen-emprende/>

ExpertEmprende: is a program that tries to promote and promote the initiative and entrepreneurial culture in the students of VET or Middle and Higher Grade, through the creation of business projects with possibilities of development in Extremadura. This program seeks to bring students to the business world seeking to strengthen knowledge, attitudes and skills related to entrepreneurship that have been worked in previous stages and in turn encourages the approach to the business world, both students and faculty, through the design and development of a business plan. The objectives are directly linked to the entrepreneurial venture. It is intended to involve students in the design and development of a business plan.

YouthEmprende: program aimed at high school students with the aim of discovering and working on entrepreneurial skills related to the search for solutions to social and economic challenges in the environment.

From 2021 onwards there was a methodology shift toward working the entrepreneurial culture programs from a more holistic perspective, based on the vast experience and a great base of trained and comprised teachers and directive educational teams. This approach is orientated to work on a planned entrepreneurial project for the whole educational centre, where various group classes and ages were mixed to achieve a greater entrepreneurial culture in the educational centre.

The regional government is actively promoting 4 Education for Sustainable Development Innovation Networks, regulated by a regional decree: *DECRETO 12/2023*,

*de 22 de febrero*, to boost collaboration and learning among school, developing transversal programmes.

<https://formacion.educarex.es/redessite>

These are made up of educational centres, institutions and organisations that, coordinated by the Regional Ministry of Education, promote, carry out and disseminate good practices and educational innovation around the [Sustainable Development Goals](#).

It is therefore intended to create and consolidate links between teachers, entities and administrations based on a common space of support and exchanges that promote the educational success of students, as well as the best organization and use of resources.

The network Cooperation and Sustainable Development and Entrepreneurship are related to Ideec and currently is the main regional programme to develop those specific competences.

6. The intention is to make a toolbox and a framework that is open access, and that can be used by implementation agents:

- governments, service providers and more. To make sure we have a tool that is useful to very different countries and approaches to learning, we need to know more about implementation of educational interventions in your country/region:

Who are the teacher training organizations in your country?

For teacher certification to teach in class and teacher further education (lifelong learning)

To be a primary teacher in Spain is compulsory to Obtain the academic degree: the Bachelor's Degree in Primary Education must be completed, which lasts 4 years and 240 ECTS credits. Then this title allows to work in private schools but to work on public schools, but once you have the qualification, must pass an opposition to get a position as a Primary teacher.

To be a secondary teacher, it is possible to access with various university degrees. There is an additional master decree to access teaching. For public educational also is a must to pass an opposition to get a position.

The Teacher Training Network of Extremadura is made up of 18 Teacher and Resource Centres through which the teacher training offer is articulated.

<https://formacion.educarex.es/cprsite>

There are also a variety of specific programs promoted for regional administration that implies teacher training.

7. Please explain the process of who the partners are in your country or region?  
(Framework for social entrepreneurship in education\_)
8. Who is permitted to provide workshops to children in class?
9. Who trains teachers?

(As question 6)

10. Which teachers or external trainers or companies or organizations could use this IDEEC framework and toolbox to work directly with learners inside classrooms?

<https://teachersforfuturespain.org/>

<https://www.fpdgi.org/es/>

<https://fundacionlacaixa.org/es/educaixa-portal-educativo>

11. Which teachers, trainers, or companies may use this IDEEC framework and toolbox outside of school time for example in weekend programmes or holiday programmes
12. Are there any other aspects that we have not asked about that can make the IDEEC toolbox and framework useful (or not) used in your context? (open discussion)

### Archive the following:

#### One pager: Spain ( Info provided by WP4 team)

- EE has been developed at sub-national level (Autonomous Regions very active).
- The competence for education is shared between the Ministry of Education, Culture and Sports and the Autonomous Communities.
- The definition of entrepreneurship education (EE) follows the description of the competence in the European Reference Framework for Key Competences in Lifelong Learning. *The Spanish national definition emphasises the knowledge and skills related to career and job opportunities, but it also refers to financial education and the principles of business operation, as well as to the development of attitudes that lead to a change in the mind-set and contribute to the development of entrepreneurial attitudes, the ability to think in a creative way and manage risk and uncertainty.* (Eurydice Report “Entrepreneurship Education at School in Europe)

*The Act 8/2013 (192) for the Improvement of Quality in Education (LOMCE) states that 'This competence implies the ability to turn ideas into action. This requires awareness of the situation to be solved, as well as the capacity to select, plan and manage the knowledge, skills, abilities and attitudes required to attain the intended goals.*

*Order ECD/65/2015 (193) includes a further definition of EE: ' entrepreneurship education must include knowledge and skills related to career and job opportunities, together with financial education, awareness of business organisation and processes, entrepreneurial attitudes and mind-set, the ability to think creatively as well as to manage risk and uncertainty'. It also describes the relationships between the skills, content and evaluation criteria of primary education, compulsory and noncompulsory and (Bachillerato) secondary education (Spanish Official Gazette 29/1/2015). (Eurydice Report “Entrepreneurship Education at School in Europe)*

2 acts confirm EE as a basic skill at National level:

- Ley Orgánica de Educación 2/2006 and Organic Law 3/2020 -> regulations framework for the development of entrepreneurship as attaining competence
- Law 8/2013:
- in Article 25, it is stated that social and business entrepreneurship will be addressed in optional subject in all compulsory secondary education

- Art. 40 vocational training cycles shall promote the competence of entrepreneurship that favours the entrepreneurial spirit and personal initiative

'2013-2016 Strategy for Entrepreneurship and Youth Employment' tackles youth unemployment and its structural causes. Among the emergency measures with short-term effect: improvement of education, training and mediation in the labour market. 50% of funding is dedicated to education and training.

Of the 85 measures within the strategy, four are explicitly relevant to EE:

1. to expand on the curriculum content that relates to entrepreneurship and career opportunities, as well as knowledge of labour relations and the job market;

23. to implement training programmes with specific differential funding for young people to acquire skills in certain activities and employment opportunities that may involve the creation of jobs and

opportunities for entrepreneurship;

32. to facilitate entrepreneurship among university and vocational training students through incentives to help them undertake their training alongside self-employment;

47. to encourage the media to communicate a positive outlook on young people's entrepreneurship.

#### **Regional strategies:**

- Andalucía – 'Plan for the Development of an Entrepreneurial Culture in the Public Education System' (196) (2011-2015);
- Cantabria – 'Plan for the Development of an Entrepreneurial Spirit in Vocational Education and Training' (197) (2011-2015);
- Galicia – 'Plan for Entrepreneurship in the Education system' (198) (2010 onwards).
- Asturias – 'III Integral Programme to Promote Entrepreneurship' (199) (2013-2015);
- Extremadura – 'General Action Plan: Employment, Entrepreneurs, Business' (200) (2012-2015).
- Navarra – 'Entrepreneurship Plan' (201) (2013-2015);
- Basque Country – 'Institutional Plan for the Support of Entrepreneurial Activity' (202) (2013- 2016);
- Murcia – 'Entrepreneurship Plan' (203) (2014-2017).

**EE is a cross-curricular component at all levels of education; in addition, specific EE subjects have been introduced, which are:**

- Compulsory for school-based IVET ('Business and Entrepreneurial Activity')
- Optional, as for lower secondary education ('Introduction to Business and Entrepreneurial Activity') and upper secondary education (e.g. 'Business Economy').

**EE is also embedded in other subjects, such as economics or philosophy.**

#### Primary education and lower secondary education

Cross-curriculum objectives are combined with compulsory subjects

-In primary education, the approach is cross-curricular

-In lower secondary school, entrepreneurship is taught as a separate optional subject or integrated into the compulsory subject social sciences. In the latter case, the objectives include developing creativity and entrepreneurship by improving information skills, developing ideas and presenting innovative findings (social sciences), developing autonomy and entrepreneurial skills to reach personal goals and taking responsibility for the common good (civic and social values).

- Practical entrepreneurial experiences developed as extra-curricular activities, often promoted by Regional Authorities, sometimes with the collaboration of bank or other financial institutions, private companies, NGOs, public agencies.
- Among the learning outcomes related to IDEEC contents: self-confidence, planning, managing resources, teamwork, access to opportunities (IVET), role of entrepreneurs in society

#### Teachers:

- **Teacher networks** on entrepreneurship education: created by some Autonomous Communities e.g. in Extremadura, where schools may join the 'Network for Entrepreneurial Schools' (Red Extremeña de Escuelas Emprendedoras), undergoing an accreditation process. They develop a 3-year development plan with goals, stakeholders, assessment methods.
- **Centers of expertise** supported by central authorities exist.

*In Spain, where Autonomous Communities are the top-level education authorities, public, private and non-governmental organisations have been commissioned to act as centres of expertise helping to bridge the gap between policy and practice and increase the uptake of entrepreneurship education. The number of these bodies has steadily increased in recent years. In some Communities, they are embedded in the regional government structure (e.g. Xarxa d'emprenadoria in Catalunya, Cultura Emprendedora in*

Extremadura). In others, they are run by organisations/associations supported by the Communities. (Eurydice Report)

## Research in Spain

- Entrepreneurship education in Spain. In Entrepreneurship Education and Training

[https://www.researchgate.net/publication/278822760\\_Entrepreneurship\\_education\\_in\\_spain\\_In\\_Entrepreneurship\\_Education\\_and\\_Training\\_ISBN\\_978-953-51-2029-2](https://www.researchgate.net/publication/278822760_Entrepreneurship_education_in_spain_In_Entrepreneurship_Education_and_Training_ISBN_978-953-51-2029-2)

- Twenty years of Entrepreneurial Education

<https://octaedro.com/wp-content/uploads/2021/05/9788418819209.pdf>

- How Effective Is Entrepreneurship Education in Schools? An Empirical Study of the New Curriculum in Spain

[https://www.researchgate.net/publication/372455168\\_How\\_Effective\\_Is\\_Entrepreneurship\\_Education\\_in\\_Schools\\_An\\_Empirical\\_Study\\_of\\_the\\_New\\_Curriculum\\_in\\_Spain](https://www.researchgate.net/publication/372455168_How_Effective_Is_Entrepreneurship_Education_in_Schools_An_Empirical_Study_of_the_New_Curriculum_in_Spain)

