

Modelo URRATSBAT



URRATSBAT MODEL





A- INTRODUCTION

A.1.- WHAT IS URRATSBAT?

The Urratsbat Program (Empresarial proiektuak-Company projects) is being promoted by the Vocational Training Board of the Basque Government Department of Education Universities and Research. It forms part of the Euskadiadi Plan, coordinated by Tknika (Centre for Innovation and Continuous Training at the Vocational Training Board) and in the year 2007-2008, a total of 42 selected centres are taking part (all of which must practice the aims of the centre concerning entrepreneurship, both in the annual plan and their respective strategic plans), and be both public and state assisted in the Basque Autonomous Region.

The Programme aims to encourage the value of entrepreneurship, using a methodology that goes from learning how to learn to learning how to start a business, without forgetting learning how to be. It is aimed at developing an entrepreneurial spirit, either working for a company, or working on a self-employed basis, including working as a social worker..

OBJECTIVES OF URRATSBAT

- To make people aware of, and to promote a spirit of entrepreneurship
- To include in the educational programmes (centre's plan, annual plan, strategic plan, etc.) objectives, methodologies etc. that lead towards developing an entrepreneurial personality, *among whose characteristics will be:* creativity, optimism, tenacity, objectiveness, professionalism, dedication to the task in hand...)
- To provide support and tutoring for ideas proposed by students in Vocational Training
- To exchange and carry out research into entrepreneurial experiences with other communities and countries
- To transfer and disseminate entrepreneurial experiences and the programme to other communities and countries

Modelo URRATSBAT





COMMITMENT BY TKNIKA TO THE URRATSBAT PROGRAMME

CREATION OF AN INFRASTRUCTURE

A network of collaborating centres and active participants in the programme has been created, headed by a coordinating body managed by M. Axun Larrañañaga

TIME DEDICATED BY THE FACILITATOR

The group of teachers from the 42 centres in the urratsbat network) to carrying out the development of the programme. This time dedicated are the hours that the teachers spend on the programme, and depend on the number of projects that are being worked on in each centre. Therefore, the timetable of the group of facilitators takes into account a number of hours needed for implementing the programme inside and outside the educational centre.

LOGISTICAL SUPPORT

Before being able to create a company with the Urratsbat Programme, you must first belong to a network. This means that, when each company is created, it is presented to the network and the various educational communities that the centres belong to, so that a habit of using the services of these companies is formed, according to the various needs of the entities concerned. The urratsbat network is in favour of seeking the resources that setting up a company requires, but we believe that what would be more advantageous for these groups of young entrepreneurs is seeking customers, as a satisfied customer is their future.

A catalogue has been created of the companies that have been started, where these are classified according to the field of activity. This can be seen on the Euskadiadi web page, on the Internet, also as a printed catalogue.

FINANCIAL SUPPORT

Tknika will carry out the relevant procedures to enable the various projects at the centres to be able to count on the resources needed in the study phase of these projects. This school year, 2007-2008, has seen the start of 68 business plans, with each receiving an amount of 7250 € as support for training, visits, attending fairs and making prototypes.



A.2. WHO IS IT AIMED AT?

In the first place, the program is aimed at centres, either public or state assisted, giving classes in Vocational Training and fulfilling the requirements and conditions, as stated.

In the second place, it is mainly aimed at all students and former students of the centre, both those who have followed a government-regulated curriculum and those who come from Continuous Training, informal training etc., from working environments (jobs) and who have the knowledge and experience required to create their own business

A.3. WHAT DOES IT OFFER?

The centres are offered the facilities described on the Internet or platform: financial and informational support, training, platform for relating experiences, projects and activities

All entrepreneurs are offered **information, training and contacts, specific and continuous consultancy by experts** belonging to various organisations and public or private institutions, who will work with them, from before the business plan was even detected until the second year of its development and putting into practice.

A work space, the entrepreneur's office, with IT equipment, telephone, printers...i.e. properly equipped, where people can work on their project

Apart from the **personal and professional support given by the facilitator at the centre**, each of the business projects will have external consultancy from a firm specialising in the type of work, which will visit the centres.

Financial resources 7250 € for each project, for development and to cover costs arising from this stage of the project.



B. BACKGROUND FOR THE MODEL (THE BASIS)

Although the current infrastructure dates from 2005, when the Tknika Centre for Innovation and Continuous Training (Centro de Innovación y Formación Permanente Tknika) was established, a culture or tradition or work plan had already been in place, since 2000, in half a dozen Vocational Training centres which were working to help students develop their entrepreneurial skills on a self-employed basis, i.e. starting up their own company.

Learning to start up in business is closely bound up with acquiring the professional skills specifically contained in some modules of "Administration, management and marketing in a small business or workshop", and specifically appears in the DCB of the AGCPE module "As it is the main objective of this module to promote the alternative choice of self-employment through creating and setting up small businesses in the sector as a means of insertion into the labour market", also the Criteria of Evaluation. the student is able to organise and codify information, select strategies, and compare and evaluate these in order to tackle efficiently the various situations arising during the set-up and management of a small business, for which they must be able to analyse different types of business, also their constitution and operation, employment contracts and all fiscal and legal responsibilities and Social Security for companies and their operation (accounting, purchases, sales, publicity, marketing...). Also, in the Obj. is stated 7. "Drawing up a project for setting up a small business by simulating the start-up and analysing its feasibility". This is also mentioned in the FOL Module, where it states "Promoting procedures for insertion into the labour market to work in the profession either as an employee or on a self-employed basis", in Obj 3 and in the Criteria for Eva. 3.

This plan of action has been promoted partly by the Vocational Training curriculum in that it contains a module, general Training and Careers Advice as an objective and criterion; also in specific modules, such as Administration, Management and Marketing of a small business, which is given as a keystone in some professional fields. It is also taught in some special fields, such as Commerce in the Administration, Management and Marketing of a small business module; in Administration and Finance in the Business Project module, also in Travel Agency in the Organisation and Control in travel agencies module (128 All the above is linked



with a Basque cultural characteristic, which is that there are small businesses - they could almost be described as micro-businesses – more than SMEs, that have led us to the centres to maintain and strengthen the very close relationship with businesses in the sector.

Students at our VT centres can see that it is possible and feasible to start up their own business as an alternative in the future, following the record of industry in the Basque Country, and more recently from the results and example of other young people, also students at their centre, who have designed, worked on and made possible the start-up of their own business.

C. THE MODEL

C.1.- SPECIFIC OBJECTIVES OF THE URRATSBAT PROGRAMME

- **To maintain and consolidate** the network of collaboration between the facilitators at the centres by weekly, two-weekly, monthly meetings in each of the zones (provinces) and some general meetings for all; besides maintaining constant contact through electronic mail, telephone, etc.
- **To promote entrepreneur's day in the classrooms** through a pilot scheme in collaboration with organisations, entities, etc., although there are set dates, work on this is a continuous process.
- **To encourage students to take part in as many awards and competitions** as are organised, by advertising and disseminating all offers made by public and private bodies (Ikaslan, Dema, Business School at the University of Deusto, e.prende, etc.).
- **To actively take part**, together with the consultants and centres, in making students aware during class, by talks organised by the facilitator and given by him/her or public or private institutions and organisations
- **To be the transmission belt between collaborating entities and participating centres** in matters relating to benefits, subsidies, etc., bearing in mind that the law allows for the granting of benefits and subsidies when setting up a business. The facilitator must be aware of these and be in contact with the entities.



- **To find support and collaborators**, sign agreements with collaborating entities working in entrepreneurship and start-ups; therefore, constant contact must be maintained with these, and others who might be incorporated sought out.
- **Inform students and teachers** of the existence of this programme and make available all the infrastructure provided (centre facilitator, materials, magazines, teachers, especially those in Vocational Training and Careers Advice and the specific modules for the various professional fields, etc.).
- **To see students through** their business project as a self-employed person, providing them with the necessary infrastructure
- **To create businesses promoted by students in Vocational Training**, supported and tutored by the training centres, provided with full infrastructure, and which will go on to form part of the Urratsbat network of companies..

C.2.- COMMITMENT FROM THE CENTRES

The commitment to form part of the Urratsbat network is made by taking a vote among the teachers at each Vocational Training centre. There is an open meeting where the conditions for joining the scheme are explained. Tknika selects the centres which want to take part each year; for example, in this school year of 2007-2008, 5 centres are included in the network.

The centres are to provide the following requirements:

INFRASTRUCTURE

C.2.1.- DOCUMENTS

It must be included in the documentation of the centre. It must be contained in the educational Project of the centre (EPC), which is where the broad outline is established, bearing in mind laws on education, the context in which the students develop and the general social environment.

Other documents arise from the EPC, such as the Strategic Plan (in this document, each centre must describe what they understand and must develop in entrepreneurship, among other items) containing the work to be carried out during a period of four years, the period of the term of office of the management team at



each centre and the Centre's Plan containing the Curriculum Design and Programmes for each of the modules comprising the curriculum for one school or academic year, and described specifically in the Department of Vocational Training and Careers Advice

The contents of the documentation mean that the whole educational team will take this into account during their teaching tasks. It can be inferred that the centre considers entrepreneurial education to be a key subject

Among its other activities, the centre undertakes to set up at least one business per year; and, depending on the number of businesses set up each year, the facilitator will negotiate the number of hours he/she will spend on the task.

C.2.2. ROOMS

- **Facilitator's office all centres** will provide a facilitator's office, which will be a strategic point, which can be seen by all students at the centre, and serve as a reference point for entrepreneurship. Its presence will be recorded on the plan of the centre, as a place of importance. There will also be an area where activities can be shown: competitions, notifications, etc. that are being held
- **Incubator one**, or more, business incubators will be provided for projects in the incubation and study of the business plan stage. An agreement will be drawn up, to be signed by the facilitator at the training centre and the promoters, containing the conditions of free use of this office. An insurance covering accident at work will also be taken out for the promoters to cover any liability incurred in this respect. For a maximum of one year..
- **Business nursery**, This is for entrepreneurs who have created businesses at the centre. It can be used for between one and three years, depending on need. Its position must be clearly signposted, and it must have furniture, tables, chairs, waste bin, coat hooks and all office services – fax, Internet, telephone and computers. The centre will also pick up messages sent to students, if they are absent. The address of the centre will appear on the documentation as the address of the company headquarters
- **Workshops** if these have to be used to develop the product or service included in the business plan, entrepreneurs will be provided with these, also once the business has been formed. This must not interrupt school activity. Teachers can



be consulted for any queries on the specific modules, both for theory and practical.

- **Legal aspects:**

Agreement: The centre, together with the promoters, will sign a collaboration agreement where, on one hand, the centre undertakes to provide the entrepreneur with material and human support, and on the other, the entrepreneur undertakes to work on his/her project, to present the written documentation as required by the facilitator on the due date, and to use the materials and installations of the training centre correctly, in good faith and according to law.

Insurance. Insurance for accident at work will be taken out for the entrepreneurs for the time that their feasibility plan is being incubated..

C.2.3.- HUMAN RESOURCES

The facilitator must be a teacher not intending to move from the centre, but not necessarily a member of the management team, although he/she must have a certain standing.

- Choosing the facilitator. This is one of the main factors. This is the person who ensures the development and organisation of the programme. Each centre follows certain criteria, but the general profile is the same: social skills, good relationship with the centre, with initiative, knowledge of the working and social environment, of institutions and organisations that may collaborate with the programme, to stimulate and aid in performing activities. The facilitator will carry out all actions aimed at achieving the objectives set out in the Urratsbat programme.
- Formación **LOS DINAMIZADORES**



C.3.- TRAINING

C.3.1.- COURSES

> C.3.1.1. Developing the talent of entrepreneurs

This consists of two sessions. The first provides knowledge and skills to develop creativity in students, especially for new products. The second session consists of an exhibition of ideas on innovation and improvement applied to companies already in existence, but needing a make-over.

> C.3.1.2 L Emotional intelligence as a tool for entrepreneurs (12 hrs.)

> C.3.1.3 Course on motivation to become self-employed (4 hrs.)

> C.3.1.4 Feasibility plan (4 hrs.)

> C.3.1.5 Benefits and subsidies for work (3 hrs.)

> C.3.1.6 Creativity Course (15 hrs)

> C.3.1.7 Creativity and innovation (4 hrs.)

C.3.2.- SOCRATES PROGRAMME

>C.3.2.1. LEONARDO DE VINCI PROGRAMMES

>C.3.2.1.1. Mobility of Experts, consists of various activities developed by the facilitators at various times:

Visit to Finland

- Se A visit was made to TEAM ACADEMY COLLEGE, where they presented this programme, and the JYVÄKYLA VOCATIONAL TRAINING INSTITUTE-BUSINESS COLLEGE, where the local "YOPPI" programme was explained as a case of entrepreneurship and experience of creating a school company. At each of these, work groups were formed with teachers from the colleges and visitors to study good practice in the classroom, and methodology to raise interest in entrepreneurship, and Methodology and resources to carry out a business plan, tutoring and help for the student. There was also a visit to the Jyväskylä Vocational Training Institute-Technology College and Media Training Centre, where their programming was described and the television programmes made were shown. In addition, there was a demonstration of a method to follow



students' F.C.T. practices by mobile phone. And finally, there was a visit to "Crazy Town" incubator for businesses designed at Team Academy.

>C.3.2.1.2. MOBILITY OF EXPERTS (Directors) to Finland

El The team of directors and their leadership in the field of entrepreneurship has been described as essential. The Tknika organisation not only organises events, training and visits to interesting experiences concerning entrepreneurship for the network facilitators, but has also organised joint activities for the network directors. More specifically, in the year 2006-2007, ten network directors were able to visit and find out about working methods in the development of entrepreneurship in various institutions and entities in Finland.

>C.3.2.1.3 ACADEMIC PROGRAMME AIMED AT THOSE PROVIDING ACADEMIC AND CAREERS ADVICE (TRAINING AND CAREERS ADVICE TEACHERS, STAFF FROM PLACEMENT AGENCIES).

This presents and reinforces good practice in the field of Education, Vocational Training and Advice within and outside the education centres through an exchange of experiences carried out in European countries, mainly in the European Union, aimed at young people seeking their first job, and the unemployed, making use of their knowledge and work experience, both as employees and self-employed. In addition to finding out about various public and private organisations intervening in these activities.

> C.3.2.1.4. VISIT TO PISTOIA

In the school year 2005-2006, ten facilitators from the Urratsbat network were able to find out more about educational methods and governmental experiences in the development of entrepreneurship in the province of TUSCANY. .

> C3215

Participation in the "Stakeholders' Meeting ERASMUS for young entrepreneurs", 17-18 December 2007 in Brussels, where the guidelines were created for a pilot programme promoted by the European Commission, with the aim of carrying out a mobility programme for Young Entrepreneurs.



C.3.4.- VISITS TO FIND OUT ABOUT NATIONAL EXPERIENCES

>**C.3.4.1. Visit to Seville.** In the school year 2004-2005, twenty facilitators from the Urratsbat network attended the entrepreneurs' fair, organised in Seville, in addition to maintaining interesting and advantageous meetings with experts in the development of entrepreneurship, both in the departments of Industry and Education

>**C.3.4.2. Visit to Barcelona** to find out about the franchise fair and the experiences carried out from the City Hall under the name of Barcelona Activa, in collaboration with this entity sponsored by Barcelona City Hall. The results were very interesting and contacts will be continued through relationships with Tknika, to strengthen these.

>**C.3.4.3. Visit to the entrepreneurial city of Valnalon in Langreo.** , Work has been done on methodology for SCHOOL COMPANIES/MINI-COMPANIES with this organisation from Asturias. In fact, in this school year, there have been a total of 80 school companies created in the various educational centres (40 centres).

Companies that carry out all the work of a real company, such as purchasing, selling, paying, charging, etc. To effect the commercial operations, each of the companies in the EJE (young educational companies) network is put in contact with another EJE company, either in Spain or abroad.



C4.- ACTIONS

C.4.1.- TRAINING COURSES

given by public bodies (DEMA) and/or private bodies Integra Social – SAIOLAN y DEMA...

>C.4.1.1. AWARENESS WORKSHOP "ENTREPRENEURIAL PLATFORM" This uses suitable methodology, within the class timetable and is given to all students in the second year of all professions. The objective is set at 10% of the students attending will take part in the second, advanced course. On these occasions, work is done on "the mini-workshop of creativity" and various techniques of launching ideas and awareness.

Objectives:

- To provide information on the current state of the labour market and to consider self-employment and the creation of companies as a valid alternative for work.
- To reflect on the current work situation of the participants.
- To capture the entrepreneurial attitudes and aptitudes for development, which generate ideas for companies.
- To provide tools and skills to stimulate finding employment.
- To develop the concept of entrepreneurship.

Programme:

1. Current situation of the labour market
 - 1.1. Training
 - 1.2. Organisation
 - Industrial society
 - 1.3. Types of work
 - 1.4. Professional profiles
2. Basic process of self-employment – setting up companies
 - 2.1. Self-employment versus working for a company
 - 2.2. Guide for reflection on self-employment versus working for a company



3. The profile of an entrepreneur
 - 3.1. Diagram of the ten points
 - 3.2. Development of entrepreneurial skills
4. Sources for business ideas
 - 4.1. Emprending _ creativity techniques
5. Help in setting up a business
 - 5.1. Private and public

> C.4.1.2. "SO CAN YOU" IMAGINE YOUR BUSINESS WORKSHOP (16 hrs.).

Out of class time, students will attend voluntarily and take an active part in imagining, creating and innovating their business project. As a result of this practice, they can have recourse to business plans, individually or collectively, to help in entering any competitions being held, and also in the process of the centre's considering the Urratsbat company.

The training centre will take up this consideration if the company project offers a service or product in line with the specialities taught by the centre, also the personality of the entrepreneur and the business idea are acceptable.

The programme taught is structured into the following sections:

1. Promoters
 - 1.1. Identification
 - 1.1.1. Training
 - 1.1.2. Work History
 - 1.1.3. Motivation
 - 1.2. Business idea
 - 1.2.1. Origin
 - 1.2.2. Description
 - 1.2.3. Development
 - 1.2.4. Opportunities
 - 1.2.5. Personal Balance
2. Company activity
 - 2.1. Description of product or service
 - 2.2. Specification of the purpose
 - 2.2.1. Benefit



- 2.2.2. Personal and social
- 2.3. Detailed description of the activity
- 2.4. Competitive advantage
- 2.5. Possible site
- 2.6. Plan of operations
 - 2.6.1. Description of development
- 3. Market study
 - 3.1. Demand
 - 3.1.1. Customer profile
 - 3.1.2. Trends
 - 3.1.3. Reasons for purchase
 - 3.2. Competition
 - 3.2.1. Identification
 - 3.2.2. Field of activity
 - 3.2.3. Differential advantages
- 4. Marketing Plan
 - 4.1. External Analysis
 - 4.1.1. Analysis of information
 - 4.1.2. Opportunities
 - 4.1.3. Problems / Threats
 - 4.2. Internal Analysis
 - 4.2.1. Information needs
 - 4.2.2. Strengths
 - 4.2.3. Weaknesses
 - 4.3. Marketing decisions
 - 4.3.1. Objectives
 - 4.3.2. Strategies
 - 4.3.3. Tactics
- 5. Human and Material Resources
 - 5.1. Material Resources Needed
 - 5.1.1. Identifying Needs
 - 5.1.2. Locating Suppliers
 - 5.1.3. Analysis of Offers



- 5.1.4. Choosing Suppliers
- 5.2. Human Resources Needed
 - 5.2.1. Job Descriptions
 - 5.2.2. Analysis of jobs
 - 5.2.3. Organigram
 - 5.2.4. Functional Relationships
- 6. Financial Analysis
 - 6.1. Investments
 - 6.1.1. Identifying Needs
 - 6.1.2. Quantifying
 - 6.1.3. Development
 - 6.2. Operational Objectives
 - 6.2.1. Plan for Liquid Assets
 - 6.2.2. Balance point
 - 6.2.3. Working balance
 - 6.3. Financing
 - 6.3.1. Needs
 - 6.3.2. Sources
 - 6.3.3. Short term and long term
- 7. Legal Forms
 - 7.1. Legal Forms
 - 7.1.1. Analysis of legal models
 - 7.1.2. Criteria for choosing a form
 - 7.1.3. Taxes
 - 7.1.4. Processing
 - 7.2. Subsidies
 - 7.2.1. Help in Setting up
 - 7.2.2. Requirements
 - 7.2.3. Fulfilment
 - 7.2.4. Advantages and drawbacks
- 8. Project Balance
 - 8.1. Assessment
 - 8.1.1. Project analysis



- 8.1.2. Balance
- 8.1.3. Control
- 8.1.4. Task
- 8.1.5. Tactic
- 8.1.6. Result
- 8.2. Next steps
 - 8.2.1. Management plan
 - 8.2.2. Financing Plan
 - 8.2.3. Feedback
 - 8.2.4. Start-up / Launch
 - 8.2.5. Implementation
 - 8.2.6. Accompaniment

>C.4.1.3.- OFFICIAL COURSE ON OBTAINING SUBSIDIES

This course falls within continuous training for workers, and lasts for 24 hours. Once implemented, it remains in force for two years.

Other business projects arise as a result of the information held by the centre, both its own and that belonging to other entities working in the field of entrepreneurship.

>C.4.1.4.- TUTORING AND FOLLOW-UP

The external facilitator and centre facilitator carry out authorisation and follow-up of the business projects together. The urratsbat network has the services of an external adviser in each province. More specifically, the advisers working on the network are INTEGRA, SAIOLAN and AJEBASK.

Tutoring and follow-up of the project is highly personalised, so that meetings between promoters and facilitators is very fluid.

Every two weeks, there is a three-way meeting at the centre between promoters, facilitators and external adviser, to set tasks to be carried out and follow up the development of the project very closely.



C.4.2.- TAKING PART IN THE COMPETITION FOR BUSINESS IDEAS (DEMA, IKASLAN, LAN EKINTZA, CAJA LABORAL...

- COMPETITION FOR BUSINESS IDEAS (EMPRESARI) DEMA
- Participation in competitions for business ideas in the Empresari programme, which consists of presenting a business idea and defending it. After an idea has been chosen, the business project is developed under two-weekly tutoring by an adviser from Dema and the facilitator, and once finished, it is defended again.
- IKASLAN participates in the business project competition organised by the association of Heads of Public Vocational training Centres Ikaslan.
- Participation in the learning to set up a business programme sponsored by lan ekintza (Bilbao city council) is aimed at students in the 2nd year of ESO (compulsory secondary education), and at bachillerato (A-level) and FP diploma students. They take part with projects made by the 2nd year students. Each year, about thirty centres in the area take part.
- COMPETITIONS FROM THE ERMUA TOWN COUNCIL
- Participating centres can take part in the business ideas competition promoted by the Ermua town council. Several centres in the network take part, and in the 2006-2007 school year, several important prizes were won.
- "ALAVA ENTREPRENEURS" COMPETITION.

Centres in Alava can and do take an active part in the annual competition organised by the Vitoria City Council and Regional government within this programme.

C.4.4.- VISITS TO THE LAN EKINTZA (BILBAO CITY COUNCIL) BUSINESS INCUBATORS AND NURSERIES.

Students could see what a nursery is like in situ, and the help policies for setting up businesses that have premises.

VISIT TO THE EXHIBITION OF BUSINESS IDEAS at the Dema premises to see selected projects from the previous year.



C.4.5. ENTREPRENEUR'S DAY HOLDING THE ENTREPRENEUR'S DAY

the aim is to follow the guidelines set out in the Euskadiadi Plan for entrepreneurship, also in the classroom, by holding an entrepreneur's day in all centres. To this end, Tknika provides motivations, support (special videos for the day and different from year to year, gifts, magazines, publicity, interactive games...) and coordination. Students play and take part by contributing business ideas, with prizes for the best from each centre. In addition, the day will organise an event for young people to get together with young entrepreneurs, who will demonstrate their entrepreneurial spirit and the path they have followed, encouraging VT students to follow in their footsteps. The head of the centre, facilitators and representatives from companies that have started up will take part.

Notification of this must be placed in the centre. Information will be given on the boards for other levels (ESO and Bachillerato (GCSE levels)).

C.4.6. - TUTORING AND FOLLOW-UP FOR THE BUSINESSES STARTED, ALSO THOSE IN THE PROCESS OF STARTING UP AT EACH CENTRE IN THE URRATSBAT PROGRAMME

As mentioned previously, the task of following up and tutoring has to be carried out in the centre by the teachers, who have hours set aside for this function. Integra Social takes part in the activities of promoters (students and ex-students of the centre), also Lan Ekintza, this year. It is carried out in the normal working day using the installations at the centre and the entrepreneur's office.

C.4.7 EJE

Experience of creating school cooperatives and CAMPAIGN TO INFORM ABOUT COOPERATIVES. Talk on disseminating information on self-employment through the cooperative business model, given by the Euskadi Federation of Cooperatives of Associated Work (Federación de Cooperativas de Trabajo Asociado de Euskadi). (2 hrs.)



C.5.- DISSEMINATING THE MODEL:

The presence of members from our organisation is being increasingly requested at events relating to entrepreneurship, in order to explain the methods used. To give an example, we will list some of the activities carried out to disseminate the model.

- University of Florida (Valencia). Participation in an event on "methodology in entrepreneurship in the educational system".
- Summer courses at the UPV. "being an entrepreneur in the educational system".
- Leonardo European conference on entrepreneurship in the educational system. Information on the Urratsbat programme
- International Entrepreneurship Conference organised by Youth Initiative of Extremadura (Iniciativa Joven de Extremadura).
- 3.- At the Vocational Training Fair, there is a special stand for entrepreneurship in vocational training, providing information on various entrepreneurial programmes, and more specifically, the Urratsbat programme.
- At the International Vocational Training conference there is a central stand with information on the programme. This school year, among other activities, information was sent out through the medium of IT, connected to the Internet, on urratsbat companies, which also has a site on "Second Life".
- **A SUMMER COURSE** has been organised at the University of the Basque Country (Universidad del País Vasco) directed by Tknika. Given the importance of developing entrepreneurial skills in education, its importance has been included in the Law on organisation of Education, where it appears among the skills to be developed in secondary education, in bachillerato (A-levels) and Vocational Training. In particular, in vocational training, the curriculum is being worked on to provide a new model that will be core to all branches of VT, called the business initiative. An agreement has been reached with the University of the Basque Country to give a course titled: Entrepreneurial education – an unresolved matter. This will be given on 17 and 18 July in Donostia-San Sebastián. . Those taking part will be facilitators from the network, to provide information on the network; there will also be talks on other experience both at home and abroad.



this is the first event of its kind, but it will continue, due to the importance placed on developing these skills.

- 6.- Urratsbat magazine

This is one of the methods of communicating the programme to others: it contains experiences that are going to be carried out, or are being carried out; there are proposals for work; interviews with educators. There are very few magazines of this type.

- 7.- Revista Tknika

Tknika is the entity that coordinates the programme, creates and edits two magazines per year. Entrepreneurship as such always has an information area, due to the many activities carried out by the organisation.

- 9.- Collaborating with entities

Public

- On a regional level (Ikaslan, with grants given to the first companies set up in the year
 - Board or Department of Industry and Work with subsidies to encourage self-employment, with subsidies for motivational and awareness talks and external advice
 - Department of Education with funds for promoters while working on their feasibility studies, plus hour credits for the facilitators.
 - Regional governments with subsidies for travel, fairs, etc.
 - Town Councils
 - Local and regional development agencies

private

- Banks with grants to students who are working on a feasibility study, and to centres for tutoring projects, also subsidies for events. There are specific programmes to support young entrepreneurs Gaztelanbidean, Gazteempresa. The organisation negotiates the amounts of these grants with the banks. By way of example, they consist of 300 for 3 months for each promoter who is developing a project at our centres.
 - Advisory companies **INTEGRA, SAIOLAN, AJEBASK**



C.6.- GOOD PRACTICE

- Make people aware of the programme during all final years.
- 300 Letters sent to former students giving information on the programme
- Information on the urratsbat programme in brochures given out when registering at the centre
- Information from the directors of the centre at the start of the year on the tutoring and business advice service for urratsbat projects, among others.
- Mail sent to all teachers at the centre making them aware of the programme so that the information can be passed on
- Creating an internal competition of business ideas for entrepreneur's day
- Maintaining contact with the promoters during F.C.T. (Training in the Work Centre) to prevent them from abandoning their business idea.
- This means that the promoters must carry out F.C.T. (Training in the Work Centre) at other Urratsbat centres.
- Make the local media aware of Urratsbat companies



C.7.- RESULTS

Centre	Companies created	Companies operating
MENDIZABALA	15	13
ELORRIETA ERREKAMARI	11	10
BIDASOA	9	7
MIGUEL ALTUNA	7	7
TOLOSALDEA	6	2
USURBIL	5	2
ATEGORRI TARTANGA	11	11
SAN JORGE	9	8
ARMERIA	5	4
DON BOSCO	2	2
NIKOLAS LARBURU	1	1
ELGOIBAR	1	1
REPELEGA	3	3
UGLE	1	1
LEA ARTIBAI	1	1
EMILIO CAMPUZANO	4	4
UNI EIBAR-ERMUA	3	3
URRITXE ZORNOTZA	1	1
SOMORROSTRO	1	1
SAN VIATOR	3	3
ZUBIRI MANTEO	1	1
TKNIKA	1	1
BIDEBIETA	1	0
MUTRIKU	2	2
TXURDINAGA	1	1
MARISTAS DURANGO	2	2
CIUDAD JARDIN	2	2
GALDAKAO	2	2
IMH	1	1
EASO	1	1
DIOCESANAS	1	1
TOTAL	115	100

Modelo URRATSBAT



COMPANIES CREATED IN THE YEAR 07 – 08

centre	Companies created
ATEGORRI TARTANGA	2
ELORRIETA	2
EMILIO CAMPUZANO	3
S. JORGE	1
UNI EIBAR	1
IMH	
TXURDINAGA	2
MARISTAK	2
S. VIATOR	2
GALDAKAO ANDRA	1
MARI	
EASO	1
MIGUEL ALTUNA	1
ARMERIA	1
DON BOSCO	1
DIOCESANAS	3
MENDIZABALA	2
CIUDAD JARDIN	2
TOTAL COMPANIES CREATED 07-08	28 COMPANIES CREATED



APPENDICES

Collaboration agreement

COLLABORATION AGREEMENT FOR URRATSBAT PROJECT

Of the one part,....., ID N°.....in the capacity of FACILITATOR at the educational centre....., address..... and tax ID N°.....

Of the other part,, of age, ID n°..... in the capacity of ENTREPRENEUR, address....., [or, if a minor, legal representative]

Agree to sign this Collaboration Agreement for the URRATSBAT project to create companies, and to subject themselves to the following regulatory clauses for the relationship between entrepreneur and educational centre. The project for creating companies will consist of two stages: a stage where the project is created and pre-incubated, and a stage where it is constituted and developed in the business incubator, should it proceed. Each of the stages is governed by specific clauses, each of which must be signed as accepted on the date of the start of each stage shown 1: creation of the project and pre-incubation, and stage 2: constituting the company and incubation.

STAGE 1: CREATING THE PROJECT AND PRE-INCUBATION

Objective.- the objective of this agreement at the creation and pre-incubation stage of the project, is to provide services for the entrepreneur, making available human and material resources at the training centre..... for the training, consultancy and follow-up needed by the entrepreneur in order to be able to develop the business plan and bring the creation of a company to a successful close.

Duration.- The creation and pre-incubation stage will start on until.....

Undertakings.- The training centre and the facilitator at the centre undertake to provide the entrepreneur with a work plan for the development of the business plan.

The training centre undertakes to make available to the entrepreneur the following material and human resources for the development of the project:

- use of the entrepreneur's office
- advice and support from the facilitator at each centre
- if required, use of equipment at the centre, under the conditions and timetable planned by the facilitator at the centre

The project leaders will carry out an initial test on the product before the final stage of pre-incubation, through legal entities created for the purpose and linked to the project leaders.



For his/her part, the entrepreneur undertakes to work on the project according to the guidelines for the task and the programme set by the training centre and each facilitator.

The entrepreneur undertakes to use the materials and installations at the training centre where the business plan is being developed correctly, in good faith and according to the law.

The entrepreneur undertakes to present written follow-up documentation on the dates set by the facilitator, and make these available to the facilitator on the set dates. This documentation will be retained by the training centre for the internal management of the business incubator.

Liabilities.- protection of personal data: in compliance with Organic Law 15/1999, 13 December on the Protection of Personal Data, the centre wishes the entrepreneur to be aware that their personal data will go to form part of an automated file which can be accessed to exercise their rights of access, rectification and/or annulment, and that the said file will comply with technical and legal security measures, and that the personal data will not be ceded to third parties or companies not involved in fulfilling the purposes of the training centre.

Accident insurance.- each training centre will arrange accident insurance for the entrepreneur.

Causes through which this agreement can be terminated.- The following causes will result in the termination of the collaboration agreement:

- the period of the agreement has reached the end;
- the entrepreneur abandons the pre-incubation project before the date set for completion, without affecting the obligation of presenting written files, as undertaken in the relevant section;
- one or more of the undertakings subscribed to by either of the parties signing this agreement is not fulfilled; the other party can resolve this by previous communication in writing within fifteen days of the non-compliance with this agreement.

In witness whereof, both parties sign this collaboration agreement February 2008

Entrepreneur
Signed: Azkune Ugalde Berganza

Director
Signed: Ismael Rodríguez Ferreras

Signed: Ana M^a Berganza Cendegui
Letter to former students



LETTER TO FORMER STUDENTS

Dear Student / Ex-student,

As you are well aware and have experience of, your centre, I.E.S. BIDEBIETA, apart from providing modern, high-quality education, also strives to help and provide a promising future for students attending classes here.

We handle a great many projects, but this letter is to inform of a programme which may be of great interest you, personally: the URRATSBAT programme.

I.E.S.BIDEBIETA has been running this programme for years, helping its students to start up businesses.

What is the Urratsbat programme?

It is a programme promoted by the Heads of VT aimed at helping VT students to create their own company.

What are we offering you?

1. A facilitator at the centre: I, ELENA BROTONS, will dedicate part of my teaching hours to helping you to create your own company.
2. The I.E.S. BIDEBIETA centre undertakes to allow you the use of the entrepreneur's office, properly equipped with computer, telephone, etc. for you to be able to carry out the work involved in creating any company.
3. The I.E.S. BIDEBIETA centre undertakes to allow you the use of the machinery in the workshop, if your project so requires, provided that this does not interrupt normal teaching.
4. You can count on help from an external adviser, who, together with the facilitator at the Urratsbat centre, will help you with your business plan for the company you have in mind.
5. Centres taking part in the programme are organised as a network and coordinated by TKNIKA (Technological Innovation Centre). This entity will seek ways for help and subsidies to make your company become a reality.

Who is the programme for?

- It is for students in the second year of VT diploma and higher diploma.
- For ex-students of the centre
- For current students and those who have attended classes and workshops for occupational training

If you wish for further information, please do not hesitate to call and ask for me, ELENA BROTONS, Urratsbat facilitator, and we will be delighted to tell you more.

Thank you and remember that we are always available to you.

Urratsbaten Sustatzailea/ Urratsbat Facilitator



[OPEN PDF_CATALOGUE OF COMPANIES IN URRATS BAT.](#)