

**Title:**

Training for Entrepreneurship: Professional Technical Education at the service of innovation and creativity.

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**SUMMARY**

Training processes are challenged by constant change, we used to consider students as passive beings and recipients of knowledge, but today they have become protagonists, implanting a model centered on the student, recognizing them as active subjects, facilitating with them the development of all their potential.

One way that has proven to be useful to carry out this process is related to the capacity to undertake (or entrepreneurship) applied to the management of one's life. In this sense, the SNA Educa Entrepreneurship Project that began in 2009 seeks for students to understand, internalize and develop the capacity to undertake and self-strengthen (resilience), understanding and internalizing its benefits: in the first instance, that they appropriate the personal characteristics of an entrepreneur, who is considered capable of adequately handling the complex elements present in their life, in addition to being able to consider and integrate social values through the use of their social skills in the service of themselves and the community in which they participate, as well as the ability to create and innovate to obtain an economic benefit through the creation of a product and / or service applying their knowledge and technical skills.

The implementation of the above includes a 4-year curricular line, which is complemented with annual corporate activities to put into practice and strengthen the capacities of students in the field of entrepreneurship (National Entrepreneurship Competition "Create and Undertake", Entrepreneurship Day, Entrepreneurship Fair).

## **INTRODUCTION**

There is consensus among the different actors that the development and economic growth of the country depends to a great extent on the capacity of its people to undertake and innovate and on the conditions that facilitate entrepreneurs to carry out their projects; Thus, according to the latest Chilean National Report of the Global Entrepreneurship Monitor (GEM, 2019), “the main recommendations to strengthen the entrepreneurial ecosystem are related to access to financing, education and training, reiterating the importance of implementing financial education, develop creativity in the school stage, transversally strengthen entrepreneurship education, improve technical education and massively open entrepreneurship courses”.

Encouraging the entrepreneurial and innovative spirit among the youngest is today an important challenge for those responsible for their training, since the development of these skills will have direct repercussions on their life and future professional development. Likewise, today skills such as creativity, communication, critical thinking and collaboration, which turn out to be fundamental for development in the 21st century (National Education Association, 2012), for which it is important to transfer these concepts in a simple and practical way since the first years of schooling, as they progress through the different levels of training, stimulate these skills in children and young people.

SNA Educa, the Educational Corporation of the National Society of Agriculture, which manages 20 educational establishments from rural sectors of high vulnerability in Chile, established as essential, ten years ago, to bring about an alignment with the requirements of the society which it serves. Thus, one of its strategic programs took on the challenge of integrating into its educational work: "the formation of the entrepreneurial spirit", a program that, along with providing tools to generate productive and social initiatives, aims to empower its students as people of integrity and capable of developing to the maximum the skills that each one possesses, becoming citizens, who contribute to the family and society.

## **DEVELOPMENT**

The SNA Educa entrepreneurship and innovation model aims to promote personal, social and commercial entrepreneurship in students, understanding personal or life entrepreneurship as the ability of young people to develop dreams and generate the respective activities, managing their own life projects. This led to a profound curricular change that implied, among other things, making explicit the training of entrepreneurship from the first to the fourth year of High School.

The implementing curricular change approach emphasizes the entrepreneurial capacities for life, that is, that the student understands, internalizes and develops the capacity to undertake and self-strengthen (resilience), understanding the benefits of putting optimism, intelligence and commitment before the various challenges that arise, appropriating the personal characteristics of an entrepreneur and properly managing the complex elements of their life.

In this way, during the first two years of secondary education, the Entrepreneurship Program focuses on the usual practice of innovation and creativity, so that students always keep an open eye to discover opportunities, different ways and better ways of doing things. Thus, it is expected that students will be able to apply computer and programming tools in the design of entrepreneurship projects, making use of active methodologies, collaborative and interdisciplinary work, all with the purpose of generating meaningful and contextualized learning experiences.

In the third year, the program focuses on social entrepreneurship, through the putting into play of social skills at the service of themselves and the community in which they participate. Finally, in the fourth medium, training is focused on generating capacities for innovation and entrepreneurship applied to the productive sector of their specialty, allowing the student to acquire, through the development of a specific idea, the skills required to generate business upon graduation from the Educational Establishment.

It is important to point out that the traditional approach and methodologies are not effective in generating entrepreneurial behaviors, therefore the development of the curriculum design (class-to-class plan), the empowerment of teachers, the development of specific teaching material, as well as the conducting the annual Entrepreneurship Contest "Create and Undertake" where the best commercial and social proposals are awarded with financing that allows their prototyping.

SNA Educa's "Create and undertake" entrepreneurship competition, which complements the entrepreneurship program promoted by the Corporation, consists of students developing commercial and social projects, with the collaboration of a tutor. Approximately 20% of the total projects presented are shortlisted and subsequently an external jury selects the three winning projects for each category (Social and Commercial) based on the evaluation criteria. This instance has been carried out since 2010 on the Network, adding about 600 projects presented up to 2019, of which 60 have been winners, thus being able to be implemented in the various educational communities.

Additionally, and since 2015, the SNA Educa Network celebrates "Entrepreneurship Day" during the month of May. This activity is made up of an Entrepreneurship Seminar with recognized opinion leaders on this subject and an Entrepreneurship Fair, where the outstanding Projects (Social and Commercial) are exposed and that have been formulated by students of the SNA Educa Network and / or students from other invited secondary level educational institutions. This event's main objectives are to strengthen networking, creating a space for exchange that contributes to the formation of entrepreneurial and innovation skills in students, also enhancing their communication skills. In this way, each participating stand is evaluated by an external jury, based on criteria such as: Creativity and innovation; Scientific knowledge of the problem and the proposed solution; Depth and breadth of the investigation; Clarity of oral presentation; Applicability; Presentation of the stand, (assembly / decoration, maintenance etc.); Sustainability; Perdurability. Finally, the best evaluated projects in this instance can access national and international internships aimed at enhancing their entrepreneurial skills and / or knowledge related to the themes of their projects.

## **CONCLUSIONS**

The implementation of the SNA Educa entrepreneurship program has strengthened the development of the generic competencies of our graduates, which is ratified, with the increase in the number of students who continue higher education and see entrepreneurship as a possibility for future activity, while recognizing that also those who enter the workplace are recognized for their comprehensive training.

In addition, in the development of entrepreneurship projects, we have managed to advance in the quality and quantity of the projects developed by the students of the SNA Educa Network establishments, which is supported by the recognitions obtained in competitions and national and international fairs, which have defined "Entrepreneurship" as a corporate seal.

In this way, today we have almost 600 projects designed in 10 years, 60 of which have been highlighted by the SNA Educa Network, thus being able to be developed and / or implemented by their managers in the various educational communities.

Likewise, SNA Educa has also achieved recognition at the regional, national and international levels, participating in various external activities in order to strengthen the entrepreneurship training program.

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