



COUNTRY ANALYSIS of KEY COMPETENCIES
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1 Introduction

In order to facilitate the understanding of the information and figures presented in this report, we consider that it is necessary that you count on a

According to the National Institute of Statistic in Spain, the population aged 16-30 in 2014 was 7.457.279 people, accounting for 19,1% of the total population

In this age rank, the Active population was as follows:

	Total		Women		Men	
	total number (thousands)	%	total number (thousands)	%	total number (thousands)	%
	2014T4	2014T4	2014T4	2014T4	2014T4	2014T4
16 - 19 years old	250,0	1,1%	135,8	1,1%	114,1	1,1%
20 - 24 years old	1.320,8	5,7%	692,9	5,6%	627,9	5,9%
25 - 30 years old	2.290,8	9,9%	1.180,9	9,5%	1.109,9	10,4%
Total (until 30 years old)	3.861,6	16,8%	2.009,60	16,2%	1.851,90	17,4%

Source: National Institute of Statistic in Spain

We can see that the active population of this age group is only 51,7% of the total population.

The figures of unemployed population in this age group are as follows:

	Total		Women		Men	
	total number (thousands)	%	total number (thousands)	%	total number (thousands)	%
	2014T4	2014T4	2014T4	2014T4	2014T4	2014T4
16 - 19 years old	168,2	3,1%	85,9	3,0%	82,2	3,1%
20 - 24 years old	645,5	11,8%	341,4	12,1%	304,2	11,5%
25 - 30 years old	681,9	12,5%	357,2	12,7%	324,6	12,3%
Total (until 30 years old)	1.495,60	27,4%	784,50	27,8%	711,00	27,0%

This figures means that the 38,7% of the active population in this age group were unemployed in 2014, being the figures slightly higher for women than for men.

If we consider the unemployment rate, the figures are as follows

	Total	Men	Women
	2014T4	2014T4	2014T4
Total	23,70	22,80	24,74
16 - 19 years old	67,28	63,28	72,04
20 - 24 years old	48,88	49,27	48,44
25 - 30 years old	29,77	30,25	29,25

Despite the unemployment rate has slightly decreased in the last years, these figures continues being extremely worrying for the development and future of the country.

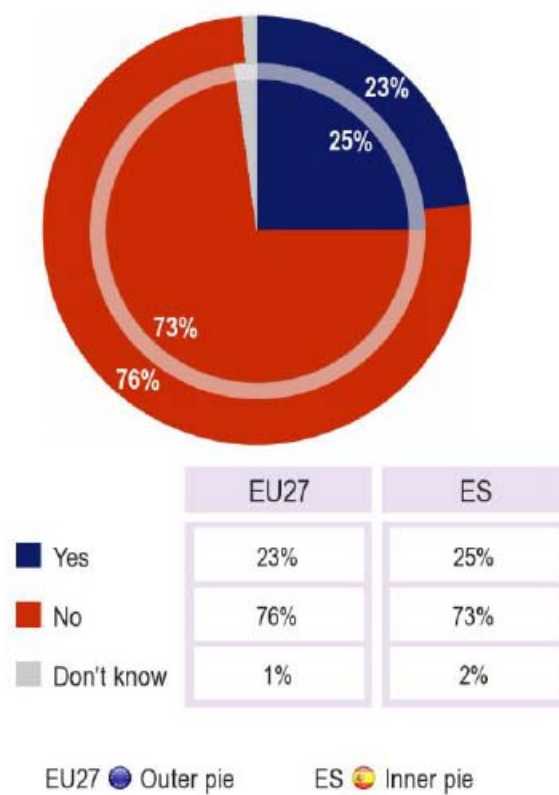
In front of this scenario, entrepreneurship is considered as one of the key options to fight against unemployment. Since there are no job vacancies to employ all the people demanding a job, an option is that they become self-employed and generate their own job.

There is a promotion of entrepreneurship by public authorities as well as public and private institutions and a lot of programmes are running with this purpose.

However, there are still several structural barriers to entrepreneurship. One of the main one is the bureaucracy and difficulty of setting up a new business. Other ones are more related to cultural aspects and to the general lack of a consolidated entrepreneurial culture in the last decades.

The Educational System in Spain has not been open to entrepreneurship and according to the Eurobarometer, the 73% of Spanish people have never participated in any activity related to entrepreneurship at school or university. This graph illustrates well this educational problem.

Q10. At school or university, have you ever taken part in any course or activity about entrepreneurship – that is turning ideas into action, developing your own projects?



Source: Flash Eurobarometer 354

In the following pages we go in depth into the different causes of the problem through the analysis of the key skills for entrepreneurship

2 Analysis of 10 Key Competences

2.1 Leadership

2.1.1 How much is leadership competence valued in society?

Leadership is an issue that is once again stimulating debate throughout society. Its increasing importance was forecast during the last few decades of accelerated change – in which existing social structures were broken down and replaced by others, while globalisation, immigration, climate change, terrorism and AIDS all created new challenges. Recently, however, these changes have accelerated still further. The current financial and economic crisis, in combination with these social and environmental problems, is having a great affect on this increasingly interdependent world that we live in. In this context characterised by growing difficulties and increased uncertainty, and also by the need to tackle the great, exciting challenges we are faced with, there is a constant search for referents that can provide us with vision and inspiration. Leadership is seen as one of the key elements for the generation of the positive changes we aspire to. The study of leadership is also attracting an increasing amount of attention in the world of academia. A large number of authors have studied leadership definitions, characteristics and styles etc. And they have done this, both in terms of the generic concept and for the peculiarities of political, business, trade union, intellectual and military leadership, etc.

2.1.2 Is the leadership competence strongly embedded in society and culture?

Leadership is not a common phenomenon or expectation, given the Spanish values and beliefs. Standout individual acts may be common but not leadership behaviour because it has a hierarchic dimension: The person at the top (or “above me”) has to be able to lead when the situation (something threatening in the environment, for the most part) calls for that behaviour.

2.1.3 Is leadership competence taught in VET education?

In order to increase VET attractiveness among society, especially students and enterprises, Spanish Authorities in the last four years fully revised all VET Diplomas and Professional Certificates for curricula adaptation to labour market needs. The needed competences are formed by codified units of competence (UC) which set up the expected behaviour of one person in terms of outcomes or results of the activities performed. Every unit of competence is linked to a learning module and learning outcomes necessary to acquire that competence and skills. This structure facilitates the assessment and accreditation acquired both through work experience and non-formal or informal learning. Even if VET education includes entrepreneurial initiative as a compulsory subject, institutions don't provide adequate training for leadership competence.

2.1.4 Is there a difference regarding leadership competence when assessed in terms of gender?

No significant differences have been observed in any of the studies analyzed, although women obtained slightly higher scores in some leadership characteristics. Interestingly, the overall tendency towards directive leadership style sometimes differs showing that women are better leaders and get better results than men as a consequence of the nature of the degree they possess .

2.1.5 Is the development of leadership competence supported via other non-formal educational offerings

Yes it is, this aim is sought through a variety of methods, programmes and activities linked to non-formal education. In fact, and although other types of skills – such as technical skills - can also be developed through non-formal education, non formal education is seen to contribute to the development of ‘soft skills’, including, leadership.

2.1.6 To what extent is the acquisition of leadership competence facilitated by unemployment / other services?

Some of the main regional organisations committed to the promotion of economic development, among which regional development agencies, trade promotion agencies, entrepreneurship agencies, among others have been given by the regional governments an important function of coordination and governance of the entrepreneurship and innovation system. One of the competences they focus is leadership.

2.1.7 Is leadership competence supported by adequate enterprise infrastructure?

A significant part of the current support for start-ups in Spain relates to business incubation. Many business incubators have been established by the different autonomous communities; universities and municipalities also implement their own business incubator programs over and above those supported by the region. They provide funding, support and information for business creation through a stage development model At the core of the regional innovation policy are the science and technology parks, alongside the technology centres which have a more sectoral focus. The focus upon particular sectors and clusters is appropriate and chimes with wider recent experience of the best models for encouraging SME innovation. Additionally, the parks provide excellent facilities and infrastructure for high tech SMEs

with a sophisticated approach to support services that address the different needs of firms at different stages of maturity.

2.1.8 To what extent is leadership competence evident amongst young entrepreneurs in the country?

2.1.9 What is the preferred format of the development of leadership competence amongst young entrepreneurs?

2.2 Willingness to explore

2.2.1 How much is the willingness to explore valued in society?

Spanish society's optimistic, unproblematic profile is accompanied by a low level of willingness to explore among the population. It is significantly lower than the level in the majority of advanced European societies. In other words, Spain's open attitude to explore is, in fact, passive. It is not linked to personal efforts to take an interest in research or to become informed about it. It is not seen as an essential aspect of society's culture.

2.2.2 Is the willingness to explore strongly embedded in society and culture?

Most members of Spanish society perceive that willingness to explore as an essential element of society's or of each individual's culture.

2.2.3 Is the willingness to explore taught in primary/secondary level education?

National Strategy for Science and Technology (2007-2015) underlines the need for the education system to promote interest in science and technology and particularly to develop students' problem-solving and critical thinking skills. In primary and secondary education, all teaching-staff initiatives directed at increasing willingness to explore should receive special attention and support from the universities, the CSIC, and scientific organisations. This would help to draw the attention of the corresponding education authorities to the importance of basic scientific education. There are currently serious shortcomings in this area. Such support would also highlight the lack of encouragement, incentives, and resources of the teaching staff.

2.2.4 Is the willingness to explore taught in VET education?

In order to increase VET attractiveness among society, especially students and enterprises, Spanish Authorities in the last four years fully revised all VET Diplomas and Professional Certificates for curricula adaptation to labour market needs. The needed competences are formed by codified units of competence (UC) which set up the expected behaviour of one person in terms of outcomes or results of the activities performed. Every unit of competence is linked to a learning module and learning outcomes necessary to acquire that competence and skills. This structure facilitates the assessment and accreditation acquired both through work experience and non-formal or informal learning. Even if VET education includes entrepreneurial initiative as a compulsory subject, institutions don't provide adequate training for willingness to explore competence.

2.2.5 Is there a difference regarding the willingness to explore when assessed in terms of gender?

No, there is not a difference regarding the willingness to explore when assessed in terms of gender when examined a priori. But, the gender differences seen today are partly due to clearly discriminatory trends that belong to a Spain from earlier times.

2.2.6 Is the development of the willingness to explore supported via other non-formal educational offerings?

The most important self-employment and entrepreneurship training activities are located within non-formal system. Non-formal learning and work experience are the main means of acquisition of professional qualifications for a large proportion of the workforce. This involves developing of the willingness to explore.

2.2.7 To what extent is the acquisition of the willingness to explore facilitated by unemployment / other services?

The acquisition of the willingness to explore is not facilitated at all by unemployment/other services

2.2.8 Is the willingness to explore supported by adequate enterprise infrastructure?

2.2.9 To what extent is the willingness to explore evident amongst young entrepreneurs in the country?

2.2.10 What is the preferred format of the development of the willingness to explore amongst young entrepreneurs?

2.3 Ability to plan

2.3.1 How much is the ability to plan valued in society?

We have found no studies on the valuation of the Spanish society to the ability to plan, however we have been able to verify that the probability of being entrepreneurs of young Spaniards is significantly higher than in the rest of the Spanish population. This may be explained in part with the analysis of two socio-cultural variables: on the one hand, the positive effect of the self-confidence on the likelihood of becoming an entrepreneur, which is higher in young Spaniards than in people older than 30 years. And on the other hand, the negative effect of the fear of failure on the probability of a company, which is lower in these young people. (Lafuente, 2011).

The ability to plan is key in the entrepreneurship process like the rest of skills that shape entrepreneurial competences, therefore we understand that it also will be more valued by the Spanish new generations.

2.3.2 Is the ability to plan strongly embedded in society and culture?

See 2.3.1.

2.3.3 Is the ability to plan taught in primary/secondary level education?

Yes, it is. The new key competences that must be included in the curriculum of the different stages of the Spanish educational system are published in B.O.E (Spanish Official Gazette). Being the most recent modification B.O.E on 29th January 2015.

The incorporation of “*sense of initiative and entrepreneurial spirit*” competences is already a fact in primary and secondary Spanish education levels. According to the B.O.E on 29th January 2015, skills that require the “*sense of initiative and entrepreneurship*” competences include: the ability of analysis, **the ability to plan**, the capacity of organization and management, **the ability to take decisions**; the adaptability, the ability to solves problems, communication skills, oral presentation, representation and effective negotiation skills, the ability to work, both individually and within a team, the capacity of participation, leadership and delegation, the critical thinking sense of responsibility, the capacity of self-

confidence, evaluation and self-evaluation, which is essential to determine strengths and weaknesses of oneself and of a project, as well as to assess and take risks where justified (handling of uncertainty and assumption and risk management).

2.3.4 Is the ability to plan taught in VET education?

2.3.5 Is there a difference regarding the ability to plan when assessed in terms of gender?

According to the GEM report for 2010, in the case of the Spanish economy, female participation in entrepreneurship was 36.4% of the total, showing a decline of almost six percentage points since 2008. But we do not know if the reasons are related to the ability to plan.

We could think this fact reflects that when economic conditions deteriorate, gender inequalities are accentuated in the entrepreneurial field. We could follow studies that confirm gender differences in intentions to undertake an enterprise that suggest a greater initiative in men compared with women (Crant, 1996; Kolvereid, 1996; Routamaa et al., 2004; Zhao et al., 2005), or we could follow those that say there are no noticeable differences between men and women in dimensions strongly related to the entrepreneurial process, as the need for achievement, the lack of control, the confidence, or what in this case we are concerned, the ability to plan (Cromie, 1987).

2.3.6 Is the development of the ability to plan supported via other non-formal educational offerings?

Yes, non-formal training on entrepreneurship, which includes the ability to plan, ability to take decisions and other skills to entrepreneur is taught in public employment services programs, also at the “Industrial Organization School” (EOI) in collaboration with the Ministry of Industry , also almost all Spanish universities in their entrepreneurial programs and at the employers confederations.

See 2.3.8.

2.3.7 To what extent is the acquisition of the ability to plan facilitated by unemployment / other services?

The acquisition of the ability to plan is not directly facilitated by the Spanish unemployment services. However they provide training that include that ability.

In general, according to the Spanish labour market report (2012) of the Observatory of the Occupations of SEPE (Public State Employment Service) In 2011 almost 40% of the training actions were concentrated in two professional families: Administration and Management and Computer Science and

Communications. The ability to plan is included in the Administration and Management training goals, so that, we may answer this question in the affirmative.

However, must be taken into account that the training addressed to unemployed workers was less than 11% of the active employment policies for 2011, which means that in a country that ended the year 2011 with 5 Million people unemployed, only 210,000 carried out some training action by unemployment services.

That is, the vast majority of unemployed Spanish people did not carry out any training course during 2011, specifically only 8.5% of them attended training.

2.3.8 Is the ability to plan supported by adequate enterprise infrastructure?

Yes, it is. Spanish Employers Confederation (CEOE) includes entrepreneurial skills in their training plans. In fact, they have a school of entrepreneurs (<http://www.ceoeformacion.es/formacion-privada>), where they offer specific training for consolidated small and medium-sized companies, for novice entrepreneurs, for big organizations and for managers, with differentiated programs designed for each group.

In the case of small and medium-sized companies group, the program works planning skills and strategy decisions. For new entrepreneurs, the program works the promotion of the efficient development of an initiative or business Project. Both, contribution of value to its partners and management programs, are offered for organizations. And for managers they give learning programs for responsibility positions.

2.3.9 To what extent is the ability to plan evident amongst young entrepreneurs in the country?

See 2.3.1

2.3.10 What is the preferred format of the development of the ability to plan amongst young entrepreneurs?

We did not find any research on the preferred format of the development of the ability to plan among young entrepreneurs. Our experience with entrepreneurial programs at UNED said that students are used to digital learning but In relation to the business world they request for contacts with experience in management, with experience in the sector of activity where they want to start and in the issues related with the business registration, and sometimes they ask for a real (not virtual) consultancy.

2.4 Ability to take decisions

2.4.1 How much is the ability to take decisions valued in society?

2.4.2 Is the ability to take decisions strongly embedded in society and culture?

Although the Spanish population perceived opportunities and considers that it has the necessary skills to undertake, the decision to entrepreneur as an option to develop the professional career loses ground to earlier years (GEM, 2013). According to the report, the fear of failure and the perception of a high risk at the time of undertaking, inhibits more than half of the Spanish entrepreneurs to take the initiative.

So we could consider that the ability to take (risky) decisions is not strongly rooted for more than half of Spanish society

2.4.3 Is the ability to take decisions taught in primary/secondary level education?

Yes, it is. The new key competences that must be included in the curriculum of the different stages of the Spanish educational system are published in B.O.E (Spanish Official Gazette). Being the most recent modification B.O.E on 29th January 2015.

The incorporation of "*sense of initiative and entrepreneurial spirit*" competences is already a fact in primary and secondary Spanish education levels. According to the B.O.E on 29th January 2015, skills that require the "*sense of initiative and entrepreneurship*" competences include: the ability of analysis, **the ability to plan**, the capacity of organization and management, **the ability to take decisions**; the adaptability, the ability to solves problems, communication skills, oral presentation, representation and effective negotiation skills, the ability to work, both individually and within a team, the capacity of participation, leadership and delegation, the critical thinking sense of responsibility, the capacity of self-confidence, evaluation and self-evaluation, which is essential to determine strengths and weaknesses of oneself and of a project, as well as to assess and take risks where justified (handling of uncertainty and assumption and risk management).

2.4.4 Is the ability to take decisions taught in VET education?

2.4.5 Is there a difference regarding the ability to take decisions when assessed in terms of gender?

"Self-efficacy" and "perceived controllability" are different variables and both provide relevant information to explain gender differences in entrepreneurial intention. Thus, while self-efficacy is a predictor of the

entrepreneurial intention regardless of sex, the "perceived controllability" predicts entrepreneurial intention in the case of women, but not of men (Ruiz de la Rosa, 2014).

Since these variables affect decision making, according to Ruiz de la Rosa (2014) we can say that there are differences.

2.4.6 Is the development of the ability to take decisions supported via other non-formal educational offerings?

Yes, non-formal training on entrepreneurship, which includes the ability to plan, ability to take decisions and other skills to entrepreneur is taught in public employment services programs, also at the "Industrial Organization School" (EOI) in collaboration with the Ministry of Industry , also almost all Spanish universities in their entrepreneurial programs and at the employers confederations.

See 2.3.8

2.4.7 To what extent is the acquisition of the ability to take decisions facilitated by unemployment / other services?

See 2.3.7

2.4.8 Is the ability to take decisions supported by adequate enterprise infrastructure?

See 2.3.8

2.4.9 To what extent is the ability to take decisions evident amongst young entrepreneurs in the country?

No answers could be found.

2.4.10 What is the preferred format of the development of the ability to take decisions amongst young entrepreneurs?

See 2.3.10

2.5 Ability to prioritize

2.5.1 How much is the ability to prioritize valued in society?

No answers could be found.

2.5.2 Is the ability to prioritize strongly embedded in society and culture?

No answers could be found.

2.5.3 Is the ability to prioritize taught in primary/secondary level education?

No answers could be found.

2.5.4 Is the ability to prioritize taught in VET education?

2.5.5 Is there a difference regarding the ability to prioritize when assessed in terms of gender?

No answers could be found.

2.5.6 Is the development of the ability to prioritize supported via other non-formal educational offerings?

No answers could be found.

2.5.7 To what extent is the acquisition of the ability to prioritize facilitated by unemployment / other services?

No answers could be found.

2.5.8 Is the ability to prioritize supported by adequate enterprise infrastructure?

No answers could be found.

2.5.9 To what extent is the ability to prioritize evident amongst young entrepreneurs in the country?

No answers could be found.

2.5.10 What is the preferred format of the development of the ability to prioritize amongst young entrepreneurs?

No answers could be found.

2.6 Creativity

2.6.1 How much is creativity valued in society?

There is a raising awareness on the importance of creativity not only for the modernization but for the mere development of society. Creativity is a competence which is gaining importance.

According to the Spanish Experts that took part in the interviews for the Global Entrepreneurship Monitor 2014, the Spanish culture is tending to favourably stimulate creativity and innovation.

Since consolidating Creativity is one of the objectives of the Strategic Framework for Education and Training 2020, the policies at national level are also including creativity as a priority in the different fields.

With regard to economy, the expression of creativity into entrepreneurial activity is the so-called creative industries. According to a research of 2011 by R.Boix and L. Lazzeretti on Creative Industries in Spain, these are a relevant part of Spanish Economy: 5,75% of GDP and 6,5% of employment. Spain was the 5th major producer in Europe and however, the weight of this sector in the Spanish economy is below the EU average so Spain is not an economy specialized in the use of creativity.

2.6.2 Is creativity strongly embedded in society and culture?

Creativity has been not historically a value in Spanish society or culture. It is now when the value and importance of creativity is starting to be perceived and understood.

According to the White Book of Entrepreneurship in Spain, developed in 2011 by the ESADE Entrepreneurship Business, Spain is way behind in the % of creative person, or at least on the self-perception of creativeness. According to the data of the Eurobarometer 2010 that they used, only 15% of Spanish people consider that they are “creative person who have new ideas”. The most creative countries according to these data are United States (51%), United Kingdom (34%), France (23%), Italy (21%), Norway (19%) and Spain is the last one with this 15%.

In the survey to young people conducted by ESADE for the same report, the lack of creativity is mentioned as an obstacle to entrepreneurship by 28% of the participants, and a bit more by men than by women.

2.6.3 Is creativity taught in primary/secondary level education?

The fostering of creativity in Primary Education is established by Law. Creativity was mentioned in Organic Law 10/2002 of Quality of Education that was in force only until 2006. Now, the Royal Decree 126/2014 of 28 February, establishing the curricula of Primary Education, establishes entrepreneurship as a transversal element in primary education. The article 10.4 mentions creativity as one of the skills to be promoted through the curricula.

How this objective is being materialized through specific programmes is difficult to sum up since the primary education depends on the 17 regional governments with different approaches and programmes.

2.6.4 Is creativity taught in VET education?

Creativity is more and more present in VET through different initiatives and programmes. The promotion of creativity, as well as innovation and entrepreneurship in general is established as a goal of VET system in Spain according to article 3.1.g of Royal Decree 1147/2011 of 29 July. Attending to this goal, this Royal Decree establishes, in the article 24, the “Module on Enterprise and Entrepreneurship “ as a professional module common in all the VET cycles.

The experiences in the implementation of these regulations are different and depend on the regions. In the Basque Country, creativity has an important role within the new model of Vocational Training which will be integrated in the “Joint Framework for Training, Innovation and Entrepreneurship”. Within these framework, there is an approach toward the implementation of an Innovation Management System in VET centres based on the establishment of “creativity routines”.

Moreover, the new VET model envisages the establishment of the “Basque Institute of Applied Creativity in VET – IDEATK” which will be addressed to work the implementation of an informative, intuitive, constructive, creative and organizational view within VET system.

2.6.5 Is there a difference regarding creativity when assessed in terms of gender?

We can find that several studies have been developed on this issue, trying to find out differences in creativity of women and men and especially between children at primary or secondary school.

The results of these studies conclude that there are no significant differences in creativity between men and women, breaking the stereotype of men being more creative than women.

2.6.6 Is the development of creativity supported via other non-formal educational offerings?

In the last year there is a noticeable increase in the offer of continuous and non-formal training offer for people of all ages addressed to foster creativity, together with innovation and entrepreneurship. All institutions involved in the promotion of entrepreneurship are offering, to a greater or lesser extent, activities addressed to foster creativity as an essential competence for entrepreneurship.

2.6.7 To what extent is the acquisition of creativity facilitated by unemployment / other services?

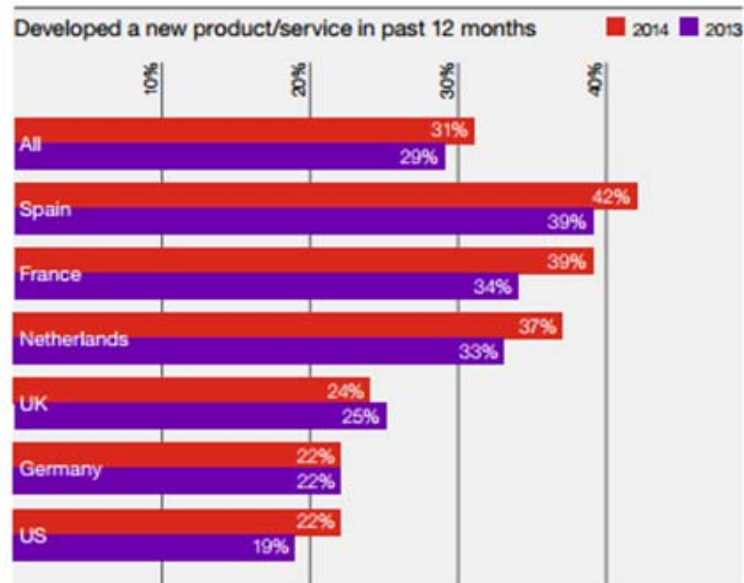
As one of the key soft skills, creativity is trained in the framework of specific programmes addressed to increase employability of young people run by public unemployment services. Many other institutions like universities, foundations, chamber of commerce, enterprise association etc. also run similar programmes, addressed to foster entrepreneurship and therefore promoting training creativity as a key competence for entrepreneurship.

2.6.8 Is creativity supported by adequate enterprise infrastructure?

As already mentioned, creative industries are an important sector in Spanish economy

2.6.9 To what extent is creativity evident amongst young entrepreneurs in the country?

Although generally speaking, creativity is not a feature of Spanish society, the Spanish enterprises seem to be quite creative. We cannot distinguish according to the age of the entrepreneurs but the results in the Hiscox DNA of an entrepreneur report 2014 show that Spain is the country out of the 6 countries analysed (including France, UK, Netherlands, Germany and the US) where more % of small businesses launched a new product of service in the last year. 42% of small businesses in Spain launched a new product against the 31% of companies as an average of the other countries.



Source: Hiscox DNA of an entrepreneur report 2014

This is not a definitive evidence of creativity but is a good indicator that shows how Spanish entrepreneurs are aware of the need to innovate and continuously launch new products to the market. Maybe the economic crisis has contributed or pushed entrepreneurs to be more innovative and creative as a way to overcome the decrease in demand caused by the recession.

2.6.10 What is the preferred format of the development of creativity amongst young entrepreneurs?

No answers could be found in the data research.

2.7 Taking initiative

2.7.1 How much is the competence of taking initiative valued in society?

There is not much literature on the role of this competence in Spanish society. We can consider that taking initiative is in some way equivalent to be proactive. In the last years, specially from the economic crisis, there is a raising awareness on the importance of being proactive for finding a job and for creating the own labour opportunities.

In the report “Youth, talent and entrepreneurial profile”, developed by the National institute for Youth, there is an analysis of what “Taking Initiative” means and it is identified as a entrepreneurial skills in the group of all those skills related to motivation:

“Initiative has to do with know how to take advantage of a certain moment. To embark on actions when the circumstances require this action”

Initiative is related to keep a tendency to:

- To know how to take advantage of opportunities.
- To act in order to achieve the goals that we have established
- To have capacity of organization and be flexible enough
- To have the capacity to motivate other people.

There are not many sources in literature specifically measuring the level of “initiative” in Spanish society and in the young population in particular, however, according to the different studies on entrepreneurship attitudes in Spain, taking initiative has not been a traditionally valued competence and the educational system has not educated people to take initiative.

2.7.2 Is the competence of taking initiative strongly embedded in society and culture?

Not really, since taking initiative has not been a real value in society. According to the experts who answered the survey, the competence of taking initiative is one of the most crucial one for becoming an entrepreneur and however, is the second competence that young people lack most. 56,5% of the experts indicated that taking initiative is a competence lacked by young people in Spain and the reasons that they point out are related to the educational system that in some cases disincentive the own initiative of young people.

In Spanish society in general people tend to think that is always better not to get involved in problems and “wait” for others providing a solution.

2.7.3 Is the competence of taking initiative taught in primary/secondary level education?

Initiative as a general personal competence is included in the current legislation on Education. The Royal Decree 126/2014 of 28 February, establishing the curricula of Primary Education, establishes entrepreneurship as a transversal element in primary education. The article 10.4 mentions initiative and autonomy as some of the skills to be promoted through the curricula that has to include activities enabling students to develop entrepreneurial spirit and business initiative.

In secondary education, the Royal Decree 1146/2011 of 29 July established “Vocational guidance and entrepreneurial initiative” as an optional subject for secondary education students.

According to the experts participating in the Global Entrepreneurship Monitoring 2014, the degree of implementation of business initiative education is different from one region to another but still low on average. The implementation is lower in primary than in secondary education but these are perceptions of the experts participating in the study since there are no official data to monitor such implementation.

2.7.4 Is the competence of taking initiative taught in VET education?

Entrepreneurial education can be particularly useful in vocational education, especially in the second cycle, when students are close to start in the labour market and self-employment is a good option for them and this is why entrepreneurial education is included in the curricula of VET training in most European countries.

According to the GEM 2014 and based on data of the European Commission of 2009, there are at least 9 EU countries, including Spain in which more than 90% of the VET students participate in programmes addressed to increase entrepreneurial spirit in a certain moment during their professional studies.

In any case, these programmes can vary a lot in intensity and effectiveness. In Spain, the module “Enterprise and Entrepreneurial initiative” is compulsory in all the professional areas and studies under the VET system, attending to what established in Royal Decree 1147/2011 of 29 July.

However, for the experts participating in the GEM report, there are doubts about the effectiveness of this education on entrepreneurial initiative if we attend to the figures about business creation and self-employment year after year and they consider that there is an imbalance between the most effective methods to promote entrepreneurship and those effective implemented in the VET system.

2.7.5 Is there a difference regarding the competence of taking initiative when assessed in terms of gender?

In the study “Analysis of entrepreneurial profile: a gender perspective” by F.J. Fuentes and S.M Sánchez, there is a survey to university students to determine gender differences in the attitudes toward entrepreneurship. The results show that women have less intention to be entrepreneurs and they are mainly constrained by the fear of failure when considering the establishment of their own business. The attribute of women and men are also different and in this regard, the initiative is one of the aspects who is more highlighted in women while men are more engaged with aspects like the willingness to face new challenges or enthusiasm for new projects.

This is also reflected in the data about intention to be entrepreneurs for women and men reflected by GEM. In 2011, a 11,63% of men between 18-64 years had the intention to be entrepreneurs against only 8,1% of women.

2.7.6 Is the development of the competence of taking initiative supported via other non-formal educational offerings?

Taking initiative competence is being promoted through many non-formal educational programmes that are being developed in the recent years by many public and private organisation committed with the promotion of entrepreneurship. Since taking the initiative is a key competence for entrepreneurship, it is being promoted together with other key competences in these holistic programmes.

2.7.7 To what extent is the acquisition of the competence of taking initiative facilitated by unemployment / other services?

There is no information found in literature and data review to answer this questions. According to the research, the guidance counsellors and employment advisers in different public and private employment services are the professionals who are contributing most to the competence of taking initiative by means of personal advice and encouragement to people when the perspectives for self-employment are adequate.

The good professionals in this areas know that encouraging taking initiative doesn't mean to encourage people to start a business under any circumstance but to teach them how to properly analyse their strengths and weaknesses and how they have to identify and take advantage of opportunities.

2.7.8 Is the competence of taking initiative supported by adequate enterprise infrastructure?

In general, there are good information services for the support of entrepreneurs; however there is an important constraint for people taking initiative to enterprise which is the high level of bureaucracy to start a business.

This point is highlighted not only by the experts who have answered the I SEE YOU survey but by experts on entrepreneurship in many other frameworks and is a common complain of all the professionals who work in the field of entrepreneurship. This is confirmed by the Global Innovation Index 2014. In the ranking about the ease of starting a business, Spain is in the position 97, out of 143 countries in the ranking and being the last EU country in the ranking only before Malta and Bosnia.

This data clearly reflect that even if the initiative of entrepreneurs would improve, little can be done to improve entrepreneurship rates if the system is not changed to facilitate the starting of a new business.

2.7.9 To what extent is the competence of taking initiative evident amongst young entrepreneurs in the country?

No answers could be found in the data research.

2.7.10 What is the preferred format of the development of the competence of taking initiative amongst young entrepreneurs?

No answers could be found in the data research.

2.8 Digital competences

2.8.1 How much are digital competences valued in society?

Digital competences are highly valued since there is a common awareness on the importance of ICT and the internet in the information society.

In the last decade, efforts have been intensified for providing digital competences to all the population and bridging the digital gap. However, according to the Digital Economies and Society Index, DESI, Spain is slightly under the EU average in digital competences of the population. Only 58% of the population aged 16-74 counts on the basic digital skills. The % of Internet users among these same population is higher, a 71% which is under the 75% on average of the EU countries.

	Spain				EU	
	DESI 2015		DESI 2014		DESI 2015	
	value	rank	value	rank	value	
2a1 Internet Users % individuals (aged 16-74)	71% (2014)	↑	17	66% (2013)	19	75% (2014)
2a2 Basic Digital Skills % individuals (aged 16-74)	58% (2014)	↑	14	55% (2012)	15	59% (2014)
2b1 ICT Specialists % employed individuals	2.5% (2013)	→	16	2.5% (2012)	16	2.8% (2013)
2b2 STEM Graduates Graduates in STEM per 1000 individuals (aged 20 to 29)	16 (2012)		17	16 (2012)	17	17 (2012)

Source: <https://ec.europa.eu/digital-agenda/en/scoreboard/spain#2-human-capital>

2.8.2 Are digital competences strongly embedded in society and culture?

Digital competences are strongly embedded in society although the problem is that these competences are not always the ones demanded by the market.

The data on internet use and basic digital skills, although still under the EU average have improved in the last year and people is every day more and more used to perform in digital environments. An important data is that Spain is the first country in Europe in penetration of smart phones, and this is contributing to the connectivity of people and the improvement of their digital skills.

2.8.3 Are digital competences taught in primary/secondary level education?

As one of the key competences proposed by the European Commission, the digital competences are being included in the curricula of primary and secondary education.

The Organic Law of Education 2/2006 establishes in article 4 that one of the goals of the educational system is the learning of new technologies: “to be initiated in the use of information and communication technologies for learning, developing a critical awareness at the messages that they receive”

Moreover, the articule 6 of Royal Decree 1513/2006 of 7 December, presents the basic skills that students are expected to acquired throughout the primary education and one of them is the “analysis of information and digital competence”.

Therefore, ICT and media are a transversal issue that has to be tackled through all the different subjects in primary education. However, even though technologies and communication media have a key role in society, there is not a specific subject to teach them to students.

2.8.4 Are digital competences taught in VET education?

The digital competences are thought in VET educational programmes since they have been identified as one of the 8 key skills by the European Union.

The acquisition of these competences is a general goal of the VET educational system and they are transversal to the different subjects. However, as in primary or secondary education there is not a specific subject dealing with ICT and digital competence, except of course, in the educational programmes in this specific fields mainly related to programming and computer systems.

2.8.5 Is there a difference regarding digital competences when assessed in terms of gender?

There is a reality that men are majority in degrees related to science and technology but there are no scientific evidences proving that men have better digital skills than women apart from the reasons due to the culture and gender stereotypes.

According to data from the PISA report, women are better than men in reading skills, both digital reading and paper-based reading. However, the differences are smaller in digital reading compared to paper based reading. Only when comparing women and men with similar levels in paper-based reading, then men tends to be better in digital reading since they usually have better skills in digital browsing.

According to the Report of 2012 “Entrepreneurial Activity of Women in Spain”, developed by FUECA, the performance of male and female entrepreneurs is statistically similar with regard to the adoption of new technologies. In both groups there is a predominant trend to acquire technologies having 5 or more years and in the case of Women they invested more in technologies having being less than 1 year in the market, and this aspect is seen in accordance with the highest involvement of women in the innovation of products or services.

2.8.6 Is the development of digital competences supported via other non-formal educational offerings?

In the last years, there has been an increasing offer of occupational vocational training courses addressed to employed and unemployed people related to ICT and addressed to promote digital competences in different areas.

Moreover, we can highlight the recent training courses offered by Google with the support of the Ministry of Industry to unemployed young people. The programme is called Activate <http://www.google.es/landing/activate/index.html> and offer online and offline courses and MOOCs to acquire digital competencies in fields like marketing, data analysis, e. Commerce, cloud productivity etc. The initiative has been developed only in Spain.

Through this programme, young people can also be trained in job seeking and how to become entrepreneurs.

2.8.7 To what extent is the acquisition of digital competences facilitated by unemployment / other services?

As already said, there is a lot of occupational training courses addressed to unemployed and employed people which are funded by the Government and managed by trade unions, chambers of commerce and other stakeholders in the field of employment and enterprises.

Moreover, the different regions have developed a wide network of telecentres with the aim to bring ICT closer to citizens and fill the digital gap. The availability of these centres, which offer not also access but

training to many people has contributed to the improvement of digital competences of population in general and young and entrepreneurs in particular.

2.8.8 Are digital competences supported by adequate enterprise infrastructure?

According to the Central Directory of Enterprises of the National Institute of Statistics, in 2014 in Spain there were 54.451 enterprises working in NACEs related to information and communication technologies which represent only 1,7% of the total of enterprises existing in Spain.

We can also consider the Digital Economy and Society Index and we can see that “in Integration of Digital Technology by businesses, Spain scores 0.36, better than most other dimensions and progressing more rapidly than the EU average”.

4 Integration of Digital Technology	Spain		Cluster	EU
	rank	score	score	score
DESI 2015	14	0.36	0.37	0.33
DESI 2014	15	0.32	0.34	0.3

Source: <https://ec.europa.eu/digital-agenda/en/scoreboard/spain#4-integration-of-digital-technology>

In the table below is possible to get an overview on how Spanish enterprises are integrating digital technologies and the evolution regarding the last year.

	Spain					EU
	DESI 2015			DESI 2014		DESI 2015
	value		rank	value	rank	value
4a1 Electronic Information Sharing % enterprises (no financial sector, 10+ employees)	36% (2014)	↑	11	31% (2013)	13	31% (2014)
4a2 RFID % enterprises (no financial sector, 10+ employees)	6.5% (2014)	↑	3	4.3% (2011)	2	3.8% (2014)
4a3 Social Media % enterprises (no financial sector, 10+ employees)	20% (2014)	↑	9	18% (2013)	6	14% (2014)
4a4 eInvoices % enterprises (no financial sector, 10+ employees)	8.8% (2014)	↑	18	6.8% (2013)	23	11% (2014)
4a5 Cloud % enterprises (no financial sector, 10+ employees)	9.3% (2014)		15	n.a.	-	11% (2014)
4b1 SMEs Selling Online % SMEs (no financial sector, 10+ employees)	16% (2014)	↑	10	12% (2013)	14	15% (2014)
4b2 eCommerce Turnover % turnover of SMEs (no financial sector, 10-249 employees)	8.1% (2014)	↑	14	7.4% (2013)	16	8.8% (2014)
4b3 Selling Online Cross-border % SMEs (no financial sector, 10+ employees)	4.5% (2013)		21	4.5% (2013)	21	6.5% (2013)

Source: <https://ec.europa.eu/digital-agenda/en/scoreboard/spain#4-integration-of-digital-technology>

In general, as established in the Digital Economy and Society Index country report: “ Spanish businesses are increasingly making use of the new digital technologies. The share of SMEs selling online has recently made a jump, and the share of SMEs using e-Invoice is progressing rapidly, partly in response to the mandatory use of e-Invoice in interaction with the central government (see dimension Digital Public Services).”

“On the other hand, the use of social media is growing only slowly, which is unusual for an economy with a very strong focus on tourism and accommodation services, and also contrasts with the enthusiastic

adoption of social networks by Spanish residents. Spanish SMEs exploit the potential of cross-border sales only to a small extent, but this is fairly typical for large member states.”

2.8.9 To what extent are digital competences evident amongst young entrepreneurs in the country?

No specific research documents have been found providing evidences on these digital competences of entrepreneurs broke down by age.

2.8.10 What is the preferred format of the development of digital competences amongst young entrepreneurs?

No answers could be found in the data research.

2.9 Competitiveness

2.9.1 How much is the competence of competitiveness valued in society?

Competitiveness has not been a competence traditionally valued in Spanish Society. If we talk about competitiveness as a competence of the person, this is not valued at all and being a competitive person even have negative connotations. However, if we talk about competitiveness as feature of an enterprise this is totally different and to increase competitiveness of our productive fabric has been a strategic goals for many years now.

In 2014 Spain got 4,57 points in the Global Competitiveness Index of the World Economic Forum which is addressed to measure how every country used their resources and capacities to provide their citizens with a high level of prosperity. This score has slightly go worse since 2013 when the score was 4,60 points.

This score means that Spain is in the position 35 of the world ranking which includes 148 countries. Spain is higher in the ranking with respect to other Mediterranean and neighbour economies like Italy in the position 49, Greece in the position 81 or Portugal that with a real good improvement in the last year is just behind Spain in position 36. However, Spain is still far from the leading European economies that stand in the top ten positions of the ranking: Switzerland, Finland, Germany, Netherlands, UK and Sweden.

2.9.2 Is the competence of competitiveness strongly embedded in society and culture?

The concept of competitiveness as a goal for the business in order to improve the country's economy is strongly embedded in society and there is a consensus that competitiveness is the way to go. As a proof of this, the last Government has changed the name of the Ministry for Economic affairs that is currently named Ministry of Economy and Competitiveness.

However, this goal of competitiveness is not materialised in specific actions in the educational level or at a personal level. There is no yet a general awareness that competitiveness of business depend on the competitiveness of the human capital, although this awareness has improved in the last years.

2.9.3 Is the competence of competitiveness taught in primary/secondary level education?

Although there is no data about how the educational system addresses the competence of competitiveness, the opinion of the researcher is that the educational system has not promoted competitiveness in primary or secondary education, even more it has avoided any kind of competitiveness between the students.

Competitiveness of students is not mentioned in any legal text or report about primary or secondary education.

2.9.4 Is the competence of competitiveness taught in VET education?

Vocational Training is frequently mentioned as a key factor of the strategies for improving competitiveness of economy. The investment in education and training is understood as a way to improve the systemic competitiveness of the businesses and the country in the long term and at the same time contribute to reduce inequalities due to level of incomes, gender and others.

Although this role of vocational training as an instrument for competitiveness has been present for many years since the publication in 1993 of the white paper - Growth, Competitiveness, Employment: The Challenges and Ways Forward into the 21st Century, it is in the last 4 years when is being more reinforced. The recent reform of the occupational vocational training includes the contribution to business competitiveness as one of the 5 key objectives of the new system.

The general system is addressed to this goal but it is not possible to identify specific measures or programmes directly dealing with teaching competitiveness as a competence

2.9.5 Is there a difference regarding the competence of competitiveness when assessed in terms of gender?

No answers could be found in the data research.

2.9.6 Is the development of the competence of competitiveness supported via other non-formal educational offerings?

In the framework of the businesses and the training offered to both unemployed and employed people, the final goal is to make these people more competitive in general, but there is no a training offer of courses specifically addressed to train competitiveness as a competence.

2.9.7 To what extent is the acquisition of the competence of competitiveness facilitated by unemployment / other services?

As already said, the acquisition of competitiveness is understood as a general process and the offering of guidance and training services in different areas has the final goal to increase competitiveness of the human resources and of the businesses at the end.

The programme Erasmus for Young Entrepreneurs is also an opportunity for young entrepreneurs increasing their competitiveness without the formal channels of education and training.

2.9.8 Is the competence of competitiveness supported by adequate enterprise infrastructure?

There is a growing network of services supporting new entrepreneurs and already established companies with the aim to help them to become more competitive. Many public and private institutions, including regional authorities, chambers of commerce, non profit foundations, etc have offices and services specially established for supporting entrepreneurs.

2.9.9 To what extent is the competence of competitiveness evident amongst young entrepreneurs in the country?

No answers could be found in the data research.

2.9.10 What is the preferred format of the development of the competence of competitiveness amongst young entrepreneurs?

No answers could be found in the data research.

2.10 Ability to think critically

2.10.1 How much is the ability to think critically valued in society?

Critical thinking has been not traditionally valued in society as it has been not a value promoted by the Educational system which on the contrary, has tended to be a memory based system, asking students to retain information and knowledge and memorise it for the exam.

2.10.2 Is the ability to think critically strongly embedded in society and culture?

Not really. Critical thinking has been not a traditional value or feature of Spanish society. It has been only in recent times that citizens are starting to think critically and this is reflected in different areas of society like in politics.

There are not many providing evidence to this statement but this is the reality that the researcher perceives and coincides with the opinion

2.10.3 Is the ability to think critically taught in primary/secondary level education?

The Organic Law of Education 2/2006 o 3 May includes several mentions to the critical thinking that has to be developed by the students throughout the educational system. In the preamble it is said that “ Education is the best way to guarantee the performance of a democratic, responsible, free and critical citizenship, which is essential for developing advanced, dynamic and just societies”

It also establishes that one of the aims of the educational system is the “preparation for performing as citizens and for the active participation in the economic, social and cultural life, with a critical and responsible attitude and with capacity to get adapted to the changing situations of knowledge society”.

With regard to the goals of the different educational stages, in primary education the goal is “to develop habits of individual and team work, of effort and responsibility in the studies as well as attitudes of self-confidence, critical thinking, personal initiative, curiosity, interest and creativity in learning.”

For secondary education the objectives are “ to develop basic skills in the use of information sources to acquire new knowledge with a critical attitude” and also “to develop the entrepreneurial spirit, the self-confidence, participation, critical thinking, personal initiative and the capacity of learning to learn, planning, taking decisions and assuming responsibilities”.

The students at High school have the goal of “consolidating a personal and social maturity enabling them to act in a responsible and autonomous way and develop a critical thinking”.

Despite these formal goals in the text of the law, the reality is that critical thinking of Spanish students is still far from the ideal level and it is shown in the results of the PISA report in which Spanish students usually get low marks in critical thinking and problem solving.

2.10.4 Is the ability to think critically taught in VET education?

Critical thinking is one of the key skills that the new subject of Vocational Training courses “Enterprise and entrepreneurial initiative” is addressed to provide students with.

There is no information available on the achievements of the implementation of this new subject with regard to the effective improvement of critical thinking.

2.10.5 Is there a difference regarding the ability to think critically when assessed in terms of gender?

No answers could be found in the data research.

2.10.6 Is the development of the ability to think critically supported via other non-formal educational offerings?

There is no literature available on this regard, but in the opinion of the researcher, the already existing programmes of occupational vocational training have not supported so far critical thinking in any way.

2.10.7 To what extent is the acquisition of the ability to think critically facilitated by unemployment / other services?

They are the guidance counsellors and advisers who can encourage people who attend the services to think critically and choose the best option for their careers but there are not systemic mechanisms specifically addressed to promote critical thinking.

2.10.8 Is the ability to think critically supported by adequate enterprise infrastructure?

No answers could be found in the data research.

2.10.9 To what extent is the ability to think critically evident amongst young entrepreneurs in the country?

There are no official sources on this issue but on the opinion of the researcher and also of the experts who have taken part in the research critical thinking is one of the main lacks of young people in Spain and has to be promoted through different ways. It is difficult to break this situation since the educational system has not promoted so far that students think critically but this is one of the goals to achieve to get a really competitive business fabric.

2.10.10 What is the preferred format of the development of the ability to think critically amongst young entrepreneurs?

No answers could be found in the data research.

3 *Prioritization of Competencies*

3.1 *Methodology*

After the desk research on 10 key competences a weighting and ranking table was used to sort the competences accordingly. While interpreting the results of the following table attention should be paid on the fact that this ranking considered the quality, actuality and relevance of used sources on each topic. Therefore, the results below are different from the results that we have obtained through the survey to experts. The results of this prioritisation based on literature review cannot be considered as exhaustive since depend on many factors but it is in any case indicative of the attention paid in the country to the different competences since if they are more present in literature, they are getting a higher score.

3.2 *Results*

The table below show the results of the prioritisation of competences. There are some competences that got the same score so it is difficult to decide which is first in the ranking so we have indicated the score beside the competence so it can be easy to identify those competences. It is the case of competitiveness and ability to plan which are in positions 5 and 6 and Leadership and ability to think critically in positions 8 and 9.

Rank	Competence
1 st	Digital competences (48)
2 nd	Creativity (45)

3rd	Ability to take decisions (43)
4 th	Taking initiative (39)
5 th	Competitiveness (38)
6 th	Ability to plan (38)
7 th	Leadership (36)
8 th	Ability to think critically (36)
9 th	Willingness to explore (34)
10 th	Ability to prioritize (10)

4 Expert Stakeholder Input

The Respondents

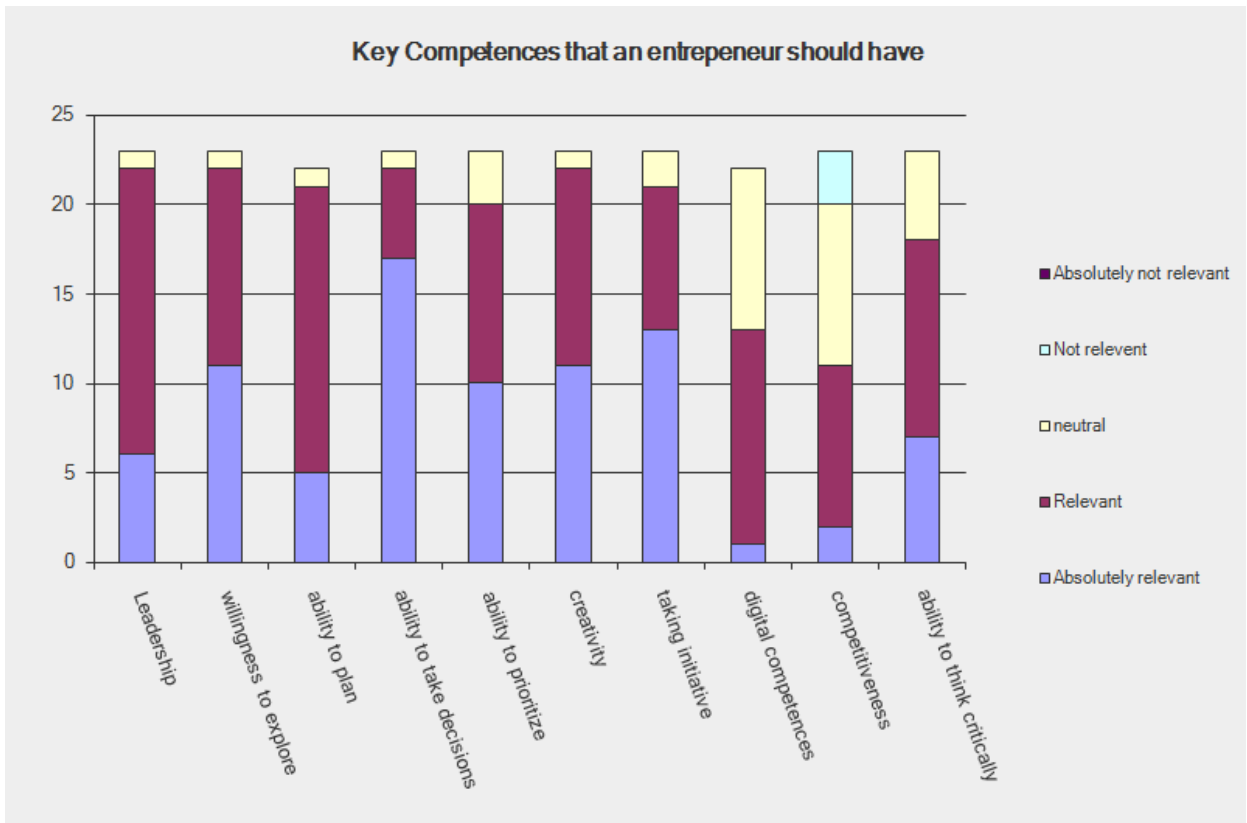
A total of 23 experts answered the online questionnaire in Spain. They represent a wide spectrum of professional profiles, varying from technical to directive positions in private companies or public organisations but all of them having expertise in the field of entrepreneurship and experience in providing advice or consultancy services to new entrepreneurs from very different socio economic backgrounds.

All of the respondents have, thanks to their positions and experience, an excellent view about the relationship between young people and entrepreneurship in Spain, being therefore in perfect conditions to answer the questionnaire.

In fact, these experts have been selected to participate in the study taking into account their professional profile and their expertise and experience in the field of the research.

Key competences that any entrepreneur should have

The Spanish Experts were asked to evaluate the relevance of a list of 10 competences using a scale of 1 to 5, being 1 not relevant at all and 5 Totally relevant. The results are shown in the table below



According to the experts, the most relevant competence for an entrepreneur is the ability to take decisions followed by taking initiative, creativity and willingness to explore.

On the contrary, the less relevant ones seem to be only competitiveness and digital competencies.

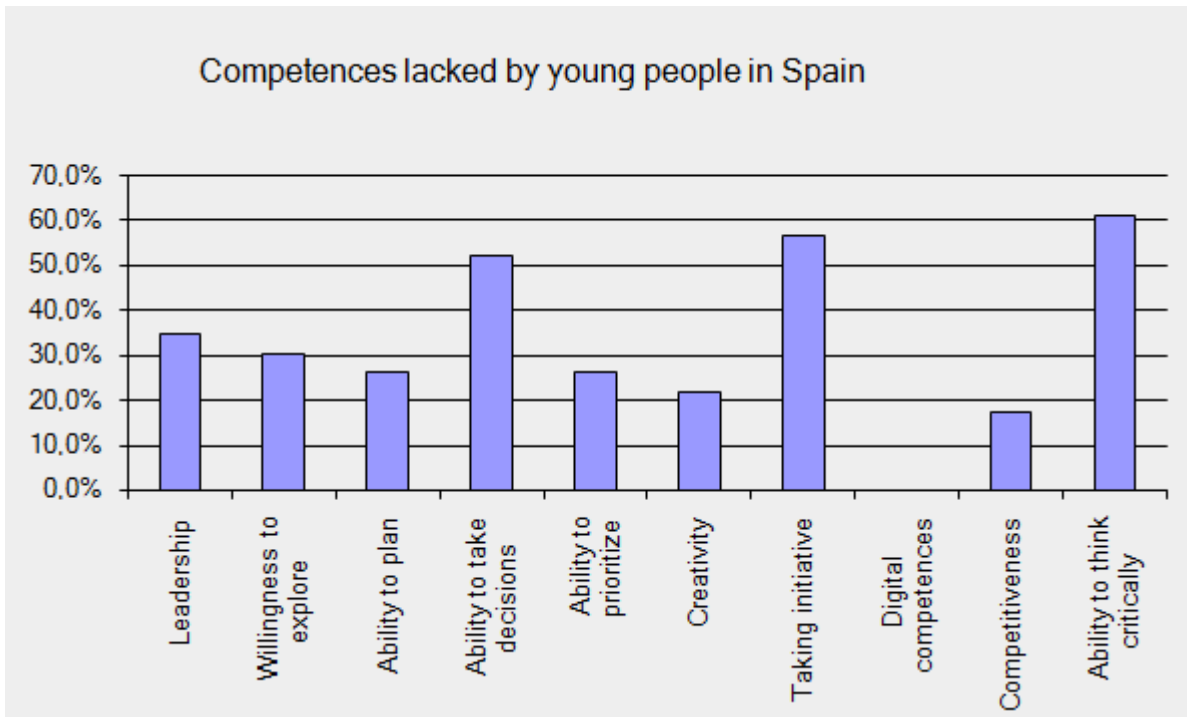
Except these two competencies, the other 8 competences proposed are considered as absolutely relevant or relevant by 20 or more of the experts, which indicate that the competences initially selected were adequate.

Competences lacked by young people in Spain.

After asking the experts about the relevance of the proposed competences for being an entrepreneur, we asked them about those competences lacked by young people most.

The three competences that clearly stand out, mentioned by more than 50% of the experts are:

- the ability to think critically
- Taking initiative
- ability to take decisions



If we make a „positive“ review of the graph above, we find that the Spanish young people has no problem with digital competences since no one mentioned this competence as being lacked by young people. Taking into account the answers given by experts to the previous question, considering that the ability to take decisions and taking initiative are the most relevant competences to be an entrepreneur and at the same time are the two competences lacked the most by young people in Spain, we can conclude that Spanish young people have a low entrepreneurial profile.

The Educational System and entrepreneurial skills of young people

Most of the experts coincide that the educational system in Spain inhibit the development of entrepreneurial skills among young people or at least the system doesn't foster these competences. The reason is that the system has been based in learning by heart the contents and not reasoning enough. However, many of them indicate that in the last year there is a growing awareness of the importance of promoting entrepreneurial skills in the school and there are programmes addressed to change this although there is still a long way to go.

Lack of entrepreneurial competences as a barrier for entrepreneurship

The views of experts are quite polarised when asked if the lack of entrepreneurial competences is the main barrier for young people deciding to be entrepreneurs.

The majority of them consider that the lack of competences is a fundamental barrier that leads to young people not even considering entrepreneurship as an option.

However, there is another group of experts who think that this lack of competences is not the main problem but the culture and the environment that is not favouring entrepreneurship, neither the families nor the society in general. The general lack of entrepreneurial culture in the society leads to a lack not only of competences but of attitude towards entrepreneurship that prevent young people of considering this as a first option.

Other main barriers to entrepreneurship

The Spanish experts who answered the questionnaire mentioned multiple and different barriers, going deeply into the core reasons for Spanish young people not being entrepreneurs as a general rule.

Some of the most mentioned barriers have to do with the economic situation nowadays and others are connected to the factors already mentioned by some of them in previous questions and deeply related to the lack of an entrepreneurial culture in society in general and the lack of the necessary values which are in line with an entrepreneurial spirit.

The barriers most frequently mentioned are:

- Lack of necessary financial resources
- Lack of support from families and friends
- High bureaucracy to establish a company and high taxes
- Fear of failure and risk aversion
- Effort and sacrifice are not appreciated values

5 Conclusion

Based on the data and information presented in this report, we can conclude that Spain has improved a lot with respect to the attitude towards entrepreneurship but there is still a long way to go.

The authorities are conscious about the importance of key competences and entrepreneurship for the competitiveness and development of the country and some measures have been introduced to orientate the educational systems toward the acquisition of these competences.

Entrepreneurship is considered in the last year as a solution to the high unemployment rate of the country and lot of programmes to promote entrepreneurship among young people are being running by different organisations like regional authorities, chambers of commerce, universities and other stakeholders with an interest in the promotion of entrepreneurship.

In this promotion of entrepreneurship there is a growing awareness of the importance of key competences not only for become an entrepreneur but to be successful and consolidate innovative and prosperous businesses.

The acquisition of key competences for entrepreneurship has to be promoted from the different instances and through different programmes and initiatives like the I SEE YOU project and many other similar projects under the Erasmus+ programme.

For this purpose it is essential to have a clear view on what are the key competences for entrepreneurship on which these training and advice programmes have to focus.

The results of the research show a prioritisation of key competences in Spain that is totally different to the prioritisation done by the expert stakeholders consulted.

There is a very interesting data that is that digital competences are the ones to which more attention has been paid in the last year and curiously is the last one in the ranking of importance of the experts.

In fact digital competences are the only ones that the experts don't consider that young people lack. They are important but maybe not essential to be a successful entrepreneur. This is just an illustrative example on how many key competences have not received the necessary attention from authorities and institutions in the last years, maybe due to a lack of awareness on the importance of such competences.

Rank	Priority of competences resulting from data research	Priority of Competences according to experts stakeholders
1 st	Digital competences	ability to take decisions
2 nd	Creativity	taking initiative
3 rd	Ability to take decisions	willingness to explore
4 th	Taking initiative	creativity
5 th	Competitiveness	ability to prioritize
6 th	Ability to plan	Leadership
7 th	Leadership	ability to think critically

8 th	Ability to think critically	ability to plan
9 th	Willingness to explore	digital competences
10 th	Ability to prioritize	competitiveness

One of the objectives of the project would be to tend to make both rankings similar, starting from the comparison with the results of other EU countries and raising awareness on the importance of the key competences that need more attention from public authorities and programmes if they really want to promote entrepreneurship.

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