

# ***Prácticas de emprendimiento en la formación del bachiller técnico: Iniciativa para los negocios sostenibles***

## ***Entrepreneurship practices in the training of the technical bachelor's degree: Initiative for sustainable businesses***

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**RESUMEN:** En el proceso formativo de los estudiantes de Bachillerato técnico la estructura de las planificaciones y diseño curricular en los módulos formativos resultan insuficientes para fomentar la cultura del emprendimiento entre los estudiantes, vincularse con el sector productivo y mostrar a la comunidad el trabajo que se realiza en la institución. Se aporta una propuesta metodológica que contribuya a la formación de dicha especialidad. Con la utilización de métodos teóricos y empíricos: analítico-sintético, análisis de documentos, encuestas y entrevista se determina la situación del problema, así como también la importancia de cada dimensión o especificidad en la formación profesional pedagógica.

**Palabras clave:** Emprendimiento; Formación; Negocio; Iniciativa; Productos; Economía

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**ABSTRACT:** In the training process of Technical Baccalaureate students, the structure of the curricular planning and design in the training modules is insufficient to promote the culture of entrepreneurship among students, link with the productive sector and show the community the work that is done in the institution. A methodological proposal is provided that contributes to the training of said specialty. With the use of theoretical and empirical methods: analytical-synthetic, document analysis, surveys and interviews, the situation of the problem is determined, as well as the importance of each dimension or specificity in professional pedagogical training.

**Keywords:** Entrepreneurship; Training; Business; Initiative; Products; Economy

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## **Introduction**

Today's increasingly competitive environment demands the development of entrepreneurial skills, favoring young people's adaptability to change and effective project management, as well as giving them the opportunity to create their own sources of employment, thus contributing to the economic growth of their communities. Entrepreneurship in technical and vocational education and training

(TVET) has become an essential component in preparing students to face the challenges of the contemporary labor market.

However, the planning and curricular design in the training modules of this education are insufficient for the promotion of a culture of entrepreneurship among students, linking with the productive sector and showing the community the work done in the institution, because when good entrepreneurship practices are deployed, integrated into the academic curriculum, the development of skills and communication is facilitated; the application of knowledge to real situations and adequate preparation for the labor market is facilitated.

By including the knowledge of good entrepreneurial practices in the didactic planning, students are guaranteed the practice of their theoretical knowledge, contributing creative projects for the solution of local, national and global needs.

Several international studies, such as the one conducted for the Organization for Economic Cooperation and Development OECD by (Hernández & Cortés, 2018), have highlighted the importance of entrepreneurship in education and vocational training, highlighting the benefits that this approach brings to employability and economic development.

This study allows to go enhancing academic training with the knowledge of good practices of entrepreneurship to foster an entrepreneurial culture among young people to strengthen the link between technical education and sustainable development in local communities. The World Bank report (2020) analyzes the panorama of youth entrepreneurship in Latin America and the Caribbean, identifying the challenges and opportunities to foster entrepreneurship among young people.

It highlights the importance of education and training for entrepreneurship and the preparation that young people should be receiving to achieve entrepreneurial success and thus contribute to the reduction of youth unemployment.

Research by (Lindner, 2021) for UNESCO provides a guide for the implementation of entrepreneurship in education and training, with a focus on sustainable development. The guide provides recommendations for integrating entrepreneurship into educational curricula, developing entrepreneurial skills among students, and encouraging the creation of sustainable enterprises.

In his study on the impact of entrepreneurship on the employability of technical high school graduates in Ecuador, (Tomaselli, 2018), analyzes the relationship between entrepreneurship practices and the employability of technical high school graduates in the province. The study

identifies factors that influence the success of youth entrepreneurship, such as family support, training received and access to financing, manages to reduce unemployment, as well as they also managed to awaken in young people the curiosity to generate new sources of employment with their creativity.

Based on the existing context, the challenges and opportunities related to academic training for entrepreneurship in the technical training educational units and the initiative to create sustainable businesses within the communities, the following problem is posed: Is entrepreneurship through the good practices taught in the academic training of the technical high school a tool for students to have the initiative to undertake sustainable businesses within the local context?

Currently, young people are considered an important group in the work environment, and good practices are one of the best strategies to promote and make known, through the projects or products they offer, the competencies or skills acquired during their training. There is little research on the relationship between good practices in entrepreneurship and training for business creation in technical baccalaureate students; therefore, this study can contribute to fill this knowledge gap. The results can contribute to improve the training of high school students in the labor and micro-entrepreneurship fields. In educational institutions, the training and development of specific competencies can be a useful tool to promote an entrepreneurial culture among students, to link with the productive sector and to show the community the work carried out in the institution.

In a country with a high rate of youth unemployment, this study can help determine whether the implementation of good entrepreneurship practices can increase the chances of young people finding a job or creating their own business. Currently, there is a need to foster a culture of entrepreneurship among young people, so that they become more proactive and take the initiative to create their own businesses. Starting a business can be a source of innovation and can also be a useful tool to complement formal education.

There is a set of situations around entrepreneurship practices, related to the employability training of technical high school students in the local context, which suggest that they constitute an increasingly important tool. Among these situations we can mention recent research, new formats; greater participation of micro-entrepreneurs, greater government support and greater use of social networks; and it is precisely these factors that are driving the growth of the economy and business. It is likely that academic training in entrepreneurial skills will continue to play an important role in the development of businesses or enterprises in the coming years.

Consequently, the objective of this study is to design a methodological proposal for integrating good entrepreneurial practices in academic training, which promote the initiative of entrepreneurship in sustainable businesses in the local context in technical high school students.

## **Development**

This study starts from the Latin word *emprender* (in, en, and *prendere*), which means to catch, to take, to seize. This word is associated with the concept of “catching” opportunities from its origins. However, on the other hand, its modern origin comes from the French *entrepreneur*, meaning pioneer, which gives us to know that it also implies initiating a project in a novel way. Etymologically, we can see how the concept of entrepreneurship implies, in addition to innovating, the risk associated with a new business idea, as well as being able to “catch” unexplored opportunities. The acquisition or development of entrepreneurial practices provides students with the necessary tools and knowledge to start and manage their own businesses, which opens up a range of possibilities for their professional future, allowing them to be their own bosses and generate their own livelihood.

(Briceño, 2011), affirms in his research, that education contributes to the creation of future income, to the extent that people develop skills and knowledge that allow them to increase their productive and social capabilities, and thus generate higher income and wealth, achieving greater welfare and social cohesion, in addition to reducing crime.

On the other hand (Vargas & Moreno, 2015) argue that training for entrepreneurship and entrepreneurship is a process that is being developed in educational institutions, but that needs to be strengthened in a more comprehensive manner, expanding the horizon to the various types of entrepreneurship and strengthening all entrepreneurial attitudes, an action that will benefit the integral development of the educational community, especially in students.

(Sastre, 2013), unravels the secrets of entrepreneurial success, according to the perspective of the entrepreneurs themselves. For this purpose, three groups of entrepreneurs were selected at different stages of their journey: potential, nascent and consolidated. In analyzing the experiences of these three groups, they discovered a fascinating convergence: the factors that drive motivation and lay the foundations for starting one's own business are surprisingly similar in all of them.

(Duarte and Ruiz, 2009), in their study, focus on the theoretical pillars that support the development of an entrepreneurial culture; addressing the fundamental assumptions that underpin it, presenting them as catalysts for creative and innovative processes. These processes, in turn, have the potential

to generate productivity and economic development, driving the creation of new businesses at the local, regional and national levels. The objective is to establish the key theoretical foundations for the effective implementation of an entrepreneurship program, generating a positive impact on the business fabric and economic development in general.

Technical Vocational Education and Training (TVET) is an educational process that prepares people for specific technical and technological occupations. It is characterized by its practical approach, oriented to the development of technical skills and competencies that allow graduates to enter the labor market in a competitive manner. The generation of labor competencies that enable an early labor linkage, is one of the main benefits derived from technical education; considering that this competence is generated through student internships that are developed in real learning environments, whether public or private companies. (MINEDUC, 2018)

Employability refers to a person's ability to obtain and maintain decent and productive employment. This capacity depends on various factors, such as academic and technical training, labor skills and competencies, work experience, and labor market conditions. "Employability refers to the ability and willingness of workers to remain attractive to the labor market (supply factors), to react to and anticipate changes in tasks and in the work environment (demand factors), facilitated by the human resource development instruments available to them (institutions)." (Rodríguez, 2009)

According to (Murillo, 2022) social entrepreneurship can be defined as a project, company or organization whose main objective is to address a social need or problem. Entrepreneurship is the process of creating and developing a business or company with the objective of generating economic and social value. It involves the identification of opportunities, planning, organization and management of resources to carry out an innovative idea.

Entrepreneurship practices are a set of activities and strategies that are implemented to foster the development of an entrepreneurial culture in a specific context. These practices may include entrepreneurship training, support for entrepreneurs, the creation of coworking spaces and the promotion of collaboration among entrepreneurs, as shown in Figure 1.

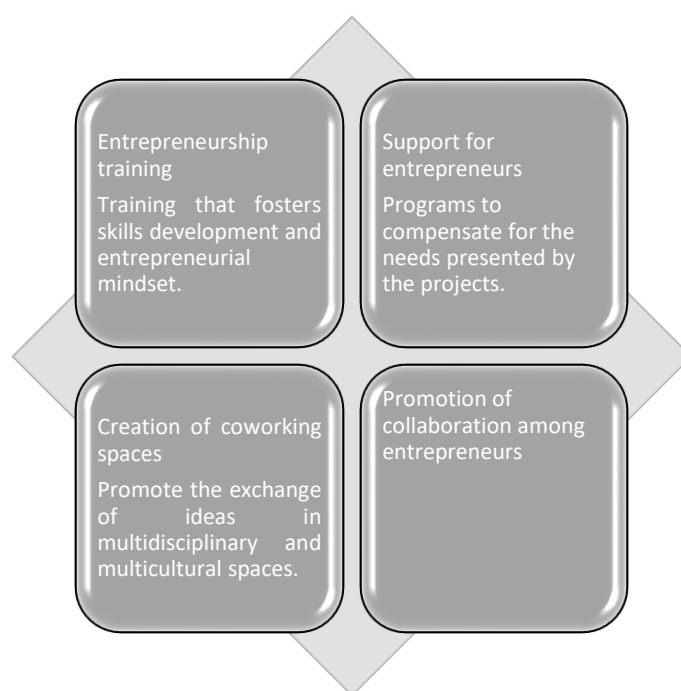
- Entrepreneurship training refers to specific training to start up a business and make it profitable. It involves, therefore, the development of business and human skills. Entrepreneurship training not only helps entrepreneurs acquire entrepreneurial and leadership skills, but also gives them the opportunity to develop an entrepreneurial mindset that will enable them to identify opportunities and solve problems more effectively. In

addition, it teaches how to set up and manage a business efficiently, which can be the key to success for any venture.

- Support for entrepreneurs, plans and programs that support entrepreneurship, are initiatives that seek to compensate or improve the different needs presented by entrepreneurship projects, such as structuring the business idea, financing, network building, innovation, business plan, among others.
- The creation of coworking spaces constitutes the generation of multicultural and multidisciplinary spaces that promote the exchange of ideas, from technology developers to marketing experts, which increases their perspective and helps to find solutions to the problems they face.

**Figure 1.**

*Didactic sequence of the proposal*



**Source:** Self elaboration

The Centers Work in Formation (FCT) it is a formation modality that is carried out in the own work place, combining the theory with the practice. This modality allows the workers to acquire the abilities and necessary competitions to act in an effective way in its work positions. The FCT will allow to consolidate the relationship among the theory and the practice, the study and the work, the educational offer and the occupational demand; and the most important thing, the revaluation of

the Technical High school in answer to the necessities of the socioeconomic-productive sectors of the country and the perspective of change of the productive womb.

A microentrepreneur is a person who runs and manages a microenterprise, which is characterized by having a lower level of production and sales than the average in its sector. Microentrepreneurs face many challenges such as lack of access to financing, competition from large companies, and government regulations. However, they also have advantages such as flexibility, adaptability and proximity to customers. For García (2022), microentrepreneurs are people who have an idea and take risks to make it a reality.

Innovation is a continuous action over time and encompasses different fields of human development. It is usually associated with the idea of progress and the search for new methods, based on the knowledge that precedes it, in order to improve something that already exists, to solve a problem or to facilitate an activity. Innovation activities effectively constitute, together with human capital, one of the main factors that determine the competitive advantages of advanced industrial economies. Therefore, it is essential to understand how innovation processes are managed within organizations, since the existence of these factors alone does not produce value; success will depend on how these innovation activities are managed. (Robayo, 2016)

(Martínez & Carmona, 2009), based on research by different authors, detailed the entrepreneurial competencies, conceiving them as those that allow people to successfully develop an entrepreneurial initiative, with the aim of generating greater individual and social welfare. In their study they present a set of competencies that translate into achievements evidenced in the person, as shown in Table 1.

**Table 1.**

*Most relevant characteristic competencies of an entrepreneur*

| COMPETENCIES                       | ACHIEVEMENTS IN THE PERSON                                                                                 |
|------------------------------------|------------------------------------------------------------------------------------------------------------|
| <b>Positive mental attitude</b>    | Trust in their own abilities and skills so that they can successfully develop their own business.          |
| <b>Ability to overcome failure</b> | Shows motivation to not give up a project at the first difficulties or adversities, and to keep on trying. |
| <b>Code of ethics</b>              | Presents actions and behaviors according to moral standards based on respect for other people and nature.  |
| <b>Stress management</b>           | Social competence Interacts easily with others in different situations and contexts.                       |
| <b>Meeting management</b>          |                                                                                                            |

|                                          |                                                                                                                                   |
|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
|                                          | Develops knowledge and skills necessary to guide meetings with prospective employees and other commercial agents.                 |
| <b>Stress mastery</b>                    | Exercises self-control and enables people to control themselves in stressful situations.                                          |
| <b>Ease of social relations</b>          | Relates easily with other people in different situations and contexts.                                                            |
| <b>Time management</b>                   | Observe the time in your daily activities to obtain good results.                                                                 |
| <b>Conversation skills</b>               | Communicates fluently and speaks correctly with others in different situations or contexts.                                       |
| <b>Initiative and proactive attitude</b> | Promotes initiatives, introduces new innovative products, services or technology, and develops inventiveness.                     |
| <b>Leadership</b>                        | It fosters their ability to lead and guide, with respect for others, future employees of their business or company.               |
| <b>Employee motivation</b>               | Encourages future employees to develop with interest the work that corresponds to them.                                           |
| <b>Negotiation</b>                       | It has the capacity to trade, buy and sell, or exchange goods in order to increase the company's profit.                          |
| <b>Organization and delegation</b>       | You are competent in coordinating all your employees and in distributing well the different tasks and functions of your business. |
| <b>Planning</b>                          | Organize your company in an orderly, coherent and pragmatic way by designing business strategies.                                 |
| <b>Personnel selection</b>               | Choose appropriately the workers who are going to be part of your company.                                                        |
| <b>Toughness</b>                         | Develops constancy in the execution of a task or action so as not to abandon it before it is completed.                           |
| <b>Vision and project for the future</b> | Generate ideas and identify opportunities that have not been seen by other entrepreneurs.                                         |

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**Source:** (Martínez & Carmona, 2009).

Within the proposal of this research, the existence of alternatives that students have when they are familiarized with good entrepreneurship practices is analyzed, as well as the possibility of creating new products or services, considering, for the scope of what is proposed, the application of entrepreneurship fairs or open houses through a multidisciplinary work.

### **Didactic modeling of the proposal**

As a proposal, a didactic sequence was designed from which entrepreneurship projects were elaborated, based on the “Learning by doing” methodology, with the purpose of developing entrepreneurial competencies and skills in students of the Technical High School, which due to its characteristics can be applied at any educational level.

This proposal is a set of stages and steps systematically designed so that students have the motivation and initiative to undertake business ventures that allow them to develop entrepreneurial

competencies and skills, with emphasis on teamwork, creativity, innovation, problem solving and effective communication. Figure 2 below shows its structure:

**Figure 2.**

*Didactic sequence of the proposal*



**Source:** Self elaboration

## Conclusions

The importance of complementing the traditional teaching of entrepreneurial skills and competencies with practical, collaborative and community experiences is highlighted.

By integrating real and productive projects, students develop more complete and relevant skills for today's world.

The results obtained suggest that it is feasible to apply the pedagogical proposal in the current academic training conditions of the technical baccalaureate student, in relation to both the profession and social demands.

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