

ACADEMIA MERCURII soukromá střední škola, s.r.o.

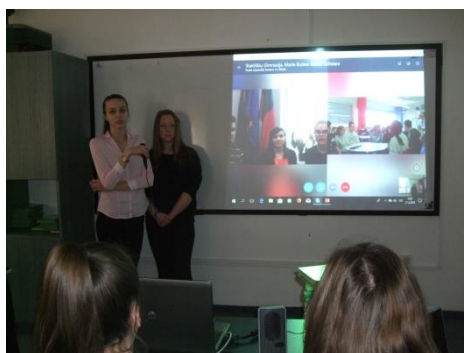
ENTREPRENEURSHIP IN SCHOOLS:

CREATING NEW OPPORTUNITIES IN TEACHING AND EDUCATION



Výsledky projektu o výuce k podpoře podnikatelského ducha žáků středních škol realizovaného středními školami z České republiky, Litvy a Španělska v období září 2016 až srpen 2018.

Tento projekt byl realizován za finanční podpory programu Erasmus+ Evropské unie.



ACADEMIA MERCURII, červen 2018



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z programu Evropské unie
Erasmus+

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Úvodní slovo

Vážení čtenáři,

dovolte nám, abychom Vám v této publikaci představili projekt týkající se výuky k podpoře podnikatelského ducha žáků středních škol pro jejich úspěšné budoucí uplatnění ve společnosti, který byl uskutečněn za podpory programu Erasmus+ školní vzdělávání v rámci Výzvy 2016.

Tento projekt, kterého se účastnili učitelé a žáci 10 středních škol ve 3 zemích Evropské unie (ČR, Španělsko a Litva), se zabývá vzájemnou výměnnou zkušeností učitelů i žáků týkajících se forem a metod výuky, které v žácích budují potřebné postoje k podnikání a které jim pomáhají získat cenné znalosti a zkušenosti pro jejich budoucí profesní život.

Věříme, že náš projekt může sloužit jako příklad dobré praxe v oblasti školního vzdělávání a spolupráce mezi školami v zemích Evropské unie, a také doufáme, že námi společně vypracované dokumenty mohou pomoci nejen dalším školám při rozvoji metodiky výuky k podpoře podnikavosti žáků, ale i mladým začínajícím či budoucím podnikatelům při jejich vlastní podnikatelské činnosti.

Doufáme, že i pro Vás bude tato publikace zdrojem inspirace a motivace do další práce v oblasti podpory podnikání a podnikavosti mladých lidí.

Váš tým ACADEMIA MERCURII soukromá střední škola, s.r.o.



O projektu

Tento projekt, kterého se účastnili učitelé a žáci 10 středních škol ve 3 zemích Evropské unie (ČR, Španělsko – síť osmi středních škol ve městě Lleida a Litva), se zabývá vzájemnou výměnnou zkušeností učitelů i žáků týkající se forem a metod výuky, které v žácích budují potřebné postoje k podnikání a které jim pomáhají získat cenné znalosti a zkušenosti v oblasti podnikání pro jejich budoucí profesní život. V rámci tohoto projektu byl vytvořen soubor aktivit, které jednotlivé školy pro podporu podnikatelského ducha svých žáků realizují, uskutečnilo se online setkání žáků těchto škol prostřednictvím videokonference, kde si žáci vzájemně vyměňovali své zkušenosti s projekty rozvíjejícími jejich kompetence potřebné pro jejich budoucí uplatnění na pracovním trhu a při vlastním podnikání (záznam tohoto setkání je možné získat na webové stránce tohoto projektu) a celý tento soubor aktivit byl zveřejněn na webové stránce projektu, která byla zřízena na adrese: <https://entrepreneurerasmus.wordpress.com/>.

ACADEMIA MERCURII přispěla do projektu souborem svých aktivit vedoucích k podpoře podnikavosti, a to například ukázkami odborné praxe svých studentů - průvodců z oboru Cestovní ruch, předvedením činnosti studentských fiktivních firem (obor Ekonomické lyceum) či studentských společností zakládaných žáky oboru Cestovního ruchu v rámci mezinárodního programu Junior Achievement. Litevské gymnázium projekt obohatilo o své zkušenosti s podobnými projekty podnikání žáků. Španělsko, které bylo zastoupeno 8 katalánskými středními školami z města Lleida, tvořícími společnou síť pro vzájemné předávání zkušeností a příkladů dobré praxe výuky na středních školách, projekt dále obohatilo svými zkušenostmi spolupráce s „inkubátorem“ mladých španělských firem CEEILLEIDA a s organizací GlobalLleida, která poskytuje teoretickou podporu mladým podnikatelům a středním školám vzdělávací programy týkající se podpory podnikání budoucích absolventů škol.

Během tohoto projektu bylo při společných setkáních ve městě Lleida (Španělsko), Stakliškės (Litva) a Náchod (ČR) společně vypracováno v anglickém jazyce, který byl jazykem projektu, několik dokumentů, které naleznete v další části této publikace. Jedná se o srovnávací studii strategií a politik využívaných v zemích účastnických škol a v těchto školách k podpoře podnikavosti (tento dokument má název Comparative study of the strategies and policies used in the different countries and the different schools to foster entrepreneurship), dále soubor příkladů dobré praxe využívaných v účastnických školách k podpoře podnikavosti a podnikatelského ducha žáků (název dokumentu Summary of good practices) a o návod, jak realizovat uskutečnitelný podnikatelský projekt (název dokumentu Guide of a feasible entrepreneurial

project - Concretion of the guidelines for the development of an entrepreneurial project). Tento dokument neobsahuje pouze kroky potřebné k uskutečnění úspěšného podnikatelského projektu, ale slouží zároveň jako autoevaluace, zda je podnikatelský projekt skutečně udržitelný, a to formou přidělování bodů každé své odpovědi v dané tabulce. Po přidělení bodů za všechny odpovědi v tabulce vyjde celkový součet, přičemž platí, že projekt s celkovým součtem bodů vyšším než je 50 % možných bodů, je projektem úspěšně realizovatelným. Věříme, že tento návod pro realizaci uskutečnitelného podnikatelského projektu by mohl posloužit začínajícím podnikatelům k zhodnocení možné realizovatelnosti svého podnikatelského záměru.



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Partnerské školy projektu

ACADEMIA MERCURII soukromá střední škola, s.r.o. – Náchod, Česká republika



www.amnachod.cz

Prienų r. Stakliškių gimnazija – Gymnázium města Stakliškės, Litva



<http://www.stakliskiuvm.puslapiai.lt/>

INS CAPARRELLA – střední škola ve městě Lleida, Katalánsko, Španělsko
– partner zastupující síť 8 katalánských škol ve městě Lleida



<http://www.iescaparella.cat/>

Comparative study of the strategies and policies used in the different countries and the different schools to foster entrepreneurship (srovnávací studie strategií a politik využívaných v zemích účastnických škol a v těchto školách k podpoře podnikavosti)

1. How is entrepreneurship understood in the different participant countries?

The contact with other countries and schools has offered us the opportunity to share information and new points of view about the topic in order to understand which is the most common meaning for entrepreneurship.

First of all, all countries agree with the fact that entrepreneurship implies being active in looking for a job. It is not related to waiting for an opportunity, it is related to the energy and determination required to be an active person.

This energy is needed if we take into consideration self-employment, as a way to establishing our own job and setting up a new company. We mustn't only rely on being employed by somebody else.

When dealing with self-employment it is obvious that the ability of setting up a firm and being able to manage with the different legal requirements is required.

This understanding of entrepreneurship is also associated with open minded students trying to avoid chained education in order to promote their creativity.

Although entrepreneurship is understood as something related to business, now a new trend is emerging that considers entrepreneurship as something related to an attitude that faces all aspects related to life and not only those directly involved with companies or businesses.

Traditionally, entrepreneurship was understood as launching and running a new business, nowadays the concept includes much more: skills for social life and specifically for economic questions. But this means an specific behaviour when facing daily life situations.

2. How do the schools of the different countries work entrepreneurship?

a. Simulations of a company

Obviously entrepreneurship is related to the establishment of a company and the best way to experiment and practise is doing a simulation on settling a company. There are different experiences.

Mock companies

These are companies set up by students. They are virtual companies but with all the steps required to setting up a real company. The product is also virtual, but it requires feasibility. To improve motivation among students there is a competition and teachers do not evaluate them in order to maintain the neutrality of the competition. There is also an Internet open space where you can buy and sell different products of the

mock companies and you can follow the feasibility of the company and the economical evolution of the firm. There are also real trade fairs organized where students can show their companies and share entrepreneurial experiences. This experience implies two lessons a week.

Junior achievement

It means a bridge between formal and informal education where students can also practice real situations related to entrepreneurship. In this case they deal with a real product and with real money. Students need to find funds and sponsors who can provide them. A product promotion is needed to improve its feasibility and a product sale is also needed to recover the money invested. Fairs are also organised as a way to share knowledge among the students involved in the project.

b. Internships

Student internships in companies is a way largely used in the countries that take part in this project. They could be recognised as another subject in the syllabus. In some cases the students work experiences in companies are compulsory and in others these are optional, but in both cases that kind of activity is taken in account for the school year qualifications.

c. Specific lessons

Specific subjects are taught in order to achieve the entrepreneurial spirit among the students. They could be economy lessons to familiarize students with ordinary facts of the companies. Or they could be career guidance lessons too, to show the steps which lead to the establishment of a company. Another idea is to introduce students in practical and creative lessons to promote entrepreneurship, more practical and less theoretical. These specific subjects could be taught in the compulsory secondary studies or in high school (post compulsory).

d. Other activities

It could be meetings with businessmen arranged in the high school or in the company where the representatives are working. Students visits to different companies close to the high school and to representatives of the area. Different kind of collaborations with the university: practises, visits and so on. Creating an entrepreneurship net of high schools sharing experiences and activities.

3. Which skills and attitudes must an entrepreneur person have?

The human behaviour is composed of a collection of different qualities and skills and there are ones directly associated to entrepreneurship. These could be the skills required for a good entrepreneurial spirit.

First of all, a reflection for teachers, as they should teach students to be open and to develop their minds. They should also foster the development of their students capacities so that they learn to reach their own aims.

Another important skill would be the skill of team work, mainly when dealing with common projects.

We can summarize the main skills of an entrepreneurial person in:

- Creativity for find and face new challenges.
- Alternative thinking to solve problems in a different way.
- Vision to imagine.
- Competence.
- Permeability to accept different opinions and adapt to corrections and improvements.

How can we work these types of skills?

An obvious way could be through the mentoring lessons with the classroom teacher. There, life skills would be developed through the guidance of the mentor.

Another way could be giving students open tasks where they have to personalize their learning. In this type of task, they should also develop creativity and alternative thinking to solve the tasks demanded.

Also flipped classrooms, where the students previously do some research at home about the topic of a subject and then expose their doubts in class. We believe it is a good way to improve their competence and their own autonomy.

A great challenge related with all the proposals would be the search of motivating tasks. It is a key factor to ask students about topics that are motivating for them. They will work more and better.

School events or competitions could be informal ways to acquire different kinds of skills. The class group should prepare the theoretical part during the lessons: how to communicate, how to behave, learn basic psychology, how to behave at work ,and so on. Later, in the practical part, they could manage with charity work, collecting money, creativity, responsibility, taking decisions and building good relationships with companies. In order to send students to companies, they must reach agreements with themselves and with local companies and authorities (city hall, major and so on).

4. Which methodologies or contents are used to foster this entrepreneurial spirit among our students?

To summarize we can agree with the fact that all the countries coincide in three methodologies which promote entrepreneurship among students.

- The first one is experiences like setting up their own company (semi real or fictitious) in order to reach and encourage their **autonomy and creativity**.

- The second one is **internships** in companies. This is considered very useful in order to establish contact with the real word of a company.
- And the final one is including entrepreneurship in the curriculum through **specific subjects**. What's more, promoting practical **lectures** with different representatives in order to keep our students in touch with professionals or institution representatives who can contribute to develop an entrepreneurial spirit among them.

Summary of good practices (soubor příkladů dobré praxe využívaných v účastnických školách k podpoře podnikavosti a podnikatelského ducha žáků)



generalities



Entrepreneurship

- 3rd course of ESO (15 years)
- Compulsary or not (optional in every school)
- Nowadays is almost compulsory in every catalonian school
- 2h / week during all the term (70h)
- Cursed usually by the Professor of Economics
- Almost new. Implemented 3 /4 years ago, no more
- With an important practical part

Main targets



Entrepreneurship

1. help students in making decisions about their training and experience, in order to adapt their skills to working conditions in continuous process of change
2. make him aware of the need for entrepreneurship considered not only as a set of qualities and skills needed to start a business, but as a general attitude that can be useful in activities professionals, as in everyday life

3 sections



Entrepreneurship

1. self-awareness and training program
2. labor market and economic activity
3. entrepreneurship and business plan

Educational skills



Entrepreneurship

1. Autonomy and personal initiative
2. Teamwork
3. Communication skills
4. Digital competence
5. The civic dimension in activities

Building a business plan (Questions)



Entrepreneurship

- product or service offered (what?)
- objectives (to satisfy needs that?)
- process of creating the product or service (such as it is?)
- trademark (name, image ...)
- company size (local, national, international ...)
- target (to which potential public sector is headed?)
- resources (what investment is needed, what human resources?)

Curriculum



Entrepreneurship

1. Personal and social skills to work
2. Personal and social skills to be a good entrepreneur
3. Programs and training opportunities
4. Sectors, trends and labor market demands. Seams job
5. Analysis of professions and jobs, and associated skills requirements
6. Professional environment
7. Towards an entrepreneurial society
8. Labor market activities, social and sustainability
9. Working for others. Access to public and private jobs
10. The business idea and business plan definition
11. Basics of Economics

Evaluation



Entrepreneurship

EXEMPLE 1. REGISTRE D'OBSERVACIÓ DEL GRUP

[illegible]

EXEMPLE 2. REGISTRE D'OBSERVACIÓ INDIVIDUAL

ITEMS D'OBSERVACIÓ	Num. seuatió						
1. Facilitat i rapidesa de comprensió general de les tasques.							
2. Implicació en el treball de grup.							
3. Capacitat dialògica i respecte envers les intervencions dels altres.							
4. Aportacions d'interès per als altres.							
5. Responsabilitat i compromís en les tasques individuals assignades.							
6. Creativitat i autonomia en l'accés a fonts d'informació i tecnologies.							

Evaluation



Entrepreneurship

EXEMPLE 3. PLANIFICACIÓ DE LA FEINA (EQUIP)

PLA DE L'EQUIP	
1. Carnes que exerceix cada membre de l'equip	
Carnes:	Persona que l'exerceix
Coordinador/a	
Secretaria	
Portavoz	
Responsable del	
Responsable de	
2. Objectius de l'equip	
1	Fer entrevistes a alumnats de les altres classes per a l'estudi de casos
2	Crear la pàgina web projecte
3	Comprar els llibres sobre els lladres
4	Acordar prèviament les presentacions orals
3. Compromisos personals	
Num de la persona	Compromís
	Aprendre el temps
	Llegir a temps les lletres assignades

EXEMPLE 4. AVALUACIÓ DE LA PRÒPIA FEINA (AUTO-AVALUACIÓ)

ITEMS D'OBSERVACIÓ					
He contribuït a la justificació de les tasques de l'equip					
M'he implicat en el treball de l'equip					
He dialogat amb els altres de manera respectuosa i acceptant els seus punts de vista					
He fet aportacions d'interès per als altres					
He pres responsabilitat i compromís en les tasques individuals que t'he assignades					
He manifestat creativitat i autonomia per fer les tasques, sense haver de dependre dels altres					
M'he esforçat suficientment per					
LA PROPERA VEGADA HAURIA DE MILLORAR...					

Examples in different schools



Entrepreneurship

FORMULARI RECOLLIDA ACTIVITATS EMPRENEDORIA

Centres participants: 27
Públic: 22 / Concertats: 5

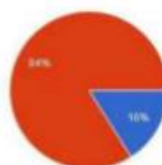
- | | |
|---|---|
| 1. INS Joan Oró (Lleida) | 14. Escola Agrària del Pallars (Tàrragona) |
| 2. Acadèmia MARTÍNEZ (Lleida) | 15. Escola Agrària de Les Borges Blanques |
| 3. INS Torrevicencs (Lleida) | 16. Escola Agrària de Tàrragona |
| 4. INS Escola del Treball (Lleida) | 17. INS Tremp |
| 5. INS Escola d'Hoteleria de Lleida | 18. INS Mollerussa |
| 6. INS Guindàvol | 19. La Salle Mollerussa |
| 7. Escola d'Art Aula Municipal de Teatre (Lleida) | 20. INS La Segarra (Cervera) |
| 8. INS Castell de Templers (Lleida) | 21. INS Alfons Costafreda (Tàrragona) |
| 9. INS Caparrera (Lleida) | 22. Vedruna Tàrragona (Col·legi Sant Josep) |
| 10. ILERNA (Lleida) | 23. INS Aubenc (Oliana) |
| 11. Escola Agrària del Pirineu (Bellestar) | 24. INS Almatà (Balaguer) |
| 12. Escola Agrària de Vallfoguera de Balaguer | 25. INS Hug Roger III (Sort) |
| 13. Escola Agrària Alfarràs | 26. La Salle La Seu d'Urgell |
| | 27. INS Joan Brudieu (La Seu d'Urgell) |

Nombre de Projectes: 40

Projectes (Centres que fan activitats d'emprenedoria): 34

Projectes (Centres empenedors): 6

(50 respostes)



● Centre empenedor
● Centre que fa algunes activitats d'emprenedoria

Examples in different schools



Entrepreneurship

- 1/ INS Joan Oró (Lleida) - Creació d'empreses de serveis amb a treball de síntesi
- 2/ Acadèmia Martínez (Lleida) - Pla d'Empreses
- 3/ INS Torrevicencs (Lleida) - Jornada d'empreses
- 4/ INS Escola del Treball (Lleida) - Setmana de l'Emprenedoria
- 5/ INS Escola del Treball (Lleida) - Job Dating (Clubs de Treball)
- 6/ INS Escola del Treball (Lleida) - Clínic incuba
- 7/ INS Escola del Treball (Lleida) - Programa "Pioners empenedors"
- 8/ INS Guindàvol (Lleida) - Fest Fira d'emprenedoria escolar
- 9/ Escola d'Art Aula Municipal de Teatre (Lleida) - La Sèrie
- 10/ Escola d'Art Aula Municipal de Teatre (Lleida) - Apropiet
- 11/ INS Castell de Templers (Lleida) - Creació d'una cooperativa
- 12/ Escola Agrària Alfarràs (Alfarràs) - Seminari d'Emprenedoria en Fructicultura
- 13/ INS Tremp (Tremp) - Jornades i conferències; Programa EFEC
- 14/ ILERNA (Lleida) - Premi al millor projecte empenedor del centre
- 15/ ILERNA (Lleida) - Compromís ILERNA d'emprenedoria i innovació
- 16/ ILERNA (Lleida) - Congrés d'emprenedoria IFEST
- 17/ ILERNA (Lleida) - Participació en concursos d'emprenedoria
- 18/ ILERNA (Lleida) - Visita a l'IFEST, congrés d'emprenedoria
- 19/ ILERNA (Lleida) - Projectes innova
- 20/ ILERNA (Lleida) - Clínic en modalitat DUAL
- 21/ Col·legi Torrevicencs (Lleida) - ???
- 22/ Escola Agrària del Pirineu (Bellestar - Lleida) - Conducció d'activitats en aigües braves
- 23/ Escola Agrària de Tàrragona (Tàrragona) - Creació de síntesi
- 24/ INS Mollerussa (Mollerussa) - Conveni amb empreses col·laboradores
- 25/ INS La Segarra (Cervera) - Impulsam l'emprenedoria
- 26/ INS Alfons Costafreda (Tàrragona) - Projecte empresarial d'Administració / Finances/ Simulació empresarial
- 27/ Vedruna Tàrragona - Col·legi Sant Josep (Tàrragona) - Emprenedoria
- 28/ Escola Agrària del Pallars (Tàrragona) - Síntesi
- 29/ INS Aubenc (Oliana) - Sensor denominació
- 30/ INS Almatà (Balaguer) - Visites a empreses i jornades tècniques
- 31/ INS Hug Roger III (Sort) - Emprenedoria
- 32/ INS Joan Brudieu (La Seu d'Urgell) - Setmana de l'FP

8/ Projectes (Centres empenedors): 6

- 1/ La Salle La Seu d'Urgell (La Seu d'Urgell) - Concurs d'emprenedoria, concurs elevator pitch
- 2/ INS Caparrera (Lleida) - Jornades d'emprenedoria
- 3/ INS Escola del Treball (Lleida) - Què és el Networking
- 4/ INS Escola d'Hoteleria i Turisme de Lleida (Lleida) - Conjunt d'Activitats Emprenedors: Concursos, fires, mestres gastronòmiques, col·laboració amb entitats, creació de nous productes
- 5/ La Salle Mollerussa (Mollerussa) - Millor empenedor
- 6/ ??? - ???

Examples in different schools



Entrepreneurship

Project Name: Job Dating (Dating Work)
Education level: 2nd year 2nd year intermediate vocational training and advanced vocational training
Professional Family: Any
Training Cycle: 2nd cycle course of any
Responsible / s Project Team ID7
Brief project description: Dating is dating Job work or a day or more on a company dedicated to recruitment processes carried out in the center of real choice. Students register voluntarily presented a resume and do a real job interview. Thus any student center ending the cycle has gone through a process of real choice.

Examples in different schools



Entrepreneurship

- 1/ INS Joan Lluís (Lleida) - Creació d'empreses de serveis amb a treball de assistent
 - 2/ Acadèmia Martínez (Lleida) - Pla d'Empreses
 - 3/ INS Tarradellas (Lleida) - Renda Empren FP
 - 4/ INS Escola del Treball (Lleida) - Setmana de l'Emprenedoria
 - 5/ INS Escola del Treball (Lleida) - Job Dating (Dies de treball)
 - 6/ INS Escola del Treball (Lleida) - Clínic incuba
 - 7/ INS Escola del Treball (Lleida) - Programa "Píndols emprenedors"
 - 8/ INS Guàrdiola (Lleida) - Pesi Fira d'emprenedoria escolar
 - 9/ Escola d'Art Aula Municipal de Teatre (Lleida) - La Sílaba
 - 10/ Escola d'Art Aula Municipal de Teatre (Lleida) - Apropiet
 - 11/ INS Castell de Tàngora (Lleida) - Creació d'una cooperativa
 - 12/ Escola Agrària Alfarràs (Alfarràs) - Seminari d'Emprenedoria en Fructicultura
 - 13/ INS Tremp (Tremp) - Xerrades i conferències; Programa ETEC
 - 14/ IERNA (Lleida) - Premi al millor projecte emprenedor del centre
 - 15/ IERNA (Lleida) - Compagament IERNA d'emprenedoria i innovació
 - 16/ IERNA (Lleida) - Congrés d'emprenedoria IFEST
 - 17/ IERNA (Lleida) - Participació en concursos d'emprenedoria
 - 18/ IERNA (Lleida) - Visita a l'IFEST, congrés d'emprenedoria
 - 19/ IERNA (Lleida) - Projectes innova
 - 20/ IERNA (Lleida) - Cicles en modalitat DUAE
 - 21/ Col·legi Salesià (Lleida) - ???
 - 22/ Escola Agrària del Pirineu (Bellver de Jorba) - Confecció d'activitats en aigües braves
 - 23/ Escola Agrària de Tàrraga (Tàrraga) - Crèdit de síntesi
 - 24/ INS Molinissa (Molinissa) - Conveni amb empreses col·laboradores
 - 25/ INS La Segarra (Cervera) - Impulsant l'emprenedoria
 - 26/ INS Alfons Costafreda (Tàrraga) - Projecte empresarial d'Administració i Finances/ Simulació empresarial
 - 27/ INS La Segarra (Cervera) - Impulsant l'emprenedoria
 - 28/ INS Alfons Costafreda (Tàrraga) - Projecte empresarial d'Administració i Finances/ Simulació empresarial
 - 29/ Vetrina Tàrraga - Col·legi Sant Josep (Tàrraga) - Empresaula
 - 30/ Escola Agrària del Pallars (Tàrraga) - Síntesi
 - 31/ INS Auberg (Olella) - Sense denominació
 - 32/ INS Almatà (Balaguer) - Visites a empreses i Jornades tècniques
 - 33/ INS Hug Roger III (Sant) - Emprenedoria
 - 34/ INS Joan Brudieu (La Seu d'Urgell) - Setmana de l'FP
- B/ Projectes (Centres emprenedors): 6**
- 1/ La Salle La Seu d'Urgell (La Seu d'Urgell) - Concurs d'emprenedors, concurs elevador pitch.
 - 2/ INS Caparrella (Lleida) - Jornades d'emprenedoria
 - 3/ INS Escola del Treball (Lleida) - Guàrdia del Networking
 - 4/ INS Escola d'Hosteleria i Turisme de Lleida (Lleida) - Conjunt d'Activitats Emprenedors: Concursos, feres, mostres gastronòmiques, col·laboració amb entitat, creació de nous productes.
 - 5/ La Salle Molinissa (Molinissa) - Motor empresarial
 - 6/ ??? - ???



ENTREPRENEURSHIP IN SCHOOLS - CREATING NEW OPPORTUNITIES IN TEACHING AND EDUCATION - Example of good practice

School: Staklišké gymnasium	Country: Lithuania
Field: Learning methodologies	Title: Business plan
<p>Summary/description (500 characters):</p> <p>Every Friday, we 3 G class students, gather in Entrepreneurship Getting Started lessons. Already before the summer vacation we knew that we will have the opportunity to develop training students company. Upon returning after the Summer's holidays, a little disappointed - in case of shortage of members, the company development failed. So now in the classroom we started playing a kind of game called The company we are doing a lot of work that we would dare set up a teaching student's company, but we do it on paper, in reality does not operate. Everything started with a reflection: what we can do. Knowing that the school is gifted a printer, students produce 3D objects using CYAN, clay ovens, draw pictures, we formed the idea. With a clear vision, a company logo, we have started company's description, environmental analysis and later moved on to the production of the students teaching company "Droplets" marketing plan.</p> <p>We know that having your own business is quite important to know the strengths and weaknesses of the company side, so a lot of time and we were interested in these topics.</p> <p>TSC (training students company) "Droplets" will sell their handmade souvenirs. Business will be located in Stakliškes gymnasium (Prienai street 8, Stakliškes). We are planning to start working from 1st September in 2016.</p> <p>The founders of business are Viktorija, Violeta and Indre.</p> <p>Our products will be sold not only for people from gymnasium society but also for people from all of the Stakliškes district and for people that placed orders.</p> <p>By selling our products we are going to advertise our gymnasium, skills and also ourselves.</p> <p>We are hoping to get support from gymnasium (with supplies) and Stakliškes entrepreneurs.</p> <p>For initial capital we are going to use own resources. Profit will be divided equally.</p> <p>TSC "Droplets" business plan</p> <p>Company description</p> <p>Business field description</p> <p>TSC "Droplets" business type making and selling of handmade souvenirs. The idea to start this business was influenced by a few factors: desire to realize ourselves, our teacher's and principle's encouragement, desire to make money and get acquainted with business establishment. We are planning to attract clients with our exclusive and original products.</p> <p>The stronger side of our company:</p> <ul style="list-style-type: none"> • Initiative; <p>Staff is friendly and full of great ideas;</p> <ul style="list-style-type: none"> • Unconventional material; • Authenticity; <p>The weaker side of our company:</p> <ul style="list-style-type: none"> • Lack of experience; • Lack of money; • Slow return in the beginning; <p>Company threats:</p> <ul style="list-style-type: none"> • Lack of ideas; 	

- Emerging competitors;

TSC goals:

- Attract more clients;
- Advertise our gymnasium;
- Meet our clients needs;
- Assess necessary finance demand;
- Estimate perspective;
- Have capital;
- Realize our ideas;

Although the company has not been established, we gained more experience, learned many new things and expect others to take over our work, everything will finish successfully, and will be the meeting representatives of the school.

Phases of development

- a) What will be the work time?
- b) Where did we work?
- c) How we get the needed room's to work in?
- d) What devices will be needed?
- e) Will we have the reserves. Can it get old?
- f) Safety briefing.
- g) How did we check the quality?

- a) In the art class and the after school activities
- b) In the school.
- c) We will consult with school teachers and leaders.
- d) 3D printer clay and oven. We will use school equipment.
- e) We should always have reserves: plastic, clay, paint and others things that we will might needed. These reserves doesn't get old and don't become un need.
- f) We will follow the manufacturer's seated directions how to use equipment carefully.
For example: Don't touch 3D printer while his working, don't touch products while they hot and don't open the oven while it's working.
- g) Quality will be checked carefully. If we need we will check the resistance to hotnes. Every worker will sign the work safety briefing.

Problems to pay attention to when developing the different stages

Much attention was paid to the problems that we face, and the search for possible solutions to the road. Thinking about your customers, we have entered into forms that people can evaluate our work, the quality of products and package as well, provide the information that we could use in the student's teaching company's activities to improve the quality.

Conclusions

Consumers demand is growing, they are looking for original gifts or souvenirs, but we will try to offer. Market potential - sufficient. More customers would return before the biggest holidays of the year because all want to give a joy with original gifts. At this stage it is difficult to find out about competitors, their objectives and plans for the future, because there is not enough advertisement. The analysis of the competitive firm's shows that we can choose the most effective ways to fight competition, to decide what factors - price, quality or service could be effective.



2017 m.





One girl really liked the different procedures of physiotherapy
So that she decided to study this subject.
She also realised that she could work not only in a sanatorium



The work and various functions in the kitchen left a really
deep impression.









Shading in these four fields was a really useful experience. It was interesting to get more knowledges in entrepreneurship.



Girls relaxing

ENTREPRENEURSHIP IN SCHOOLS - CREATING NEW OPPORTUNITIES IN TEACHING AND EDUCATION - Example of good practice

School: Academia Mercurii	Country: Czech Republic
Field: Learning methodologies	Title: JUNIOR ACHIEVEMENT COMPANIES
<p>Summary/ description (500 characters):</p> <p>Junior Achievement is a world-wide organization dedicated to giving young people the knowledge and skills they need to succeed in a global economy through programs which help them to develop their knowledge and skills in the areas of work readiness, entrepreneurship and financial literacy (more information at http://www.ja.org).</p> <p>We use the program of Junior Achievement called JA Firm. This program enable our students (aged about 17 years) to set up their own business companies which are not fictive but real ones (within the net of Junior Achievement). The real activities enable the students to understand the issues of running a real company during the process of setting up, running and closing the company all the steps are real and students use the real money and produce and sell a real product.</p> <p>As the products of the JA companies are real, they must be very well feasible. As examples of the JA companies products, we can mention (a cup situated in a car full of special napkins a product which was really interesting for a famous car manufacturer), or calendars made for school classes or one-day trips to interesting places abroad to offered by “travel agency”.</p> <p>To improve motivation among students there is a national contest in the area of these JA student’s companies in Prague at the end of every school year where all JA companies have their own stands and can introduce their products to the public including possible investors (real companies). There are also organized real trade fairs where students can show their JA companies and share their entrepreneurial experience.</p> <p>JA companies are run by students of our branch of study of management of tourism - at school within the lessons of Applied Economics and this school subject is divided into two groups (two student’s companies) and implies one lesson a week for each group.</p> <p>The role of the teacher is to help the students to find the answers of issues and to help them to organize their attendance at the fairs and national contest. This school subject is planned so that each JA company (which consists of about 10-15 students) could have their own lessons, not being disturbed by activities of other JA companies students.</p> <p>Our school must pay a very small fee (about 2 Euros per a student) to the Junior Achievement Organization per year. We cooperate with the local branch of JA called JA Czech Republic. This fee is really a symbolic one as our students get so much back: a JA consultant is available, JA provides the head masters of each JA company with workshops in presentations skills and fair skills and various materials are available.</p> <p>Teaching this project means a bridge between formal and informal education where students can practice real situations related to entrepreneurship, dealing with a real product and with real money. Students need to find funds and sponsors who can provide them with the capital necessary to start the production activities. Then the product promotion is needed to improve its feasibility and the product sale is also needed to recover the money invested.</p> <p>The running of this real company helps students to develop their entrepreneurial spirit by developing their skills in the area of creativity, business and presentation skills, cooperation and bring their theoretical</p>	

knowledge into practise.

Phases of development:

Application and undersigning a contract

Before the beginning of all activities, a contract must be undersigned between a local JA organization and the school (represented by its head teacher). The contract is delivered to a school by the local JA organization after submitting an on-line application form (on the website of the local JA organization). The contract includes all the conditions of their cooperation.

Setting up of a JA company

1. Creation of the company

At first students must decide about the name of their JA company, the branch of their interest, the logo of the company and its legal form. After that they register their company with the local JA organization. Then the most important phase comes: brainstorming about the product (or more products) which they want to invent, create and sell. The students must be careful when deciding, as the products must be feasible (the project works with the real money)!!! Then the students must divide their work positions and responsibilities according to the following structure of their company:

- Headquarters
- Trade and promotion department
- Production department
- Human resources and legal department
- Accounting department

Running of a JA company

Students can start all the work with planning and producing their products, their promotion, and all the paperwork connected to the legal issues etc. They run the JA company during one school year themselves (under the supervision of their teacher). There are some workshops provided by the JA organization for the managing directors (group leading students) during the school year such as a workshop in presentation skills etc. At the end of the school year there is a national contest in Prague to choose the best JA companies.

The students (with their teacher) also take part in trade fairs of JA companies where they can promote their company and get important experience for their future work life.

The activities of JA companies during the school year include activities such as:

- Manager training for the presidents
- Business plan making (marketing research, competition analyses)
- Plan making of each department
- Fundraising
- Development and production of the product
- Product promotion
- Product sale

Closing of a JA company

Before the end of the school year, all the activities of the JA company must be finished and the JA company is closed no matter what the result of their economic activities is if the student's company is closed with a profit or a loss. The both possible results are of benefit to the student's work experience.

The activities of students before the JA company closing include activities such as:

- Final personal interviews
- Financial statement
- Annual report

And on the base of all the real results (loss or profit; investors and customers interested or not, the quantity of remaining unsold products etc.), the students can see how feasible their company is. This should bring them such an important insight into a practical life!

Problems to pay attention to when developing the different stages

There is a new fee charged - about 300 Euros, for the attendance at the Prague's fair and the national contest. This fee has been introduced this year and may be the reason why our two companies will not participate in the national contest.

We will observe what the situation with this new fee is like in the following years and we may have to adapt our project to continue without the attendance at the national contest.

Conclusions

Taking part in this very practical and creative work, students get self-confidence which is so important for their future work life. The students can see how a real company works, what steps are necessary to be taken during the process of setting up, running and closing a company and they can benefit of applying their theoretical knowledge of economics, law, marketing and management and other school subjects into practice. The cooperation between students is highly necessary. During this project students work and learn about the importance of cooperation, responsibility and team work.

During the attendance at the trade fairs or the national contest, students can train their professional behaviour when promoting their real products among the visitors of their stand. But what more! Students can see if they behave professionally enough just at the phase of fundraising when they personally go to see various potential sponsors doing all the necessary fundraising activities! The feedback is so visible! If they do not promote their company and its products convincingly enough, they will not get enough financial resources from sponsors and then they must be creative in some other ways to fundraise the rest of the necessary financial resources!

This practical experience of running of a real company (within the JA network) can help students to create their entrepreneurial spirit as with all the obtained experience, they have the necessary knowledge, skills and abilities to be able to run their own company in their future work life.

Attachments

Evidences that the practice works:

Quantitative: indicators of results, if any (figures, graphs,...)

Qualitative

ENTREPRENEURSHIP IN SCHOOLS - CREATING NEW OPPORTUNITIES IN TEACHING AND EDUCATION - Example of good practice

School: Academia Mercurii	Country: Czech Republic
Field: Learning methodologies	Title: MOCK COMPANIES
<p>Summary/ description (500 characters):</p> <p>Mock companies are companies set up by students of our school (aged about 17 years). They are virtual (fictive) companies but with all the steps required in the process of setting up, running and closing a real company.</p> <p>The products of the mock companies are also virtual but they must be feasible. As examples of the virtual products, we can mention virtual products of coffins and other funeral services in case of a virtual funeral company or fictive language courses in case of a virtual language courses agency.</p> <p>To improve motivation among students there is a national contest in the area of these mock companies and teachers do not evaluate the students in order to maintain the neutrality of the competition. All the evaluation is done by an external company which provides the mock companies with a special computer system (Internet open space within their web page) where all the steps of trading and accounting are carried out. Mock companies of different schools can buy and sell virtual products of the other mock companies there so it is possible to follow the feasibility of each company and its economical evolution. Our school must pay a small fee to the external company for using of this Internet open space and their evaluation of the mock company. We use the organization of CEFIF which is a member of world-wide organization EUROPEAN-PEN international (practice enterprises network) available on the website: http://www.penworldwide.org.</p> <p>There are also organized real trade fairs where students can show their mock companies and share their entrepreneurial experience.</p> <p>Mock companies are prepared by students of our branch of study of economic lyceum - at school within the lessons called: Fictive Firms and this school subject implies two lessons a week.</p> <p>The simulations of real companies help students to develop their entrepreneurial spirit by developing their skills in the area of creativity, business skills and cooperation and bring their theoretical knowledge into practise.</p> <p>Phases of development:</p> <p>Setting up of a mock company</p> <p>At first students must decide about the name of their mock company, the branch of their interest, the type of products intended to be sold, the logo of the company, the work positions and responsibilities of each student. They must divide their work positions and responsibilities according to the following structure of the mock company:</p> <ul style="list-style-type: none"> • Headquarters • Trade and promotion department • Human resources and legal department • Accounting department <p>Then the students in cooperation with the head teacher conclude a contract with the provider of the open space computer system of CEFIF.</p>	

Running of a mock company

Students can start all the work with elaborating their virtual products, their promotion, all the paperwork connected to the legal issues etc. They run the mock company during one school year, using the open space computer system for selling their products to other mock companies in our country and abroad (if they wish) and for purchasing products of the other mock companies in the system. They must carry out in the system all the necessary operations of accountings of all those transactions. The students are not evaluated by their teacher but by the company of CEFIF (the provider of the computer system) which provides them also with the feedback. Their teacher only checks if the students work and carry out all operations on time. The students (with their teacher) also take part in trade fairs of mock companies in our country where they can promote their mock company and get important experience for their future work life.

Closing of a mock company

Before the end of the school year, all the virtual activities of the mock company must be finished and the mock company is closed no matter what the result of their economic activities is if the mock company is closed with a profit or a loss. The both possible results are of benefit to the student's work experience.

If the mock company meets all the requirements of the CEFIF system (all the transactions are accounted on time and properly), then all the students taking part in the mock company get certificates. The certificate confirms their work position in the mock company and certifies their ability to work with excellent results (the ability of using the theoretical knowledge in professional experience).

Problems to pay attention to when developing the different stages**Conclusions**

Taking part in this very practical and creative work, students get self-confidence which is so important for their future work life. The students can see how a real company works, what steps are necessary to be done during the process of setting up, running and closing a company and they can benefit from applying their theoretical knowledge of economics, laws, marketing and management and other school subjects into practice. The cooperation between students is highly necessary so during this project work students learn about the importance of cooperation, responsibility and team work. During the attendance at the trade fairs, students can train their professional behaviour when promoting their virtual products among the visitors of their stand.

This practical experience of running of a mock company can help students to create their entrepreneurial spirit as with all the obtained experience, they have the necessary knowledge, skills and abilities to be able to run their own company in their future work life.

Attachments

Evidences that the practice works:

Quantitative: indicators of results, if any (figures, graphs,...)

Qualitative

Guide of a feasible entrepreneurial project - Concretion of the guidelines for the development of an entrepreneurial project (návod, jak realizovat uskutečnitelný podnikatelský projekt: kroky potřebné k uskutečnění úspěšného podnikatelského projektu a zároveň autoevaluace udržitelnosti podnikatelského záměru)

Concretion of the guidelines for the development of an entrepreneurial project (More than 50% implies feasible project)

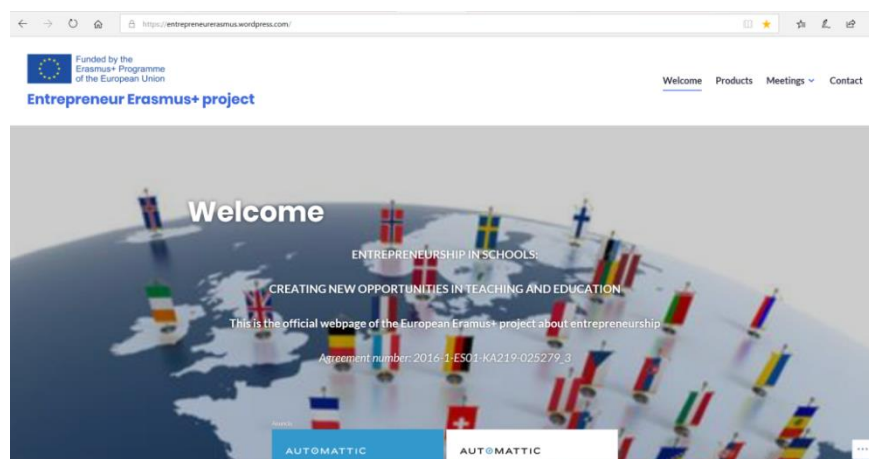
Previous actions	Nothing Very low 1	Little Low 2	Quite High 3	A lot Very high 4	Punctuation action by action (1-4)
Choose a solid team.	There is no interaction among them. They work individually.	They get some results from time to time.	They are used to working in groups.	They work cohesively and find solutions for the problems.	
Make a good SWOT analyses.	It is not done properly, only superficially. Few items investigated.	Only some items deeply investigated.	Investigated deeply, but some details are missing.	Done properly. A lot of information is recorded.	
Business plan that includes a market research.	It is not done properly, only superficially. Market research is missing.	Only some items deeply investigated. Market research is done but not very well.	Investigated deeply, but some details of market research are missing.	Done properly. A lot of information is recorded. Complete market research.	
Create a road map (strategical planification).	It is not done properly, only superficially. Aims and strategies are not defined.	Aims and strategies are not clear. Only few activities developing the strategies.	Strategies are clear and developed the aims, but there are not enough activities to achieve the aims.	The goals are SMART (specific, measurable, achievable, relevant and time bound). Strategies are specific and there are enough activities.	
Plan a budget for your project and how to get the capital.	Budget is not planned properly. No ideas about finding funds.	Budget is planned but some details are missing. The ways to get the capital are not realistic.	Budget is planned with almost all the details but is not completed. The way to get the capital could be possible.	Budget is done perfectly with a lot of details. The way to get the capital are clear and feasible.	
Share responsibilities and divide the project in smaller ones. (organization structure).	The organization structure is not defined. Responsibilities are not shared.	The organization structure is defined but responsibilities are not shared properly.	The organization structure works but some responsibilities are not distributed properly.	The organization structure is well defined. Responsibilities are shared properly.	
Companies identity (logo, name, motto, vision, legal form and so on).	The company identity is not defined.	The company identity is partially defined but some items are missing..	The company identity is defined but some items are not very well developed.	The company identity is well defined and the items correspond to the aims of the company.	
Finding out about conditions: laws, rules, certificate, permission.	Conditions are not taken into consideration.	Only few conditions are taken into account but not the important ones.	The most important conditions are taken into account but some are missing.	All the conditions are taken into account.	
Total Punctuation "Previous Actions"					

During project implementation	Nothing Very low 1	Little Low 2	Quite High 3	A lot Very high 4	Punctuation action by action (1-4)
Set progress reporting guidelines and to control the project development.	There are no guidelines and the control is not done.	The guidelines are not clear. The control is not done properly.	The guidelines are clear but the control is not done properly.	The guidelines are clearly defined. The control of the project is well done.	
Be aware of possible risks.	No risks are taken into account.	Only few risks have been considered but not the important ones.	Almost all risks are taken into account.	All risks have been considered.	
Acknowledge and publish the small goals achieved.	There is no dissemination of the goals achieved.	Some goals are published but sometimes not in the right way.	Most of them are published and acknowledged.	There is a full dissemination of the goals achieved and it is done properly.	
Foster shared leadership and responsibilities.	Responsibilities are not shared within the management staff.	The shared leadership is defined but responsibilities are not shared properly.	Leadership is shared but responsibilities are not distributed properly.	Leadership is fully shared and responsibilities are distributed properly.	
Use of the new technologies and social media for the developing and promotion of the project.	New technologies and social media are not used.	Some new technologies are used but not enough; not enough promotion is done through social media.	New technologies are used but not enough; promotion is done through social media.	New technologies and social media are used properly.	
Motivate the staff. Promote an optimistic and positive working atmosphere.	Staff are not satisfied with the atmosphere nor motivated with any plan.	Some members of the staff are satisfied and motivated.	A greater part of the staff are motivated and satisfied with the atmosphere.	Staff are satisfied with the atmosphere and motivated due to a specific plan.	
Quality control (budget, aims, production, services and so on).	There is no quality control.	The quality control is not done properly. Only a few parts are checked.	The quality control is done. Some parts are missing.	The quality control is done properly. All parts are checked regularly.	
Training for employees to get some skills.	No training is done nor planned.	Only some training is done. The activities are not suitable.	Training is done. Some activities are not suitable.	Training is well planned and done. Activities are proper.	
Total Punctuation "During Project Implementation"					

Project Evaluation	Nothing Very low 1	Little Low 2	Quite High 3	A lot Very high 4	Punctuation action by action (1-4)
Feedback of customers and employees (questionnaires, interviews, surveys and so on).	There is no research to get feedback.	Some research is done but questionnaires, interviews and surveys are not well structured.	Research is done but the feedback is not used for further actions.	Research is done and the feedback is used for further planning.	
Measure the profits of the project.	Profits are not measured.	Profits are not measured in a proper way.	Profits are measured but the management team do not take it into consideration.	Profits are measured and further actions are planned.	
Progress indicators. (number of supplied products or services)	There are no progress indicators.	There are only few progress indicators and/or they are not measured in a proper way.	The progress indicators are measured but the data is not used for the project improvement.	The progress indicators are measured and the data is used for the project improvement.	
Market share.	The information on the market share is not searched.	Only little or not relevant information is found.	The market share is investigated but the data is not used for the project improvement.	The market share is investigated and the data is used for the project improvement.	
Impact on the local community, society and environment.	The impact is not examined.	Only little or not thorough examination is done.	The impact is investigated but the data is not used for the project improvement.	The impact is investigated and the data is used for the project improvement.	
Measure the development of the company.	The development is not measured.	The company development is not measured in a proper way.	The company development is measured but the management team do not take it into consideration.	The company development is measured and further actions are planned.	
Total Punctuation "Project Evaluation"					

TOTAL PUNTUATION OF THE PROJECT	
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Webová stránka projektu <https://entrepreneurerasmus.wordpress.com/> – ukázka úvodní strany



Schools involved in the project

Introduction:

This project is meant to be a follow up of the work and results obtained in the previous project "Preventing dropping out: steps to success towards the European benchmarks". Surveys conducted to families and students in five different countries showed the importance of methodology as a motivation tool to prevent students' early leaving. Moreover, orientation and guidance were also considered to play a key role.

The schools which took part in the partnership consider that the work started in the previous project has not yet finished and that a further step should be taken in order to be able to work on the results obtained. Proposals which involve changes in methodology and in the orientation and guidance service could be implemented and we foresee they would undoubtedly help reducing the rate of students prone to leave the school system.

These proposals will be experimented in the subject of entrepreneurship which all the schools in the partnership consider, not only a cross-curricular area in their own syllabuses, but also one of the most motivating and innovative fields to be developed.

Eventually, the association aims to generate good practices which could be useful in every school taking part in the project. Getting to know what each country is doing in such an issue as entrepreneurship, how it is dealt with, what are the syllabuses of each country, what materials have already been developed, etc.... will be of great help to all the members of the association. It will undoubtedly be a starting point with the aim of generating a set of didactic material that could eventually be of use to the schools involved.

We also aim to reach those training centers in charge of unemployed young people. One of our aims is to help in the reduction of unemployment which in some of the countries of the association is currently a big problem.

Last, but not least, we also aim to create a network of teachers and school leaders that will survive after the project has arrived to its end. We do believe entrepreneurship is not only a subject to be taught, but also a way of behaving and of working. Definitely, an attitude we should transfer to our youngsters in Europe.

Participants:

Academia Mercurii (Czech republic) – [website](#)



Stakliškių gimnazija (Lietuva) – [website](#)



INS Caparrella (Catalonia) – [website](#)



Entrepreneurship In Schools: Creating New Opportunities in Teaching and Education

Výsledky projektu o výuce k podpoře podnikatelského ducha žáků středních škol realizovaného středními školami z České republiky, Litvy a Španělska v období září 2016 až srpen 2018

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