

HANDBOOK

Foundation and Operation of
CROSS-BORDER
STUDENT ENTERPRISES
in Europe



PACE

 Erasmus+

2017



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This project has been funded with support from the European Commission.
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Premise

The handbook “Foundation and Operation of Cross-Border Student Enterprises in Europe” is created to enhance the professional competences of students from vocational programs in Europe. To reach this purpose, the students are involved in pedagogical projects called ‘student enterprises’.

Student enterprises (SEs) are not real companies, but they adopt the same structure in terms of work, organization and legislation in order to put the students in an environment as close as possible to the real world. The students have their own roles in the SE and sometimes exchange them during the school project, so that they learn every single role for the SE operation.

The project’s cross-border approach aims to establish contact with similar SEs in Europe and trade with them in a professional environment exchanging their products or services to each other. The students enhance their language skills while communicating with their peers in the partner countries. In the same way, the students improve the use of ICT tools since they must establish the best communication way to work with their peer SEs together.

Together with this handbook, other products have been created as a complement to it, like a teacher training focused on project management and entrepreneurship, a SE communication structure, a peer to peer video-guideline where students learn from each other and a test where the students prove what they learned and receive an entrepreneurial project management certificate (EPMC).

This handbook is the result of a European project called “PACE – Promoting Employability through Entrepreneurial Actions in Cross-Border Student Enterprises”, which is supported by the European Commission and its strategy for 2020 on increasing the employment rate through an Erasmus+ program.

Special thanks to the European Commission, to the PACE project partners for their hard work to make this possible and to Claudia Schettler from Landesinstitut für Schule Bremen (LIS) for sharing her expertise in the field of student enterprises.

Cross-Border Student Enterprises' Basics

or, what we should know about SEs...

What is a cross-border student Enterprise?

A Student Enterprise (SE), in contrast to a commercial enterprise, is a school project with a pedagogical target. The students working in a SE develop and produce products or services like in a real enterprise and sell them to real customers.

The cross-border attribute refers to the collaboration with other SEs abroad (partners), where they sell products and services in a controlled market. Other customers abroad, besides the partner SEs (e.g. other school classes, other groups), can purchase the products or services of the student enterprise, where the partner SEs act as communication channel between the final customers in their countries.

In this process, the students in the SEs are able to exchange their work good practices with other SE's students in order to improve their professionalization.



Teacher's roles

Normally, the teachers are the ones taking the initiative in creating a SE in the school and offering it to the students. The SE activity or business idea can be selected according to the school educational offer. Possible inspiring ways on how to create a SE can be found in SEs exhibitions, other SEs in the region, etc. The teachers are usually in charge of selecting the group of students that will integrate the first SE staff.

A SE should be planned and run in a team. Students and teachers involved in the SE can cooperate with teachers from other subjects, social educators, parents or even real enterprises representatives during the planning.

Regarding the search for a business idea, is to be kept in mind that the products or services are to be offered during the available time. Therefore, the SE activities, products and services development and production have to be realized during the school time. However, if the school time is not enough to carry out the SE activities, the teachers can establish additional time (e.g. in the afternoon, when the classes are over), to work on them.

The teachers should not give the students the whole business idea, so that the students have the possibility to contribute with their own ideas and be part of the development of the SE.

As soon as the idea has been developed, a rough planning is completed and it has been clarified who is going to participate, the school direction must give their consent in order to run the project. At the beginning, the SE signs an agreement with school direction, where all the significant points concerning the SE are clarified.

Before starting with the foundation process, is to be clarified if the education authorities agree with the foundation of Student Enterprises.

Cross-border Student Enterprise implementation possibilities

Student enterprises, as school projects, can be connected to lessons, to free choice subjects or to a working group in the afternoon. If the student enterprise is connected to the lessons, the participation is mandatory for all students.

Regarding the cross-border approach of the SE, foreign language classes are highly recommended to be connected to the SE, so that the students can improve their communication with other foreign countries and cultures.

Does the student enterprise need statutes?

No, a student enterprise doesn't need statutes to operate. If the student enterprise is founded in close alignment to a legal form (for example as student enterprise limited by shares), tasks, structure, working methods, etc. should be described according to the chosen structure.

However, statutes will be necessary if the student enterprise could become a commercial enterprise (Betrieb gewerblicher Art, BgA), in order to fulfil the tax requirements (income/sales), to maintain the non-profit status (for example in cooperation with the school institution) or in order to achieve them.

If the student enterprise is established in cooperation with a school institution, this school institution must adapt its statutes.

Involving stakeholders in the foundation process

It is recommended to involve as many stakeholders as possible at an early stage of the SE foundation. The involved stakeholders can be teachers from other school subjects, parents, social educators and enterprises (especially in the school environment), but as well institutions that support student enterprises (for example teacher training institutions or initiatives like student enterprises networks).

By involving key stakeholders early in the foundation process, the SE can leverage their expertise and apply it during every foundation step.



Consideration of sustainability

*or, how to care about the future of our
student enterprise...*

Making sense on founding a sustainable student enterprise

A sustainable student enterprise stands out due to the fact that economical thinking and handling is combined with ecological and social responsibility. Thus, students learn how to engage themselves with global challenges and questions about the future and to integrate this in their actions.

Integrating sustainability into the foundation phase

It makes sense to immediately involve the concept of sustainability into the development of a business idea and to embed it in the SE's mission as well. However, it cannot be realised in the beginning for every topic (for example if potential customers are rather not interested in sustainable products). The sustainability concept should not be lost out of sight, as it is securing a complex approach to economically questions.

Basically, a similar foundation procedure applies to the SEs as well as for sustainable SEs.

Getting started

or, doing things right from the beginning...

Materials and tools available at the foundation phase

A student enterprise is in general a major project, in which many teachers and/or supporters are involved. It makes sense to use project management methods during the SE's planning phase with the teachers as well as during the implementation with the students.

It is helpful to define goals at the beginning (work breakdown structure - WBS), to analyse the environment (project context and stakeholder analysis), an overview of the single steps, deadlines and responsibilities (project schedule / Gantt Chart) and to evaluate.

The controlling for single steps can be done with checklists too.

Another possibility to get more information is to visit other SEs or researching on the internet about enterprises with similar service offerings.

Useful tools:

- asana.com

Main steps to get started

To found a student enterprise, some tasks are to be clarified. Collect ideas together with the students, check feasibility and viability of the selected idea, determine teamwork rules, clarify the organisation of the student enterprise, sign a contract between student enterprise and school authorities, clarify finances or prepare work rooms and tools needed are some of the tasks to keep in mind.

In the beginning there are many questions that can be solved only with persistence and patience. In order to keep the motivation and to grow together as a team, it might be convenient to organize a project day or more (maybe in another place different to the school).

*A detailed checklist for a student enterprise establishment is shown on page 61.

Useful tools:

- tricider.com
- canvanizer.com
- mindmeister.com

Useful document samples

Preparing some document samples with the student enterprise logo and data from the beginning, can make the work much easier. These samples are, for example invoices, brief headings, email signatures, accounting tables as well as terms and conditions of the company.

Know-how required for the foundation of the student enterprise

In student enterprises, economics' basics and practice can be very well combined. Some topics should be treated right in the beginning with the students, like enterprise organisation, staff employment and business plan basics. Afterwards further topics can be handled in combination with theory and practice.

The theory part depends on the goal setting and on students' skills. Therefore the topic "legal" should be tackled only when legal forms suitable for the student enterprise come into question. It is recommended to proceed pragmatically and to pay attention for a good mixture of practice and theory parts.

Avoiding competition

Student enterprises are not allowed to be competitors to existing enterprises in the environment of the school. As there will be less cost for the operation of the student enterprise than in a regular enterprise, the products and services could be offered at more favourable prices. Therefore one of the first steps is, after the decision for a product/service has been made, to contact enterprises in the environment of the school that offer similar products or services.

Establishing an efficient cross-border communication

Communication is one of the most important topics in a company. All the stakeholders involved must be in contact and communicate to each other about the relevant issues happening in the student enterprise. For this reason, two ways of communication are suggested: formal and informal.

For a formal communication, mailing lists and online environments like Google are preferred. Such online environments allow the users having the information, digital files and communication in just one place, well organized.

As an informal communication, social networks like Whatsapp (for instant messaging) as well as Facebook (for informal rapid communication of events) are the most preferred, because their easy and fast way of working and for being the most used by young people communities. This type of communication can be carried out easier even after the school time.

Useful tools:

- [google.com](https://www.google.com)

Planning a working day

It is helpful to have a schedule for the work day. In the beginning, new developments can be discussed and tasks would be assigned.

Afterwards the tasks are being done in the different departments and at the end, the workday can be reflected: What went well? What can we improved? Should we do something in a different way next time?

Maintaining the overview

or, how to keep everything under control...

Planning the school year

At the beginning of the school year, a schedule with the single steps to be done should be created (project phase planning). With the phase planning, we can have a clear image of the project lifetime anytime.

Selecting a legal form for the student enterprise

Student enterprises can select an existing legal form and adapt it to its needs. If a student enterprise is handled as a school project, the organisation form is legally ineffective. It is a symbolic legal form, which has to be added to the enterprise name: for example, SGmbH for Schülerfirmen GmbH (there is no responsibility for its members).

Finding the staff needed

Student enterprises can select an existing legal form and adapt it to its needs. If a student enterprise is handled as a school project, the organisation form is legally ineffective. It is a symbolic legal form, which has to be added to the enterprise name: for example, SGmbH for Schülerfirmen GmbH (there is no responsibility for its members).

Creating student enterprise departments

The establishment of departments depends on the business idea and the target of the student enterprise. For example, if the idea is to run a school kiosk for stationery operated by the students, it makes sense to establish departments for purchase, sale, materials, marketing, finances and personnel. If the student enterprise is going to organise school trips as a travel organizer, should establish departments like for example organisation, finances, marketing, booking or customer service among others.

Student enterprises selling their own products do need additionally a production department. Sometimes, the production department is the focus of the company, so that the first products are produced. Afterwards a market analysis will be needed in order to sell the products to the potential customers.

Useful tools:

- mindmeister.com

Keeping motivated

Motivation is crucial to succeed in the foundation process. Sometimes big goals or targets are too big to be accomplished in a short period of time. These big goals should be divided in smaller, manageable ones with their respective milestones in order to accomplish more goals in less time, what raises the motivation. Reaching many small goals will drive us to higher, greater success!

Staff

*or, the people who work in the
student enterprise...*

Staffing the departments

When the student enterprise already exists, students can apply for a job position in a department. This is a good opportunity to practice for a real job application. The existing employees in the departments know how the department works and what is actually needed. Therefore they can describe the job offer and publish it in order to search for new employees.

In the case the student enterprise is new, once the departments are established, will be considered what kind of work will be done, how many employees will be needed and what is important to carry out the tasks in that position.

Evaluating students' work

Students working in a student enterprise may receive a certificate at the end of school year, where will be stated the work performed. This certificate can be attached to applications for an apprenticeship and thus provide evidence of the engagement in the student enterprise.

To get the certificate at the end of the school year or the end of the project, the students could have to show their performance during the work process, answering open and closed questions as well as lead some discussion about topics selected by an examiner. The examiner could be one or more teachers together with other people coming from other institutions or enterprises. The students would show this way, the project management and entrepreneurship knowledge acquired during their participation in the student enterprise.

As an example, the certification "Entrepreneurial Project Management Certificate (EPMC)" was developed during the mentioned PACE project. It is designed to be used together with this handbook, defining the student's expected learning outcomes and testing them.

Production

or, what we create for our customers...

Students producing their own products or services

When selling products, as well as when offering services, a contract committing to certain services is concluded between the seller and the customer. This applies also for a student enterprise.

If, for example, a student enterprise is producing cosmetics, all ingredients have to be listed under European law in decreasing order of the proportion by weight in total.

Or if a student enterprise acting as a travel organiser is offering various offers in a single bundled package, it is obliged to list the whole travel services included.

When products and services are described in offers, it is to be considered and assured that the student enterprise is actually able to offer the services that have been ensured contractually (this means that a cream is not hard as stone or that accommodations really exist).

Accordingly, attention should be paid to hygiene regulations regarding food production.

The prices will be shown in the country's currency, where the product or service is offered. The currency symbol must be shown as well.

Safety rules

In general, the same safety rules applied in class, are also applied when working with tools and materials (see "Richtlinie zur Sicherheit im Unterricht) - Beschluss der KMK vom 09.09.1994 i.d.F. vom 27.02.2013).

Marketing

or, attracting customers...

Student enterprise name

When looking for a name, it has to be considered that there is no confusion with existing names (e.g. McStudent Enterprise) or that a trademark is already used and registered by other enterprise.

Some suggestions for a suitable name:

- the business idea is recognizable in the name itself
- easy readable
- adapted to target customers: cool, trendy
- compact (abbreviation), functional

Potential customers for the student enterprise

An analysis of potential customers and requirements could be made at the school in order to find out the right target group to focus on. In the same way the student enterprise should make a country analysis, where to find potential countries willing to cooperate in a cross-border network.

Advertising measures

Depending on the financial resources and on the available time, there are several advertising possibilities for the student enterprise (flyer, poster, advertisement in the school magazine, announcements at school, website, blog, commercial, social media communities, etc.).

It has to be taken into account that the advertising shows clearly that it is about a student enterprise and not a real enterprise.



Finances

or, the student enterprise's money...

Starting capital for the student enterprise

A starting capital will be needed in any case for the foundation of the student enterprise in order to manufacture the first products, purchase them investing in marketing for the services offered.

In some cases many enterprises are willing to finance and support school projects. Therefore, it is recommended to look for an enterprise willing to cooperate with the student enterprise at an early phase of the foundation.

Possibilities to create own starting capital:

- All students can contribute to the starting capital with a small amount.
- Student enterprises, that are founded as an enterprise by shares can finance a start capital by selling shares to schoolmates, teachers, parents and supporters. There is the possibility to distinguish between ordinary shares, that are paying a dividend on profit, and a share that is being sold to supporters (similar as a form of donation).
- Bank loans are in general a bad alternative, because a student enterprise shall not build up financial debts.

In contrast to a limited enterprise, which has a share capital of at least 25.000 Euro, there is no previously-determined share capital for a student enterprise.

Useful tools:

- [kickstarter.com](https://www.kickstarter.com)

Taxes

Sales tax, trade tax or corporate taxes come into question for a student enterprise if the sales or the profit limit are exceeded.

For sales lower than 35.000 Euro and a profit lower than 5.000 Euro the student enterprise -as a school project- don't have to pay taxes. Evidence of the transactions has to be provided through proper accounting. The sale limits are valid for one school, sometimes for several student enterprises together as well if they are part of the same school.

When the tax-free limits are exceeded, the fiscal responsibility is for the school authority.

Accounting

Student enterprises are obliged to report all financial matters by accounting on a cash basis. There is a mandatory documentation as well, what means registering and saving all receipts (invoices) for each business transaction.

Bank account

In general, a bank account for the student enterprise will be opened in the name of the responsible teacher. The teacher and an authorised student can have access to the account.

The bank institution and its account should be cross-border friendly, what means, transactions free of charge to other countries or to other bank institutions, no maintenance fees, etc., to minimize the student enterprise expenses.

Selling profit

The profit generated by the student enterprise through its sales can be invested for common activities for the student enterprise employees and shareholders. The students can, for example, finance a common trip. In a student enterprise limited by shares, corresponding stocks can also be distributed among the shareholders.

In the case of continuing student enterprises, at least part of the profit should be reinvested in the next school year.

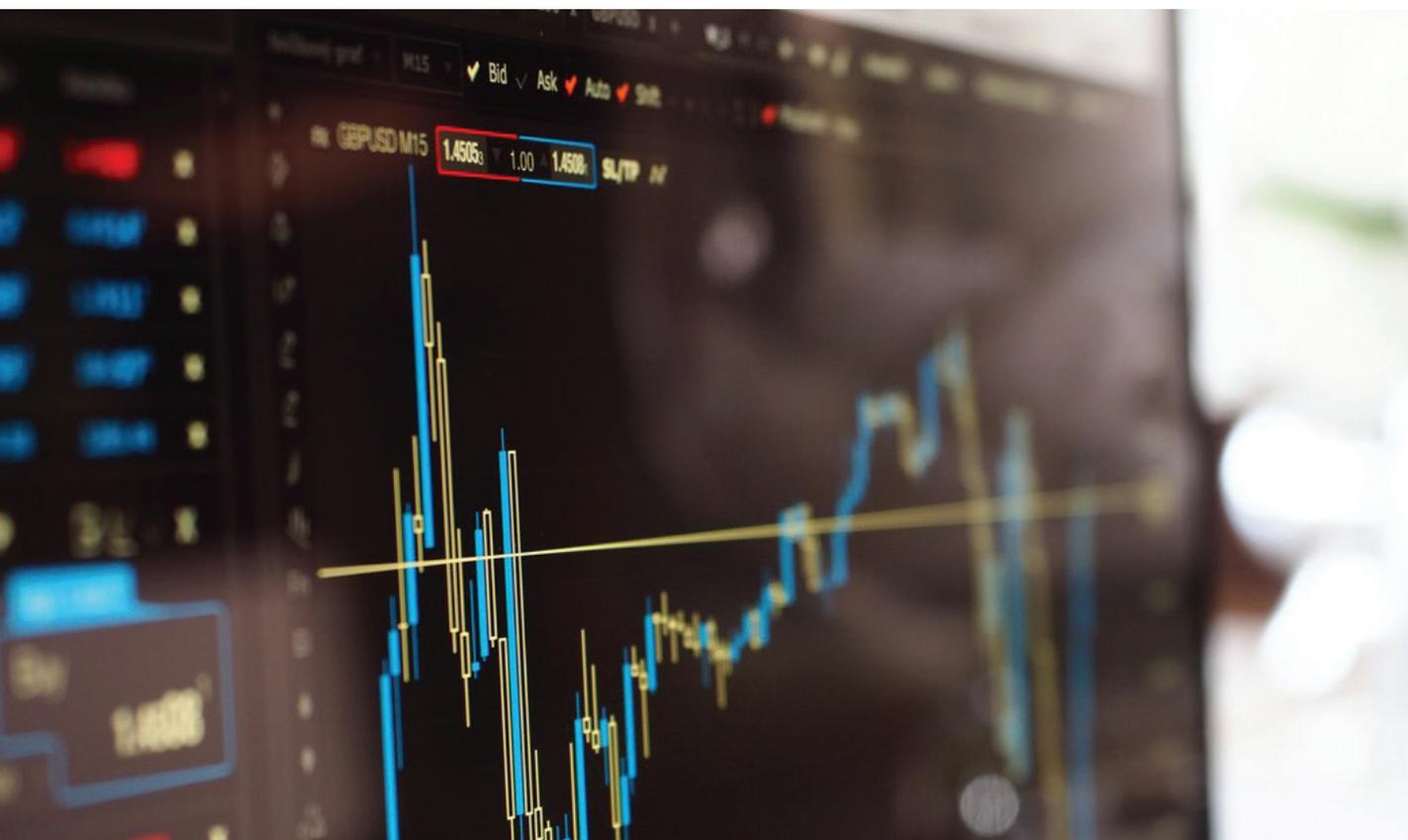
Students wage

The work at a student enterprise is normally taking place during the school lessons and therefore cannot be paid. If extra hours are required (for example when the student enterprises receive orders from outside the school) the additional work might be paid. In this case, the school direction can decide how much are they paying and how (prizes, trips, etc.).

Bankrupt risk

When a student enterprise has been acknowledged by the school director, it is recognized as a school project. It has to be assured in the accounting that the income and expenses are in balance. For that, several documents are developed, so that a precise accounting is executed (see accounting documents on page 73). If a student enterprise is in danger to have less income than expenses, this has to be reported immediately to the school director.

The teachers are not responsible to compensate a loss with private funds.



Legal framework conditions

or, a bit of paperwork...

Student enterprises' registration requirement

Student enterprises that are accepted by the school direction as school projects (see agreement for foundation of a student enterprise on page XX) and are approved by the school authority, do not need to be registered neither at the trade office nor entered into the commercial register.

For pedagogical reasons it would make sense to contact the trade supervisory board in order to know the boundaries in comparison to a real enterprise foundation.

Supervisory duty. Legal regulations to be taken into consideration

Students are subject to the obligation to supervision both, if they are selling at the school ground, and if the activities are taking place outside the school. The school is thus responsible to ensure the supervisory duties. If there is an activity taking place outside of the school, (extracurricular activity), the school direction can delegate the supervisory duty to a pedagogical employee.

Thereby the legal accident prevention is guaranteed for all participants working in the student enterprise.

Liability.

Students being active outside the school

Orders outside the school grounds have to be authorised by the school direction, so that the legal accident insurance is valid.

If orders outside the school take place often, it has to be taken into account that there is no liability insurance. It has to be clarified, if it makes sense to apply for voluntary additional liability insurance for the students.

Insurance.

Work activities outside of school

Working on a project can include activities that take place outside the school like short trips to other places. These activities and trips must be approved (written) by the school director.

Teachers have in principle a free choice of the transport.

Prevention for accident at work is eligible (personal damage).

Insurance.

Teaching materials property of teachers

In general, there is no insurance. For expensive devices it is recommended to apply for an insurance. However, teachers should prioritize the use of materials property of the school.

Legal Competence.

Allowance to conclude contracts with suppliers

Students who are younger than 18 years old are not legally competent and are not allowed to sign contracts with suppliers and customers. Contracts always require an adult signature, normally the signature of a responsible teacher.

However, there is a possibility of a limited legal competence for students:

The legal representative of the student can authorize that the minor can autonomously carry out a commercial trading that concerns the student enterprise. In this area, the minor will be unlimited legal competent.

This option is valid on purchases of goods with invoices (for example eBay) and payments through a bank account.

Positive impacts

or, the reward for a job well done...

Advantages of a student enterprise for the teachers

Establishing a student enterprise needs more time in contrast to regular lessons for preparing it, at least at the beginning. However, teachers can see in most cases a positive student development in return:

- students are becoming more independent
- self-initiative, reliability and punctuality increase
- students understand economical topics better
- teamwork is improved
- students are better prepared for job applications
- students get a better idea of what they want to do after school

Checklist to found a student enterprise

or, creating our student enterprise step by step...

Checklist to found a student enterprise

Founding a new student enterprise requires accomplishing some steps in order to keep the most important in mind.

The following is a checklist with the most common steps to follow during the foundation process. However, the school enterprise and responsible teachers can adapt it to their needs. In some cases, some of the steps don't apply and could be skipped –for example, when the business idea is already decided or if the student enterprise is not going to be transferred to other students because it is running just for some time.

Checklist

Step	Done
1 - Develop the business idea	
2 - Clarification with the school director	
3 - Decide on a communication way (local/international)	
4 - Determine enterprise departments and employees' roles	
5 - Determine qualifications needed for a local/international operation	
6 - Determine enterprise organization	
7 - Search for employees	
8 - Carry out a national/international market analysis	
9 - Search for national/international competitors & cooperation partners	
10 - Search for an enterprise name and logo (international)	
11 - Select the legal form	
12 - Open a bank account	
13 - Provide work rooms	
14 - Provide work documents	
15 - Advertising (national/international)	
16 - Organize the enterprise daily routine	
17 - Business Plan	
18 - Determine the capital needs	
19 - Use school subjects	
20 - Plan the SE transfer to other students	

School plan

To keep all steps organized with a clear image of the whole, it is recommended to make a plan with all actions to take, from the business idea to the SE transfer. This planning could for example, include the steps to be done, deadlines, tools to be used, etc.

The following page shows an example from a real project in the tourism sector and for the creation of a travel agency student enterprise. The table shows a planning schedule created by teachers in collaboration with the students involved in the student enterprise foundation.

The school plan should be made regarding the needs of each school and project.

School Plan						
	Activity/Step	Deadline	When?	Communication		Status
				How?	To whom?	
1	Theoretical Analysis of Entrepreneurship and Prwoject Management	November 2015	October-November 2015	Brainstorming, Power Point presentations, Internet Research...	Selected students in 4A and 2 B	Done
2	Theoretical definition of the Business idea	December 2015	December 2015	Brainstorming Oral frontal lessons	Selected students in 4A and 2 B	Done
3	Business Idea	January 2016	December 2015 - January 2016	Brainstorming Lean Canvas	Selected students in 4A and 2 B	Done
4	Visit to the National Center of Simulated Enterprises	9th of December 2015	9th of December 2015	Observation and workshop with High school students	Selected students in 4A and 2 B	Done
5	Analysis of Tourism: study of the Tourism Economics and of the tourism enterprises	January 2016	January 2016	Internet Research, materials and worksheets produced by the teacher	Selected students in 4A and 2 B	Done
6	Business Plan draft (descriptive part)	March 2016	February – March 2016	SWOT ANALYSIS Check list and business models produced by the economics teacher	Selected students in 4A and 2 B	In course
7	Search name and logo for our Travel Agency	March 2016	February - March 2016	Internet Search	Selected students in 4A and 2 B	In course
8	Legal foundation of the Fly Away Travel Agency	End March / April 2016	March/April 2016	Material and worksheets produced by the economics teacher	Selected students in 4A and 2 B	Pending
...
...

Founding documents samples

or, needed documents to get started...

Constitution. Statutes.



SAMPLE: Student Enterprise Statutes

§1

Objectives and Performance of the Student Enterprise

- (1) The student enterprise _____, is part of a project in the school

The objective of the project is to provide students with the necessary knowledge, skills and competences to be able to step into the real world with a strong basis. For that, the students will work in a student enterprise created inside their school, where the students work as employees and go through every department of the enterprise and their respective tasks in order to acquire the mentioned competences. This way, the students learn how to be responsible for their work and to work with others together.

- (2) The relationship between the school and the student enterprise are ruled by a contract.

Student enterprise's business idea and product/services offered:

§2

Direction and constitution of the student enterprise

- (1) The student enterprise body is formed by the school direction, the teachers involved in the project and the students working in the student enterprise.
- (2) The student enterprise is structured in the following departments:
- 1.
 - 2.
 - 3.
 - ...

§3

Membership

- (1) In the student enterprise can only work students or teachers that:
- a. Are students or teachers from the school where the student enterprise is allocated
 - b. Have the written consent from their parents/tutor (students) to take part in the project
 - c. Accept the rules written in the statutes
- As an exception, the school direction can decide.
- (2) Applications are to be sent to the school direction, who decides about the admission. New admitted members sign a work contract and receive a copy of the statutes.

Constitution. Statutes. (2)



(3) The membership in the student enterprise ends:

- a. After a school year /school project
- b. By the teacher's decision
- c. By dismissal or expulsion

A member can be excluded from the student enterprise as a consequence of a bad behavior or lack of engagement. The decision will be discussed between the members of the student enterprise and decided by the teachers and school direction.

(4) Each member has the same right on contributing to the student enterprise's work.

Each department decides individually on their task distribution. A chosen department leader is responsible for the department.

§4

Capital investment

(1) The capital investment at the establishment of the student enterprise is : _____ €

The share value is: _____ €

(2) The capital investment amount is expected to be collected from:

§5

Accounting year

The accounting year coincides exactly with the school year.

§6

Shares and profit distribution

If there is a profit at the end of the accounting year, the student enterprise body will decide on how to manage it, for example reinvesting it in the student enterprise or investing the profit in common activities for the students that are part of the student enterprise. The final decision about what to do with the profit will be taken by the school direction.

Constitution. Statutes. (3)



§7

Validity of the statutes

- (1) The statutes take effect on _____.
- (2) Changes or additions to the statutes are to be done under the school direction agreement.

Place, Date

Student enterprise director

Supporting teacher

SE partner's contract



Student Enterprise Partners Contract

Between the student enterprise:

(Name of the student enterprise),
represented by Mr./Mrs. (student enterprise director), hereafter named "the SE"

And the student enterprise/institution/Mr./Mrs.:

(Name of the institution/representative), hereafter named "the partner",

- 1 -

Validity period of the collaboration contract

The collaboration contract starts on: (Date)

The collaboration contract ends on: (Date)

- 2 -

Task performance

The partner accepts to carry out the following activities agreed with the SE:

- 1.
- 2.
- ...

The partner is due to perform the activities agreed with the SE at the time and quality assigned. In the case the activities are not performed at the time and quality established and it results in damages to the SE, the partner will have to amend their actions in the way agreed according to the severity of the damages.

- 3 -

Payments

The payments will be made in the agreed form (cash, bank transfer, ...). The payment for a service received will be made once the service is completely finished in the way agreed (time, cost, quality,...). In the case that pre-payments are requested, they will have to be agreed and allowed by the executive board of the SE.

- 4 -

Termination of the contract

In the case that the activities are repeatedly not performed in the way agreed, the SE could terminate the contract with the partner. The special case will be supervised by the executive board.

Place, Date

Supporting teacher

Student enterprise director

Agreement SE & school director



Student Enterprise Establishment Agreement

Between the school:

_____, represented by Mr./Mrs. _____

And the student enterprise:

_____, represented by Mr./Mrs. _____

and supported by the teacher _____.

Aim

The school direction approves (1) the establishment of the student enterprise as well as (2) its management by the students involved in the project. The agreement sets the regulation of the internal behavior between the student enterprise and the school during the project implementation.

Agreement

1. Mr./Mrs. _____ will be the supporting teacher in charge of the students and their work in the student enterprise. The students will realize the student enterprise activities themselves to the extent possible.
2. The school direction and the students involved in the student enterprise project will inform the student's parents about their implication in the student enterprise and the ICT tools used for a cross-border communication, so that the parents are aware of the privacy policies their children are exposed to.
3. The student enterprise volume of sales won't exceed the amount of _____ EUR and its profit won't exceed the amount of _____ EUR.
4. If the student enterprise needs of a bank account, the student enterprise director and the supporting teacher will both have access to it. The account type won't allow disposable credit. The account will be suitable to operate in a cross-border environment, where is possible to operate with other banks abroad and preferably no commissions are charged for.
5. The student enterprise properties will be insured as follows:

6. The following facilities will be at disposal of the student enterprise for its daily activities:

The student enterprise is responsible to leave the facilities clean and organized after the end of its activity.

Place, Date

School Director

Supporting teacher

Student enterprise director

Working documents samples

*or, needed documents to run
the student enterprise...*

Work contract



Student Enterprise Work Contract

Between the student enterprise:

_____,
represented by Mr./Mrs. _____.

And Mr./Mrs.:

- 1 -

Validity period of the employment contract

The employment contract starts on: _____

The employment contract ends on: _____

- 2 -

Work performance

The employee is due to perform the student enterprise activities at the time and quality assigned. In the case the activities are not performed at the time and quality established and it results in damages to the student enterprise and/or its working environment is negatively affected, the employee will receive the corresponding warning.

- 3 -

Remuneration

If the student enterprise shows a profit at the end of the accounting year, the school direction and supporting teachers will decide on how to spend it (e.g. prizes, common activities, etc.).

- 4 -

Vacation and work leaves

The employee vacation will match with the legal holidays and free days that apply to the school calendar. Occasional administrative work leaves are permitted under justification. If a repeated administrative leave implies a lower performance of the activities due to the lack of time, the employee will recover work time as extra hours if no other solution is possible.

Work contract (2)



- 5 -
Dismissal

The employee can finish his/her work contract with the student enterprise through a written letter directed to the student enterprise director and, if necessary, to the school director.
If the employee doesn't perform the established activities, doesn't satisfy agreed deadlines or is not attending to work meetings, he/she will be warned about the insufficient work accomplishment. If the employee doesn't accomplish the work activities repeatedly, the school direction will be able to cancel the contract and proceed to the employee dismissal.

Place, Date

Employee

Supporting teacher

Student enterprise director

Sale



SAMPLE: Sale

Supplier name
Address
ZIP Code



(Student Enterprise)
(School)
(Address)
(ZIP code)

Phone: XX-XXX-XXXXX
email: xxx@xxx.com

Receipt number: xxxx-xxx
Purchase date: XX-XX-2016

INVOICE

Pos.	Quantity	Concept	Unit price	Amount
1			0,00 €	0,00 €
2			0,00 €	0,00 €
3			0,00 €	0,00 €
4			0,00 €	0,00 €
5			0,00 €	0,00 €
6			0,00 €	0,00 €
Total Amount				0,00 €

Place, Date

Employee

Stamp

Purchase



SAMPLE: Purchase

Supplier name
Address
ZIP Code

PACE

(Student Enterprise)
(School)
(Address)
(ZIP code)

Phone: XX-XXX-XXXXX
email: xxx@xxx.com

Receipt number: xxxx-xxx

Purchase date: XX-XX-2016

PURCHASE

Pos.	Quantity	Concept	Unit price	Amount
1			0,00 €	0,00 €
2			0,00 €	0,00 €
3			0,00 €	0,00 €
4			0,00 €	0,00 €
5			0,00 €	0,00 €
6			0,00 €	0,00 €
Total Amount				0,00 €

*The purchase receipts must be attached to this document.

Place, Date

Employee

Stamp

Accounting book



SAMPLE: Accounting book



(Student Enterprise)
(School)
(Address)
(ZIP code)

Page number:

Month:

Year:

Previous page:

ACCOUNTING BOOK

			Previous balance	
			0,00 €	
Date	Invoice number	Concept	Income	Expenses
			0,00 €	0,00 €
			0,00 €	0,00 €
			0,00 €	0,00 €
			0,00 €	0,00 €
			0,00 €	0,00 €
			0,00 €	0,00 €
			0,00 €	0,00 €
			0,00 €	0,00 €
			0,00 €	0,00 €
			0,00 €	0,00 €
Total			0,00 €	0,00 €
Balance (total income – total expenses)			0,00 €	

Place, Date

Student enterprise director

Stamp

Cash flow



SAMPLE: Cash flow



(Student Enterprise)
(School)
(Address)
(ZIP code)

Page number:

Month:

Year:

Previous page:

CASH FLOW

			Previous balance	
			0,00 €	
Date	Invoice number	Concept	Income	Expenses
			0,00 €	0,00 €
			0,00 €	0,00 €
			0,00 €	0,00 €
			0,00 €	0,00 €
			0,00 €	0,00 €
			0,00 €	0,00 €
			0,00 €	0,00 €
			0,00 €	0,00 €
			0,00 €	0,00 €
Total			0,00 €	0,00 €
Balance (total income – total expenses)			0,00 €	

Place, Date

Student enterprise director

Stamp

Overall balance



SAMPLE: Overall balance



(Student Enterprise)
(School)
(Address)
(ZIP code)

Incoming – Expenses for the year:
2016

OVERALL BALANCE

	Cash Flow	0,00 €
	Accounting book	0,00 €
	Overall balance	0,00 €

Place, Date

After the verification of the overall balance, we validate the cash management.

Student enterprise director

Student Enterprise Stamp

Supporting teacher

School direction

Good practices on founding student enterprises

or, learning from the experience...

Good practices

This handbook shows all the main steps to follow while setting up a student enterprise. The target groups are teachers and students with a vocational approach and from a wide range of branches suitable to establish this entrepreneurial initiative at school.

However, practice is sometimes quite different from what is planned in theory. In this section we will see different good practices from different schools in different countries, but in the same branch. In this case we are taking the PACE project partner schools as an example, from which we can learn how different can a method be applied regarding the own school needs, student's needs, and the cultural approach. The schools participating in the PACE project are based in Germany, Italy and Spain.

The record of the good practices is the same for all countries, what is based on questions related to the following structure:

- 1- Framework
- 2- Student Enterprise establishment
- 3- Results
- 4- Conclusions

The following are the results of establishing student enterprises in "Centro Integrado Burlada" in Spain, "Istituto di Istruzione Superiore POLO3" in Italy and "KLA – Kaufmännische Lehranstalten Bremenhaven" in Germany.

Spain.

Centro Integrado Burlada.

1. Framework

- School type: Vocational Upper Secondary School CI BURLADA FP
- Number of students involved: 12 students of the class 2º G
- Age: students from 19 to 25 years old
- Teachers involved: Salomé Astiz and Isabel Ibáñez
- Subjects they teach: Salomé Astiz teaches Management of Tourism Products whereas Isabel Ibáñez teaches Marketing and Business project.

2. School Enterprise Establishment

- *Duration:* from mid-September/October 2015 to December 2016

- *During the school time?*

Time: first year but also second year

The Navarway SE was developed during school hours, during morning classes as the Business Project is a subject included in the curriculum, but also in the other classes as we needed to organise and plan all the specific project work, such as market research to make tourist offers and create tourist packages including transport, accommodation, restaurants and leisure activities such as trips, visits to museums, monuments, etc.

- *How many hours per week?*

From May to mid-June 2016, approximately 3 hours per week; from September to December, 5 weekly hours.

- *Did you apply changes to the original establishment process/went through every single step?*

The teachers involved in the PACE project had to change our didactic program-

ming and adapt it to the new project. The challenge was to attain a comprehensive vision of the business idea: tackling with the problem as a WHOLE. As regards the process of establishing and developing the company, we followed the steps set forth in the entrepreneurship handbook. The handbook enabled us to respond to the questions every entrepreneur comes across, from the beginning of the idea to the most ambitious goal of internationalising the business. The students gradually became more confident in their possibilities, since stage after stage they became aware that they were capable of doing it, with their own personal means and resources.

3. Results

- Tell about your special Student Enterprise establishment case:

Product/service development: the students organised a 5-day event, for which they created and developed a tourist product/service. The product/service involved many components, being the grouping of different goods and services (accommodation, transport, catering, appeals, personal contact, purchase of local produce, etc.). They attempted to occupy a differentiating position in the mind of consumers (other schools) which would therefore distinguish them from their competitors, their management being based on:

- Environmental sustainability
- Quality
- Adaptation of the supply of tourist services to the tastes of the demand
- Diversification of the supply of tourist products

Additionally they were capable of creating a brand that identified and in a very effectively way differentiated their product/service and which constituted an added value.

Net-based communication: Facebook page, Twitter, Instagram, Google community, Emails, Skype, WhatsApp, the travel agency Website and our school Website. All these means of communication contributed to make the project cross borders, to share ideas and information among the students, to know one another and therefore to motivate them. It was also a way to disseminate our activities and our project.

Work organisation: we commenced by proposing a practice where students were to establish a company with other fellow students in their class. This work team

remained stable throughout the project, and we referred to them as the 'partners' of the company: "You have undertaken an idea that you think is a good idea on the grounds that it meets the two characteristics that favour the success of a business idea: it is useful and it is innovative. You are also confident in your qualities as entrepreneurs. You will elaborate the Business Plan by developing the different increasingly more challenging sequential stages of the plan: activity of the company; choosing the means of communication; determining the roles of departments; determining the qualifications required for local/international operation; determining the organisation of the company; searching for employees; conducting a survey of the national/international market; the process of producing or providing the service; drawing the marketing plan; choosing the legal form, determining the investment and financing needs; conducting a viability analysis. You [the students] are not too familiar with one another, and you are not used to teamwork, so conflicts will arise among you that you will have to solve. The dates scheduled for the exchange of students in Spain are likely to overlap the dates of evaluation examinations..."

The composition of work teams did not change during the project, and special care was taken here, using the HADA methodology to identify the professional profiles of the members of the team, and thus establish small groups of 3 members to enable them to operate more effectively. The teachers highlighted from the very beginning of the project the importance of constituting the teams, the level of participation that was required from the students within each group and the level of mutual collaboration among them, which had to be total. The members of each team performed their tasks independently (division of labour) and coordinated their tasks within the team (coordination). They always kept the other members of the team informed about their activities and the progresses being made, as well as about the difficulties they came across. The work of the teams was analysed in parallel, sharing achievements and errors, making corrections, providing the right solution where necessary and giving the explanations deemed convenient in each case. Although work was divided internally within each team, it was made clear that all the members of the team were all responsible and that they all must be aware of all the questions regarding each of the different stages of the project. As regards the project's timing, the objective was to learn to manage time and further available resources, and to apply this to the development of the project. It was most convenient, therefore, to inform the students of the work they were to perform, to set with a certain rigour the time they had to conduct each stage of the project and to stick to such timing, except for exceptional and well-reasoned causes.

Depending on the time set for each stage, the students programmed their work and activities, including a distribution of tasks and times (chronogram) among the members of the team.

- What went really well?

The students were faced with the activities developed by a tourism undertaking, becoming familiar with the diversity of tasks to be performed. This practice is comparable to an actual work experience and may facilitate their future entry into the world of work. During this practice the classroom was transformed into a tourism undertaking, where relations were established with tourism providers and where products/services were sold to the other partners. To attain maximum realism in these commercial relations, the same documents and communication channels were used as those used in an actual undertaking, and the students carried out procedures as they would have if working in an actual company. The students thus learned in a context where they experienced a working environment and where the conditions of labour relations were developed.

- What needs to be improved? (What have you done to overcome the problems?)

To continue encouraging the learning process and the importance of teamwork, as students are used to working on an individual basis. The existence of conflicts is always something unpleasant and no-one wants that inside the company. In this project one of the sources of conflict within the work team was the differences in the goals that each member of the team sought to attain by its performance in the undertaking. When the performance of one department outweighs that of another, the development of actions may lead to conflict. Another factor having an impact in the project was the differences in personalities – within any organisation, as well as in everyday life, each person acts according to their personality, and this may lead to conflicts and arguments within the company. These factors made it necessary to encourage some of the abilities that are considered favourable to solve such problems: impartiality and objectivity, active listening, using values, using a neutral language, capacity to analyse and synthesise problems, composure and perseverance.

Controlling the time assigned to carrying out the different activities of the project became a strategic issue for the students to duly complete their project and for the pursued objectives to be attained.

A problem which affected our company was the lack of communication or the inadequate use of communication techniques, since at the beginning of the project it was not fluid. Communication relies on the continuous circulation of informa-

tion, a requirement for the good operation of the company. To achieve this, communication must be efficient, and this was made possible since May 2016, by using tools such as Google +, Google Groups, WhatsApp, e-mail, Skype, Facebook and the company's website.

4. Conclusions

This learning guide contributed to making our students capable of planning a business project (learning by doing). They learned how to work and to manage a project because they did it in practice. This was the stimulus behind their motivation to get involved in the teaching-learning process: active participation; development of skills, attitudes and values; awareness of reality and commitment to the working environment; collaborative learning; development of one's autonomy, capacity to make decisions and to assume responsibility for one's acts; acquisition of linguistic and technological competences.

In our opinion, this methodology provides the most suitable strategy for this type of learning, as it encourages groups of apprentice students to search for new solutions to actual problems in real situations.

Italy.

Istituto di Istruzione Superiore POLO 3 Fano.

1. Framework

- School type: Vocational Upper Secondary School POLO3 FANO, "A. Olivetti"
- Number of students involved: 13 students of the classes 5A and 3A
- Age: students from 17 to 20 years old
- Teachers involved: Gianluca Piccino and Benedetta Tallevi
- Subjects they teach: Gianluca Piccino teaches Simulated Enterprise and Economics whereas Benedetta Tallevi teaches English

2. School Enterprise Establishment

- *Duration:* from mid September/October 2015 to April 2016

- *During the school time?*

Time: first year but also second year

The simulated Fly Away Travel Agency was developed during the school time, during morning classes as the simulated enterprise is a subject included in the curriculum, but also in the afternoon as we needed extra classes to organize and plan all the specific project work, such as market research to make tourist offers and create tourist packages including transport, accommodation, restaurants and leisure activities such as trips, visits to museums, monuments, etc.

- *How many hours per week?*

Approximately 2 hours in the morning and 3 hours in the afternoon, but the afternoon classes haven't been carried out every week.

- *Did you apply changes to the original establishment process/went through every single step?*

We had to change the planning of our activities and the mobility time, because of terrorist attacks, therefore we became the first school to host the teachers for the meeting and for the teachers' training without doing the exchange as planned before; we had to organize the accommodation and leisure activities and therefore we had to finish our students' enterprise before the other schools in order to be able to present our incoming offer and to show our tourist activities.

3. Results

- *Tell about your special Student Enterprise establishment case, including:*

Product/service development: incoming packages for teachers including accommodation, restaurants, leisure programme with guided tours, possible transfer by train or by bus, time tables, etc. The students were also included in the project "Learning by doing" with the creation of a tourist event, which is the Fano Tourism Festival, presented as a product of the traFly Awayvel agency.

Net-based communication: facebook page, facebook group, Google community, emails, the travel agency website, our school website and facebook page. All these means of communication contributed to make the project cross border, to share ideas and information among the students, to know each other and therefore to motivate them. It was also a way to disseminate our activities and our project. They created their own website, the logo and the facebook page and there is a responsible for each group.

They had to organize the second meeting of teachers in Fano and the Teachers' training too and so the teachers were real customers and they had to communicate with them in order to know their needs and preferences.

Work organization: the travel agency has been divided into three departments, which are the intermediary activity of tourist packages department, tour operator department, the web agency department. The students have also been given different tasks according to the interests and skills of each member of the group.

Herewith you can find the presentation of our students' enterprise as they present themselves in their travel agency website:

FLY AWAY Ltd.
Travel Agency
“Your enjoyment is our passion”

We are a young and dynamic travel agency, always looking for new solutions to satisfy your desire of travelling. At our agency you will find professionalism and courtesy of our operators together with the right skills and competences.

We will plan your trip with you in order to realize your dreams, to live your emotions, to have fun and relax, to discover new worlds and cultures. Your travel must be perfect in every detail and designed according to all your needs and desires.

Our staff will offer you solutions for every travel need, from individual to group travel trips, for outgoing and incoming proposals. The incoming department is able to offer any solution for customers traveling from abroad to Italy.

The philosophy of our group is perfectly represented by the constant research of emotions that can satisfy any need expressed by the customer. This is our mission, which characterizes all our work: the selection of accommodation, the relationship with the distribution network, from the customer service to the final customer.

Our travel agency main purpose is to make the customer live the “travel according to FLY AWAY”: an amusing, comfortable vacation, away from the stress of everyday life; an opportunity to meet curiosity and interests under the most diverse perspectives, to discover new places, habits and customs; an experience that, regardless of the purchase value, offers excitement to those who choose it.

PHILOSOPHY (VISION) OF FLY AWAY TRAVEL AGENCY

1. The vacation is a right, and our business goes beyond designing and distributing catalogues filled with beautiful photos: create a vacation package is a great responsibility. We take care of your free time.
2. Working every day with responsibility, seriousness, professionalism and transparency. The reputation is our most valuable asset.
3. Consulting and professional approach in the purchase of a holiday: we offer you our experience and our enthusiasm.
4. Customer satisfaction will be the first target and we believe we can reach it by ensuring the best quality of our services. For this reason we constantly evaluate the customer satisfaction, starting from the smiles we receive and the results of objective analysis certified by external specialists.

5. Our holiday packages are relevant to the needs of the travellers. There is no perfect holiday for everyone but there is a specific holiday for each customer.

6. Our company aims at a sustainable growth and a bright future to all the partners of the Group.

“Your enjoyment is our passion”: this is our slogan.

EVERYWHERE TRAVEL

Intermediary activity of tourist packages

It represents one of the three departments of activity developed by FLYAWAY srl: specifically the group is specialized in the intermediary activity of tourist packages produced by tour operators.

The intermediary activity consists of selling organized travel packages and single services realized by different producers (suppliers of travel agencies): tour operators, accommodation, railways, airlines, car rental companies, etc.

It is important to underline also that this activity does not involve the purchase of the packages on their own, but only the right to sell them through an “agency contract.” This means we have to sell services at the price set by the supplier without adding a mark-up; it will then be allowed to deduct an agency fee (commission) previously established with the supplier (tour operators, etc. ...).

In some cases, however, the intermediary activity of travel packages can also provide some extra services such as insurance for the trip and for the luggage, luggage delivery and personal effects, assistance in obtaining visas and passports, currency exchange, etc.

L'ATELIER DE VOYAGE

Tour organizer

It is the enterprise department that carries out the production of travels and other tourist services “on its own” on specific customer’s demand.

It can often occur that clients are not interested in buying the trips included in the catalogues of tour operators, but they ask the travel agency to create a personalized product. For this reason, the travel operators have high technical and professional skills to meet the needs expressed by the customers.

The staff of this department focuses its attention in turning an ordinary trip into

an extraordinary experience, this does not mean just choosing a destination and a program, but above all we have to interpret the needs of the tourist group or individual tour participants, listening to them, giving them plenty of time so that we can find the right location, the right program, the right logistics management in relation to their budget and their needs.

Our Incentive proposals use in many cases hotels and / or resorts also offered in a large scale, but they are enriched with personalized services. Programs, excursions, assistance, management of the secretarial activities, personalization in details, involvement of the guests and other specific aspects, which make the difference of our organization and management compared to the local competitors.

DREAM TRAVEL Web agency

This enterprise department is characterised exclusively by the tour packages offered directly on the Internet, proposing to customers packages or individual tourist services.

Our operators only manage a section of the website dedicated to online booking and online sale of travel packages and additional services, provided by the best Italian tour operators.

The intent and the challenge is to “do more”, to “do better”, so as to offer an additional service.

Today we face this new challenge and we are confident to overcome it with the seriousness and responsibility that distinguishes our agency.

We offer on-line tourist services and we are convinced that they can make the difference by presenting new elements, which are an innovation compared to those offered by our competitors.

As a matter of fact, our philosophy is based on innovation, expressed by the possibility of combining the offer of on-line tourist services and products with traditional travel agency assistance, as we still recognize its fundamental importance, that's why we have created an agency of tourist services characterized by an integrated structure of different activities.

- What went really well?

The organization of the incoming activities to host the teachers was very good, the students were highly motivated and worked a lot to plan everything: restaurant

and hotel booking, guided tour of Gradara, dinner with music, guided tour of the Roman Town, etc. They even cooked typical dishes for the welcoming party.

- What need to be improved? (What have you done to overcome the problems?)

Cooperation and team work have to be improved as the students feel motivated just when there is a practical work to do, but they have also to realize that every practical job needs a specific planning that they are not able to organize on their own, but they have to be guided and pushed at every time;

Time and communication among the students of the three partner schools were the main problems to solve.

Time was a problem as our students didn't have a lot of time to plan and organize their work for the travel agency and they also had to do their homework for the other subjects. They had to organize themselves dividing tasks and optimizing the time in order to achieve the common objectives.

The communication among the students was also a problem as the students in Germany could not use facebook therefore we had to find another means of communication: facebook group just for informal communication and email and google community for formal communication.

Our students also had to communicate with teachers for the second meeting and the teachers' training, as just the teachers came to Italy.

4. Conclusions

The main goal of our programme is the training of future consultants and / or entrepreneurs who will operate in various areas of business management; they have to be competitive for themselves and for the survival of the company.

By the end of the proposed teaching process we expect the students to be able to focus their attention on the emerging issues of the creation and management of entrepreneurial activity; they have to be able to analyse and to identify solutions and strategies after providing appropriate reasoning documented by the estimated figures and data. All these objectives can be achieved thanks to this new practical methodology which allows our students to create a company and manage it as if they had to make a real business.

Germany.

KLA Kaufmännische Lehranstalten Bremerhaven.

1. Framework

- School type: Vocational school and commercial college “Kaufmännische Lehranstalten” (KLA) Bremerhaven.
- Number of students involved: The class has in total 16 students. The students are divided in two classes. They make an apprenticeship within the “Dual System”. This means they have two days in school and three days work per week. They are employed at different travel agencies or in local tourist offices in and around Bremerhaven. Their apprenticeship takes three years.
- Age: They are between 20 and 25 years old.
- Teachers involved: Stephanie Graf, Katrin Molthan, Melanie Otten and Manuela Barton
- Subjects they teach: Tourism field in different subjects, e. g.: Marketing, Accounting, Promote Journeys, Destination Information, English, Basics about commercial (e.g. contracts, law), Project management, Politics and Computing.

2. School Enterprise Establishment

- *Duration:*

In the third year of their apprenticeship the students have the subject “Project management”. In this subject the students learn at first the theory of this and afterwards they have to promote a real product in the field of tourism, e. g. create a journey.

- *During the school time? How many hours per week?*

They work on the subject is during school time and once a week for 90 minutes. This is not very much time but due to the fact, that the students have already practical training in their company, they are able to generate great products in a pro-

fessional way.

- Did you apply changes to the original establishment process/went through every single step?

Our students had to re-adapt the exchange's schedule due to the situation in Europe after the terrorist attacks in Paris. We had to inform our stakeholders and the student's companies to adapt the project.

3. Results

- Tell about your special Student Enterprise establishment case, including:

Product/service development: Our students founded the company "KLA-Tours" which offers journeys to Bremerhaven for young students. In detail they arranged the hotel booking, looked for the best and cheap travelling opportunities, organized trips within the city to different museums, checked and took care for catering and accommodation and the local transport system (e. g. timetable). For the EU-project PACE they organized the journey in February 2017 for Italian and Spanish students to Bremerhaven.

Net-based communication: To run this company the students had different types of communication. The formal way of communication was via "google plus" or e-mail. The informal way of communication was "what's app". Furthermore the student created their own homepage to promote their product. The homepage offers all information about travelling to Bremerhaven. For further details please check the following link: <https://erasmus-bremerhaven.jimdo.com/>

Work organization: The students divided the workload in different packages (departments). Every student had his/her own responsibility. They arranged meetings to exchange their current status. Normally the students had to arrange all within the 90 minutes per week. But to run the business accordingly they also checked the communication ways in their free-time. Sometimes one colleague offered an extra hour for working in school to manage the workload. We had the advantage that our students work directly for e.g. a museum like the "Klimahaus". This supported the handling and relieved the time management.

- What went really well?

When we look back we can say that the organization of the students went really well especially the reliability. The informal way with “what’s app” supported to stay in contact with the students. The students were highly independent in doing their work and to take care that everything will run correctly. There were really ambitions.

- What need to be improved? (What have you done to overcome the problems?)

The biggest problem during the journey or before is to get in touch, especially when students have a different level of English skills. For running a business with clients abroad the students have to be aware of different cultural aspects, e. g. for food. For the future we assume that students are now more aware of this fact.

4. Conclusions

Combining the project management method and the entrepreneurship in one project for students was a new experience for us. Finally we can say that especially the online tools for the entrepreneurship (which we learned at the teacher training) helped us to handle the PACE project in a professional way. We could offer the students a variety of tools which they can use for getting self-employed in the future. The students could improve their social competencies and trained their entrepreneurial skills. Especially to get directly in touch with students helped them to improve their intercultural competencies for the future. Last but not least this project depends a lot on the support of the students companies, the support of the headmaster and project manager.

Document illustrations.

Page 12, 15, 41, 47: online free license pictures.

Rest: own design.

Partners

The realization of this handbook was possible thanks to the partners involved in the project:

Coordinator



Promotors



Schools



Funded by





2017

PACE 

 Erasmus+