

Teacher Training Guideline

ENTREPRENEURIAL TEACHING & PROJECT MANAGEMENT

PACE 



2017



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Introduction

The main aim of this document is to define approaches and methodologies in order to support teachers and stakeholders to arrange their own Students' Enterprises (SE's) in partner countries.

Student's enterprises are one of the main school activities through which students can acquire entrepreneurial skills. The students create and offer new products and services through the management of a real company. They are not only involved in real economical processes, but are participating actively in the design of their SE's. The international dimension of the network promoted by the partnership allows students to share as well their "Best Practices", jointly develop a peer 2 peer guideline and learn cross-border from each other. They will invent new products and services, calculate costs, test the products on the market, constantly analysing and reflecting on their action. This kind of learning is action-oriented and integrated in the working process. Theory and practical experience are combined and enable the development of reflected entrepreneurial-competencies.

PACE project intends to implement cross-national acting student enterprises (SE) in a network of vocational schools in the field of tourism and leisure time. The project's activities tend to encourage the employability of students by marketable entrepreneurial actions. PACE intends to foster entrepreneurial thinking and acting by developing and distributing real products as well as encouraging the acquisition of IT and linguistic competencies through network-based working in a cross-national business and working process. Students will have the possibility to show their competencies to potential employers by obtaining the "Entrepreneurial Project Management" certificate. (Miguel, please confirm)

The guideline is structured in different sections that give an overview of the contexts, methodologies and characteristics of the entrepreneurial teaching. This document includes also the PACE training programme elaborated to support VET teachers and trainers in implementing SE's in their schools.

The first section of the document tends to clarify the definition of VET used by the partnership and the final beneficiaries of the PACE products.

The next chapter defines the potential advantages in implementing entrepreneurial education activities in schools and the impact on the final users.

The guideline includes also a brief overview of the state of the art in the implementation of entrepreneurial education in Europe and, in particular, in partner countries.

One of the most important sections of the document is represented by the definition of the characteristics of the teachers involved in entrepreneurial education in schools.

The core of the document is represented by the training methodology and the training programme which are the basis for the implementation of entrepreneurial education activities in VET schools. These sections provides:

Teacher Training Guideline - Entrepreneurial Teaching & Project Management

a) a curriculum and instructions for the execution of teachers' further education for foundation and operation of cross-border student enterprises on the basis of project management and entrepreneurial education.

b) methodologies, tools, and material for teachers and trainers to support their activities in schools. The guidelines include also examples made in PACE Project on how to implement successfully this approach with organisational frame conditions and useful tips.

The PACE Teacher Training Guidelines "Entrepreneurial Teaching & Project Management" is meant for trainers, associations and training organisations dealing with Student Enterprises in vocational schools. It can also be used, however, in different contexts by schools, VET Providers, public bodies and enterprises.



Basic Principles

What is VET?

The acronym VET (Vocational Education and Training) includes any *Education and training which aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market.*¹

Therefore VET takes a variety of forms in Europe and the definition of vocational education used in PACE project is broad. The institutions involved in Vocational Education and Training are vocational, technical and commercial schools and colleges, and institutions offering specialised training for a specific VET qualification.

*The main aim of Vocational Schools, in general, is to prepare students for specific types of occupations and, in some cases, for direct entry into the labour market. Initial VET normally leads to a certificate at upper secondary level.*²

As PACE project is a transnational working project it has to deal as well with different forms and definitions of vocational education. PACE is addressed to vocational schools in the sector of tourism and leisure. The project in particular focuses on initial vocational education given in formal education and training systems. In partner countries (IT, ES and DE) these schools refer to the ISCED levels 3 and 4 which correspond to upper secondary and post-secondary non-tertiary education.

The main target group within the project includes mainly students aged 14 to 29 years.

¹ European Quality Assurance in Vocational Education and Training, <http://www.eqavet.eu/qa/gns/glossary/v/vocational-education-and-training.aspx>

² European Commission, Entrepreneurship in Vocational Education and Training, 2009

Why entrepreneurship in VET?

The teachers training guideline focuses on two different elements or concepts within the definition of entrepreneurship teaching:

- a broader concept of education for entrepreneurial attitudes and skills, which involves developing certain personal qualities and is not directly focused on the creation of new businesses; and,
- a more specific concept of training in how to create a business.

The objectives of teaching entrepreneurship — to be adapted to the different levels of education — will therefore include:

- promoting the development of personal qualities that are relevant to entrepreneurship, such as creativity, spirit of initiative, risk-taking and responsibility;
- raising students' awareness of self-employment as a career option;
- providing the business skills that are needed in order to start a new venture.

Despite the European Commission's suggestions the implementation of entrepreneurial training programmes may differ greatly in intensity and effectiveness from country to country. In some countries, for example, entrepreneurial education is included in national standard curricula and, 90% to 100% of students are involved in entrepreneurship programmes. In other countries the student's participation is very limited and not sufficiently involved in practical experiences.

Entrepreneurship refers to an individual's ability to turn ideas into action. This process includes different competences and educational areas: creativity, innovation, risk taking, project management, goal oriented action. These competences can be considered as transversal competences as they supports everyone in day-to-day life at home and in society. The entrepreneurship competences make employees more aware of the context of their work and better able to seize opportunities, and provides a foundation for entrepreneurs setting up social or commercial activities.

Entrepreneurship education is different from business or economic studies and it is addressed not only to people who want to start (or actually run) a company. On the contrary, entrepreneurship education promotes creativity, innovation and self employment, developing personal attributes and generally applicable (horizontal) skills that form the basis of an entrepreneurial mindset and behaviour.

Entrepreneurship is a fundamental educational area in VET, helping young people to be more creative and self-confident in whatever they undertake. The implementation of entrepreneurship in VET programmes offer students the tools to think creatively, to be an effective problem solver, to analyse a business idea

objectively, and to communicate, network, lead, and evaluate any given project. Students feel more confident about setting up their own businesses if they can test their ideas in an educational, supportive environment.³

Education for entrepreneurship can be particularly effective in initial vocational training, as students are close to entering working life and self-employment may be a valuable option for them. However, in Europe, a real focus on entrepreneurship is missing in most cases, since the main task is seen as being to produce skilled workers.

A) In this context pupils' and students' ability to solve problems should be increasingly encouraged. This implies encouraging ability in the fields of planning, decision-making, communication and the willingness to assume responsibility. These are typical aspects of management competence.

B) Pupils and students should increasingly gain competence in fields such as the ability to cooperate, network, learn to assume new roles, etc. These aspects lie especially in the field of social competences.

C) In the course of their education, school pupils and students should develop self-confidence and motivation to perform, learn to think critically and independently, and, particularly, gain the willingness and ability to learn autonomously. These are typically personal fields of competence.

D) School pupils and students must learn the will to show personal initiative, proactivity and creativity, as well as being prepared to confront risks in conjunction with implementing ideas. These are typical entrepreneurial qualities.

The implementation of entrepreneurship education in VET schools can have a very huge impact on **individuals, institutions, economy and society**.

At **individual level** the students exposed to entrepreneurship education at school develop a series of competences not only related to the management of a company. The students acquire also key transversal skills, useful to be competitive on the labour market. Institutional entrepreneurship education initiatives can also impact on students' motivation.

At **institutional level** entrepreneurship education can impact on teachers and institutions raising their consciousness of the benefits of these activities. Teachers learn to understand that entrepreneurship is relevant for all educational levels and not just in economic subjects. Sensitised teachers are better able to support their students' entrepreneurial learning processes.

An entrepreneurial culture and environment encouraged at institutional level is important to support entrepreneurship education initiatives in schools. The relationship between teachers and the school leadership is an important factor to facilitate buy-in and engagement from staff members.⁴

Entrepreneurship oriented activities could enhance reputation of the institutions and better access to funding. An important reason for institutions to engage in entrepreneurship can be

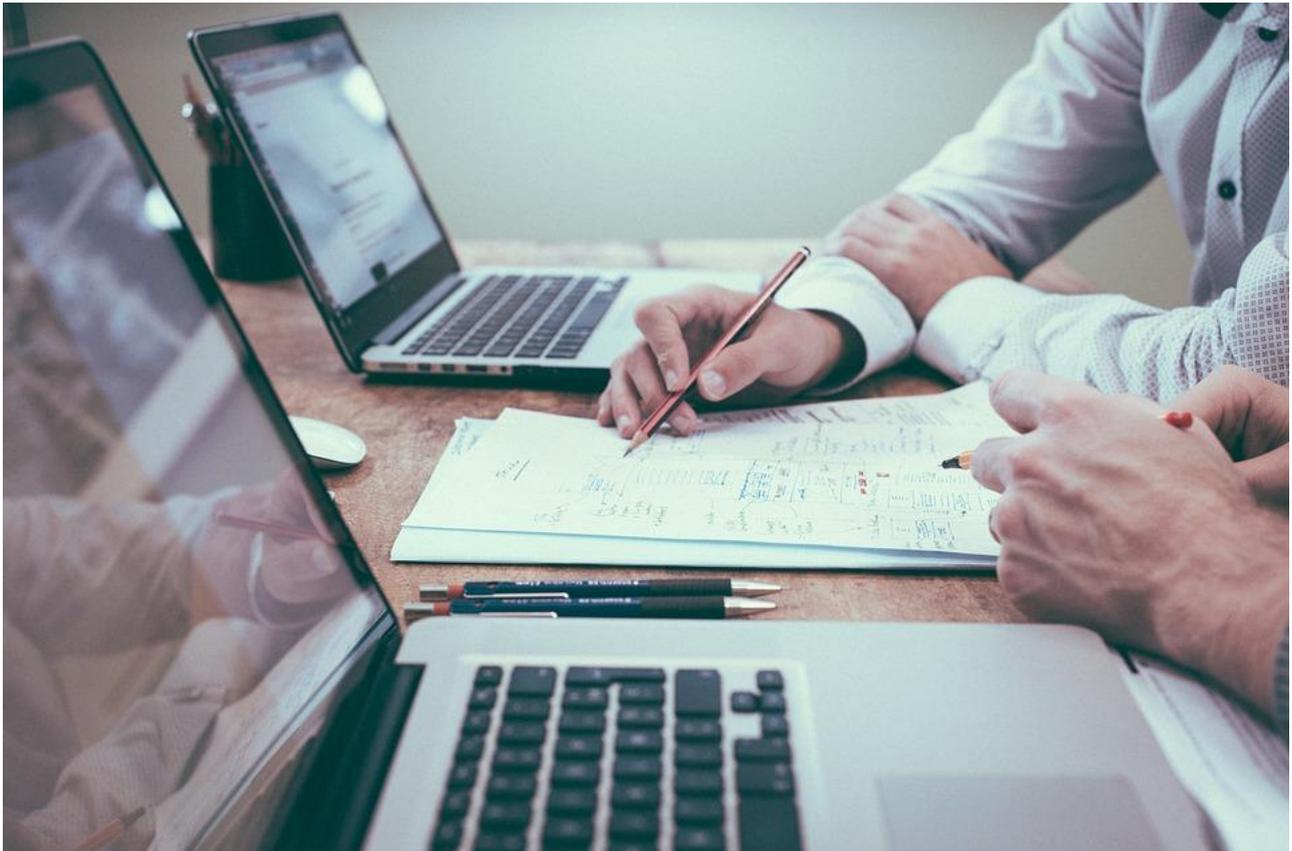
examples of other institutions that benefit from the measures taken.

Also the **Economy and society** are positively affected by entrepreneurship education:

³ European Commission, Entrepreneurship in vocational education and training, 2009

⁴ Final report-EE-a road to success-final (1)

*Investing in entrepreneurship education is one of the highest return investments Europe can make. Surveys suggest that 15% to 20% of students who participate in a mini-company programme in secondary school will later start their own company, a figure that is about three to five times that of the general population⁵. Whether or not they go on to found businesses or social enterprises, young people who benefit from entrepreneurial learning, develop **business knowledge** and **essential skills and attitudes** including **creativity, initiative, tenacity, teamwork, understanding of risk and a sense of responsibility**⁶.*



⁵ C. Jenner, 'Business and Education: Powerful Social Innovation Partners', Stanford Social Innovation Review (Aug. 27, 2012).

⁶ European Commission's Entrepreneurship 2020 Action Plan

Overview of the current situation in Europe

In the last years the European Commission defined entrepreneurship education as a key factor for the development of individuals, economy and society. This concept is included in different reports produced by the European Commission as *Fostering entrepreneurial mindsets through education and learning*⁷, *Employability Skills for the Future* and *New skills for new jobs*⁸, *Reigniting the entrepreneurial spirit in Europe*⁹ and others.

The European Commission's Entrepreneurship 2020 Action Plan now recognises that Europe will need more entrepreneurs and a higher level of innovation to remain competitive in the face of strong international competition for jobs and markets. *On the other hand, the Action Plan acknowledges that different demographic groups, including young people, require tailored policy and support mechanisms to overcome the specific barriers they face to unlock their entrepreneurial potential*¹⁰.

At the same time the European Commission published a series of documents to support public bodies, policy makers, schools and teachers/trainers in implementing entrepreneurial education: *Entrepreneurship Education: Enabling Teachers as a Critical Success Factor*¹¹, *Entrepreneurship Education : a guide for educators*¹², *Entrepreneurship Education: A Road to Success*¹³, *The Availability and Use of Assistance for Entrepreneurship to Young People*¹⁴ and others.

Considering this great effort in supporting entrepreneurship education it is not surprising that different studies and reports show that most of EU Countries are aware of the importance of entrepreneurial education. Entrepreneurship education is, formally, on the agenda in almost all EU member countries, either being in development or already articulated in some form. However, at the national level only few Member States have implemented entrepreneurial education in standard curricula with a formal strategy.

Nearly half of the countries have incorporated the objectives linked to the promotion of entrepreneurship education within broader strategies (lifelong learning, education and youth, growth), while several countries, located mainly in Northern Europe, have launched specific entrepreneurship education

⁷ European Commission, COMMUNICATION FROM THE COMMISSION TO THE COUNCIL, THE EUROPEAN PARLIAMENT, THE EUROPEAN ECONOMIC AND SOCIAL COMMITTEE AND THE COMMITTEE OF THE REGIONS, Implementing the Community Lisbon Programme: Fostering entrepreneurial mindsets through education and learning, 2006

⁸ European Commission, New Skills for new jobs, 2010

⁹ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions - Entrepreneurship 2020 Action Plan - Reigniting the entrepreneurial spirit in Europe, 2013

¹⁰ European Parliament, The Availability and Use of Assistance for Entrepreneurship to Young People, 2015

¹¹ European Commission, Entrepreneurship Education: Enabling Teachers as a Critical Success Factor, 2011

¹² European Commission, Entrepreneurship Education : a guide for educators, 2013

¹³ European Commission, Entrepreneurship Education: A Road to Success, 2015

¹⁴ European Parliament, The Availability and Use of Assistance for Entrepreneurship to Young People, 2015

strategies. Especially in secondary education, all the Member states, virtually integrate entrepreneurship into the curriculum in some form. At secondary level, most countries have defined learning outcomes for entrepreneurship education. Many countries cover all three dimensions: attitudes, knowledge and skills and most of them at least two. However, no country has learning outcomes linked only to entrepreneurial skills, which indicates that the other dimensions are needed to build these skills.

Traditionally, entrepreneurship has tended to be treated narrowly as a matter of how to set up and run a business rather than more broadly as a set of transversal skills and attitudes. Teaching of entrepreneurship as a key competence is however gradually being established, mainly in the primary and lower secondary levels of the respective educational system. In upper secondary education, which has a much stronger labour market orientation and where subjects like business studies and economics have been traditional 'homes' for entrepreneurship, the key competence approach is becoming quite common. Despite the above improvements in teaching entrepreneurship remain; it is usually taught in a broad rather than narrow manner across all educational levels and especially in the upper secondary phase. In all cases however, the objective is to embed entrepreneurship across the curriculum.

The situation in partner countries is the following¹⁵:

In **Germany** a national strategy for entrepreneurship education in general education does not exist. Entrepreneurship education is explicitly recognized in ISCED 2 and 3 as a sub-topic in the optional subject 'economics', in ISCED 2 also as a cross-curricular objective. In ISCED 2, students are introduced to entrepreneurship by setting up a model/mini-enterprise. The amount of time dedicated to a topic and the composition of lessons is decided locally and by the teacher. Individual Länder provide guidelines.

In **Italy** there is no specific national strategy for entrepreneurship education except for technical and vocational pathways.

The simulated training firm (Impresa formativa simulata – IFS) is an innovative learning methodology where students can learn real work processes by simulating the set up and running of virtual enterprises, working in a network and supported by real enterprises.

Entrepreneurship education is not explicitly recognized in ISCED 1-2, however it is a cross-curricular objective in ISCED 3, as entrepreneurship skills are part of the core competences to be acquired by the end of compulsory education. Such entrepreneurship skills are part of the core competences related to the subjects included in the historic-social area for all ISCED 3 educational pathways.

In **Spain** the Ministry of Education (national level), as well as the different Autonomous Communities (regional level), develop entrepreneurship education by establishing regulations on education including such aspect and designing and implementing educational initiatives to promote it. On the other hand, the 2011 Plan for Entrepreneurial support by the Ministry of Industry, Energy and Tourism, fosters actions to boost and promote the entrepreneurship initiative in general. Among its action lines, there is one specifically aimed to promote entrepreneurship education.

Local and regional strategies for the promotion of entrepreneurial culture encourage a wide range of initiatives carried out by the regional education authorities: the sharing of methodologies and educational materials for entrepreneurial education, curricular and extracurricular activities, collaboration with

¹⁵Based on Eurydice, Entrepreneurship Education at School in Europe, 2012

Regional Ministries, Chambers of commerce, associations and other private bodies, such as Junior Achievement.

Recently, in 2011, a series of acts have been enacted, including legislative changes so as to encourage and speed up the development of a more competitive economy. The changes established in these regulations try to favour the adaptation of the education system, implementing reforms having an impact on the curriculum, with the goal of improving the students' competences so as to make their integration into the labour market easier.

In general EU Member States should foster entrepreneurial skills through new and creative ways of teaching and learning from primary school onwards, alongside a focus from secondary to higher education on the opportunity of business creation as a career destination. Real world experience, through problem-based learning and enterprise links, should be embedded across all disciplines and tailored to all levels of education. All young people should benefit from at least one practical entrepreneurial experience before leaving compulsory education.¹⁶



¹⁶ Rethinking Education: Investing in skills for better socio-economic outcomes. European Commission 2012.

Entrepreneurial Teaching

Entrepreneurial teachers

Numerous official texts have repeatedly and forcefully advanced arguments in favour of the essential role that education plays in the development of entrepreneurial education and, in particular, of the central role that teachers, as drivers of educational reform, play in this process.

Relatively to situations prevailing in the past, this constitutes a radical change in the approach to education, emphasising active learning and the need for providing students with new experiences during their school life, but also outside the classroom.

This “need for change” brought to the forefront the realization that entrepreneurship teachers’ role should deviate from what in the past was considered to be “acceptable” and their “central role” should be supported by investment for securing new qualities and competences. It is furthermore recognized that the personal qualities that entrepreneurial teachers should have are many and diverse.

- They should be **passionate** about what they are doing.
- They should **have a very positive attitude**, and be able to inspire others.
- They should be **confident in their teaching**, in effect being leaders themselves, and not necessarily waiting for leadership from senior staff. Their task is to **lead their students**.
- They need to be **energetic**, providing a spark both to their students and their fellow teachers.
- They should also **have vision**, as well as being both **open to new ideas** and able to **think laterally** about subjects and issues.
- They should be **open-minded** with respect to the ways in which not just other teachers, but parents, businesses, students and others ought to be involved in entrepreneurship education.
- They are **well equipped** for delivering the entrepreneurship education curriculum both within schools and for **thinking creatively** about how to use resources available within the local community.
- They should also be **able to network effectively** and make connections to a wide range of stakeholders.
- They should be **flexible** and willing to push the boundaries with respect to established norms within education, without being a maverick.
- They need, at the same time, to have a balanced approach, **be ‘down to earth’** and, of course, remain **professionally responsible**.
- They need to **listen attentively** and be able to **pick up** and put to good use **new ideas**.

- *They also need to have the ability to **sell ideas to others**.*
- *Above all, they **should retain the goal of all educators which is to develop young people who have a passion to create, grow and learn***¹⁷.

It has of course been pointed out that all these qualities are rarely to be found in one individual alone and that it is more realistic to expect to find them distributed across a range of individuals, reinforcing the point that it is “clusters” of teachers (“entrepreneurial schools”) that are needed as much as entrepreneurial teachers. **Entrepreneurial teachers ‘need to be part of the whole’.**

On the other hand, teachers, in general, whose attitude and practices in the past have repeatedly been characterized as rather conservative, are, as already argued, in the middle of these changes. To the extent that, diverting from their accustomed practices, they decide to adopt this “need for change”, they obviously have to realize that they need to be equipped with the right skills, knowledge and attitudes to be able to provide their students with new curricula, pedagogies and learning environments consistent with the acquisition of entrepreneurial competencies.¹⁸

The main critical elements related to the role of teachers are different.

First of all we have to consider that in most cases the availability of entrepreneurship education depends to a very high degree on the initiative of individual teachers and schools. So, the teachers represent in most cases, the key factor for the success of entrepreneurial education at school. On the contrary, they should be supported by a more systematic approach implemented by the educational system at national level.

Another issue consists in teacher’s education focused on entrepreneurship. The entrepreneurial education for teachers, in most cases, is only optional and it is not foreseen by the initial and continuous training programs. In general the core skills and values linked to entrepreneurship education (as creativity or problem solving) are seldom a priority in teacher education programs.¹⁹

It is not simple for some teachers to change their approach and use active teaching methods. Without an interdisciplinary way of working it is not simple to plan and work on concrete projects. The current situation is that most teachers have not been trained in entrepreneurship. Consequently, they may be unaware of the right approach to entrepreneurship teaching.

¹⁷ Based on European Commission, Entrepreneurship Education: Enabling Teachers as a Critical Success Factor, 2011

¹⁸ PERSPECTIVE PROJECT, Report on Teachers’ Training Synthesis Report, 2014

¹⁹ European Commission, Entrepreneurship Education: Enabling Teachers as a Critical Success Factor, 2011

Didactic principles

Although a wide range of pedagogical tools are in place, there seems to be a gap between teaching methods considered to be most effective and those that are currently used in schools. The most commonly used teaching methods are lectures, computer simulations and business games, student companies, project work and group work, company visits and work placements.

To enable the great potential of entrepreneurial education, teachers and trainers should use a different approach based on different didactical principles.

- **The core of the training model should be a Learner Centred Approach.**

Entrepreneurial teaching requires a pedagogical approach centred on the learners. Teacher and trainers should change the “traditional” approach with a bottom up strategy that includes, for instance, the experiences of life of the learners. The entrepreneurial teaching should foster the acquisition of models that encourage students to continue learning throughout their experience. This approach should be focused on the interests and the competences of the students.

- **The didactic approach should be based on Autonomy/Active Learning/Experiential Learning**

Entrepreneurship is a reflective action and should be based on experiential learning; entrepreneurial competency and skills can be acquired or built only through hands-on, real life learning experiences.

In opposition to the traditional approach, the students should have an active role and should grow gradually autonomous. *In this perspective it's essential to prepare them to be able to think for themselves, considering the possibility to learn through “errors” (the perspective of the “good error”), encouraging the use of feelings, attitudes, and values, also when dealing with conflict situations²⁰.*

In this context, the possibility of “learning by doing” becomes very important .

The trainer (both in presence and at distance) has to facilitate learners to learn autonomously, instead of providing content in a standard way.

- **To take into account the student’s motivation is a key factor for the success of the learning**

The motivation of students in VET schools is considered one of the main problems to deal with. The entrepreneurial teaching should use an approach able to improve the learners’ motivation through three main elements: (1) the characteristics of the entrepreneurial teachers (see above), (2) the experiential learning and the use of ICT. (3) Motivation is a key factor for VET students (and trainers) and is fundamental to adopt a positive and motivating approach.

²⁰ Laura Alvarez Marques, Cristina Albuquerque, *Entrepreneurship education and the development of young people life competencies and skills*, 2012

- **Gamification plays an essential role in entrepreneurial education**

The term gamification is used to define the application of game-design elements and game principles in non-game contexts – i.e. in educational contexts. The gamification process is directly related to motivation. It refers to the integration of game design elements in training paths. This methodology will make the entrepreneurial educational activities more enjoyable and motivating.

- **Digital Technologies and ICT tools should be considered as fundamental resources for entrepreneurial education.**

The added value of Technology for entrepreneurial education resides in access to

- (a) resources,
- (b) information retrieval tools
- (c) sharing knowledge
- (d) communication tools, and
- (e) mobile fruition
- (f) flexibility in the training path,

Technology also introduces a new form of knowledge and pedagogy based on the idea that knowledge is distributed across a network of connections and that learning consists of the ability to construct and traverse those networks. There are a lot of free online tools to be used in entrepreneurial education to develop different competences and skills. The introduction of ICT tools in entrepreneurial training paths will support motivation, autonomy and group work.

- **Entrepreneurial education should be based on Group Oriented Activities.**

To make a project, you need a team. Working in team is the basis for any entrepreneurial activity. Using group oriented activities the learning can be seen as a process of manipulating data and information to give meaning by communication with others. In that sense collaborative learning is another way of organizing learning in which trainees learn by externalizing knowledge among each other and constructs new knowledge.

The development of the trainers' competences needs to be an integral part of the model. Trainers do not change their pedagogy overnight. This is why trainer's preparation and readiness are of an on-going concern. The trainers will be one of the driving factor for a successful implementation of PACE project's results

Teacher Training

The Teacher Training Guideline is one of the results of the PACE project. This manual is strictly connected to the other project results in terms of contents and processes. The design of the TTG (Teacher Training Guideline) was structured based on the steps for the foundation of a Student Enterprise suggested in Output 1 Handbook “Foundation and Operation of Cross-border Student Enterprises in Europe”.

Furthermore the TTG implementation takes into consideration Output 3 “Communication Structure of Cross-Border Student Enterprises”, Output 4 “Peer to peer guideline” and Output 5 “Entrepreneurial Project Management Certificate”. We suggest to teachers and trainers willing to implement the TTG to integrate the Training Course with the information provided in the other project outputs. In particular, Output 3 “Communication Structure of Cross-Border Student Enterprises” can be used to develop a network structure for internationally acting student enterprises (SE), enabling participating SEs to communicate internally and with other SEs in another European region. Output 4 “Peer to peer guideline” can improve the process of transfer of the Student Enterprise to other students and Output 5 “Entrepreneurial Project Management Certificate” can be used to evaluate the students’ performance at the end of the project. The “Entrepreneurial Project Management Certificate” describes the evaluation system designed specifically for student enterprise projects, defining the evaluation process, timing and tools.

The Teacher Training suggested in this document is based on different steps linked to some educational areas. The trainers are trained following the same steps that they will apply afterwards with their students. However, it is important to make clear that the suggested steps can be changed, skipped or improved during the implementation with students, based on the educational context, goals to be achieved and previous knowledge of the participants. Furthermore they can be linked to different educational areas based on the specific training activity implemented.

Training program for teachers and trainers

This training program is based on different topics: Innovation, Creativity, Business, Project Management, Law, Finance and Marketing. These topics have been mapped against some steps needed for the foundation of a SE. These steps, have been defined by the PACE project partners in Output 1 Handbook “Foundation and Operation of Cross-border Student Enterprises in Europe”.

The steps are:

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

In order to define the training program activities this steps were mapped against seven educational areas considered, by PACE partners, relevant for the foundation and management of a student enterprise.

	Project management	Creativity	Innovation	Business	Law	Finance	Marketing
Develop the business idea		X	X	X			
Clarification with the school director							
Decide on a communication way (local/international)	X						X
Determine enterprise departments and employees' roles	X						
Determine qualifications needed for a local/international operation	X						
Determine enterprise organization	X						
Search for employees	X						
Carry out a national/international	X						X

market analysis							
Search for national/international competitors & cooperation partners							
Search for an enterprise name and logo (international)		X	X				X
Select the legal form					X		
Open a bank account							
Provide work rooms							
Provide work documents	X			X	X	X	
Advertising (national/international)							X
Organize the enterprise daily routine							
Determine the capital needs						X	
Business Plan				X			
Use school subjects	X						
Plan the SE transfer to other students	X			X	X	X	

Not all the steps are included in the training program because they are not considered relevant for the training.

During the teacher training, the participants, divided in groups, will simulate the foundation of a student enterprise.

The training program is the following:

1 st Day	Duration (min.)	Content	Method	Preparation
	120	Develop the business idea	Brainstorming and decision using the Lean Canvas Model. Definition of the project's goals with the Goal Matrix.	<ul style="list-style-type: none"> • https://www.tricider.com • https://canvanizer.com/ • Annex 1 – Project scope and goals • Annex 2 - What is creative thinking and making innovation? • Annex 3 - Phases of creative thinking • Annex 4 - What is Innovation • Annex 5 - Activity to improve innovation • Annex 6 - Lean Canvas Model
	120	Decide on a communication way (local/international)	Open Discussion, Definition of Communication Policy and the Communication tools. Practical activities.	<ul style="list-style-type: none"> • www.google.com • Downloadable Communication Policy template at https://www.out-law.com/files/communications_policy3_november_2007.doc • Intercultural

1 st Day	Duration (min.)	Content	Method	Preparation
				communication for business: http://smallbusiness.chron.com/strategies-dealing-intercultural-communication-11875.html
	60	Determine enterprise departments and employees' tasks/roles	Open discussion, Practical work with online Mind map tools to describe workplaces and create the organisation chart	<ul style="list-style-type: none"> • https://www.mindmeister.com
	60	Determine competences needed for a local/international operation	Production of a job description with Quickbooks. Definition of what competences do we have already (current students involved): DDTA Analysis. What competences are still missing?	<ul style="list-style-type: none"> • http://quickbooks.intuit.com/r/job-description-tool/ • Sample job descriptions: http://hiring.monster.com/hr/hr-best-practices/recruiting-hiring-advice/job-descriptions/sample-job-descriptions.aspx • Annex 7 - DDTA Analysis, rules and roles

2 nd Day	Duration (min.)	Content	Method	Preparation
	120	Determine enterprise organization	Creation of the Work Breakdown Structure (connected to the organisation chart) and use of an online project management tool to track activities and tasks.	<ul style="list-style-type: none"> • Project management platforms: Asana (https://asana.com/), Trello (https://trello.com/), Basecamp (https://basecamp.com/) • Calendly

				<p>(https://calendly.com/) or Google calendar for scheduling appointments and activities.</p> <ul style="list-style-type: none"> • Annex 8 – WBS • Annex 9 – Management and control systems
	60	Search for Employees	Creation of standards and tools to recruit employees	<ul style="list-style-type: none"> • Annex 10 - Example of evaluation tool for interview
	120	Carry out a national/international market analysis + searching competitors and partners.	Production of a stakeholder matrix analysis of the main competitors, SWOT analysis, customer need's questionnaire.	<ul style="list-style-type: none"> • http://creately.com • https://canvanizer.com • Google Form - https://www.google.com/forms • Annex 11 - Project context and stakeholders analysis
	90	Search for an enterprise name and logo (international)	Brainstorming to define the company name. Definition of some guidelines for the logo.	<ul style="list-style-type: none"> • https://it.padlet.com/ • https://it.pinterest.com/ • Annex 12 - Executive Brief for a Logo • Annex 13 – Guidelines to create Name and Logo
	60	Advertising (national/international)	Brainstorming to select the most suitable advertising channels	<ul style="list-style-type: none"> • Annex 14 - The creative Brief • Annex 15 - Check list with

				<p>online and off line marketing activities. (Italian language)</p> <ul style="list-style-type: none"> Annex 16 - Template for a web marketing strategy (Italian language)
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3 rd Day	Duration (min.)	Content	Method	Preparation
	30	Select the legal form	Brainstorming/definition of pros and cons of the different legal forms specific for SEs - Decision	<ul style="list-style-type: none"> Pro and cons calculator: http://www2.elc.polyu.edu.hk/cill/tools/prosandcons.htm Annex 17 Type of Companies (IT)
	90	The business plan	Creation of a business plan	<ul style="list-style-type: none"> Annex 18 - Questions to define your business plan Free business plan templates: http://www.inc.com/larry-kim/top-10-business-plan-templates-you-can-download-free.html and https://www.score.org/resources/business-planning-financial-statements-template-gallery Annex 19 - The business plan Annex 20 - Business plan example

	60	Determine the capital needs	Definition of equity and third parties. Search for funding using crowd funding platform.	<ul style="list-style-type: none"> • https://www.kickstarter.com/ • Annex 21 - Finance and financial strategies • Annex 22 - Financial management • Annex 23 - The optimal financial structure
	60	Provide work documents	Definition of the work documents needed and Creation of the documents with dedicated online apps	<ul style="list-style-type: none"> • Free invoice software: https://www.waveapps.com/invoice/, http://mashable.com/2013/09/03/free-invoicing-tools/#b3d.U.XT_kqY • Annex 24 – Work document 1 (Italian language) • Annex 25 – Work document 2 (Italian language) • Annex 26 – Work document 3 (Italian language)
	30	Use school subject	Mapping of the steps needed to create and manage a SE and the subjects needed or already involved.	<ul style="list-style-type: none"> • Annex 27 The Matrix
	60	Plan the SE transfer to other	Creation of a standard	<ul style="list-style-type: none"> • www.google.com

		students	operating procedures manual and sharing in Google Drive	<ul style="list-style-type: none"> • Annex 28 – Operating procedure example 1 (Italian Language) • Annex 29 – Operating procedures 2 (Italian Language)
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At the end of each step, the teachers will have time to fill their “School Plan” (Annex 30).

The teachers can integrate the steps and activities with other contents or sessions. In particular we suggest to plan a session, at the beginning of the project, dedicated to the presentation of the learning outcomes and competences to be achieved, to the students. The students should be aware of the educational process’ results and the evaluation method used. Output 5 “Entrepreneurial Project Management Certificate” supports teachers in the definition of the evaluation process for student enterprise projects. It provides evaluation processes, timing and tools.

PACE TTG
Implementation in
partner countries

This section includes examples of cross-border student enterprises established in partner countries. These good practices describe the main features of the student enterprises, the training implemented in partner countries and the results achieved. The three vocational schools involved in the project described their good practices as follows.

ISTITUTO DI ISTRUZIONE SUPERIORE POLO 3 FANO - ITALY

1. Framework

- School type: Vocational Upper Secondary School POLO3 FANO, "A. Olivetti"
- Number of students involved: 13 students of the classes 3A and 4A for the first year and 9 students of the classes 3A, 4A and 5C for the second year
- 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. Training

- *Dates and duration*: 2 years training that is from September 2015 to May 2016 and from September 2016 up to May 2017
- *Time*: first year and second year of project

The simulated 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.

- *Which subjects are taught? Which topics are developed? Which tools are used?*

The students had to attend classes at least 5 hours per week, 2 hours in the morning to develop the theoretical contents with the whole class and 3 hours in the afternoon to develop the practical activities. The afternoon classes have been carried out according to the students engagements and activities.

The subjects included in the students' training were English, Simulated Enterprise, Economics, ICT and Business Accountancy.

We have integrated the training in the subject of Simulated Enterprise in the standard curriculum as a fixed subject and the students have been evaluated with marks as in the other subjects.

- *Students' Training topics and tools:*

The topics taught to the students during the morning classes have been the following:

TOPICS DEVELOPED	TOOLS USED
1. Theoretical Analysis of Entrepreneurship and Project Management	Brainstorming, Power Point and Prezi presentations, Internet Research
2. Theoretical definition of Business idea	Brainstorming
3. Business Idea	Lean Canvas www.tricider.com www.canvaniser.com
4. Analysis of Tourism: study of the Tourist Economics and of the tourist enterprises	Internet Research, materials and worksheets produced by the teacher
5. Business Plan drafting 6. (descriptive part)	SWOT Analysis Check list and business models
Search name and logo for our Travel Agency	Internet Search www.pinterest.com (name for the company)
7. Legal foundation of the Fly Away Travel Agency	Material and worksheets produced by the economics teacher
Business structure: Determine the 3 departments of the Fly Away Travel Agency:	www.midmeister.com Job profiles DDTA Analysis
8. Advertising (national/international)	Brainstorming annexes 14-15-16
9. Search Employees, creation and tools to recruit employees	Annex 10
10. Determined competences for local and international SE	www.asana.com
Provide work documents (invoice)	www.waveapps.com

3. Results

- *What went really well?*

The students' training was very effective and was the basis for their practical work. It was very useful to involve and motivate the students, as they have always been the protagonists and had to make choices and decisions for their own travel agency activities.

- *Which were the problems? What have you done to overcome the problems?*

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 teaching methodology

The teaching methodology of business simulation is characterised by the realization of a typical company's organization inside the classroom, with offices and departments that reproduce those of a real enterprise, while its structure and activities have an educational purpose.

It is a learning model based on the simulation of real working processes, a motivating training strategy because students can compare their results acquired directly in a context, which is similar to the working context.

The goal of this learning methodology is to provide students with professional skills in the field of management and administration of companies, in the field of production processes and services, in view of their work placement.

The teaching method, based on the action oriented learning and learning by doing, allowed us to personalize the educational training.

Each student was assigned to an office and instructed to carry out specific tasks of the identified enterprise: after achieving the goals set by the teacher, he/she can play another role in the same or another office/ department.

At the end of the training and practical experience the students have acquired professional competences and skills and developed the required expertise for the enterprise management. They learned how to run an enterprise by playing a real role and assuming commitments and responsibilities towards themselves and towards others; sense of responsibility, cooperation, teamwork, constructive skills, learning autonomy, represented the main features of the methodology based on knowledge, skills and competences.

Another element that distinguished the project methodology was the students' approach to the world of work, through the Simulated Training Enterprise, which has increased their abilities related to problem solving, team working, interactive skills and has also developed managerial skills in a realistic way.

- Expected results: concerning the technical-professional aspect, the students acquired different perspectives and techniques of business process management.

4. Conclusions

The main goal of our teaching programme was the training of future consultants and / or entrepreneurs who could 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 the students were able to focus their attention on the emerging issues in establishing and managing an entrepreneurial activity; they were able to analyse and to identify solutions and strategies after providing appropriate reasoning documented by the estimated figures and data. All these objectives were achieved thanks to this new practical methodology which allowed our students to create a company and manage it as if they had to make a real business.

CI BURLADA FP - SPAIN

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 18 to 25 years old
- Teachers involved: Salomé Astiz and Isabel Ibáñez
- Subjects they teach: Salomé Astiz teaches Management of tourism products and Tourist Resorts whereas Isabel Ibáñez teaches Marketing and Business Project.

2. Training

- *Dates and duration:* 1 year training which took place from May 2016 to July 2016 and from September 2016 to April 2017.
- *Time:* from May 2016 until the end of June the Project was developed in coordination with the teachers of different subjects, such as Tourist Destinations, Tourist Resources and Marketing during the classes in the first school year of Travel Agencies and Event Management. From September on the students started in 2nd course and the project was carried out during the classes on Management of Tourist Products and Travel Agencies and Event Management, this latter included in the school year of the said vocational training offer.
- *Which subjects are taught? Which topics are developed? Which tools are used?*

Students attended the school centre in their regular timetable during morning schedule for 4 weekly sessions in Management in Tourist Products and 5 weekly sessions specific for the herein project in coordination with the rest of the school subjects (English, French, Management, etc.)

- *Students' Training topics and tools:*

The topics taught to the students during the morning classes have been the following:

TOPICS DEVELOPED	TOOLS USED
Presentation of the Project motivating the students to carry out a research project on the tourist market	Power Point presentation and Video: <i>EN HONOR A STEVE JOBS (In Honour of Steve Jobs)</i> Speech in Stanford (14 min.)
Theoretical definition of the business idea	Brainstorming
Business Idea	www.tricicler.com Lean Canvas

	www.canvaniser.com
Tourism. Study and analysis of the sectors of competence. Report of the economic sector corresponding to the tourist activity.	Video which deals with the learning process: "Discovering Forrester" Internet Research, materials and worksheets produced by the teachers
Business Plan drafting	SWOT Analysis Check list and business models
Search for a name and International Logo for your Travel Agency	Brainstorming www.pinterest.com (name for the company)
Advertising (national/international)	Brainstorming Annexes: 14, 15, 16 Video on leadership and communication: "Dead Poets' Society"
Determined enterprise departments and employees' roles	www.mindmeister.com Job profiles and profession-graphic profile DDTA Analysis Video on teams: "Apollo 13"
Search Employees, creation and tools to recruit employees	Annex 10 Video on values: "Few Good Men"
Select the legal form	Material and worksheets produced by the teachers Video on taking decision: "Twelve Angry Men"
Determined competences for local and international SE	www.asana.com on corporative culture: "Titans" Video
Investment and financing an enterprise Economic-financial study	Material and worksheets produced by the teachers. Simulation of entrepreneurial magazine
Provide work documents (Invoices, flyers, etc.)	Software: Facturaplus, Contaplus, Amadeus, Ofihotel.

3. Results

- *What went really well?*

The students' training was very effective and was the basis for their practical work. It was very useful to involve and motivate the students, as they have always been the protagonists and had to make choices and decisions for their own travel agency activities.

- *Which were the problems? What have you done to overcome the problems?*

Scheduling represented a problem since students finished their classes in the middle of June 2016 and were not back to school until September. Timing was also essential given that the exchange took place at the end of November and some stressful situations arose. As a consequence they learned to manage time well.

Another drawback was detected in the sometimes difficult relationship among some teams. The existence of conflicts is always unpleasant and unwanted in the enterprise. In the project, the conflicts which originated in working as a team were given by the different objectives set by each team member for the development of the enterprise and therefore by the different departments.

Another factor which had influence on the project were the different personalities within the organization; just as in real life, each person acts according to his or her personality and this is a reason for conflict or disagreements in the enterprise. Therefore, some behaviours were put into practice for the resolution of conflicts, such as an impartial and objective point of view, attentive listening, the use of values and neutral language, a good capacity to analyse and synthetize problems, a sense of security to address the situations and persistence.

- The teaching methodology

The methodology was based on the development of a project, therefore based on autonomous learning through teamwork and field work to end up with expositions on the teacher's side of the necessary concepts to be able to develop the entrepreneurial project.

The teaching process was developed through the creation of scheduled learning activities which aimed to develop the students' initiative and self-learning process. They also dealt with abilities concerning comprehension, analysis, relationship, search and application of information and ended up with the elaboration and analysis of the entrepreneurial project.

4. Conclusions

The teaching methods based on Project management has provided students with strategies which make them more responsible of their own learning process and abilities and knowledge acquired in class that could be applied in real projects.

Beyond the technical aspects referred to in the courses, the main objective was to guarantee a systematic acquisition of social competences and transversal methods. For that reason the approach selected was applied in the form of a multi-disciplinary project in which several subjects were immersed and there was a need of intense cooperation of the teachers involved.

Students were encouraged to develop their capacities, abilities and values acquired throughout the project.

“KAUFMÄNNISCHE LEHRANSTALTEN” (KLA) BREMERHAVEN - GERMANY

1. Framework

- School type: Vocational school and commercial college “Kaufmännische Lehranstalten” (KLA) Bremerhaven.
- Number of students involved? /age? /different classes?: the class has in total 16 students divided in two groups. One group specializes in travel arrangements and the other in recreational activities. The students are between 20 and 25 years old and they are apprentices within the “Dual System”. This means that they have a three-year work contract with a company (in this case travel agencies or local tourist offices in and around Bremerhaven) for which they work three days per week. The other two days are spent in school.
- Teachers involved and subjects they teach: four teachers teach in the field of tourism in different learning fields (which incorporate subjects such as marketing, accounting, promotion of journeys, destination information, English, management basics, project management, political studies and computing).

2. Training

Students started working on the project at the beginning of the school year in August 2016. Curricula in the German dual system are not structured according to subjects but along so called learning fields. Learning fields are based on typical job-related activities which are modified to fit the pedagogical aims of vocational schooling. During their third and last year students in the field of tourism are taught in the learning field *Project Management* (two hours per week). Here the goal is to learn the different elements of project management by planning and executing a “real” project after having learned PM basics at the beginning of the year.

All activities related to the PACE project were incorporated into this learning field. This means that all planning activities related to the one-week-long visit of the Spanish and Italian students in February were taking place during this time. Counting in different holiday periods the students worked on the project for ca. 30 weeks at 90 minutes each week. Within this time also the exchange to Spain (November 2016) took place. They worked for the project almost only at school because they don’t have much free time besides their work at the company. This was the first time that we had a real project that was international in character and involved other students.

In the beginning groups of students were formed which subsequently pretty much worked self-reliantly. The groups were formed by the students themselves according to the different typical planning activities in the travel business: transport and accommodation, leisure activities and food.

The KLA plan represented the guideline for the students' work but needed to be modified as we went along. Because of time constraints, for example, we focussed on organizing the student visit to Bremerhaven and postponed the creation of the logo that was originally planned to be ready earlier.

The ongoing work on the exchange was regularly posted google+ and on the specifically created homepage. Working with google+ was at times difficult to organize as not all the students used such an account privately. This sometimes also slowed down our activities.

Due to the fact that our students could only work on the project during two hours a week, communication with the international partners was sometimes difficult to organize. Many times we could only discuss plans and receive answers with a time lag. Especially when quick decisions needed to be made, as is often the case in the travel business, the delay created stressful moments.

For many reasons our trip to Spain (Burlada) was an important event in the course of the project. First, we the students got to know their fellow students (business partners) in person which subsequently very much facilitated communication. Secondly, the professionalism of the Spanish students in organizing our stay in Pamplona motivated the students to put even more effort into organizing the trip to Bremerhaven.

3. Results

The students were able to quickly organize their work within the three working fields mentioned above. As they are all advanced students in their third and last year of schooling they were able to structure their work very efficiently.

Everyone quickly knew what he/she had to do. If there were any questions between one group and another they organized meetings to solve the problems. For example the German kale hiking tour: This activity took place far away from the youth hostel. So the departments food/activities and transport had to communicate how to get back late in the evening. It was always nice to see how hard the students were working. They wanted to show their competences in the different areas. Only if a problem couldn't be solved independently, teachers were asked to help find a solution.

4. Conclusions

Project management at school is important element of the curriculum in tourism-related professions. Working on a real project in addition to being taught the basics of PM in the beginning is a good strategy to learn different aspects of PM. Within our tightly structure school year it was impossible to work on the themes of founding enterprises ("Subject 13") because it is too time consuming. The students learn this content during their second year but it is very helpful to use it again in the third year in an applied context.

Conclusions

The main aim of this document is to provide a supportive tools to implement Student Enterprises at school. The document makes an overview of entrepreneurship in VET sector highlighting why in Europe entrepreneurship education is considered as a fundamental transversal skill. The Teachers Training Guide presents the European situation of entrepreneurship education, the role of the entrepreneurial teachers and the most suitable didactic principles to implement Student Enterprise at school in Germany, Spain and Italy. This first section define the context and the learning objectives of the teachers training.

The structure of the Training Program is based on the steps, defined by the PACE project partners in Handbook “Foundation and Operation of Cross-border Student Enterprises in Europe” (Output 1). For each step were planned educational activities coming from seven educational areas (Innovation, Creativity, Business, Project Management, Law, Finance and Marketing). The Training Program provide some suggestions about tools and resources to use in class with the students.

The training methodology is blended (face-to-face and online) with the use of ICT tools and social media , tested with the teachers from DE, ES and IT

This document includes activity worksheets to be used as suggested work plan for each activity. The Activity worksheets include the content of the activity, its duration and aims. They include also the tools (ICT, non ICT) and resources suggested. All the materials and tools can be adapted by the teachers based on their needs and contexts.

Annexes

Activity Worksheets

1. Develop the business idea

Content

The participants will define their business idea using the Lean Canvas Model. Definition of the project's goals with the Goal Matrix.

Duration

120 min.

Specific aim

To reflect creatively on a business idea and define it using the Lean Canvas Model. To identify the main project's goals.

Activities

Divide the participants in groups and suggest them to reflect on their business idea.

To foster creative thinking the participants will start the activity with a brainstorming using Tricider as social voting tool. Each participant should suggest at least 3 business ideas defining pros and cons. Each member will vote the best business idea.

Based on the business idea each group will complete the Lean Canvas Model.

The creation of a goal matrix will help the students to define the project's goals.

Tools

- [Annex 1 – Project scope and goals](#)
- <https://www.tricider.com>
- <https://canvanizer.com/>

Canvanizer
Brainstorm better concepts. Together with your team

Create Canvas How to use FAQ About Us Links Contact

The Business Model Canvas

Key Partners	Key Activities	Value Propositions	Customer Relationships	Customer Segments
	Key Resources		Channels	
Cost Structure			Revenue Streams	

Every good idea starts with an empty sheet

Create your Own Canvas
it's free and easy

Develop Your Ideas

Post your ideas on a business model canvas or a customer service journey canvas.

Move notes, finetune ideas and create variations.

Brainstorm together

Share your secret canvas url with your team easily.

All changes are synced for all users with the same canvas opened.

Define your Strategy

Choose from many pre-structured canvas templates.

Clone canvases and iterate dynamically. Post read-only for public feedback on blogs.

Educational material

[Annex 2 - What is creative thinking and making innovation?](#)

[Annex 3 - Phases of creative thinking](#)

[Annex 4 - What is Innovation](#)

[Annex 5 - Activity to improve innovation](#)

[Annex 6 - Lean Canvas Model](#)

2. Decide on a communication way (local/international)

Content

The participants will define rules and the tools for internal and external communication.

Duration

120 min.

Specific aim

To define Communication Policy and the Communication tools to be used by the members of the SE based on the context and the resources available.

Activities

Each group of participants should produce the SE's Communication Policy needed to set up an efficient internal and external communication.

The trainer should organise a brainstorming with the participants and the other SEs to define what tools they prefer to use. It is not advisable to force people to use specific communication environment and tools, at the contrary, a bottom up approach is needed.

Below you can find a suggested activity:

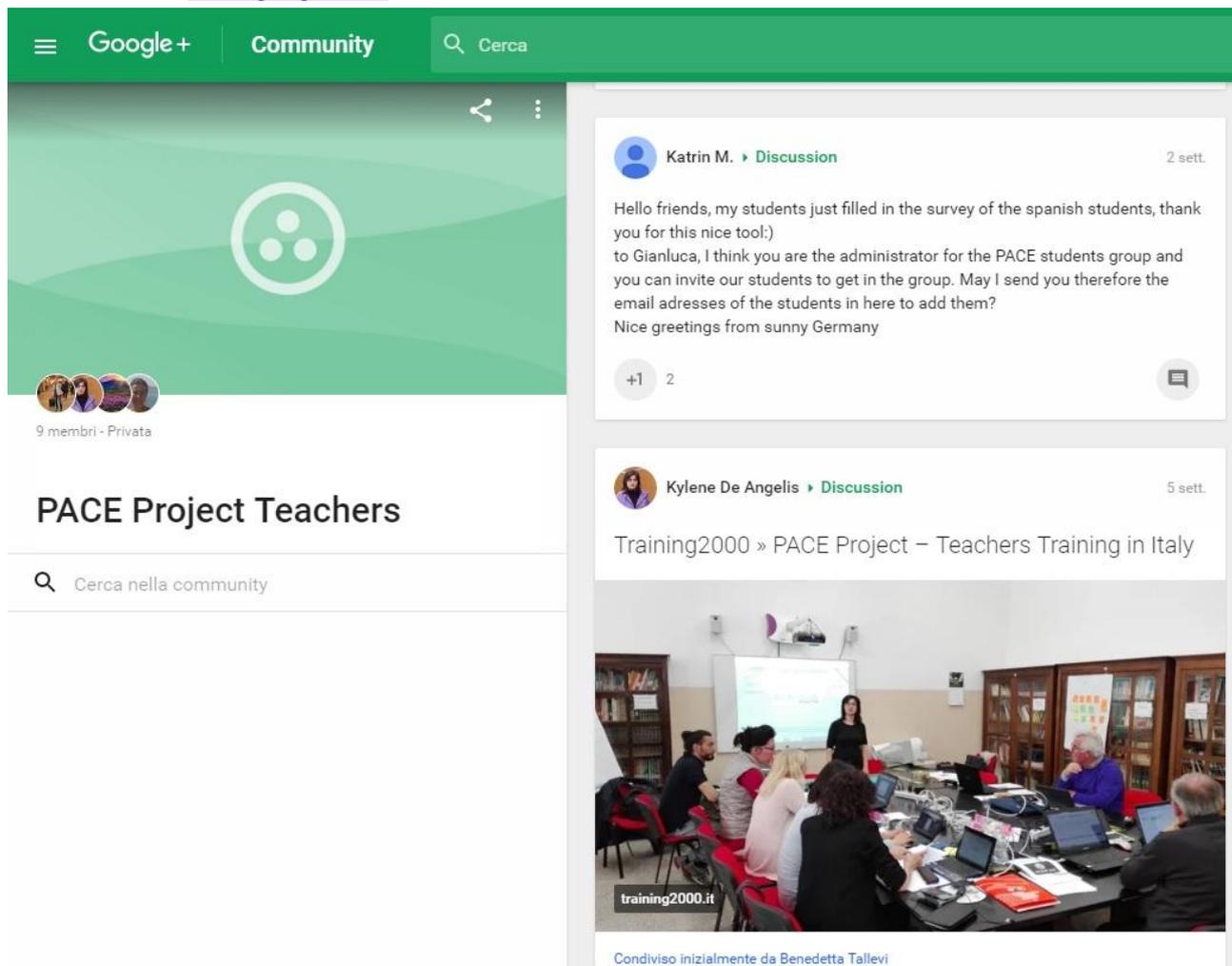
- Each group will set up a Google environment:
 - creation of a Google Group (an email with the Communication Policy will be sent to the Google Group).
 - creation, uploading, downloading of a document in Google Drive (the Communication Policy will be uploaded in a dedicated folder on Google Drive)
 - creation of a community in Google +
 - hangout in Goggle + (each SE will communicate with the other through a Google Hangout).

Methodology

Brainstorming, Practical work

Tools

- www.google.com



Educational material

- Downloadable Communication Policy template at https://www.out-law.com/files/communications_policy3_november_2007.doc

- Intercultural communication for business: <http://smallbusiness.chron.com/strategies-dealing-intercultural-communication-11875.html>

3. Determine enterprise departments and employees' roles

Content

The participants will define the enterprise departments and employees' roles

Duration

60 min.

Specific aim

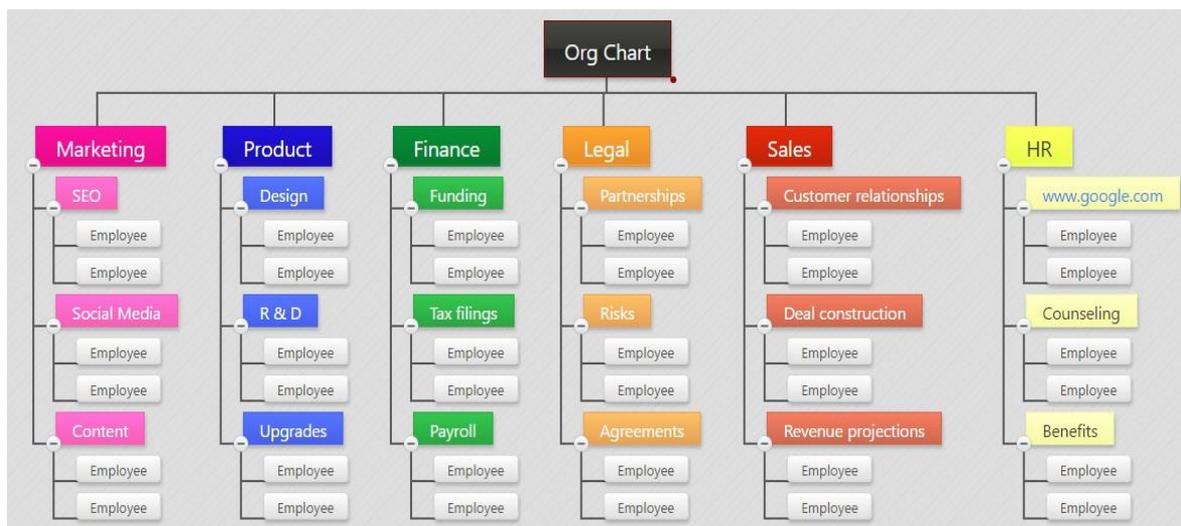
To define the enterprise departments based on the activities needed, the context and the resources available. To define the employees' roles based on their profiles.

Activities

Each group should define the SE's organisation chart using Mindmeister (to create mind maps), describing the enterprise departments.

Tools

- <https://www.mindmeister.com>



4. Determine competences needed for a local/international operation

Content

The definition of the competences needed to run a cross border Student Enterprise

Duration

60 min.

Specific aim

To define, based on the employees' roles identified in the previous step, what are the competences needed to run the SE.

Activities

The participants will produce a job description with Quickbooks and will define the competences they already have (current students involved) and those needed, with the DDTA Analysis.

Methodology

Brainstorming, Practical work

Tools

- <http://quickbooks.intuit.com/r/job-description-tool/>
- [Annex 7 - DDTA Team analysis](#)

Educational material

- Sample job descriptions: <http://hiring.monster.com/hr/hr-best-practices/recruiting-hiring-advice/job-descriptions/sample-job-descriptions.aspx>

5. Determine enterprise organization

Content

The definition of the activities and tasks to be done in order to reach the SE's goals

Duration

120 min.

Specific aim

To define the Phase plan and the Work Breakdown Structure (Gantt Chart). To use a project management platform to track activities and tasks.

Activities

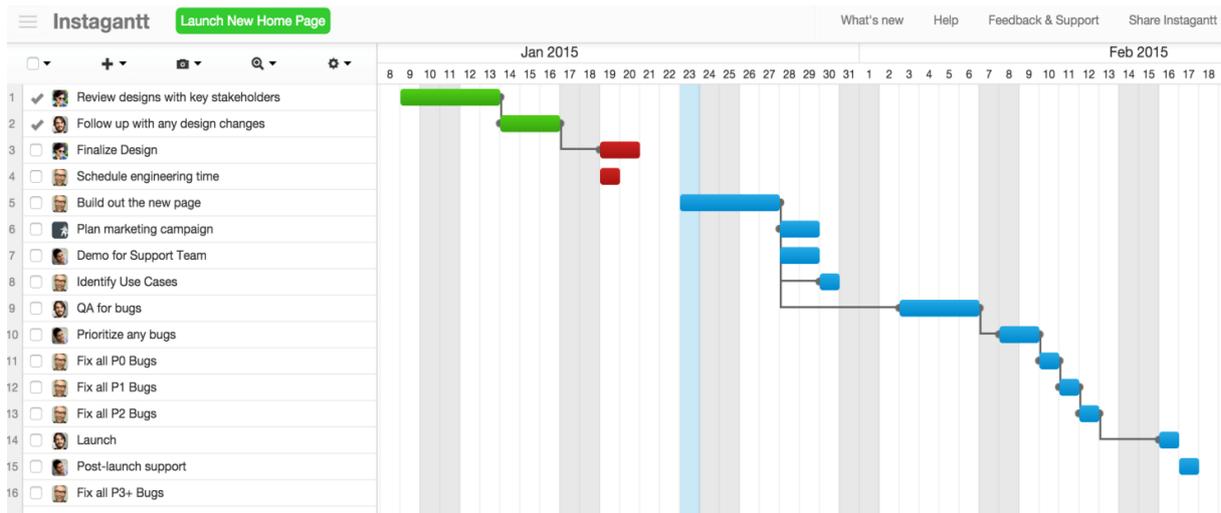
Based on the goal matrix and the organisation chart the Work Breakdown Structure will be created. Each group will use Asana to track activities and tasks

Methodology

Practical work

Tools

- [Annex 8 – WBS](#)
- Project management platforms: Asana (<https://asana.com/>), Trello (<https://trello.com/>), Basecamp (<https://basecamp.com/>). Instagantt (<https://instagantt.com/>)
- Calendly (<https://calendly.com/>) or Google calendar for scheduling appointments and activities.



Educational material

[Annex 9 – Management and control systems](#)

6. Search for employees

Content

To know how to recruit employees

Duration

60 min.

Specific aim

To create some tools or guideline to select the employees based on the SE's business sector and activities.

Activities

Each student enterprise will create procedures and tool for recruitment and selection. The participants will define first the competence needed. Then they will create their evaluation tool. It can consist in a grid or a table to use during an interview.

If needed, the participants could also simulate an interview and the evaluation procedure.

Methodology

Practical work

Tools/Educational material

[Annex 10 - Example of evaluation tool for interview](#)

7. Carry out a national/international market analysis

Content

Market analysis

Duration

120 min.

Specific aim

To define the customers' needs, the main competitors and stakeholders.

Activities

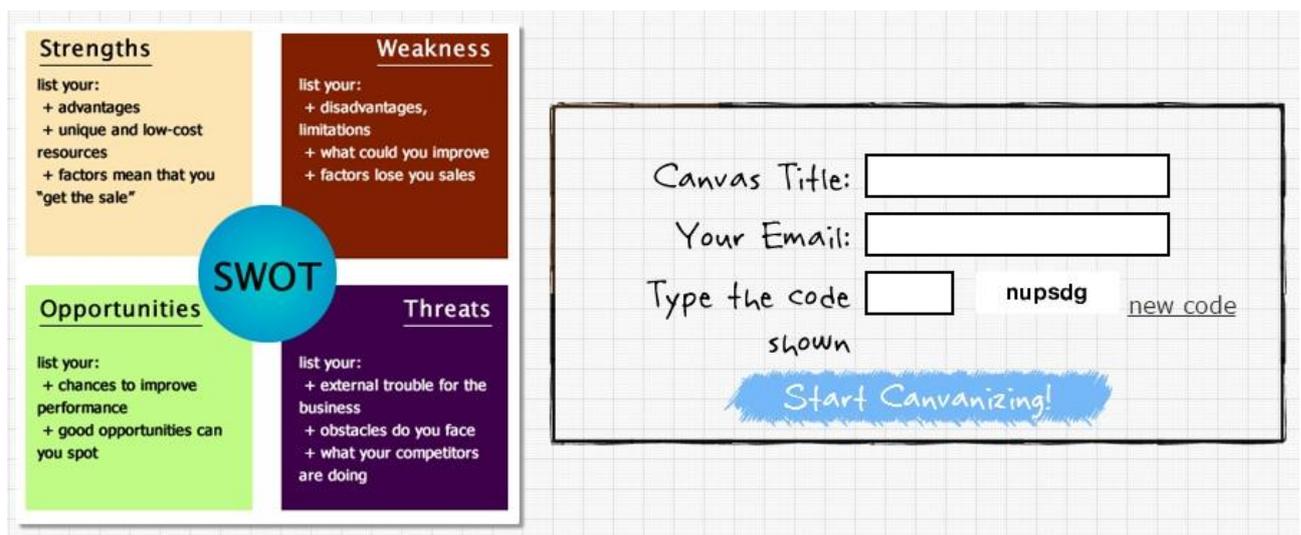
- The groups will produce a stakeholder matrix in order to define the main SE's stakeholders.
- Each SE will analyse the main competitors and will carry out a SWOT analysis related to our company using Creately or Canvanizer
- They will create a customer need's questionnaire with Google form.

Methodology

Practical work

Tools

- <http://creately.com>
- <https://canvanizer.com/>
- Google Form - <https://www.google.com/forms>
- [Annex 11 - Project context and stakeholders analysis](#)



8. Search for an enterprise name and logo (international)

Content

Enterprise name and logo

Duration

90 min.

Specific aim

To create the enterprise name and logo

Activities

- Before the beginning of the activities the teachers should presents some basic principles related to copyright issues and graphic guidelines.

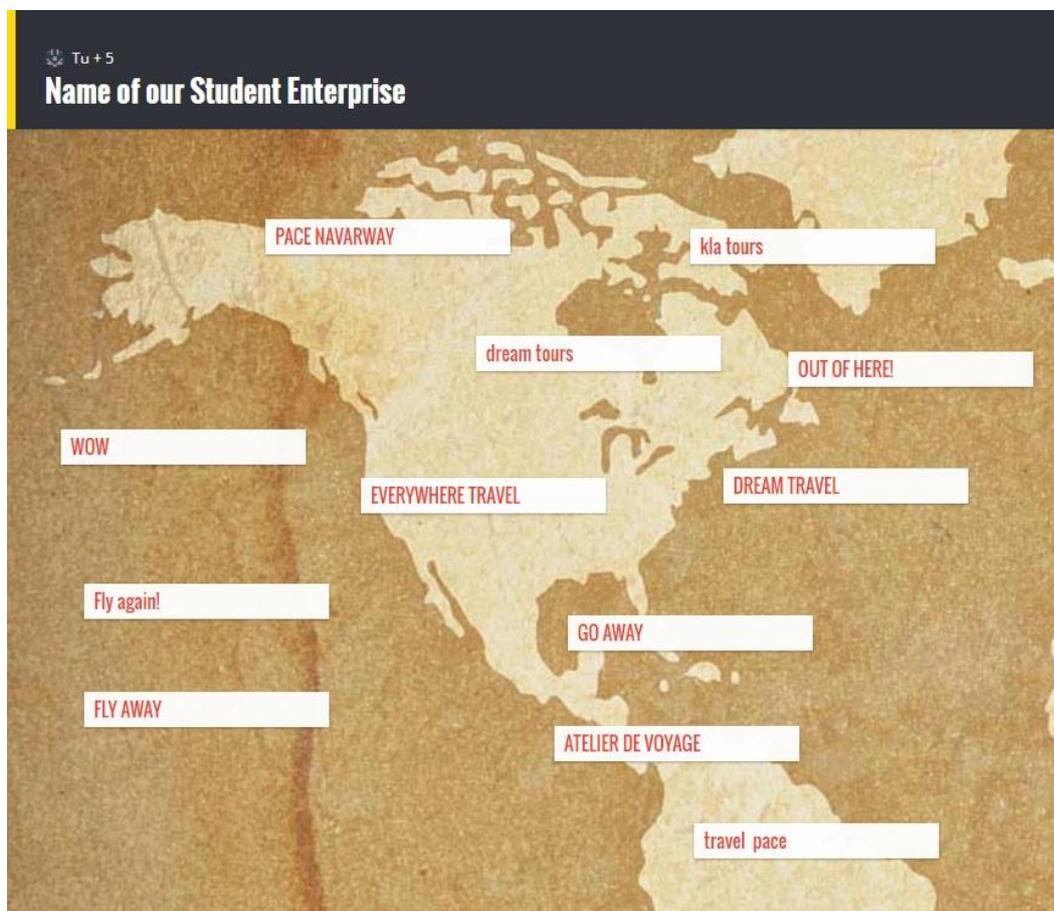
- Each group will organise a brainstorming session to define the company name. The participants will write all the terms in a Padlet wall.
- When the name has been decided the group will define some guidelines for the logo. They can also open a board on Pinterest where to collect example of logos.
- Create an Executive Brief for a logo

Methodology

Brainstorming, Practical work

Tools

- <https://it.padlet.com/>
- <https://it.pinterest.com/>
- [Annex 12 - Executive Brief for a Logo](#)



Educational material

[Annex 13 – Guidelines to create Name and Logo](#)

9. Advertising (National/International)

Content

How to plan an advertising strategy.

Duration

60 min.

Specific aim

To define the advertising channels

Activities

Produce a creative brief

Methodology

Practical work

Tools

[Annex 14 – The Creative brief](#)

Educational material

[Annex 15 - Check list with online and off line marketing activities.](#) (Italian language)

[Annex 16 - Template for a web marketing strategy](#) (Italian language)

10. Select the legal form

Content

The different type of companies for SE

Duration

30 min.

Specific aim

To choose the type of company for their SE based on the business, the sector and the national regulations.

Activities

- Each group will define pro and cons of the different type of companies and will decide what legal form to use.

Methodology

Practical work

Tools

- Pro and cons calculator: <http://www2.elc.polyu.edu.hk/cill/tools/prosandcons.htm>

Educational material

[Annex 17 – Type of Companies](#)

11. Business Plan

Content

The business Plan

Duration

60 min.

Specific aim

To know how to create a business plan

Activities

The participants, based on the previous steps will create a business plan.

Methodology

Practical work

Educational material

- [Annex 18 - Questions to define your business plan](#)
- Free business plan templates: <http://www.inc.com/larry-kim/top-10-business-plan-templates-you-can-download-free.html> and <https://www.score.org/resources/business-planning-financial-statements-template-gallery>
- [Annex 19 - The business plan](#)
- [Annex 20 - Business plan example](#)

12. Determine capital needs**Content**

The capital needs of our SE.

Duration

60 min.

Specific aim

To define equity and third parties and the strategies to fund our SE.

Activities

The participants, based on the business plan, will define equity and third parties. They will explore the crowd funding system and will start a project on kickstarter.

Methodology

Practical work

Tools

<https://www.kickstarter.com/>

Campaign Updates ¹⁰ Comments ⁸⁴⁷ Community

About this project



Ulo

Hellange, Luxembourg Product Design Project We Love

€1,618,869

pledged of €199,000 goal

Rewards

Pledge €1 or more

We rely on donations to finance our breeding program in order to save Ulo from extinction.

ESTIMATED DELIVERY:
Nov 2016

615 backers

Pledge €99 or more

1 Ulo for early birds

ESTIMATED DELIVERY: Nov 2016 SHIPS TO: Ships anywhere in the world

All gone! 99 backers

Pledge €149 or more

Educational material

[Annex 21 - Finance and financial strategies](#)

[Annex 22 - Financial management](#)

[Annex 23 - The optimal financial structure](#)

13. Provide work documents

Content

The work documents

Duration

60 min.

Specific aim

To decide what are the main work documents and to provide it.

Activities

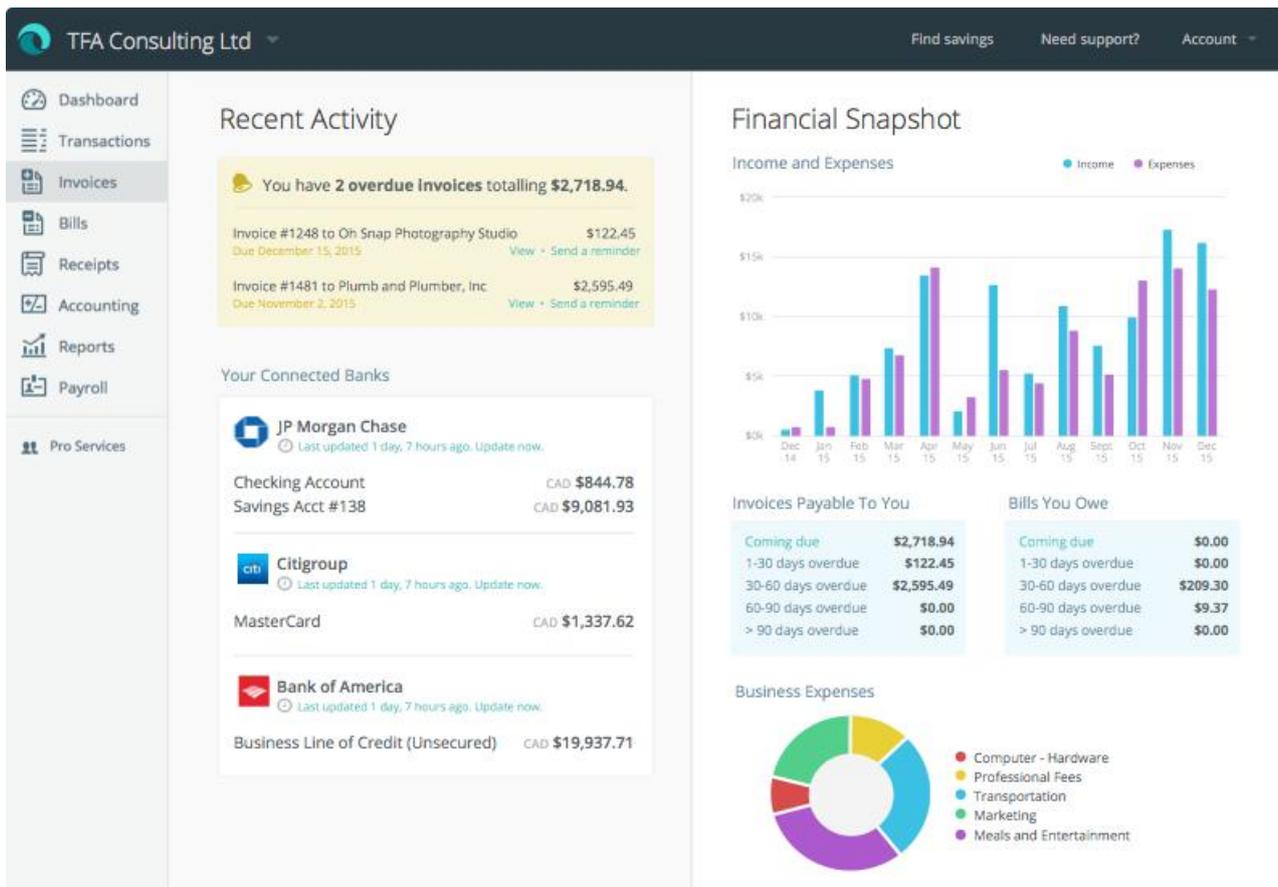
The participants, with a brainstorming, will decide what are the work documents needed to run their SE. After that they will create a document (i.e an invoice) using wave apps.

Methodology

Practical work

Tools

- Free invoice/bills software: <https://www.waveapps.com>



Educational material

- [Annex 24 – Work document 1](#) (Italian language)
- [Annex 25 – Work document 2](#) (Italian language)
- [Annex 26 – Work document 3](#) (Italian language)

14. Use school subject

Content

How to integrate school subjects in the SE Project.

Duration

60 min.

Specific aim

To define the role and the activities carried out by each subject involved in the SE Project.

Activities

The participants will create a mapping of the steps needed to create and manage a SE and the subjects needed or already involved.

Methodology

Practical work

Tools

- [Annex 27 Matrix](#)

15. Plan the SE transfer to other students

Content

How to transfer the know how acquired to other employees.

Duration

60 min.

Specific aim

To know how to manage the turnover in SEs

Activities

The participants will create a standard operating procedures manual and will share it in Google Drive

Methodology

Practical work

Tools

www.google.it

Educational material

- [Annex 28 – Operating procedure example 1](#) (Italian Language)
- [Annex 29 – Operating procedures 2](#) (Italian Language)

Extra Resources

[Annex 30 – School Plan](#)

Partners

The realization of this Teacher Training Guideline was possible thanks to the partners involved in the project:

Coordinator:



Promoters:



Schools:



Funded by



PACE



2017