



Key competences to prepare our students
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for an entrepreneurial mindset (KEM)
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Key competences to prepare our students for an entrepreneurial mindset (KEM)

(In Short)

Our project involved 8 European schools with students aged from 3 -20+. It aimed to prepare students to face new ways of organising active learning which leads to an active European citizenship and to better integrate our students in the world of work.

Our plan was to implement proactive learning from early years integrating the eight key competences and soft skills in school curriculum. Pupils had to be able to develop the features and the working skills for a proactive learning and to become a successful entrepreneur. We aimed to improve the quality and efficiency of education and training by enhancing creativity and innovation, including entrepreneurship.

Our plan is included along with project results in a guide to develop in student key competences for an entrepreneurial mindset from early ages to vocational schools.

Our plan We aim to foster the characteristics of effective learning

Kindergarten: We develop children as effective learners from an early age

By:

- *Playing and exploring*
- *Active learning*
- *Creating and thinking critically*

We implement in students:

Readiness: This shows in motivation, curiosity, the belief you can achieve, and that you deserve to be successful.

Reflectiveness: This displays in looking back at your learning, improving your learning, performance and practice.

Resourcefulness: Characterised by learning with and from others, learning creatively in different ways, being flexible, applying what you have learned.

Resilience: This shows by keeping going, learning under stress, and managing your feelings about learning and the people you learn with.

Responsibility: This shows you on your own self-awareness in learning and taking ownership of your learning and being able to learn alongside others.

To be a good learner students must:

- Be motivated and ready to learn at every opportunity.
- Be willing to face a challenge
- Listen carefully and work well (with others and on my own)
- Think carefully and use the skills and knowledge I already have.
- Understand what I have learnt and know my next target.
- Think about what I have learnt

Primary

- **Learning to Learn: Developing a Learning Culture (kc 5)**
- **Pedagogic value:** The project has the purpose of developing children as learners and allowing them to develop their learning skills. They are able to identify the attributes of effective learning and share this with others. They are also able to apply this to their own learning right across the curriculum.
- **Key competences:** We integrate the key competences in the curriculum and in everyday activities in the classroom.
- **Tools:** Powerpoint, Word, Blogging tools, Learning journey logs.
- **Use of ICT** To process information. To develop critical and creative thinking and to become familiar in work on real tasks. To develop teamwork and autonomous learning. The development of approaches for teaching and learning to support key competences and establish links with the world of work. The development of innovative ICT-based content, pedagogies and practice for life-long learning

Requirements of pupils to learn:

- To be able to identify the attributes of a good learner.
- To recognise positive learning behaviours in themselves.
- To recognise positive learning behaviours in others.
- To identify skills to use when learning becomes difficult.
- To evaluate their own learning and identify what can be done differently next time.
- To be able to work collaboratively with their peers.
- To articulate their learning clearly.
- **Contents: Each class has an agreed statement about what makes a good learner. Children evaluate and record their evaluations of their learning.**

Pedagogic goals:

- Agree a class statement of what makes a good learner.
- Identify learning skills needed in order to complete a specific task.
- To work collaboratively with peers.
- To know where and how to access support with learning.
- To be able to evaluate learning and identify how to improve in the future.

Process:

Children work as a class to identify the attributes of a good learner. Any activity can then become a collaborative learning opportunity with children being able to evaluate their learning and share points for development.

Resources necessary "To Adapt" the material to other contexts

This is cross-curricular, building in and developing learning skills can be developed by any school across a variety of age ranges.

How to show the material/activity in the classroom:

Learning to learn displayed in every classroom. All children have a learning to learn target and evaluation of learning are either in projects, exercise books or kept on netbooks.

Methodological aspects. Role of the teacher and pupils:

The teacher must lead the introduction of learning and learn and facilitate the structure of the class to allow for this. They must also allow children time to evaluate their learning and time to respond to their learning once an activity or project is completed.

Indicators and criteria to assess the learning process:

Learning talks (among students and the teacher) can be used with children to discuss their understanding of the learning process and ascertain developments, questionnaires, videocases, grids...

ICT and entrepreneurship, play and important role.

Students need ICT for lifelong learning; ICT will contribute to strengthen the learning of basic skills and key competences, to implement learner-centred approaches and strategies based on active learning.

Collaborative learning, peer learning, creative problem solving, learning by doing, experiential learning, critical thinking and creativity are all characteristics which will develop in students entrepreneurial key competences and practical entrepreneurship skills by encouraging them to take responsibility for their own learning.

Entrepreneurship education means developing a culture, which establishes entrepreneurial behaviour. Such competencies require active, learner-centred pedagogies and learning activities that use practical learning opportunities from the real world. Since entrepreneurship education is seen as a transversal competence, it should be available to all students and be taught as a theme rather than as a separate subject at all stages and levels of education (We can introduce Virtual company as a learning method in the year 5 and 6 of Primary)

The European Commission has specifically linked the development of entrepreneurial Attitudes and behaviours to activities in education and training. Entrepreneurship education aims at developing an entrepreneurial mind-set and behaviour

See the project website

<http://centros.edu.xunta.es/cpiocruce/comeniuskem>

Secondary

The project tries to improve students' acquisition of the 8 key competences, but is mostly focus on *entrepreneurship, ICT and foreign languages*

Schools develop strategies how to improve active learning and facilitate acquiring those competences by

- New methods (e.g. learning through practise,)
- New ways of organising learning (Schools design student-centered instruction; proactive learning)
- New materials (e.g. e-learning materials)
- Updating assessment methods
- Teachers: share their ideas, exchange materials, assessment methods, enhancing creativity and innovation, including entrepreneurship, at all levels of education and training.
- Students: we aimed to involve students in their own learning process, undertake collaborative projects that focuses on the key competence (e.g. *entrepreneurship*: students devise a business plan for a company offering a product or service in their country they then exchanged this business plan with students from partner school(s), they check whether it would also work in their country – thus becoming aware of cultural and economic differences and similarities)

How to integrate a business plan in the curriculum?

We include few examples of how to do it

Periquitos O Cruce

Younger children (11)

Subject: language

ICT tools: laptops, blog, Front page, Mobiles, Movie Maker, Glogster

From a recipe students set up virtual business to sell home-made biscuits

- 1- The teacher tests the recipe and plans the language activities.
- 2- Students prepare the biscuits in the school kitchen and they take photographs and a video (they eat the biscuits)
- 3- Students prepare advertisements to sell their biscuits and calculate the cost, so they agree in the price they are going to sell the biscuits
- 4- Students learn to produce a website/blog and they prepare a web to sell their products
- 5- Students wrote about their experience in the blog and they and they developed revised advertisements with glogster.

This is the result

<http://centros.edu.xunta.es/cpiocruce/comeniuskem/periquitos/index.htm>

A description form is included

Recovidrio

Students 10-18

Subject: Biology. We can include the activity in recycling, but also when we teach about water, electricity...

The Business Plan can be also included in History or other subject when we talk about the crisis this business plan contributes to save money in times of crisis

ICT resources: mobiles, notebooks/ computers room, Movie Maker, Glogster

Students organise their company: Manager, secretary, accountant, and workers...
The firm collects glass and takes it to the container to be transported to the recycling plant
Students calculate how much money they save in electricity, water etc.

Students prepare posters, annotation primers (1 for each class) and design the campaign to collect bottles and prepare a calendar. For the activity.

After the activity period students calculate how much money they save in water, electricity etc

Note: We organised a contest to see which class had earned more money
During the activity students produce: Videos about their activity, posters, website or blog, advertisements made with different tools.

<http://centros.edu.xunta.es/cpiocruce/comeniuskem/reciclav>

Spring Fashion- April

This Business Plan is organized in collaboration with 4 Departments (Art, Music, languages and ICT)

Students: 11-18

ICT resources: mobiles, notebooks/ computers room, Movie Maker, Publisher

In Music students worked with different operas

In Art class they designed and created their own dresses,

In MFL they created a fashion Magazine and they edited it with Publisher.

In ICT (optional subject in year 4 Secondary) they produced advertisements, posters, the video and the website

They could have calculated the cost/benefits but we didn't because we consider it a complex task

<http://centros.edu.xunta.es/cpiocruce/etm/archivos/videomoda/anabealuisvideo.html>

<http://centros.edu.xunta.es/cpiocruce/comeniuskem/modae/index.htm>

HOW TO TEACH ENTREPRENEURSHIP? A Virtual company as a learning method

The difficulty of the activity will be in accordance with the age of the students

What is it all about?

- A role play in the virtual companies
- The students establish companies in teams (6-8)
- Students choose a CEO and team leaders among themselves
- All virtual companies have a tutor company, from where they get the basic information about the products, marketing, approx. prices etc.
- Students visit the tutor company at the beginning of the period and when necessary

What do we do in the virtual companies?

- Business plans for the companies
- Budgeting
- Book keeping
- Buy and sell products, make offers
- Build websites, videos, advertisements, and posters...
- Hold meetings once a day (students make memos)
- Make weekly news and staff news
- Pay a visit to the tutor company, bank, insurance company ...
- Organise open door events
- Organise trade fairs

How long does it last and what do the students study?

- The time will be in accordance with the difficulty and age of the students

Practical organizing?

- Teams 6-8 students
- Some companies can include the whole class

Good things about the virtual company:

- It's very motivational activity for students
- It differs from the normal school work
- The students get an idea of what a company does
- This method teaches team work, ICT and entrepreneurship but also other subjects and skills
- Students love doing these type of activities and they learn new competences

Problems:

- The teacher must be creative in approach in order to gain the most from this type of teaching.

Collaborative activities on entrepreneurship

1 Role play: Three of you are on a board of an international bank. There are Three new businesses (represented by two entrepreneurs each) from different countries, all wanting a loan from you to set up their businesses. However, you have only got money for one enterprise. That means you have to decide which of the three business ideas is the best.

The entrepreneurs present their ideas to you and explain why they should be the ones to get the investment.

You decide in your group who is going to be the lucky one and inform the entrepreneurs about your decision.

Videoconferencing: Two schools **present** their business plan, the others make questions

<https://vox.arnes.si/p936cf8mkes/>

Other activities: entrepreneur week; Markets, Commercial correspondence

<http://centros.edu.xunta.es/cpiocruce/comeniuskem/uk.htm>

[http://www.ejournal.fi/ipm712/index.php?action\[\]=IBrowsing::gotoFolder\(9372\)](http://www.ejournal.fi/ipm712/index.php?action[]=IBrowsing::gotoFolder(9372))

Examples of virtual companies for older students

Travel Agency

Service:

- Services of ordinary travel agencies
- Drawing up and booking of a individual itineraries
- Booking of cultural- or sporting activities,
- Contact is possible by email and phone, after that there will be a private meeting
- Our homepage contains all important information
- The number of holiday bookings is increasing every year
- The quantity of free time is decreasing at the same time the working hours are increasing - that is the reason for our idea

Target group and market:

Target group

- From 30 years
- Minimum salary 3500 Euros per month gross
- Higher education or an university degree
- Like to travel and have many other interests, our Service is to combine these interests.
- They are very busy and have little free time
- Are prepared to spend more money on more quality and spend less time on organizing their holiday
- All in all: very individual, but they have in common: age, income, qualification, interest in travelling
- We can meet our customers in: railway/bus stations, restaurants, shops in order to do marketing
- Increasing income in Germany: more customers
- At the moment: customers meet their needs in ordinary travel agencies but we offer them the added benefit of saving time.

Market

- Travel agencies in a middle position (10.370)
- Online- agency portals (36)
- 95% of the travels booked in normal travel agencies, 5% online- agency portals
- Every year 49,0 million people travel in Germany → potential customers
- People travel 1,3 times per year
- Customers like: safety, flexibility, optimal control, reliability
- Passenger volume decreases in cruises & airplane → decrease of potential customers
- Economic production value of tourism = constant → safe

Competition:

- Many competitors. Especially online pages like tui.com, booking.com and trivago.de have to be mentioned as already existing services.
- But our focus on a special range of customers is a strong advantage.
- Customers get an all round package, an almost unique service
- In addition to the general competitors there are also direct competitors with a similar service: “iTravel” and “Chinatours” which you can consult if you require a personal service for you trip. But there you certainly don’t get the specific main focus on special needs and wishes
- Taking into account our tailor-made services and the variety of special destinations the competition will mainly take between our competitors

Location:

- Industrial estate
- Good infrastructure
- Usually there are no customers in the office

Break-even-point

Description of costs:

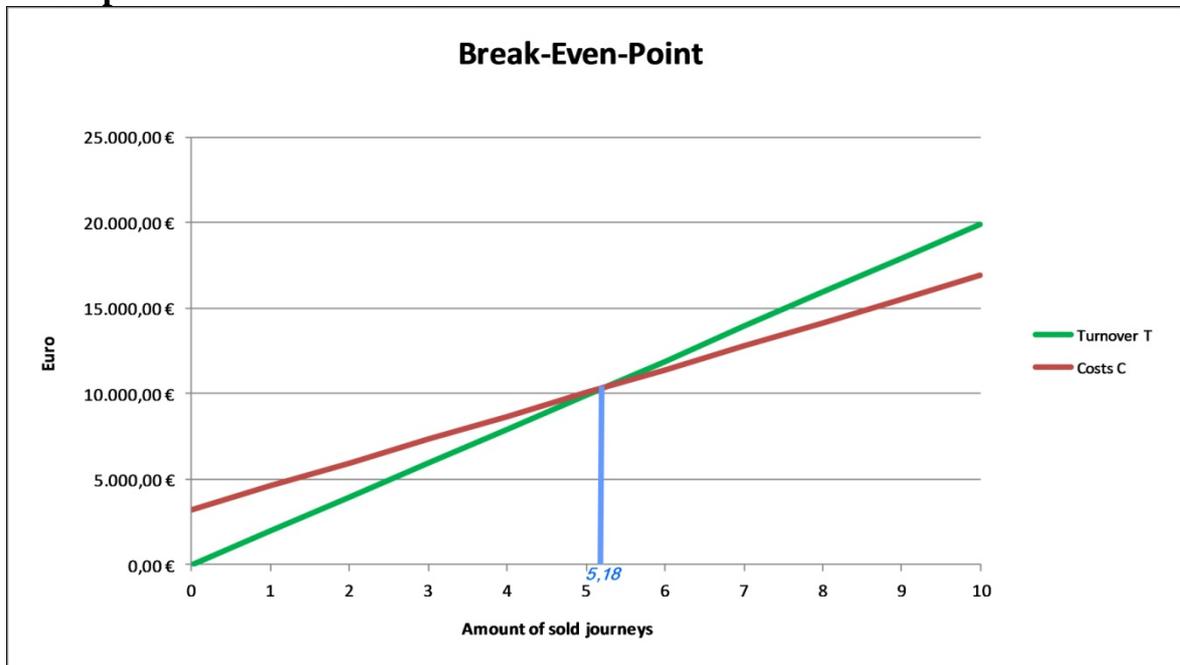
Monthly costs:

	Costs
Employer's salary	2.912,54 €
Rent	208,32 €
Power	26,27 €
Phone	53,89 €
Companies third party insurance	10,98 €
Web hosting	9,99 €
Total	3221,99 €

Variable costs:

	Costs
Office supplies	5,00 €
Costs for gas (5,6l/100km – 1,50€/l) Per travel 2x150km radius	25,20 €
Total	30,20 €

Description Break-Even-Points:



Therapeutic riding

Product and service

My service is therapeutic riding, which is a special kind of therapy for disabled people. For these people therapeutic riding is a good chance to improve their physical and mental health.

Horses have a remedial effect on people, because it is really easy for the patients to get in contact with the horses and it is a great feeling to work and to have fun with a horse. A special feature is that I also offer activities additional to the riding lessons.

Target Group

Therapeutic riding is a good therapy for people of every age and it doesn't matter if they are physically or mentally disabled.

Because working with animals can be a little bit risky, we decided to offer our lessons only to people that are older than 5 years.

Especially people who have got one of the following problems should try this special kind of therapy:

- Attention deficit disorder
- Perceptual- and development disorder
- Behavioral disorder e.g. aggression
- Trauma
- Paralysis
- Postural defect

People in hospitals, who work in workshops for disabled people or who meet in special internet forums are those kind of people we would like to help, that's why we will go there and tell them everything they should know about therapeutic riding.

An important fact for our target group is that they have to pay this therapy themselves. Sometimes it's possible to ask the health insurance, a welfare agency or a youth welfare office to take over the costs.

Competition

It's not only riding lessons that will improve the health of my clients. I also offer special activities at weekends to advance the social competence of each client. So I take time for my clients. I have expert knowledge, because I am also qualified as an occupational therapist. So in the riding lessons I can connect the occupational therapy with my knowledge of therapeutic riding.

Location

I will locate my business at the outskirts of Hamburg, between two federal states. This is a positive aspect, because people from both federal states can come to me easily. Furthermore, it is the optimum location for our horses and also for the patients, because it is a good contrast to the stressful life in the city.

Another important aspect is that there are two houses for disabled people and a school for disabled people close to my riding stable. Here I want to talk about therapeutic riding and try to get in contact with potential patients/customers.

A positive effect is also that I'm not dependent on walk-in-customers, because my patients get into contact with me through references or their own initiative.

SWOT analysis

Strengths:

- Flexibility because of individual and group lessons

• A close contact to clients

Opportunities:

- there will always be disabled people who need to use our offer
- riding holidays → customer loyalty

Weaknesses:

- ill horses
→ no earnings

Threats:

- increasing competition
- high costs due to ill horses

Break-Even-Point

fixed costs	
rent for the stables	1.000,00 €
rent for the grazing land	840,00 €
feed for the horses	66,00 €
blacksmith	75,00 €
accessories	50,00 €
energy costs	75,00 €
employee	400,00 €
social charges and taxes	122,96 €
business liability	
insurance	70,25 €
contribution	25,00 €
automobile insurance	38,48 €
automobile costs	112,00 €
tractor insurance	23,95 €
tractor costs	43,99 €
motor vehicle tax	22,50 €
mobilephone / telephone	56,00 €

office supplies	23,70 €
employer's salary	1.776,71 €
total fixed cost	4.821,54 €

variable costs	
maintenance	80,00 €
cleaning	45,50 €
repairs	40,23 €
advertising costs	32,33 €
implement and minor devices	28,39 €
total variable costs	226,45 €

Total cost function:

$$9.058€ \cdot 25 + 4.821,54€ = 5.047,99€$$

Revenue function:

$$53,80€ \cdot 25 = 1345€$$

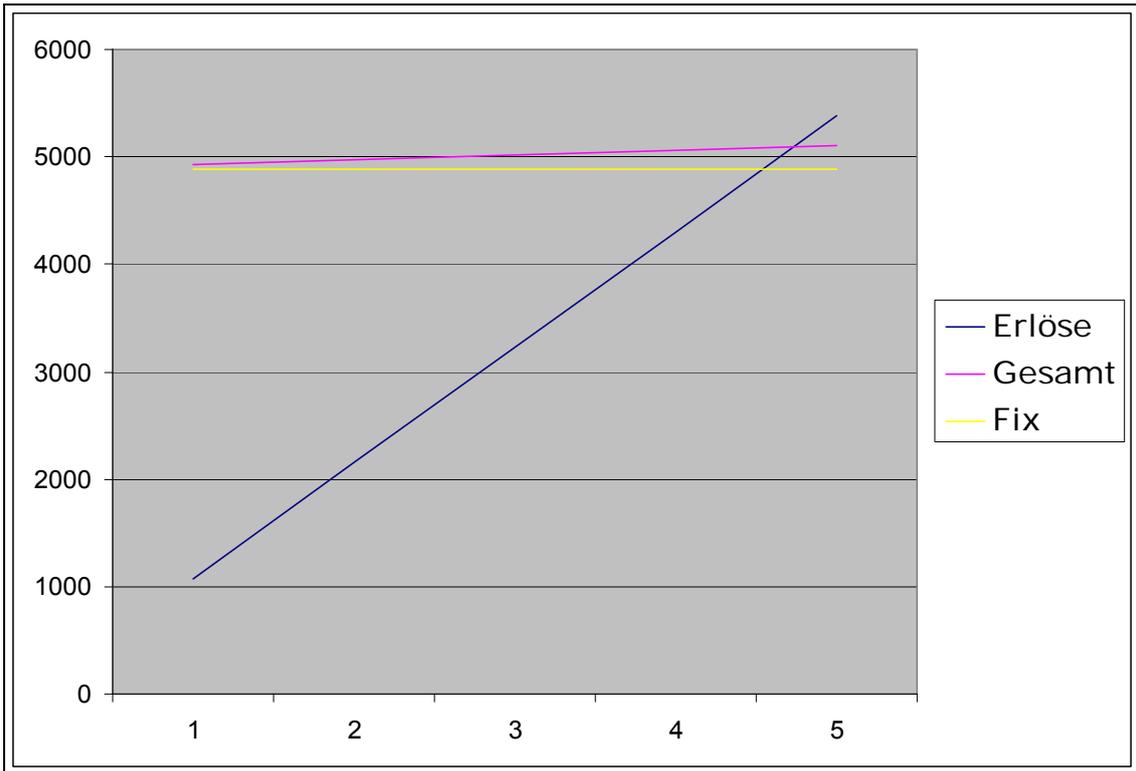
$$53,80€ \cdot 100 = 5380€$$

Amount of lessons to cover the costs:

$$\text{Total costs (5.047,99€)} / \text{average charge per lesson (53,80€)} = 93,83€$$

Amount

	20	40	60	80	100
Revenue					
	1076	2152	3228	4304	5380
Variable costs					
	45,29	90,58	135,87	181,16	226,45
Fixed costs					
	4.821,54	4.821,54	4.821,54	4.821,54	4.821,54
Total costs					
	4.866,83	4.912,12	4957,41	5002,70	5.047,99



My Price

Individual lessons:

45 minutes → 35€

90 minutes → 65€

Group lessons:

45 minutes → 50€

90 minutes → 90€

Our project in Depth

THE PROJECT

Our European project provides the opportunity for partner schools to gain first hand knowledge of each other's culture as well as a greater understanding of the rich diversity within our countries. It also allows us to discover and appreciate shared values and ideals that, in turn, help to bind and unite us as Europeans.

We can achieve this by:

- Both staff and students EXCHANGE EXPERIENCES through developing, promoting and disseminating educational best practices, including new teaching methods, materials, collaborative projects and using e-learning tools.
- Both staff and students gain EUROPEAN INSIGHT by working on joint projects with common goals through the design, making and evaluation of materials produced by the partner schools.
- The staff and students use various means and methods of COMMUNICATION. Both experience practical and meaningful use of language at face-to-face meetings as well as through web sites and other mediums including video conferencing.

Most of the countries use the European framework of key competences, but there is a lot to be done:

Students need 8 key competences to succeed in a knowledge-based society and for life-long learning

In a changing world students need to acquire key competences for further education, we also need to develop attitudes, behaviours and "creative mindset" in students from the early years to adult education. The project gets involved schools from 3-20+, so we can develop new ways of organising active-learning which leads to an active European citizenship and to integrate our students in the world of work. Pupils must be able to Reorganise the features and the working skills of a successful entrepreneur. We like to implement the quality and efficiency of education and training (teachers teach teachers) by enhancing creativity and innovation, including entrepreneurship, at all levels of education and training.

Schools develop strategies on how to improve active learning and facilitate acquiring those competences by

- New methods (e.g. learning through practise,)
- New ways of organising learning (Schools design student-centred instruction; proactive learning)
- New materials (e.g. e-learning materials)
- Updating assessment methods

Project is undertaken on different levels

1) Teachers and school leaders draw up and carry out a work plan to implement and reinforce acquisition of key competences (national level) and cooperate with partner schools, transfer knowledge, share expertise, exchange and evaluate best practises (international level); improving the quality and efficiency of education and training.

2) Students benefit from new methods, materials, etc. cooperate with international peers doing common project(s) emphasizing key competence(s) (international level); use

active learning methods such as problem-based learning, case methods, projects, simulations, and technology uses; enhancing creativity and innovation, entrepreneurship at all levels.

The working language is English, but materials are translated to partner's language (CLIL). A web-based platform will be used to facilitate exchange between participating institutions.

PROJECT DEVELOPMENT AND IMPLEMENTATION

Students need 8 key competences to:

- Succeed in a knowledge-based society and life-long learning
- Promote creativity, competitiveness, employability and the growth of an entrepreneurial mind
- To aid school improvement

Schools develop strategies how to improve active learning and facilitate acquiring those competences by

- New methods (e.g. learning through practice,)
- New ways of organizing learning (Schools design student-centered instruction; proactive learning)
- New materials (e.g. e-learning materials)
- Updating assessment methods

BEING ABLE TO IDENTIFY ONE'S PERSONAL STRENGTHS AND WEAKNESSES

In order to evaluate own materials, we have created different evaluation procedures: grid/ questionnaires and video-cases. This makes possible students get inside of their own learning process and acquired competences.

We have also made an evaluation sheet where students test other students business plans examine whether the business idea would also work in own country. Give reasons. Pay special attention to target group and competition. We also have a look at the costs, e.g. employer's salary, living expenses, other cost components. Compare them with the costs in your country

- Acting proactively

The methodology is based in active learning, where students are the main actors of their own learning

OUTCOMES:

- Catalogue of best practices/examples/strategies
- Concrete tools and materials
- Courses on how to develop entrepreneurial mindset
- A guide on how we carry out the project

TARGET GROUP (S)

- **Target group(s):** student from 3- 20+
- **Geographical area:** Germany, Spain, Italy, Finland, Slovenia, Poland, Greece, UK
- **Timescale:** From August 2011-July 2013

CONCRETE OBJECTIVES OF THE PARTNERSHIP?

- To align school practice with the idea of key competences.
- To draw up a work plan to improve the effectiveness in curricula development, learning materials, teacher training, the development of personalised learning, and assessment techniques in order to acquire key competences.
- Improve the entrepreneurial skills of teachers and students, reinforcing teachers' and school leaders' capacities to develop strategies in schools to support learning also through practice and engaging students in the learning process.
- Make best practices and transfer these practices to all participant institutions.
- Provide students opportunities for "active-learning" in the classroom that prepare them for an "creative mindset"
- To ensure that all learners – including those with any kind disadvantage - benefit from innovative teaching and learning of key competences that prepares them to adult life, lifelong learning and an active European citizenship.
- To develop the organizational spirit, leading skills and team working skills
- To improve the quality and efficiency of education and training by enhancing creativity and innovation, including entrepreneurship, at all levels (teachers and students) and exchange experiences.
- New assessment methods have also been developed: The teacher designs assessment on real tasks.

APPROACHES

- Teachers and school leaders drew up a coherent approach that would support the shift from only transmitting knowledge to the development of deeper understanding, skills and attitudes that lead to further learning.
- Teachers developed, tested and transferred innovative e-learning materials, successful practices and assessment methods on key competences in different languages (CLIL). /We built up a platform to facilitate exchange between participant institutions; practitioners to implement teacher training (collaborative learning) in own school and on line (with other schools) and published project activities.
- Created opportunities for teachers from different subjects and different countries to collaborate in order to produce of best practises/examples/strategies and assessment methods on key competences in different languages (CLIL).
- Strengthen students' acquisition of learning skills (competences necessary for lifelong learning); increase students' motivation and to improve their learning at various levels - provide a wide range of learning opportunities, different learning styles and are suited to a variety of abilities and individual needs (e.g. virtual companies, interactivity and collaboration),
- Helped students to develop the 8 competences necessary for lifelong learning, they promoted problem solving, learning to learn (e.g. by implementing a creative mindset), personalised learning including self-evaluation and self-

reflection (e.g. by agreeing shared criteria), improve and peer learning and establish links between schools and the world of work. (Students have the opportunity to set up own business through webinar, they make collaborative projects from early years and in the year 6 of primary and secondary they established their own businesses to develop entrepreneurship skills. Schools share their ideas through videoconferences to develop their communication and presentation skills. The learners have realistic opportunities to contact the learners of other participating countries in the European Union.

<https://vox.arnes.si/p936cf8mkes/>

- Promoted creativity, competitiveness, employability and the growth of an entrepreneurial spirit in students and teachers to avoid school failure including groups at risk of exclusion
- We had different approaches:
 - ✚ Lesson plans
 - ✚ Web quests
 - ✚ Business plans
 - ✚ Collaborative projects
 - ✚ Webinars
 - ✚ E-learning materials
 - ✚ Gymkhanas
 - ✚ Tales
 - ✚ ...

FEATURES OF THE PROJECT

- The project made it possible for teachers to have opportunities to develop e learning associated technology skills and communicate more effectively with their students.
- Students interacted by:
 - Producing collaborative projects: e-book on European citizenship, podcasts, and logo contest...
 - Sharing materials: business plans, virtual companies and evaluate if they will work in their country;
 - Sharing teaching materials and methods: learning to learn, e-learning materials to implement key competences, ICT resources...
 - Video based products
- Teachers worked with: You tube, podcasting, video/radio, technology for disability, improves language learning and entrepreneurship through ICT (students have the opportunity to set up own business through webinar (Eg. Students produced collaborative projects from early years and in Secondary they established their own businesses to develop entrepreneurship skills. Schools shared their ideas through videoconferences to develop their communication and presentation skills. The learners have realistic opportunities to contact the

learners of other participating countries in the European Union.
<https://vox.arnes.si/p936cf8mkes/>

- Developed materials for students 3to+20 can be seen at
<http://centros.edu.xunta.es/cpiocruce/comeniuskem>
- **Learning to Learn: Developing a Learning Culture (kc 5)**
 - **Pedagogic value:** The project has a purpose of developing children as learners and allowing them to develop their learning skills. They are able to identify the attributes of effective learning and share this with others. They are also able to apply this to their own learning right across the curriculum.
 - **Tools:** PowerPoint, Word, Blogging tools, Learning journey logs.

Requirements to pupils learn with this material:

- To be able to identify the attributes of a good learner.
 - To recognise positive learning behaviours in themselves.
 - To recognise positive learning behaviours in others.
 - To identify skills to use when learning becomes difficult.
 - To evaluate their own learning and identify what can be done differently next time.
 - To be able to work collaboratively with their peers.
 - To articulate their learning clearly.
- **Contents: Each class has an agreed statement about what makes a good learner. Children evaluate and record their evaluations of their learning.**

Pedagogic goals:

- Agree a class statement of what makes a good learner.
- Identify learning skills needed in order to complete a specific task.
- To work collaboratively with peers.
- To know where and how to access support with learning.
- To be able to evaluate learning and identify how to improve in the future.

Process:

Children work as a class to identify the attributes of a good learner. Any activity can then become a collaborative learning opportunity with children being able to evaluate their learning and share points for development.

Resources necessary "To Adapt" the material to other contexts

This is cross curricular, building in and developing learning skills can be developed by any school across a variety of age ranges.

How to show the material/activity in the classroom:

Learnig to learn displayed in every classroom. All children have a learning to learn target and evaluation of learning are either in exercise books or kept on netbooks.

Methodological aspects. Role of the teacher and pupils:

The teacher must lead the introduction of learning and learn and facilitate the structure of the class to allow for this. They must also allow children time to evaluate their learning and time to respond to their learning once an activity or project is completed.

Indicators and criteria to assess the learning process:

Learning talks can be used with children to discuss their understanding of the learning process and ascertain developments., questionnaires, rubricas and videocases. Example Multiple Intelligences Test - based on Howard Gardner's Model developed by the Italian partner. Multiple Intelligences Theory says that there are seven ways in which people understand in the world, described by Gardner as seven intelligences. This is a tool to do the test easily and is a way to instantly see the kind of intelligence prevailing in a class. see more: <http://centros.edu.xunta.es/cpiocruce/comeniuskem/italy/index.htm>

<http://centros.edu.xunta.es/cpiocruce/comeniuskem/dickens/index.html>

<http://centros.edu.xunta.es/cpiocruce/comeniuskem/uk/sophiei.wmv>

- **Communication in the mother tongue (kc 1)**
- **Communication in foreign languages” (kc 2)**
 - Speaking languages is crucial if you like to implement language learning, in order to implement languages learning we developed them in the eight project languages and we did the podcasts. (see project website)
 - Students communicate in foreign language, they have to express their idea about their business, have to advertise they companies using ICT. As previously stated we also made podcasts to implement other languages than English.
- **Mathematical literacy and basic competences in science and technology (kc 3)**
 - Using technology and mathematical data do achieve conclusions
 - Using Math’s to plan and solve game business simulations and similar activities

Maths is one of the important points in the project. We have produced a game to student play in teams the game is not for teaching but we thought that it was a really nice tool for revision. Students have to answer the questions we include in a PPT and after they see the correct results and also different e-learning materials eg: *e-learning material about solid geometric shapes* Students recognize solid geometric shapes in the world around us; they know their formulas and properties. To create the materials the Italian team used Computer, JClick, PPT, and software image-video. ICT and e-learning materials increased students' motivation and improved their learning you can see more in the project website A “solid” world Learning Object, Interactive lesson, Team-

teaching and other collaborative working methods Students recognize solid geometric shapes in the world around us, they know their formulas and properties.

<http://centros.edu.xunta.es/cpiocruce/comeniuskem/italy/index.htm>

Mathematical embroidery which aims at preparing work – mathematical embroidery, accustoming for catching correctness for their utilization of in acquisition of mathematical ability (rhythm), helping students in deployment of geometric intuition geometric figures and rhythmical organizing of flat area and accustoming students for detection of regularity in the midst and in operation, continuation of their, then preference from one representation on other. (Poland)

○ **Use of ICT /digital competence (kc 4)**

- a. Development of approaches to teaching and learning to support key competences and establish links with the world of work
- b. Development of innovative ICT-based content, pedagogies and practice for life-long learning
- c. Teachers draw up a coherent approach that would support the shift from only transmitting knowledge to the development of deeper understanding, skills and attitudes which lead to further learning. Students change information into knowledge.
- d. Develop, test and transfer of innovative e-learning materials, successful practices and assessment methods using ICT
- e. Communication: For communication, keep partners informed and to see how materials are being developed we use the e-journal. To publish e-learning materials and approaches we use the Website (School) and to students talk, debate and present their works we use webinar system. The project collaborates with other projects (centralised project: ICT go girls, carry our by universities, they have chosen this project as example of best practices), see the webinar see <http://vidocenter.cesga.es>
- f. The project includes different ICT tools. For example to advertise their business they work with Front Page, Glogster, videos... mobile technology to make a film, graphic programmes to edit films...at the same time students acquire entrepreneurial/social and civic/cultural awareness competences they learn ICT literacy. (See the project website)
- g. Set Game is used to drill perceptiveness and other traits necessary in learning sciences, participants get new skills; they are stimulated to learn, they exercise fluency of thinking, they form cognitive and social competences like solving problems, structuring messages, negotiation and discussion, technologies of collaboration and competition (Poland)

h. Students learn to make videos with mobiles, this is very motivating because they are familiar with them and use it in their leisure. We paid attention to the secure use of Internet and about the problems it can produce if they don't act in the properly way. Other activities are for example one of the business plans was an on line bookshop. Students create the tales with "story bird" a tool that makes possible books look like made by professional and students can sell them on line (we really don't sell them) Students create materials for leisure

o **Entrepreneurship (kc 7)**

- The project makes possible teachers have the opportunity to develop e-learning, associated technology skills and communicate better with their students. Teachers will work with: You tube, podcasting, video/radio and improve entrepreneurship through ICT (students have the opportunity to set up own business through webinars (Eg. Students made collaborative projects from early years and in Secondary they establish their own businesses to develop entrepreneurship
- Entrepreneurship skills. Schools share their ideas through video conferences to develop their communication and presentation skills. The learners have realistic opportunities to contact the learners of other participating countries in the European Union. <https://vox.arnes.si/p936cf8mkes/>) all approaches are based on experimentation. Students devise their own learning plans and they have to implement it and explain it to other students.
- Money management
- Our companies are Virtual, but some schools have implemented banks students have to apply or money to implement their company and they have to manage to get benefits
- *Understanding of basic business processes*
- Students devise their own business eg. Glass recycling students collect glass and they calculate how much water, electricity and cullet they save so they can calculate the real benefits of their business. With any virtual company they have to calculate expenses and benefits.
- *Leadership*
- Each company has a team: President, manager, secretary...and workers
- Collaborative work (local/virtual)
- We organised collaborative activities eg. Make a good business plan to get funding in a bank. From all proposals 3 will be granted (some students act as

bank personnel) another activity was to visit a company and ask information about it and then write an article for a newspaper.

- See more in the project website
- Provide information about websites that provide jobs to develop the student's ability to actively look for jobs.
- We try to design motivating learning paths and provide students with new skills needed for new jobs in the European market

○ **Social and civic competences (kc 6)**

The project aims to develop personal, interpersonal and intercultural communication and understanding so that students are equipped with necessary social and civic skills to enable them to participate in an effective and constructive way in social and their future working life.

It enabled students to understand different codes of conduct and customs in the different countries and in students' own environment at school, city, and future work.

Students should acquire knowledge of social and political concepts and structures (democracy, justice, equality, citizenship and civil rights) and encourages students to engage in active and democratic participation. In order to promote active national and European citizenship we designed a collaborative task to write an e-book **Our Countries in a Nutshell** on all partner countries and an introductory chapter on the EU. We prepared the guidelines to be followed by each partner in order to write a chapter on their own countries.

Students devised a film/radio programme on European citizenship; we conducted lessons on nationality stereotypes and what it means to be a young European.

We tried to make students aware of the complexity of social problems and issues in the world around them. We conducted a series of lessons on social problems (Fair Trade Campaign, situation of the disadvantaged in students' own environments, which result in a charity concert for a sick boy's treatment)-

Poland

England – a sale of their own produce (their own company – students learn to be entrepreneurial) to collect money for the charity, for a school in Kenya

○ **Cultural awareness and expression (kc 8)**

- All school worked collaboratively to implement an e-book this activity was led by the Polish partner, so students could acquire knowledge of other countries and cultural understanding. A collection of videos allowed the students see themselves and others as Europeans. See: <http://centros.edu.xunta.es/cpiocruce/comeniuskem/pl>
- The project provided and added value through the development of an ACTIVE EUROPEAN CITIZENSHIP. This was achieved through the development and evaluation of the project activities and visits undertaken by the partners. These on line and face to face meetings that help to establish the very real nature of our collaborative work and that real people are providing enriching experiences common policies which encourages real teaching and learning for all actors

involved. All this activity reinforced a much greater awareness of the European Community.

- Project participants gain EUROPEAN INSIGHT by working on joint projects with common goals through the design, making and evaluation of project results. The knowledge on problems and the need to implement experiences together gives us a background to get benefits at transnational level. The project includes collaborative projects for different ages and level, they propose real tasks and students motivation and engagement is very strong. See the activities: <http://centros.edu.xunta.es/cpiocruce/comeniuskem/bptasks.pdf>
- The entire project enabled partners to bring a European dimension to schools and their curriculum and provide serious opportunities for professional development as well as self-reflection on their own individual pedagogic practise. For the students especially, value will be added as we help them to prepare for the future as Europeans.

IMPACT

The expected impact of the project is to improve the quality of teaching and learning in participant schools by developing strategies and exchange experiences.

Create opportunities for teachers of different subjects and different countries to collaborate in order to produce of best practises/examples/strategies and assessment methods on key competences in different languages (CLIL).

Strengthen students' acquisition of learning skills (competences necessary for life long learning); increase students' motivation and to improve their learning at various levels - provide a wide range of learning opportunities, different learning styles, suited to a variety of abilities and individual needs thus helping students to develop the 8 competences necessary for lifelong learning. They promote problem solving, learning to learn (e.g. by implementing a creative mindset), personalised learning including self evaluation and self reflection (e.g. by agreeing shared criteria), improve self learning and peer learning and establish links between schools and the world of work. At the same time help to facilitate a user-friendly approach to ICT and language learning (e.g. by CLIL-Contents and Language Integrated Learning). Promote creativity, competitiveness, employability and the growth of an entrepreneurial spirit in students and teachers to avoid school failure including groups at risk of exclusion

In order to make the project results sustainable and transfer best practices to other schools we made a guide, website and CD (with approaches/materials) to learn key competences and develop an entrepreneurial initiative from early ages to vocational schools

WHY THE PROJECT IS SUCESSFUL?

- The partners were very much committed with the project and they have a lot of expertise in entrepreneurship field so the approaches and initiatives were very interesting.

- The project is very motivating for students, it's connected to real life; students have to solve real tasks.
- The project aims to develop in student's entrepreneurial key competences and practical entrepreneurship skills by encouraging them to take responsibility for their own learning.
- Website with best practices (that can be used in any school) that develop e-learning, associated technology skills, collaborative learning and communicate better with their students. Teachers work with: You tube, podcasting, video/radio... and improve innovation, creativity and entrepreneurship through ICT
- Assessing solid basic skills (in reading, writing, mathematics and science), key competences and cross curricula skills. We use different methods.

PROBLEMS

- The different ages of students and levels in schools is an added value because we can follow studies all the path of education till the university, but keep the connection and interest of the whole group was possible because the participant schools were very much involved in the project.

Selection of E-learning materials

Key competences to prepare our students for an entrepreneurial mindset

(KEM)



Title of the product:	UK e-book
Proposing teacher(s)	Martin Caddy, and Year 5 children
Country	UK
Language:	English
Type of material: business plan (Webquest, lesson plan...)	We will share our e-book produced by the children and also a short film they have made about Stokeinteignhead Village.
Concise Description of the content:	Powerpoint showing children's learning. Film
Educational aims:	To develop communication skills for children to share learning. To develop collaborative learning skills.
School level and grade:	Year 5 (10 Years old.)
Topic(s) addressed:	Literacy, Geography, MFL (Spanish)
Methodology	Collaborative learning in groups with adult support.
Time required:	10 minute presentation.
Technological tools used for the product realization:	Laptops, Still and Video Cameras.
Software necessary for its fruition:	Powerpoint, Picasa photo software, imovie video editing software.
Considerations at the end of the experience:	Will review learning experience Summer 2012 when project is complete.
Website	http://centros.edu.xunta.es/cpiocruce/comeniuskem/uk.htm

Key competences to prepare our students for an entrepreneurial mindset

(KEM)



Title of the product:	Key competence and Multiple Intelligences
Proposing teacher(s)	Albina Arpaia-Alessandro Franco
Country	Italy
Language:	English
Type of material: business plan (Webquest, lesson plan...)	Multiple Intelligences Test - based on Howard Gardner's Model
Concise Description of the content:	<p>Multiple Intelligences Theory says that there are seven ways in which people understand in the world, described by Gardner as seven <i>intelligences</i>.</p> <p>This is a tool to do the test easily and is a way to instantly see the kind of intelligence prevailing in a class.</p> <p>Your highest scores indicate your natural strengths and potential, your natural intelligences.</p> <p>There are no right or wrong answers.</p> <p>Is possible saving 26 intelligence tests and the graphic in Screening Sheet reports the guys' average intelligences.</p>
Educational aims:	<p><i>Implications for teaching</i></p> <p>Using the test people identify and develop their personal potential, discover their favourite way of learning. Teachers may use the test to adapt their way of teaching to the different way of learning, so we have the personalization of teaching.</p> <p>The verbal-linguistic and logical-mathematical intelligences are the ones most frequently used in traditional school curricula. A more balanced curriculum that incorporates the arts, self-awareness, communication, and physical</p>

	<p>education may be useful in order to level the intelligences that some students may have.</p> <p><i>Implications for students</i></p> <p>Student through the test can be conscious of their favourite way of learning.</p>
School level and grade:	Primary and secondary
Topic(s) addressed:	Multiple Intelligences, learning to learn
Methodology	
Time required:	Fifteen minutes for the test
Technological tools used for the product realization:	Personal computer
Software necessary for its fruition:	Spreadsheet
Considerations at the end of the experience:	Thanks to the test we see that the most of students has an interpersonal intelligence, and a low linguistic intelligence. Guys prefer learning by doing, by seeing, by cooperating with other students and not by reading on books.
Website	http://centros.edu.xunta.es/cpiocruce/comeniuskem/italy/index.htm

Key competences to prepare our students for an entrepreneurial mindset

(KEM)



Title of the product:	Living in a Metropolis
Proposing teacher(s)	Angelika Wollermann
Country	Germany
Language:	English
Type of material: business plan (Webquest, lesson plan...)	Lesson plan
Concise Description of the content:	students of three English classes come together, brainstorm ideas about the topic “Living in a Metropolis” by using the “graffiti method”, in groups of 3 to 5 students they agree on a metropolis, do internet research, prepare a poster and present their metropolis in a “gallery walk”
Educational aims:	stronger and weaker students work together, independent research, presentation and evaluation of results
School level and grade:	secondary school, 12 th grade, but could also be done in lower classes
Topic(s) addressed:	English
Methodology	“graffiti method”, internet research, creating posters, “gallery walk”
Time required:	10 classes of 45 min. each
Technological tools used for the product realization:	the internet
Software necessary for its fruition:	-
Considerations at the end of the experience:	- requires quite a lot of preparation, but worthwhile doing
Website:	http://centros.edu.xunta.es/cpiocruce/comeniuskem/germanyworks/2living.pdf

Key competences to prepare our students for an entrepreneurial mindset

(KEM)



Title of the product:	Save the world
Proposing teacher(s)	Lisa de Falco Carla Pennino
Country	Italy
Language:	English
Type of material: business plan (Webquest, lesson plan...)	Interactive lesson
Concise Description of the content:	The importance of recycling for sustainable development
Educational aims:	Innovative teaching methods and students who Work divided into groups improve the educational process through the use of innovative tools. The active and conscious participation of everyone to the sensitization to the topics of environmental preservation and sustainable development.
School level and grade:	Industrial Technology Institute A.Righi Class 2A Lyceum Scientific Course
Topic(s) addressed:	Diversified Harvest
Methodology	Cooperative Learning.
Time required:	Fifteen minutes
Technological tools used for the product realization:	Camera Apple PC
Software necessary for its fruition:	Windows Media Player
Considerations at the end of the experience:	Cooperative Work enhances the collaborative behaviour and sense of responsibility of students.
Website:	http://centros.edu.xunta.es/cpiocruce/comeniuskem/italy/index.htm

Key competences to prepare our students for an entrepreneurial mindset

(KEM)



Title of the product:	From natural forms to geometric shapes
Proposing teacher(s)	Pelella Salvatore
Country	Italy
Language:	English
Type of material: business plan (Webquest, lesson plan...)	Learning Object, Interactive lesson, Team-teaching and other collaborative working methods
Concise Description of the content:	Geometry like a tool for interpreting reality e-learning material about geometric shapes
Educational aims:	Students recognize geometric shapes in the world around us, they know their formulas and properties.
School level and grade:	Primary school, General secondary school, Vocational or technical secondary school.
Topic(s) addressed:	Geometry, Triangles, quadrilaterals, formulas
Methodology	learn to learn, problem solving
Time required:	10 minutes
Technological tools used for the product realization:	Computer, LIM
Software necessary for its fruition:	Geogebra, exelearning, powerpoint
Considerations at the end of the experience:	Teacher and students have experienced a new type of collaborative teaching with the use of ICT.
Website	http://centros.edu.xunta.es/cpiocruce/comeniuskem/italy/index.htm

Key competences to prepare our students for an entrepreneurial mindset

(KEM)



Title of the product:	“Twelve” by Nick McDonell
Proposing teacher(s)	.Angelika Wollermann
Country	Germany
Language:	English
Type of material: business plan (Webquest, lesson plan...)	Lesson plan
Concise Description of the content:	The students work on the novel “Twelve” by Nick McDonell. There is a variety of assignments dealing with different aspects. A certain number of them has to be covered in a set period. But the students can decide when and with whom they want to do which assignment, i.e. they work independently from the teacher.
Educational aims:	motivation by giving students a choice practising group work time management
School level and grade:	secondary school, 12 th grade
Topic(s) addressed:	English, literature
Methodology	various
Time required:	18 classes of 45 minutes each
Technological tools used for the product realization:	-
Software necessary for its fruition:	-
Considerations at the end of the experience:	students enjoy very much to decide for themselves, however time management seems to be a problem for some students, here the teacher should assist them.
Further considerations, if any:	http://centros.edu.xunta.es/cpiocruce/comeniuskem/germany.htm

Key competences to prepare our students for an entrepreneurial mindset

(KEM)



Title of the product:	A “solid” world
Proposing teacher(s)	Paolo Borghetto, Lina Mirarchi
Country	Italy
Language:	English
Type of material: business plan (Webquest, lesson plan...)	Learning Object, Interactive lesson, Team-teaching and other collaborative working methods
Concise Description of the content:	Solid geometry like a tool for interpreting reality e-learning material about solid geometric shapes
Educational aims:	Students recognize solid geometric shapes in the world around us, they know their formulas and properties.
School level and grade:	Primary school, General secondary school, Vocational or technical secondary school.
Topic(s) addressed:	Solid Geometric shapes, cone, pyramid, cylinder, sphere, formulas
Methodology	learn to learn, problem solving, cooperative learning
Time required:	10 minutes
Technological tools used for the product realization:	Computer, JClick, PPT, software image-video
Software necessary for its fruition:	JClick, PPT
Considerations at the end of the experience:	The ICT and e-learning materials increased students' motivation and improved their learning
Further considerations, if any:	http://centros.edu.xunta.es/cpiocruce/comeniuskem/italy.htm

Key competences to prepare our students for an entrepreneurial mindset

(KEM)



Title of the product:	Spring Fashion- April
Proposing teacher(s)	Ana Sogo, Beatriz García; M ^a José Barreiro Seoane, Patricia Varela
Country	Spain
Language:	English
Type of material: business plan (Webquest, lesson plan...)	Business Plan
Concise Description of the content:	The firm produces a fashion magazine the models were inspired in young people fashion and different "Operas". They made the cloths using recyclable materials and organized a fashion show, it was recorded in video.
Educational aims:	Make an interdisciplinary work: Art, Music and languages Get a better knowlege of Operas Improve languages learning Implement the use of ICT: learn how to make a video.
School level and grade:	Secondary school
Topic(s) addressed:	Environment, Music, Languages and ICT
Methodology	Cooperative Learning
Time required:	6 sesions
Technological tools used for the product realization:	Movie Maker, Imovie, Front Page
Software necessary for its fruition:	Any browser, VLC player
Considerations at the end of the experience:	Students enjoy the activity and become creative
website:	http://centros.edu.xunta.es/cpiocruce/comeniuskem/spainmaterials.htm

Key competences to prepare our students for an entrepreneurial mindset

(KEM)



Title of the product:	eBook
Proposing teacher(s)	Ewa Balazinska, Mariola Steuer-Cebula, Ewa Baszczak
Country	Poland
Language:	English, Polish
Type of material: business plan (Webquest, lesson plan...)	National and European chapters of the eBook on all partner countries
Concise Description of the content:	The introductory chapter devoted to the EU, the chapter on Poland
Educational aims:	To make students aware of their European heritage, to strengthen students' civic competence
School level and grade:	Primary, general secondary education, technical and vocational education
Topic(s) addressed:	History, geography, foreign and national languages, social science, art, music
Methodology	Collaborative learning in groups, problem solving
Time required:	A year
Technological tools used for the product realization:	PowerPoint, software image video, graphic software
Software necessary for its fruition:	MS Word, Paint, PowerPoint
Considerations at the end of the experience:	Development of European citizenship, promoting civic activities
Website	http://centros.edu.xunta.es/cpiocruce/comeniuskem

Key competences to prepare our students for an entrepreneurial mindset

(KEM)



Title of the product:	eBook
Proposing teacher(s)	Ewa Balazinska, Mariola Steuer-Cebula, Ewa Baszczak
Country	Poland
Language:	English, Polish
Type of material: business plan (Webquest, lesson plan...)	National and European chapters of the eBook on all partner countries
Concise Description of the content:	The introductory chapter devoted to the EU, the chapter on Poland
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Topic(s) addressed:	History, geography, foreign and national languages, social science, art, music
Methodology	Collaborative learning in groups, problem solving
Time required:	A year
Technological tools used for the product realization:	PowerPoint, software image video, graphic software
Software necessary for its fruition:	MS Word, Paint, PowerPoint
Considerations at the end of the experience:	Development of European citizenship, promoting civic activities
Website:	http://centros.edu.xunta.es/cpiocruce/comeniuskem/pl/index.htm

Key competences to prepare our students for an entrepreneurial mindset

(KEM)



Proposing teacher(s)	Kalaitzi Anna
Country	Greece
Language:	English
Type of material: business plan (Webquest, lesson plan...)	Lesson plan
Concise Description of the content:	Solving two-step equations
Educational aims:	Understand and solving problems of daily life
School level and grade:	General secondary school
Topic(s) addressed:	Maths
Methodology	Internet research, Lectures
Software necessary for its fruition:	Powerpoint
Considerations at the end of the experience:	Implement the acquired knowledge and skills in their school and everyday life
Website:	http://centros.edu.xunta.es/cpiocruce/comeniuskem/grecia/greekmaterials.htm

Key competences to prepare our students for an entrepreneurial mindset

(KEM)



Title of the product:	Solar system
Proposing teacher(s)	Juan Gordillo
Country	Spain
Language:	Spanish/ English
Type of material: business plan (Webquest, lesson plan...)	Lesson plan
Concise Description of the content:	Students learn about the Solar system with different type of activities. These materials are to strengthen the explanations of teacher about the theme.
Educational aims:	To learn about the Solar system
School level and grade:	Year 6 Primary
Topic(s) addressed:	Solar system
Methodology	Interactive Learning
Time required:	1 session
Technological tools used for the product realization:	EDILIM
Software necessary for its fruition:	Any browser
Considerations at the end of the experience:	The materials can also be used for self learning
Website:	http://centros.edu.xunta.es/cpiocruce/comeniuskem/spainmaterials.htm

Business plans

<http://centros.edu.xunta.es/cpiocruce/comeniuskem/busines.htm>

Key competences to prepare our students for an entrepreneurial mindset

(KEM)



Title of the product:	Recovidrio- Recycling glass
Proposing teacher(s)	Juan Manuel Blanco, Patricia Varela, Milagros Trigo, Gema Castro; Manuel Naveira
Country	Spain
Language:	Spanish/English
Type of material: business plan (Webquest, lesson plan...)	Business Plan
Concise Description of the content:	The firm collects glass and takes it to the container to be transported to the recycling plant Students calculate how much money they save doing that
Educational aims:	Contribute to save money in time of crisis Accustom students to recycle different materials
School level and grade:	Secondary and Primary from year 3
Topic(s) addressed:	Reutilize and Recycle
Methodology	Research-Action, Cooperative Learning, problem solving
Time required:	We did it for 7th months
Technological tools used for the product realization:	Excel, video programme , Front page, Glogster...
tools:	Any browser
Results:	Students are very enthusiastic, they try to be entrepreneurs
Further considerations, if any:	http://centros.edu.xunta.es/cpiocruce/comeniuskem/busines.htm

Key competences to prepare our students for an entrepreneurial mindset

(KEM)



Title of the product:	<ul style="list-style-type: none"> • European Youth Centre (Center mladih Evrope) • Snoutomania (Smrčkomania) • Nina Golub, PHOTOGRAPHY
Proposing teacher(s)	Bronja Jarc, Katja Kropce
Country	Slovenia
Language:	Slovene, English
Type of material: business plan (Webquest, lesson plan...)	Business plan
Concise Description of the content:	Under the mentorship of their teacher, the students have prepared a business plan in which they have developed their business idea, determined the company's field of activity, the target group, marketing, financial structure, time schedule, etc.
Educational aims:	<ul style="list-style-type: none"> - Learning the activities and processes in development of a business plan (from concept to creation) - To gain business skills, important for preparing the business plan (the creation, marketing, knowledge in financing, etc.) - To acquire knowledge and skills for public presentation - To consolidate the skills of teamwork, problem solving and achieving common solutions.
School level and grade:	Technical upper-secondary education
Topic(s) addressed:	
Methodology:	Market research (survey), lectures, gathering information from various sources (magazines, textbooks, the Web, latest TV documentaries...), competition

	analysis, educational films, the expert lecture based on practice, Web research, field work, visiting different institutions.
Time required:	5 months
Technological tools used for the product realization:	Web classrooms (E-classrooms), computer programs, DVD player, projector, photo camera
Software necessary for its fruition:	Computer, projector, Internet connection
Considerations at the end of the experience:	Students will be able to use the acquired knowledge of the business plan methodology in practice.
website:	http://centros.edu.xunta.es/cpiocruce/comeniuskem/busines.htm

Business plans asesment

Key competences to prepare our students for an entrepreneurial mindset

(KEM)



Evaluation of Business Plans

Name of product/service to be evaluated:	Golden Girls
Country:	Germany
First name of evaluator:	group of students
Country of evaluator:	Finland
<p>Examine whether the business idea would also work in your country. Give reasons. Pay special attention to target group and competition.</p> <ul style="list-style-type: none"> - the idea would work well in Finland, Finnish people like riding and there is need for therapy, too - the target group and competition are well considered - this idea could work in Finland, because we have people who suffer from mental problems and they could benefit greatly from this kind of therapy and there is not much competition in this field - the idea is good and there are only a couple of therapeutic riding centers in Finland 	
<p>Have a look at the costs, e.g. employer's salary, living expenses, other cost components. Compare them with the costs in your country.</p> <ul style="list-style-type: none"> - compared to Finland the prices are low as well as the salaries - we think all the costs would be higher in Finland (maybe not the salaries) - everything is more expensive in Finland - I think that in my country almost everything is more expensive - the costs seem quite similar to what we have in Finland - the cost list was hard to read and understand (the numbers were jumping and I did not know if they were montly, weekly or daily costs...though I do not know the field) - list of costs was difficult to read and sounded a bit unrealistic - in Finland the lessons are cheaper 	
<p>Further comments concerning the business idea:</p> <ul style="list-style-type: none"> - SWOT analysis was good and colourful and pretty - good and different idea, but will there be enough customers? - the idea sounds a bit different - the company could do a deal with a vet, so the company could get cheaper 	

nursing for the horses

- activities during weekend is a good idea, nature trips would be fantastic!
- competition and marketing were not considered thoroughly enough
- it is unrealistic that the company could manage the lessons with only one employee
- the location is good (near the school and houses for disabled people)

Key competences to prepare our students for an entrepreneurial mindset

(KEM)



Evaluation of Business Plans

Name of product/service to be evaluated:	Snoutomania
Country:	Slovenia
First name of evaluator:	group of students
Country of evaluator:	Finland
<p>Examine whether the business idea would also work in your country. Give reasons. Pay special attention to target group and competition.</p> <ul style="list-style-type: none"> - we think that there would be demand for this kind of company, as there are already now such companies and they sell well - it would probably work as they offer a wide range of services and people like it when they can get everything in one place - they would have to deal with a lot of competition in Finland, pet shops have been very successful during the last few years 	
<p>Have a look at the costs, e.g. employer's salary, living expenses, other cost components. Compare them with the costs in your country.</p> <ul style="list-style-type: none"> - costs were not included in the plan ☹️ - we think Finland would be more expensive 	
<p>Further comments concerning the business idea:</p> <ul style="list-style-type: none"> - the business idea was nice and cute and the look of the work was pretty but a bit messy - the costs would have been nice, otherwise you would not know if the plan is worth trying - maybe it would be better to start with something smaller at first 	

Collaborative works

Treasure Hunt

Is a virtual tryp for the eight European countries participating in the project. This activity can be made using Internet or at school making each country in ca class room
<http://centros.edu.xunta.es/cpiocruce/comeniuskem/gymkana/gymkana.htm>

Podcasts

<http://centros.edu.xunta.es/cpiocruce/comeniuskem/podcasts.htm>

Radio programmes

<http://centros.edu.xunta.es/cpiocruce/comeniuskem/radiopr/index.htm>

Videos

<http://centros.edu.xunta.es/cpiocruce/comeniuskem/>

Students share their business plans through videoconferencing.

<https://vox.arnes.si/p936cf8mkes/>

Students do collaborative projects about business



Key competences to prepare our students for an entrepreneurial mindset

(KEM)

tasks for the group work (in internationally mixed groups)

- for students (aged 12-16)

1. role play 1: When setting up a business it is important that a lot of people get to know the business. Especially smaller local newspapers like to introduce new ideas in their area. So this is a good way to cooperate.

You are going to work together with a student from another country. You are journalists of a local newspaper. Choose one of the business ideas that you would like to write about. Write down questions you find important to ask. Interview one of the students who have made the business plan. Take notes.

Write an interesting, informative article about the business idea using your notes as a basis.

- for younger students

2. When there is a new business idea, it is important that a lot of people get to know the business. This is often done with an advertisement.

You will work together in groups of 3 to 5 students (from different countries). Choose one of the business ideas and create an interesting poster advertising it. Think about eye-catching slogans, draw pictures, write a short text, etc.

- for older students who have created a business plan

3. role play 2: Three of you are on a board of an international bank. There are three new businesses (represented by two entrepreneurs each) from different countries, all wanting a loan from you to set up their businesses. However, you have only got money for one enterprise. That means you have to decide which of the three business ideas is the best.

The entrepreneurs present their ideas to you and explain why they should be the ones to get the money.

You decide in your group who is going to be the lucky one and inform the entrepreneurs about your decision.

Write a short report on a poster in which you explain your reasons.

Procedure:

There will be two groups of 9 students each (three bankers, 2 entrepreneurs each for three business plans).

You as bankers get together and discuss how you are going to proceed and what criteria you find important to grant the money. Take notes of the questions you want to ask.

In the meantime: The entrepreneurs will be interviewed by students doing assignment no. 1

Bankers and entrepreneurs get back together. The entrepreneurs will present their businesses, the bankers will ask questions.

While the bankers are making their decision the entrepreneurs can again help the students from role play 1, having a look at the article, check whether they think their business idea is described correctly, clearly, etc.

The results will be presented in a kind of “market place”, that means, the results (articles, posters, reports) will all be put up on the walls for everybody to look at and to make written comments.

To complete these working plan it will be good to establish at local/regional level working groups, seminars, trainings and educational projects to create space for a constructive dialog between economy and partners from schools and vocational education, in collaboration with authorities and ministries. The idea is to establish a dialogue between schools and companies in order to create a smooth transition from school to working life.