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Undertaking
Recycling and
Creating



Enterprise creation kit

How to set up a real company
based on social and circular economy

Kit users' guide

03/2021





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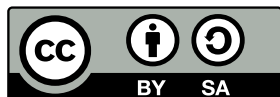
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1 WHAT IS THE ENTERPRISE CREATION KIT ALL ABOUT?

The business creation kit is a set of documents and resources, developed within the “Undertaking, Recycling and Creating” Project [2020-1-ES01-KA201-091936], a KA201 project (Strategic Partnerships for School Education Project) co-funded by the Erasmus+ Programme of the European Union, to facilitate the implementation, within an educational environment, of business creation and management projects among students, to encourage in them the values of entrepreneurship, and which has the following objectives:

- To implement in students basic and transversal skills like cooperation, interaction through ICT means, creativity, communication.
- To develop small creative projects, making what no longer serves us can be reused, even being creative and giving it a new utility.
- To improve quality and efficiency of education and training of young people to develop the features and the working skills for a proactive learning and to become a successful.
- To develop in young people the principles and values of cooperative working as well as in the value of entrepreneurship through the figures of social, and circular economy.
- Help young people develop entrepreneurial skills, knowledge, and management of business companies.
- To implement (networks of) social enterprises and conduct courses and training sessions on business education.

Young people need digital skills to live and work in 21st century; ICT contributes 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 using this enterprise creation kit.

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 young people and be taught as a theme rather than as a separate subject at all stages and levels of education, the project introduces students to the business world. 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.



2 ENTERPRISE CREATION KIT COMPONENTS

This enterprise creation kit is made up of the following documents and resources:

- A user manual to know the kit and how to use it.
- A dictionary of competencies, detailing those to work with students throughout the project in general, and in each topic in particular.
- A course for teachers, to train all the teachers involved in the basic business concepts that will be used during the project.
- A teachers' book, so that teachers acquire the necessary knowledge to be able to carry out their work of guiding students in the development of their business projects.
- A course for students, to train them in the basic business concepts that they will be using when starting up their business projects.
- A template to support the realization of the Business Model Canvas.
- A rubric to support teachers in evaluating the experience.

These documents and resources act in a joint and coordinated way to allow the school to develop a practical entrepreneurship project, consisting of supporting students to start their own educational companies, recreating all the steps they would have to take if they were to create them in the real world. In this way, with their work they not only discover but internalize the basic concepts and values of responsible and sustainable entrepreneurship.

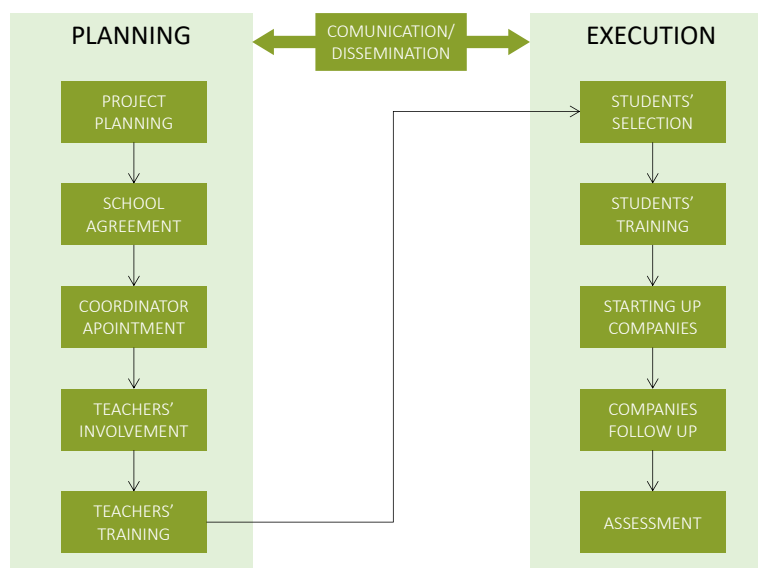
For more information regarding how to develop the project, its contents, objectives and methodologies, it is recommend reading the teachers' book.

The way in which these documents and resources should be used is detailed below.



3 HOW TO USE THE KIT

The recommended use of this kit is based on the following task flow, structured in two main sections: planning and execution:



General recommended task flow

As a summary, the content and objectives of each phase are as follows.

3.1 Project planning

The first phase of the project goes through its planning within the school. As previously indicated, it is proposed that its duration be one academic year, and it is up to each school, in this phase, to plan how it fits within its educational curriculum.

The objective of this phase is to see the fit within the educational programming of the school, and the way in which the project can be developed without altering the academic calendar or introducing new burdens to the students that hinder their school development, or prevent them from attending their obligations in this area; and at the same time, allow teachers to collaborate without this entailing an additional element of stress that interferes with their professional obligations.

3.2 School agreement

If the project fits into the school programming, the second phase of the project consists of reaching an agreement within the school, since the ideal approach requires the participation of teachers of other subjects and not only those involved in the training of the students, since the idea is that the students can take advantage of the knowledge acquired in these other subjects (science, technology, chemistry, physics...) for the design of their products, their marketing supports or their communication.



3.3 Coordinator appointment

At this time, it is important to appoint a person who will act from now on as a coordinator of the project, who will ensure compliance with the agreed planning and who will act as an interlocutor between all the parties involved, to ensure that the project is developed within the defined margins and does not interfere with the normal development of the academic activities of the students.

3.4 Project communication management

Throughout the project, the need to manage communication, both internal and external, must be considered, according to the needs of the project itself and of the school. Making the project known outside the boundaries of the school will allow students to introduce their companies to the community and face new business challenges that will help them learn to perform better in the professional field.

Interviews with the media (press, radio, television), with local politicians, with municipality officials... will make students face the public presentation of their company, its products, objectives, etc., so the transversal skills and competencies of the project will be deepened, such as communication or relational competencies.

3.5 Teachers' involvement

The next step refers to the involvement of the teaching staff that will participate in the project, either by guiding the students in the development of their business projects, or as support for the definition of products and services.

Therefore, two types of teachers are differentiated according to their involvement in the project:

- Teachers who direct a group of students in the creation, start-up and management of their educational companies, with a continuous level of involvement during the project.
- Teachers who only support students when defining certain components of the products or services that their companies will offer. This support, of a punctual nature and at the request of the students, focuses on those areas in which the teacher turns out to be an expert due to the subject he teaches.

3.6 Teachers' training

The teachers' training is intended for those who are going to lead groups of students in their business projects, and its objective is to transmit to these teachers the basic concepts of business management that they will, later on, explain to the students involved to support them start up and the management of the company.

For this, the kit has the following documents:

- The **teachers' book**, that the coordinator can use to prepare the teachers training. It can also be used by the same teachers as a support, later on when training the students involved in the project.
- **Course to train teachers on how to create a company**, that the coordinator can use as a didactic support during the training activities.



Using these resources, the coordinator can transfer the knowledge about business concepts that will be needed by the teachers who are going to accompany the students in their business projects.

3.7 Students' selection

The selection of students is important, especially with regard to the ages and courses involved, because it will have an impact both on the chances of success of the project, and on the acquisition of knowledge and competencies of the students themselves.

This experience is recommended for students between 13 and 16 years old, since they already are mature enough to understand complex concepts in the economic field and have sufficient resources and knowledge to be able to develop innovative and creative proposals for products and services.

It is not recommended for older ages due to the greater academic demands to which students of 17 or 18 years of age are usually subject, in relation to their continuation towards higher education. However, the content can be adapted to other younger ages, if necessary, simply by adapting the depth of the explanations to the concepts that the students can understand, and with greater support to solve their doubts.

It is important that the composition of the selected group of students is heterogeneous to give greater richness to the project, not only in terms of ideas, but also in terms of integration and diversity.

3.8 Students' training

The participation of the students must begin with their training in the basic concepts of business and entrepreneurship. To do this, the teacher has the support of the following ki resources:

- The **teachers' book**, that will serve the teacher as support to delve into the concepts and activities that students must develop throughout the training.
- **Course to train students in how to create a company based on the social and circular economy**, with presentations that serve to support the teacher's explanations, and that contain the activities that students must develop at all times.
- Template for the **business model Canvas**, for the students to make their company's business model analysis.

The proposal for developing the training is to give one session per week, with one topic per session, and at the end of each one, make a summary of what has been seen and assign homework to the groups. To do this, in the first meeting to explain the project and its objectives, groups will be formed that will subsequently create the educational companies.

At the end of the students' training, they must not only have acquired the new knowledge and competencies, but also, according to the schedule of homework and tasks, they will have planned their business project.

3.9 Starting up the enterprise projects

At the end of the training period, students should be ready to start working with their companies, developing their products, and offering them on the market. In this regard, **the legal aspects in relation**



to the provision of economic activities in the country or region in which the project is carried out must be taken into consideration.

3.10 Projects follow up

For the development of this phase, it is recommended to change the periodicity of the follow-up to every two weeks, to give the groups of students' time to obtain results between meetings, balancing the development of the project activities with their academic obligations.

At this time, support from teachers must be more flexible, informal and at the request of the students themselves, depending on the evolution and status of their companies.

3.11 Projects conclusion and assessment

Once the project comes to an end, the teacher must carry out a final recap and evaluation of each of the companies with the group of students that promote them, to summarize the knowledge, competencies and experiences gained in its development.

If the teacher needs it, the kit has the following resources at your disposal:

- A **rubric** to support teachers in evaluating the experience.

The results of the projects carried out and the experience of the students should be used as a basis for the improvement of subsequent editions.



4 MORE INFORMATION, SUPPORT AND GOOD PRACTICES

To obtain more information, clarify doubts or make improvement proposals for this kit, as well as share good practices, you can contact the coordinator of the UNRECRE (Undertaking, Recycling and Creating) project at the following email:

mmarzoa@poligonosabon.org

We hope that this kit, its documents, and its resources can be useful for your school and for the students in it.



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