ENTREPRENEURSHIP EDUCATION

a road to success

Project "Entrepreneurship Education: A Road to Success"
is co-funded by the ERASMUS+ Programme of the European Union, under KA2
– Cooperation for innovation and the exchange of good practices – Strategic
Partnerships for Youth

Partner organizations of the project:
Governo Regional dos Açores, Direção Regional da Juventude
Agência DNA Cascais -Cascais Um Concelho Empreendedor
GesLearning-Educação para o Futuro, Lda
Associação Portuguesa de Educação Ambiental
StaraZagora Regional Economic Development Agency
InstitutulIntercultural Timisoara
Innovation Training Center, S.L.

The Government of the Azores - Portugal develops the Entrepreneurship Education program: A Road to Success! in regional schools, an initiative aimed at young people enrolled in compulsory education (1st to 12th grade).

More than 20 thousand young Azoreans have already participated in the Program, thanks to the strong commitment and participation of school boards and teachers, who have embraced this project with great enthusiasm.

The Entrepreneurship Education program: A Road to Success! is carried out throughout the school year.

In the first phase, it is developed through a training course for teachers, which includes entrepreneurship classes using activity guides available in an online resource center. All teachers receive pedagogical support from a follow-up team, which carries out three face-to-face visits to all schools and two remote follow-up sessions.

In the second phase, it includes the Regional Entrepreneurship Contest, a competition of entrepreneurship ideas between teams from all schools. For three days, young people will take part in a Bootcamp, during which they will visit companies, participate in conversations with young entrepreneurs and trainers with innovative ideas, socialize with students from other schools, and prepare themselves for the competition. This event encompasses a very practical component. It aims to provide students with the opportunity to go to the field, to visit and get to know the activity of companies and to meet inspiring people who, through their life journey and professional path, are a good example for younger generations.

In this competition, participating teams pitch their business idea before a jury.

The projects should focus on the raw materials that can be found in the Azores and they are expected to awaken in young people the desire to get involved in cultural, environmental or social entrepreneurship as well as in the area of inclusion.

Over the years, some young people have put their ideas into practice and formed companies. This is the case of a young woman who encouraged her family, who owned a dairy farm, to invest in the processing of milk. She has managed to create cheeses with unique characteristics since they are cured with thermal water from the springs of the Valley of Furnas, a giant crater and one of Europe's largest and richest hydrological paradises.

This example is a double success. A company run by a young woman who manages to export and sell all of its production and an entrepreneurship education program that accomplishes its primary purpose, that is, to sow seeds for the future, and to qualify young people for entrepreneurship and for life.

Hence, this project aims to foster among young people the desire to create, to innovate, and to develop ideas and projects that can result in the creation of companies and jobs, but also in the desire to actively participate in the future of their community, their city, their region and their country.

Lúcio Manuel da Silva Rodrigues
Azores Youth Regional Diretor

ENTREPRENEURSHIP EDUCATION

Entrepreneurship and high levels of entrepreneurial activity are considered important factors of economic growth. In an economy oriented to be smart, sustainable and inclusive, it is essential to ensure employability, productivity and social cohesion levels, assuming entrepreneurship and the encouragement of the spirit of initiative of young people a key role in leveraging national economies.

Entrepreneurship plays a key role in addressing the global challenges of the XXI century, contributing to a more sustainable development, for the creation of employment opportunities, promoting social value for society and stimulating the development of local territories.

Entrepreneurship allows not only the creation of new jobs and new industries, but also an engine of innovation that contributes to the regeneration of different industries and institutions, being necessary to create a more entrepreneurial environment in a society based on cohesive policies with the aim of changing mindsets, developing skills and creating enabling instruments for the creation and growth of these same enterprises.

Entrepreneurship and decision-making are essential in a knowledge society, allowing each individual to be able to adapt to the constant changes of the world today.

In this sense, it is important that entrepreneurship education be initiated throughout compulsory schooling, constituting one of the pillars that guides the continuous learning of the individual.

Entrepreneurship education assumes itself as a very valuable asset in the current education system, providing students with tools essential to meet the challenges of the real world and an ever-changing economy.

Entrepreneurship education programs are not only aimed at combating employability problems, but also at providing students with not only the skills that enable them to be more successful in their employability, but also skills and attitudes which aim to promote and support active citizenship, social entrepreneurship and an intrapreneurial attitude.

The European Commission supports and recognizes the importance of the development of entrepreneurship education as set out in the Communication "Rethinking Education: Investing in skills for better socio-economic outcomes", in which the Member States assumed that:

"Member States should promote entrepreneurial skills through new and creative ways of teaching and learning with primary schools and at the next levels of education, while also retaining a focus, from upper secondary to higher education, on the opportunity of setting up businesses as a career destination Real-world experience, through business links and problem-solving methods, must be incorporated into all disciplines and adapted to all levels of education."

(European Commission, 2012).

Education plays a fundamental role in the development of competences of any individual, contributing to the improvement of an entrepreneurial society. It is essential to create a more entrepreneurial environment in society, based on integrated policies that aim to change mindsets and improve skills, removing obstacles and barriers that block business creation and growth.

Entrepreneurship is one of the 8 key competences for lifelong learning and one of the pillars that guides the individual's learning. Entrepreneurship education programs must be transversal to all disciplines and the entrepreneurial spirit can not be directed only for the creation of companies, but also for promoting the use of skills, attitudes and curricular knowledge.

Entrepreneurship is an essential competence for any young person as it helps them to be more creative and self-confident.

Entrepreneurship education increases the chances of successful startups and helps businesses to become more innovative and more competitive, since they will benefit young entrepreneurs.

It is essential that entrepreneurship education projects can be provided since the first school years and throughout the academic career of young people.

Considered as an education that encompasses two strands: 1) an attitude related to the detection of new opportunities and, 2) a behavior, to the extent that the entrepreneur performs a set of actions to turn that opportunity into a business activity, entrepreneurship education has become a very important topic on the political agenda and is currently a priority.

In the act of entrepreneurship is necessary that a fundamental binomial is gathered that considers on one hand the business project and on the other the entrepreneurial profile.

Entrepreneurship education projects contribute to the development of an entrepreneurial attitude among young people, seeking to create personal, social, economic and cultural value.
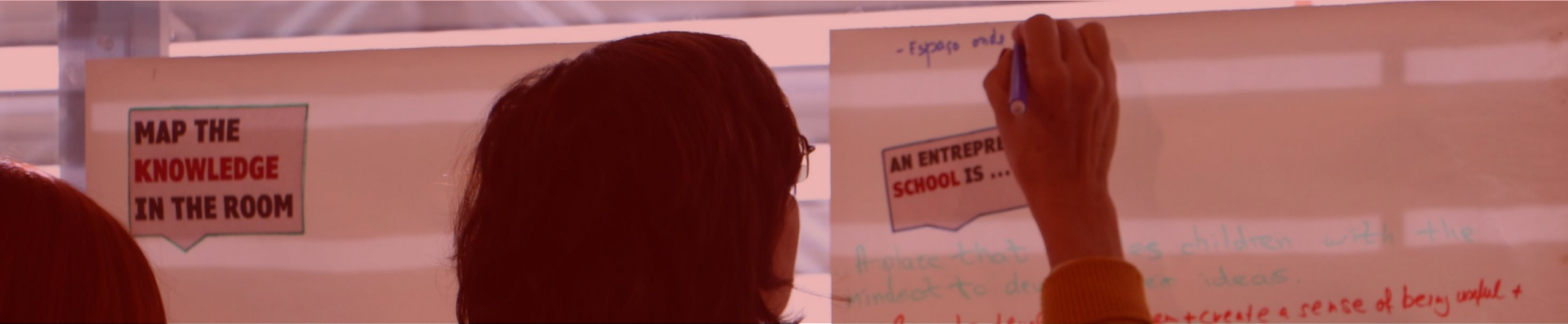
These programs should consider the development of a set of competences, namely:

a) Management skills in areas such as Marketing and Finance;

b) Personal skills related to creativity, critical thinking, problem solving, communication, initiative and effectiveness;

c) Technical competences related to the nature of the business (Design, Informatics, Biotechnology, Health, etc).

Reality has been showing us that, in order to narrow the gap between points (a) and (c), a greater emphasis is needed on the development of personal skills.

The report developed by the European Commission, Entrepreneurship Education at School in Europe, presents a set of competences to be developed in the context of entrepreneurship education programs in schools:

Knowledge (Understanding Entrepreneurship)
- How to identify opportunities and create solutions;
- To know processes of innovation and creativity;
- Know the different phases of the entrepreneurial process;
- Understand how the economy works;
- Understand the labour market context;
- Financial Literacy;
- Social Responsibility and Ethics

Attitudes (How to have an entrepreneurial attitude)
- Capacity to take initiative and work by objectives;
- Motivation, persistence and commitment;
- Creativity, curiosity and tolerance for error;
- Self-confidence; self-efficacy and self-awareness.

Skills (Entrepreneurial Skills)
- Planning and Organization;
- Leadership and Delegate;
- Capacity for analysis, communication and evaluation;
- Ability to work in a team and autonomously;
- Ability to identify strengths and weaknesses;
- Connect ideas and creative problem solving skills;
- Commitment and ability to mobilize commitment;
- Risk mitigation;
- Divergent thinking.

ABOUT THE PROJECT

"Entrepreneurship Education: A Path to Success!" aimed to strengthen community identity through non-formal education, using active methodologies so that young people had the opportunity to create, plan, implement, lead, work as a team, solve problems, persist, innovate, listen to people, communicate, seek new information and take risks.

In the framework of Europa 2020 agenda for an intelligent, sustainable and inclusive growth, the project "**Entrepreneurship Education: A Road to success!**" results from the need to promote an entrepreneurial culture among young people from different countries.

The purpose of the project was to share good practices between four Member States (**Portugal**, **Spain**, **Romania** and **Bulgaria**) in order to promote the knowledge and know-how of each country, about youth entrepreneurship education projects.

Azores Directorate of Youth is the Department of Azores Regional Government that aims to implement and execute youth public policies. Since 2010, the Regional Directorate of Youth, in partnership with the Regional Directorate of Education and the companies GesLearning and Fundo Maneio, promotes the entrepreneurship education program "Entrepreneurship Education: The Road to Success" in the Azores.
● **www.juventude.azores.gov.pt**

Innovation Training Centre (ITC) is a training and consultancy organization based in Palma de Mallorca (Spain) that offers a wide range of innovation services in order to promote innovation in learning, entrepreneurship and support to entrepreneurs.
● **www.innovationtc.es**

Intercultural Institute of Timisoara is an autonomous and non-governmental institution with a cultural, civic and scientific activity, with no political purpose, that adheres to the values and Principles of the Council of Europe on Interculturality.
● **www.intercultural.ro**

DNA Cascais is an entrepreneurship agency promoted by the municipality of Cascais that aims to contribute to the promotion, encouragement and development of local entrepreneurship. Since 2006, DNA Cascais developed the project Entrepreneurial Schools that aims to develop new attitudes, entrepreneurial competences, among the young people.
● **www.dnacascais.pt**

ASPEA - Portuguese Association for Environmental Education, is an NGO with almost 30 years of experience in the training of adults, teachers and young people in environmental education, sustainability, arts and environment, school Agenda 21 and Earth Charter, in formal, non formal and informal education.
● **www.aspea.org**

GesLearning is a Portuguese company specializing in education services, with an extensive experience in implementing andmanagement of educational projects for entrepreneurship. GesLearning works in areas such as educational resource development, including pedagogical content. The vast experience in management and implementation of educational processes in the field has been a guarantee of success and effectiveness of its initiatives
● **www.geslearning.com**

SZREDA - Stara Zagora Regional Economic Development Agency is a non-profit organization established in 1995 by Stara Zagora Municipality and the Chamber of Commerce and Industry, Trakia University and the Bulgarian-German Training Centre. REDA's goals are to assist entrepreneurship and SMEs, support local and regional governments to achieve sustainable economic development, promote the region and attract national and foreign investment.
● **www.szeda.eu**

PROJECT OBJECTIVES

The project intended to achieve a framework of practices at the level of entrepreneurship education programmes in different regional and local contexts, contributing to the consolidation of these practices and programmes, as well as the sharing of these practices by other partners who find in young entrepreneurship a strategy for creating value in their territory.

The project brought together partner organizations which, having in common the experience in entrepreneurship education programs and the role that entrepreneurship plays as a factor of territorial development, seek to innovate their practices and programs, making them more sustainable and able to contribute to the inclusion of young people and capable of adding value in a global ecosystem, focused on current societal challenges.

Disseminate the concept of entrepreneurship, reinforcing the role of social entrepreneurship as a response to the current societal challenges;

Identify and analyze successful approaches and projects of entrepreneurship education, developed by the partners, in order to be able to disseminate them and to be able to assess their applicability to other regions/territories;

Contribute to a culture of entrepreneurship that enables any young person to intervene in society, developing an entrepreneurial attitude;

Promote the acquisition of key competences among young people with fewer opportunities and young NEET;

Promote the acquisition and development of transversal and key competences, fundamental for a better integration into the labour market;

Share good practices concerning the design and implementation of entrepreneurship education projects;

Develop and draw up proposals that contribute to the improvement of entrepreneurship education programs;

Disseminate the training package and identify good practices with member states so that they can consider them in the youth policies of their countries;

Develop a manual including the practices developed by the different partners, making known the programmes developed and the impact results achieved;

Contribute, through non-formal education, to the promotion of key competences with young people in order to meet the demands of the labour market.

19 - 23 NOV
2018

04 - 08 FEB
2019

05 - 09 MAR
2019

07 MAR
2019

08 - 12 JUL
2019

30 OCT
2019

NOV
2019

Coordination
Meeting

**KICK OFF
SEMINAR**

**TRAINING
COURSE**

Mid Term
Meeting

BOOTCAMP

Evaluation
Meeting

HANDBOOK

**PALMA DE
MAIORCA**

"Building an
entrepreneurial mindset
through education"

"Entrepreneurship
Education"

AZORES

"Path to Success"

"Entrepreneurship
Education - Path to
Success"

CASCAIS

AZORES

AZORES

CASCAIS

SEMINAR
building an entrepreneurial mindset through education
CASCAIS, 4 - 8 FEBRUARY.2019

The seminar was the moment framed in the project Entrepreneurship Education: a path to success, where the different partners had the opportunity to share different practices about Education for Entrepreneurship in the different countries and discuss about quality criteria for entrepreneurship education programs, and how they can contribute to the social and economic development of territories and to the inclusion of young people in the labour market.

During the Seminar the participants also sought to answer questions such as: How can education systems and municipalities contribute more effectively to a more entrepreneurial attitude? What is the role of the public and private sector in supporting young entrepreneurship?

In the Seminar "Building the Entrepreneurial Mindset through Education", specifically, the following objectives were intended to be met:

1. To contribute to disseminate the concept of entrepreneurship and the importance of entrepreneurship education, among young people, educators, teachers and youth workers, reinforcing the role of social entrepreneurship as a response to the existing societal challenges;

2. Identify and analyze successful approaches and projects developed by the partners, at the level of entrepreneurship education, in order to disseminate them and be able to assess their applicability to other regions/ territories;

3. Contribute to a culture of entrepreneurship that enables any young person to intervene in society, developing an entrepreneurial attitude towards young people, so that they are better able to create personal, social, economic and cultural value;

4. Exchange of practices related to the conception and implementation of entrepreneurship education projects;

5. Develop proposals that contribute to improve entrepreneurship education.

SEMINAR AGENDA

FEBRUARY, 4 | MONDAY

15:00 • Registration

15:30 • **The Inventors: A new generation of inventors**

18:00 • **Official Opening** • Direção Regional da Juventude dos Açores (Marilia Simões) • DNA Cascais (Rodrigo Castro)

18:30 • Networking

19:00 • Dinner

FEBRUARY, 5 | TUESDAY

9:30 • Keynote Speaker: **The School's role in the entrepreneurial ecosystem** • Afonso Mendonça Reis (Assistant Professor at Nova SBE and Founder of Entrepreneurial Minds)

10:00 • Round Table: **Local Strategies for Entrepreneurship Education** • Direção Regional da Juventude dos Açores (Verónica Leite) • Stara Zagora Regional Economic Development Agency (Rumyana Grozeva) • Agência DNA Cascais (Rodrigo Castro)

11:00 • Networking Break

11:30 • Workshop: IUPI Biz - **Promote an entrepreneurial attitude in children from 7 to 9 years of age** • Raquel Oliveira (Territórios Criativos)

13:00 • Lunch

14:30 • Round Table: **Developing entrepreneurial skills in the classroom** • Cascais Secondary School (Margarida Rufino) • Patricia (GesLearning)

15:30 • **Entrepreneurship Education in practice across Europe: sharing of best practices** • Innovation Training Center, S.L. (David Lorenz) • GesLearning - Educação para o Futuro, Lda (Joana Oliveira, Miguel Gonçalves) • Associação Portuguesa de Educação Ambiental (Raquel Bontempo)

16:30 • Break

17:00 • Sharing and Learning: **Tools and Resources for entrepreneurship education** • Innovation Training Center, S.L. (Bernhard Moehring and Till Kraemer)

19:30 • Dinner

FEBRUARY, 6 | WEDNESDAY

9:30 • Keynote Speaker: **Entrepreneurial pedagogy**

10:00 • Round Table: **Invest in young entrepreneurs** • Junior Achievement Portugal (Frederico Fezas Vital) • Territórios Criativos (Teresa Preta) • João Loureiro Rodrigues (Nova SBE) • GesEntrepreneur (Ana Mineiro)

11:00 • Networking Break

11:30 • Sharing and Learning: **Tools and Resources for entrepreneurship education** • GesLearning - Educação para o Futuro (Joana Oliveira, Alexandre Oliveira)

13:00 • Lunch

14:30 • Round Table: **Innovation, Technology and Education** • APPS for Good (Priscila Andrade, CDI Portugal) • The Inventors (to be defined) • Universidade Europeia (Ana Sabino)

16:00 • Break

16:30 • Sharing and Learning: **Tools and Resources for entrepreneurship education** • Green Entrepreneurship and Environmental Education (David Ramos Silva, ASPEA)

19:30 • Dinner

FEBRUARY, 7 | THURSDAY

9:30 • Keynote Speaker: **Building an Entrepreneurial mindset through education** • Frederico Cruzeiro Costa (Social Entrepreneurship Agency)

10:00 • **Network of Entrepreneurial Schools**

11:00 • Networking Break

11:30 • **Entrepreneurship Education in practice across Europe: sharing of best practices** • Entrepreneurship Education in Greece (Sotiria, Bakalakou, Directorate of secondary education of Karditsa) • Entrepreneurship Education in Romania (Scoala Gimnaziala Traian Craiova) • Entrepreneurship Education in Latvia (Maija Hartmane, Maltas Vidusskola) • Entrepreneurship Education in Bulgaria (Venelin Dobrev, Stara Zagora Regional Economic Development Agency)

13:00 • Lunch

14:30 • Workshop: **A referential for schools that promotes an entrepreneurial attitude**

16:30 • Break

17:00 • Workshop: **A referential for schools that promotes an entrepreneurial attitude**

17:30 • **Investing in Entrepreneurship Education: Financing and Funds** • Bruno António (CEO of DYPALL Network)

19:30 • Dinner

FEBRUARY, 8 | FRIDAY

10:00 • Keynote Speaker: **Entrepreneurship Education: A Path to Success** • José Porfirio (Assistant Professor at Universidade Aberta)

10:30 • Conference Conclusions

11:30 • **Official Closing** • Direção Regional da Juventude dos Açores (Lúcio Rodrigues, Regional Director of Youth,) • DNA Cascais (to be defined) • Francisco Banha (GesEntrepreneur)

13:00 • Lunch

TRAINING

entrepreneurship education: how to promote an entrepreneurial attitude at schools

AZORES, 5 - 9 MARCH.2019

The short-term training activity, was coordinated by GesLearning. Its main purpose was to train educational agents (teachers, youth workers and educators) and develop a set of pedagogical materials for the theme of how to develop entrepreneurial skills in a formal and non-formal context. On the other hand, the training enabled them to get involved in the implementation and transfer of practices in their country or region, knowing the different didactic packages, the methodology to be followed and performing practical dynamics that facilitate mutual knowledge and interpersonal realities.

This teachers/youth workers training aimed to promote the acquisition of new pedagogical skills, transferable to their daily practice as teachers of any scientific field and also in a more comprehensive way, in the conception and elaboration of the programs and planning of the their classes and respective teaching materials, as well as the adoption of new approaches and methodologies applied to the concrete realities of their students at each moment.

This training also developed entrepreneurial skills, based on the entrepreneurship education model, adopted by CG International, through a model of learning based on experience and action.

In this way, the Teacher Training in Entrepreneurship offered fun and at the same time challenging activities, providing participants with:
● Introduction to the CG International model and deepening entrepreneurship education;
● The opportunity to discover and test your entrepreneurial qualities and abilities, as well as those of others around you;
● The opportunity to develop classes and different strategies of education based on entrepreneurship; -
● Experiences during training that will provide fun while you learn.

TRAINING AGENDA

MARCH, 5 – TUESDAY

19.00 ● Meeting point (Hotel NEAT Avenida lobby)

19.30 ● Dinner (Yatch Club . Portas do Mar)

MARCH, 6 - WEDNESDAY

8.30 ● Meeting point

9.30 ● **Study Visit** to Furnas and to Furnas Cheese Factory

13:00 ● Lunch (Q'Énosso Restaurant)

14.30 ● **Entrepreneur profile**

16:30 ● Tools to improve **Creativity**

19:30 ● Dinner (Momentos restaurant)

MARCH, 7 - THURSDAY

8:30 ● Departure to Nonagon

9:30 ● Visit to **Nonagon** with contact with incubated entrepreneurs

11:00 ● Networking Break

11:30 ● Introduction to "**Learning by Doing**" methodologies

13:00 ● Lunch (Q'Énosso Restaurant)

14.30 ● **Strategies and resources** to work entrepreneurship in classroom

16:00 ● Networking Break

16.30 ● How to create and make grow up a **innovative project** with the students

19:30 ● Dinner (São Miguel Park Hotel Restaurant)

9.15 ● Departure to Nonagon - Meeting point – Hotel NEAT Avenida lobby

9:45 ● **Business Model Canvas**

11.00 ● Network Break

11.30 ● Business Model Canvas

13:00 ● Lunch (Q'Énosso Restaurant)

14.30 ● Powerful **Pitch**

16:00 ● Evaluation

16h30 ● Official Closing

19h30 ● Dinner (TIXICO restaurant)

BOOTCAMP
building bridges for an entrepreneurial education

AZORES, 7-13 JULY.2019

The 5 days International Youth Entrepreneurship Workshop involved a set of young people and project leaders who have developed some of the shared practices could contribute to the measurement of its value and validity while to transfer and share.

BOOTCAMP

Following the Exploration of the Pedagogical Kit by young people from the four international project partner countries Entrepreneurship Education: Road to Success, each partner chose the team with the best project to participate in a Business Ideas Contest, which took place during the Bootcamp. held on the island of Terceira, Azores, Portugal, between 7th and 13th July 2019.

At Bootcamp the young people participated in lectures, made visits and tours, received support in the area of communication and marketing and trained their pitch.

BUSINESS IDEAS CONTEST

On the last day, the Business Ideas Contest was held to promote projects and business ideas that make sense for young people in the areas of cultural, social, environmental or business entrepreneurship, which will be evaluated by an appropriate jury. With this competition it was intended to know the business ideas of all teams and reward the best ideas. In a public session consisting of young people, each team made a 7-minute pitch using audiovisual or multimedia media and answered questions posed by the jury.

PROJECT EVALUATION AND AWARDS

The projects were evaluated by a nominated Jury, who appreciated both the business idea and the project pitch.

The evaluation criteria were as follows:
- degree of innovation of the idea
- Regional or national interest of the idea
- Feasibility of the idea
- Economic Impact
- Idea structuring (pitch quality, prototype, idea production and maturation)

The top three teams received awards and all students and teachers involved in the competition received certificates of participation.

BOOTCAMP AGENDA

JULY, 7 | SUNDAY

20.00 ● DINNER

JULY, 8 | MONDAY

10.00 ● MeetUp and **oficial opening**

11.00 ● Photo **Peddy Paper**, Angra do Heroísmo City Center

13.00 ● Lunch

16.00 ● End of Peddy paper and first pitchs ● **Start Up Angra**

18.00 ● Back to Youth Hostel

Free time

20.00 ● Dinner

21:30 ● Entrepreneurial Olympics

DAY 2 – JULY 9 - TUESDAY

10.00 ● Meeting with **young entrepreneurs**

12.30 ● Lunch

14.00 ● **Workshop** ZOOM IN and UINNO, promoted by Innovation Training Center - SP

18.00 ● Back to Youth Hostel

20.00 ● Dinner

21.00 ● **Entrepreneurial Olympics**

DAY 3 – JULY 10 - WEDNESDAY

10.00 ● Motivational **Talk**

11.00 ● Final **Pitch Training**

13.00 ● Lunch

15.00 ● Final Pitch Training

16.00 ● Visit to **Terceira Tech Island**

18.00 ● Back to Youth Hostel

20.00 ● Dinner

21.00 ● **Mentor** Time (optional)

DAY 4 – July 11 - THURSDAY

10.00 ● Official opening of the **Competition**

● Jury meeting

12:30 ● Lunch

14.00 ● Back to Angra do Heroísmo

Free Time in Angra do Heroísmo City Center

20.00 ● Dinner

DAY 5 – JULY 12 - FRIDAY

10.00 ● Full day activity in Santa Barbara

17:00 ● Back to Youth Hostel

20.00 ● Dinner ● **Intercultural** night

DAY 6 – JULY 13 – SATURDAY

● DEPARTURES

TOOLS AND RESOURCES

for entrepreneurship education

LOCAL STRATEGIES FOR ENTREPRENEURSHIP EDUCATION

LOCAL STRATEGIES FOR ENTREPRENEURSHIP EDUCATION

Since 2010, the **Regional Directorate for Youth in Azores**, in partnership with the Regional Directorate for Education in Azores, GesLearning and Fundo Maneio, promotes an entrepreneurship education program for young people in the school context.

The Program aims to allow students to acquire key competences through learning by doing methodologies. With the participation in entrepreneurship education programs, the promoters intend to **1)** stimulate the entrepreneurial potential, **2)** develop a spirit of initiative, dynamism and intervention, **3)** demystify the concept of risk, **4)** encourage competitiveness and cooperation, **5)** share experiences and **6)** stimulate decision making.

The Entrepreneurship Education program is developed in two phases. The first phase consists of training moments in schools (for teachers and students) and the creation of projects by students, who, in a second phase, will present their ideas in the IdeiAçores Regional Competition.
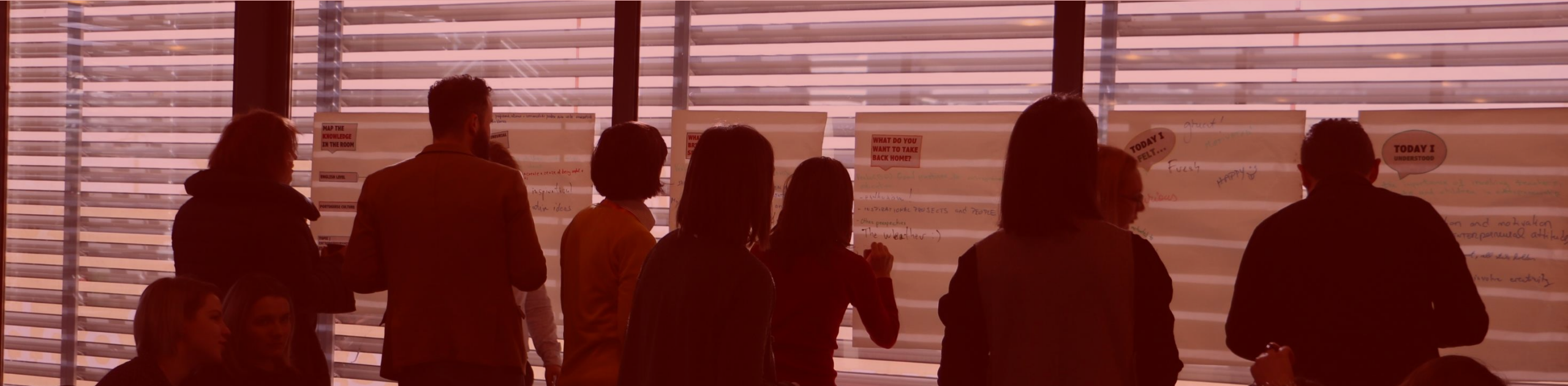
Because there is a need to create a true entrepreneurial culture in Azores, visionaries who take the initiative to create new projects and brave people who bring innovation to business and society, in the last 10 years the program involved more than 20500 students.

With the youth social entrepreneurship incentive program, Jovem +, the Regional Directorate for Youth in Azores aims to promote the development of projects aimed at identifying, supporting, training,

promoting and relating initiatives of high potential for social entrepreneurship, as well as fostering the internationalization of experiences through involvement in partnerships and networking.

The Municipality of Cascais, created in 2007 the **DNA Cascais Agency**, a non-profit organization whose objective is to contribute, to the promotion, encouragement and development of entrepreneurship, with a special focus on the promotion of social and youth entrepreneurship in the municipality of Cascais.

DNA Cascais works mainly in the development of skills and knowledge sharing among its community, promoting and stimulating creativity and innovation, and at the same time supporting the construction of a business environment in Cascais.

DNA Cascais Agency has in Youth and School Entrepreneurship one of its main lines of action, working with the students and schools of the county in entrepreneurial projects that aim at the development of new attitudes among the young citizens, from Basic Education, Vocational and Professional Education to Secondary Education.

The program offers young students a set of personal tools that allow them to develop an entrepreneurial mindset and a multidisciplinary vision that helps them to define and achieve their life goals.

The program DNA Cascais Entrepreneurial Schools acts in a practical way with the students in the creation of entrepreneurial projects, with a constructive character that aim to increase the capacity of decision making. This work is carried out through sessions that appeal to creativity, the extensive use of critical thinking and that promote greater self-knowledge among teachers and students.

In order to foster innovation and foster forms of cooperation between public and private sectors, essential to increase competitiveness, the programs are developed considering an extensive network of partners: StartIUPI, Science4you, Junior Achievement

Portugal, Associação Inspirar o Futuro, Chamber of Commerce from Cascais and Europeia University, among others.

The entrepreneurship education project has given, over the last 13 editions of the project, opportunity for more than 48 000 students to take part in these journeys for a better future. Throughout its editions DNA program Cascais Schools Entrepreneurs has trained 357 teachers, reaching more than 50 schools in Cascais.

ENTREPRENEURSHIP EDUCATION

IN AZORES

DRJUV – Azores Regional Directorate for Youth

The program "Entrepreneurship Education: A Road to Sucess", was created by a Resolution of the Legislative Assembly of the Azores Autonomous Region and implemented for the first time in the 2010/ 2011 school year.

The program intent to develop entrepreneurial knowledge, skills and competences among students from all school levels. The program aims to instill in students the entrepreneurial spirit, develop initiative, cooperation and competitiveness, through a learning by doing methodology and the management of mini projects.

Each edition lasts one school year and begins with a 25-hour accredited training for teachers. Entrepreneurship classes are taught throughout the year, in a classroom setting or in entrepreneurship clubs, with the support of lesson guides available at an online Teaching Resource Center, Entrepreneurial Fairs and other practical activities.

There are three follow-up visits during the project and the follow-up team is always available to clarify and support the participants.

Training, implementation and the evaluation of the program is carried out by the Follow-up Team, which includes trainers from GesLearning, a company specializing in entrepreneurship education and technicians from the Regional Youth Directorate.

IDEIAÇORES YOUTH REGIONAL COMPETITION

IdeiAçores Youth Regional Competition is integrated in a 3-day Bootcamp, where teams of students, school representatives and young entrepreneurs present their business ideas to a specialized jury.

The winners undertake a 4-day Entrepreneurship Mission to Madrid to discover the European entrepreneurial ecosystem and enjoy recreational and cultural visits.

Teams that have interesting projects with potential to be implemented continue to be followed by the Regional Youth Directorate, which supports them in participating in Entrepreneurial events, Fairs, or Business ideas competitions.

Older students are integrated into national entrepreneurship programs such as Empreende Jovem, Competir +, PRO RURAL, or the Regional Entrepreneurship

ENTREPRENEURSHIP EDUCATION
IN AZORES
DRJUV – Azores Regional Directorate for Youth

NUMBER OF PARTICIPANTS COVERED IN THE DIFFERENT EDITIONS
About 275 teachers and 15,740 students, aged 6 to 23, from 55 schools in the 9 islands of the Azores have participated.

	I EDITION 2010/11	II EDITION 2011/120	III EDITION 2012/13	IV EDITION 2013/14	V EDITION 2014/15	VI EDITION 2015/16	VII EDITION 2016/17	VIII EDITION 2017/18	IX EDITION 2018/19
ISLANDS	6	7	9	9	9	7	6	6	6
SCHOOLS	26	32	44	42	43	46	55	45	36
TEACHERS	53	74	85	93	84	105	107	100	60
STUDENTS	1040	1740	2460	2500	2500	2700	3000	2949	1355

The most relevant results include:

The increase in entrepreneurial culture in the students and teachers involved, schools, parents and the local community, due to the strong involvement of all in the Entrepreneurial Fairs and the IdeiAçores Jovem Competition, in the local and regional phases;

The high number of business ideas presented at the IdeiAçores Regional Competition. Approximately 222 business ideas have been publicly presented and evaluated by suitable juries.

The great diversity of areas where the business ideas presented by the students are inserted, in the various editions, namely services, technological innovations, computer applications, creation of new objects and clothing, regional products, handicrafts, food and agriculture.

ENTREPRENEURSHIP EDUCATION
IN AZORES
DRJUV – Azores Regional Directorate for Youth

SUCCESS STORIES:

● Several students started to implement their business idea, such as Alfazeta, who created flavored vodkas, competed and was supported by the Shark Tank;

● Two students from Santa Maria School who created an application (App's) for mobile phones and tablets, adapted to the Azorean reality, which was launched at the Maré Festival of August of that year;

● Queijaria Furnense, created by a 10th grade student at Vila Franca Professional School, with the support of parents who had a traditional farm and who agreed to take a risk with the innovations proposed by their daughter.

Entrepreneurial education
instills in young people
the spirit of initiative,
transmits attitudes and values,
creates an entrepreneurial culture,
develops our Azorean society.

ENTREPRENEURSHIP EDUCATION

IN STARA ZAGORA

SZREDA - Stara Zagora Regional Economic Development Agency

SZREDA is a non-profit organization established in 1995 by Stara Zagora Municipality and the Chamber of Commerce and Industry, Trakia University and the Bulgarian-German Training Centre.

REDA's goals are to assist entrepreneurship and SMEs, support local and regional governments to achieve sustainable economic development, promote the region and attract national and foreign investment.

The main activities of Stara Zagora REDA include: conducting surveys and analyses of Stara Zagora regional economy, designing strategies for economic development; developing projects to solve significant social issues; providing services to SMEs and local governments; organizing training to meet the requirements of the regional economy; promote the local SMEs.

Stara Zagora REDA has implemented a number of projects, connected with SME and Social enterprises training in the context of sustainable local and regional development.

Education institutions by type with trained entrepreneurship educators at basic level in Bulgarian Schools

Primary schools (up to 4th grade):
59/156 - 38%

Primary schools (up to 8th grade):
459/1431 - 32%

Secondary general education schools (up to 12th grade):
222/406 - 55%.

Total: 756/1993 - 38%
1830 teachers in 28 regions

Who is responsible for introduction of entrepreneurship training in schools in Bulgaria?

Ministry of Education and Science; Ministry of Economy; External experts; NGOs; Businesses; The public

ENTREPRENEURSHIP EDUCATION

IN STARA ZAGORA

SZREDA - Stara Zagora Regional Economic Development Agency

ACTION PLAN ENTREPRENEURSHIP 2020

WITH MEASURES IMPLEMENTED FOR THE PERIOD 2015-2020, RESULT OF THE WORK OF THE INTERMEDIATE WORKGROUP
(Source – Ministry of Education and Science)

TRAINING IN ENTREPRENEURIAL SKILLS AT ALL LEVELS OF EDUCATION

Promoted by the Ministry of Education and Science this measure will improve teacher's knowledge and experience to promote entrepreneurial skills. The measure intent to integrate new teaching methods and training materials for entrepreneurship education at primary and secondary level of education; Also intent to develop career attitudes in the field of entrepreneurship .

The target groups of this measure are students from the primary and lower secondary schools of all schools in Bulgaria and teachers from all schools in the country

TRAINING IN ENTREPRENEURIAL COMPETENCES FOR ACQUIRING PROFESSIONAL QUALIFICATION

Promoted by the National Agency for Professional Education and Training this measure aims to Integrate Entrepreneurship in the VET training curriculum

UPDATE ENTREPRENEURSHIP CURRICULA IN VOCATIONAL EDUCATION WITH THE PARTICIPATION OF EMPLOYERS' ORGANIZATIONS

Promoted by the Ministry of Education and Science, this measure intent to develop an entrepreneurship curricula in vocational education in line with the learning outcomes expected by employers. With this measure the Ministry of Education and Science aims to improve the quality of entrepreneurship education

SUPPORT FOR THE ACTIVITIES OF THE ENTREPRENEURSHIP CENTERS IN THE HIGHER SCHOOLS

Promoted by the Ministry of Education and Science, this measure aims to create and support Entrepreneurship Centers in Higher Education Institutions

ENTREPRENEURSHIP EDUCATION

IN STARA ZAGORA

SZREDA - Stara Zagora Regional Economic Development Agency

SUPPORT FOR THE ACTIVITIES OF THE ENTREPRENEURSHIP CENTERS IN THE HIGHER SCHOOLS

Responsible Institution: Ministry of Education and Science

Description of the measure: Develop entrepreneurial skills in students

Objectives: Create and Support Entrepreneurship Centers in Higher Education Institutions

Term of execution: 2015-2020

Target group of the measure: Students

Performance indicators: Number of functioning Entrepreneurship Centers in Higher Education Institutions

UPDATE CURRICULA AND PROGRAMS OF ENTREPRENEURSHIP EDUCATION IN HIGHER SCHOOLS

Responsible Institution: Ministry of Education and Science

Description of the measure: Overlapping of the entrepreneurship curricula within other disciplines

Objectives: Entrepreneurship education should be included in the curricula and programs of the higher education institutions in Bulgaria.

Term of execution: 2015-2020

Target group of the measure: Students

Performance indicators: Number of curricula and programs in which entrepreneurship education is covered

PARTICIPATION IN A JOINT PROJECT ON INNOVATION IN HIGHER EDUCATION (HEINNOVATE)

Responsible Institution: Ministry of Education and Science

Description of the measure: Preparation of a Report on the current state of Bulgarian higher education institutions, their strategic orientation, management of human and financial resources, the teaching and learning environment, current practices in knowledge exchange and internationalization, and support for entrepreneurship in higher education.

Objectives: Identification of the innovative potential in higher education; Determine the extent to which the higher education institutions themselves act as entrepreneurial institutions.

Term of execution: 2015

Target group of the measure: Universities

Performance indicators: A report on the current state of Bulgarian higher schools

ENTREPRENEURSHIP EDUCATION
IN STARA ZAGORA
SZREDA - Stara Zagora Regional Economic Development Agency

STARTS

Promoted by the Ministry of Economy the project is being developed at arts and sports schools. This measure intent to develop entrepreneurial attitudes and abilities among art and sports students.

Franchising - the easiest way to start a business

Promoted by the Ministry of Economy, this measure aims to introduce franchise concept among young people, in order to encourage them to start their own business after graduation.

With this measure, the promoters intend to raising awareness among students about Franchising as a successful business model and create opportunities to start a franchise business in different sectors of the economy, encouraging the entrepreneurial activity among students and stimulate the self-employment.

Panorama of vocational education

Panorama of vocational education is a National Competition in professional skills and knowledge, promoted by the Ministry of Education and Science and co-organized by employers companies and high education schools, that aims to promote vocational training and learning outcomes, increasing the attractiveness of vocational education.

Providing opportunities for internships and student practices in a real work environment

Promoted by the Ministry of Education and Science this measure will enable students to participate in real work environment experiences, enhancing their employment competences and gaining entrepreneurial experience.

It was an amazing experience that I will never forget. It taught me so many different things that I can't list them all. I made friends that I still keep in contact with and would love to meet again.

Ivan Basamakov, student
about bootcamp in Azores

The project which i took part in the beginning of 2019 was very helpful for the development of my organisation "Academy of Success" Stara Zagora. I learned about good practices from abroad, we exchanged ideas and know-how with the rest of the group about local issues of young people with fewer opportunities. I transferred the knowledge and the skills gained during the mobility in my every day work with young people

Zhivko Zhelev, chairman of NGO "Academy of success"

ja Juventude em ação | Erasmus+

In the period between March 6-8, 2019, with my colleague Dr. Daniela Kozhuharova, we were included in the training course "Enterpreneurship Education - A Road To Success", which was held in Sao Miguel, Azores. I appreciate my participation in the event as an excellent opportunity to get acquainted with the international trends in the development of entrepreneurial skills in young people and to learn a lot about the methodology used in this process in other countries. Presentations, interactive activities and intercultural communication, exchanging experiences and ideas, sharing problems and challenges, visiting sites where youth entrepreneurship is developed to a successful and promising business - all contributed to upgrade my personal and professional competences.

We shared with the colleague and the director of the institution where we work - The Department of Information and In-service Teacher Training. The participation in the meeting motivates and inspires the department's leadership and team to update curricula in specializations and to offer Bulgarian teachers qualification courses related to the development of youth entrepreneurship in partnership with SZREDA. Thus, in the current school year, school principals and teachers involved in a one-year specialization Organization and Management of Education are learning the new discipline of Entrepreneurship and Project Activity. Training courses for principals and teachers with a duration of 1 to 3 days have also been developed on the topics "Entrepreneurship as a Key Competence and Entrepreneurial Skills Formation in Children and Students", "Youth Entrepreneurship", "Entrepreneurship: Using Role and Simulation Games for Entrepreneurship Training "and" Entrepreneurship: History of Entrepreneurship, Profile of the Entrepreneur, Personal Qualities of the Successful Entrepreneur ". The courses will be run by representatives of SZREDA and DIIT Stara Zagora.

In addition to the value of the knowledge and skills acquired, I also want to share the positive emotions that saturated the event, the wonderful experiences of working in small groups, the inspiring informal conversations and the hospitality of the hosts. All of the above contributed to my participation in this project to leave unforgettable and beautiful memories and to provoke my desire to continue working on topics related to youth entrepreneurship in Bulgaria.

Thanks for the opportunity to participate in the meeting, to experience many exciting moments, to get acquainted with the methodology and to disseminate the knowledge and skills I have learned among the representatives of the educational institutions with which I work as a teacher in the department!

Veneta Uzunova, Teacher

ENTREPRENEURSHIP EDUCATION
IN CASCAIS
DNA CASCAIS ENTREPRENEURIAL SCHOOLS

The Municipality of Cascais, created in 2007 the DNA Cascais Agency, a non-profit organization whose objective is to contribute to the promotion, encouragement and development of entrepreneurship, with a special focus on the promotion of social and youth entrepreneurship in the municipality of Cascais. DNA Cascais works mainly in the development of skills and knowledge sharing among its community, promoting and stimulating creativity and innovation, and at the same time supporting the construction of a business environment in Cascais.

DNA Cascais Agency has in Youth and School Entrepreneurship one of its main lines of action, working with the students and schools of the county in entrepreneurial projects that aim at the development of new attitudes among the young citizens, from Basic Education, Vocational and Professional Education to Secondary Education.

DNA Cascais Entrepreneurship Program is one of the largest education programs for entrepreneurship in Portugal, with the main objective of eliminating some of the gaps in the Portuguese educational system, preparing young people for the labour market, instilling in them an entrepreneurial attitude, as well as other business competences.

The program offers young students a set of personal tools that allow them to develop an entrepreneurial mindset and a multidisciplinary vision that helps them to define and achieve their life goals.

The program DNA Cascais Entrepreneurial Schools acts in a practical way with the students in the creation of entrepreneurial projects, with a constructive character that aim to increase the capacity of decision making. This work is carried out through sessions that appeal to creativity, the extensive use of critical thinking and that promote greater self-knowledge among teachers and students.

ENTREPRENEURSHIP EDUCATION
IN CASCAIS
DNA CASCAIS ENTREPRENEURIAL SCHOOLS

The program DNA Cascais Entrepreneurial Schools acts in a practical way with the students in the creation of entrepreneurial projects, with a constructive character that aim to increase the capacity of decision making. This work is carried out through sessions that appeal to creativity, the extensive use of critical thinking and that promote greater self-knowledge among teachers and students.

This project has already been developed for 13 years in the schools of Cascais looking, since its genesis, to present a transversal character, both in terms of the age groups involved, and in its adaptation to the different areas of education, such as Mother Language, Science, Mathematics and Economics, among others.

Regarding to the age groups covered, and the DNA Cascais Agency being an entity that promotes the entrepreneurial spirit, it was understood that this entrepreneurial spirit must be instilled very early.

The program is based on the principle of assuming entrepreneurship as an essential competence that contributes to the development of the Community by assuming itself as an agent of social change.

The methodology developed by DNA Cascais in its Entrepreneurial Schools program is based on **5 fundamental pillars** that underpin any of the projects to be developed under the program:

Dynamic: Based on diverse and appealing methodologies;

Collaborative: Promote the development of group activities;

Interactive: Facilitate cooperation between the student and teacher, making the student a generator of knowledge;

Integrated: Develop entrepreneurial skills;

Continuous: They are translated into an evolutionary process throughout all levels of education.

ENTREPRENEURSHIP EDUCATION
IN CASCAIS
DNA CASCAIS ENTREPRENEURIAL SCHOOLS

In order to foster innovation and foster forms of cooperation between public and private sectors, essential to increase competitiveness, the programs are developed considering an extensive network of partners: StartIUPI, Science4you, Junior Achievement Portugal, Associação Inspirar o Futuro, Chamber of Commerce from Cascais and Europeia University, among others.

The entrepreneurship education project has given, over the last 13 editions of the project, opportunity for more than 48 000 students to take part in these journeys for a better future.

Throughout its editions DNA program Cascais Schools Entrepreneurs has trained 357 teachers, reaching more than 50 schools in Cascais.

Due to its innovative and differentiating character, this project has known a significant impact in the municipality and consequently increased over the years the involvement of DNA Cascais with students and teachers. In all projects, teachers are a key element during the process, playing a key role with students, assuming themselves as reference figures in the education system and in the development of the student's personality.

By understanding this aspect, it's fundamental to also offer to the teachers training actions in the area of entrepreneurship. Therefore, considering that this is an effective education project for entrepreneurship, the role of DNA Cascais in schools involves all actors - parents, schools, teachers, partners and companies in the municipality. Only with a transversal approach change will be possible, capable of generating positive results for the entrepreneurial ecosystem.

ENTREPRENEURSHIP EDUCATION
IN CASCAIS
DNA CASCAIS ENTREPRENEURIAL SCHOOLS

Considering the benchmark of competences to be developed in the context of the entrepreneurship education programs presented by the European Commission in the report "Entrepreneurship Education at School in Europe" the program Cascais Entrepreneurial Schools intends to work the following competences:

Understanding Entrepreneurship

How to identify opportunities and create solutions; To know processes of innovation and creativity; Know the different phases of the entrepreneurial process; Understand how the economy works; Understand how the labour market works; Financial Literacy; Social Responsibility and Ethics in organizations.

How to have an entrepreneurial attitude

Sense of initiative and ability to reach goals; Motivation, persistence and commitment; Creativity, curiosity and tolerance; Self-confidence; self-efficacy and self-awareness.

Entrepreneurship skills

Planning and Organization; Lead and Delegate; Communication and evaluation; Identify risk and take responsibility for actions and decisions; Ability to work in a team and autonomously; Ability to identify strengths and weaknesses; Connect ideas and creative problem solving skills; Commitment and ability to mobilize commitment; Risk mitigation; Divergent thinking.

ENTREPRENEURSHIP EDUCATION IN PRACTICE: SHARING OF BEST PRACTICES

IUPI BIZ - PROMOTE AN ENTREPRENEURIAL ATTITUDE IN CHILDREN FROM 7 TO 9 YEARS OF AGE

Start IUPI is a project aimed at children from the 3rd and 4th School Year (8 and 9 years old), promoted by Territorios Criativos and whose objective is the development of skills and attitudes that allow widening the range of choice and which facilitate the process of building each other's dreams.

The project is divided into 5 different phases:

• **Teacher Training:** In order to give teachers the possibility to develop skills in entrepreneurship and how they can work on the theme of entrepreneurship in the classroom with their students. It's a certified training with 25 hours;

• **IUPI BE:** This program aims to help children to know their unique potential, so that they can grow with the power of choice, respecting themselves and doing what they like, living in a more fulfilling way.

• **IUPI Biz:** This program consists of a game about entrepreneurship, where participants live the value creation cycle: Product, Price, Promotion and Square. As a team, they create their own company, produce products, give them a price, create promotional strategies and finally sell their products in the market.

• **IUPI Fair:** It consists of a small fair whose main objective is to give projection to the program and promote the relations of all the participants of the different classes. At DNA IUPI Fair they can present to the community the products developed during the different sessions.

• **"Start IUPI Book - Doing Things!":** For parents and educators the book, with several activities and inspiring stories, is based on the development of seven competences (Self-confidence, Listening, Presentation, Win-win partnerships, Responsibility, Identifying opportunities, Organization and planning).

GEASLEARNING - BUILDING AN ENTREPRENEURIAL MINDSET THROUGH EDUCATION

GesLearning is a Portuguese company specialized in education services and has partnerships with various entities in emerging education areas such as entrepreneurship education, coding, educational success, 21st century education. Its team is multidisciplinary and specializes in the areas of education, pedagogy and psychology.

In recent years, this team had direct contact with teachers, schools, municipalities, inter-municipal communities and regional governments and believes in a constructivist perspective of education in which students are crucial in the process of knowledge building.

Learning happens through the action, experimentation, and motivation of every individual to discover and learn.

Today, education faces enormous challenges, the digital revolution, new forms of work and the needs of the new generation imply rethink the educational formula.

Today, educating means reshaping, adjusting and discovering new paths and challenges. Every day, GesLearning work to find better solutions that fit the future of our students today. GesLerning has extensive experience in implementing and management of educational projects for entrepreneurship.

For over 10 years, this team has implemented this type of project in hundreds of schools and with many thousands of teachers and students. This experience and recognized quality is based on high quality pedagogical content and teamwork with teachers. These are the strategic ingredients and the key to success.

In Portugal, GeaLearning is recognized as one of the leading companies in the implementation, management and operationalization of educational projects for entrepreneurship.

It is an entity recognized by the Portuguese educational organizations and is the organization that has developed more professional training in this area for teachers. Over the years, GesLearning has created hundreds of teaching kits that have been tested and validated in hundreds of schools. These contents vary from grade level to grade level and seek to promote learning through discovery and interaction.

At the same time, different project models were created where students are invited to develop their own initiatives, programs and projects so that they can develop their business characteristics.

GesLearning believe in the fundamental role of education and training as a way of promoting a business culture in different contexts, encouraging economic and social development. GesLearning professionals work with teachers/ trainers to develop and implement business education projects as well as possible, so that students can develop their skills.

● www.geslearning.com

INSPIRING PROJECT

UINNO

www.uinnoproject.eu

Up-Skilling unemployed and low skilled workers in self-centered innovation approaches, to empower their self-employability potentials through start-ups and SMEs

The **UINNO** project (2017-1-PT01-KA204-036010) is a 24 month Erasmus plus KA2 - Development of Innovation - project that aims to develop an adult training package to equip with basic skills and knowledge about innovation to primarily marginalized EU citizens (including migrants and refugees) who are potential entrepreneurs and start up creators.

The UInno training package is available at http://www.uinnoproject.eu/ in a full digital format based on eLearning pedagogies, work-based online learning, and collaboration. Its main objectives are:

Develop a culture of entrepreneurship and innovation among EU citizens
Support inclusive training initiatives and digital inclusion for all
Transparency and recognition of skillsand qualifications
Development of the EU as a knowledge-based society.

It has produced:
Collection of existing models of best practices
Digital user-centered innovation platform
Training toolbox with online tools
Adaptation and Policy Package.
.

Turning digital skills into start-up skills
for young entrepreneurs

INSPIRING PROJECT

ZOOMIN

www.training.zoomin-project.eu

The ZOOM IN project (2017-2-DK01-KA205-034386) is a 26 month Youth Erasmus plus KA2 -development of innovation- project that is focused on turning the digital skills of young people, mostly in the context of everyday life, leisure, communication, into real professional digital skills, in particular to support the phases of the creation and further development of a start-up.

The project approach is coupling digital skills 'sophistication' with start-up/entrepreneurial competences to be developed on a common playground of digital skills enhancement and start-up activation.

In this context, Zoomin provides startup support for the young, building on their digital natives' profile as an asset. In general, the project aims to facilitate:
• A more profound understanding of how digital skills and knowledge can be transformed into digital 'wisdom' for a young generation to excel in entrepreneurship and the start-up business model;
• Digital skills specialization as coupled with entrepreneurial mindsets, through targeted training;
• Deeper understanding and ability of young people to better handle their digital natives' profiles within the scope of digital economy;
• Provision of methodologies and flexible training provisions towards digital skills optimization for entrepreneurial activation of the young and beyond them.

The ZoomIn Training package is fully online at: http://training.zoomin-project.eu/en/. It has been tested in 5 successful bootcamps across the EU and it counts with a policy recommendations report.

THE INVENTORS: A NEW GENERATION OF INVENTORS

The Inventors is a school program that introduces children to the skills and tools of the 21st century.

Based on a pedagogical philosophy, the program is developed on a project basis where students are given the freedom to explore and create. It covers programming, electronics, robotics, design, rapid prototyping tools, animation, among others.

They believe that the education system must inspire students, arousing their curiosity for the creation and the quest for knowledge, as well as creating in them the confidence that they are able to create and make their imagination come true.

● www.theinventors.io
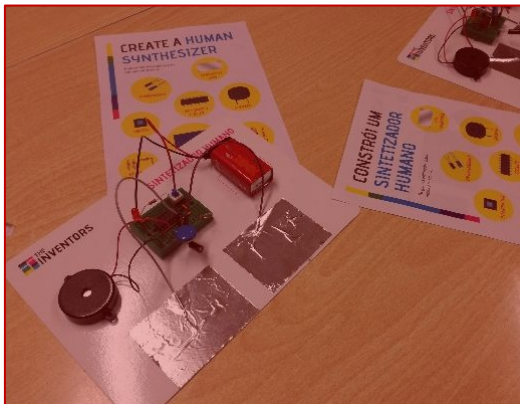
THE SCHOOL'S ROLE IN THE ENTREPRENEURIAL ECOSYSTEM

Teachers are the biggest factor in school performance of young people, yet their role is little recognized by society.

This lack of recognition leads to a demotivation of teachers, resulting in a lower quality of teaching, contributing to a higher rate of school failure. The Inspire Your Teacher's Campaign, promoted by the organization "entrepreneurial minds", through which the social mission of teachers is valued, aims to recognize and thank the role that teachers assume, so that they feel motivated and can do more and better, translating into an increase in the students' school performance.

● www.inspireyourteacher.com

BETWEIEN

Entrepreneurship Academy is a joint project of the Autonoma University of Lisbon and the company Betweien (spinoff of the University of Minho).

The Entrepreneurship Academy, with many years of experience in project implementation, with scientifically supported research, promotes the most varied projects always with the aim of promoting an entrepreneurial culture. The intervention of the Entrepreneurship Academy in the school environment provides various contents and programs, such as Entrepreneurship Workshops, Events, Teacher Training, Books and Learning Resources, Ideas Competitions, which seek to foster the development of an entrepreneurial attitude, being aimed both at students and at teachers.

● www. betweien.com

YOUTH FOUNDATION

The National Competition of Young Entrepreneurs, promoted by the Youth Foundation aims to promote qualified, creative and social entrepreneurship, fostering the generation of innovative ideas and businesses. The projects intend to foster, recognize, distinguish and reward the innovation, creativity and talent of young entrepreneurs and identify young talents through the organization of activities of proximity and relationship with the main actors involved in the education and training of young people.

The project involves the teachers in the dynamization of activities that enhance the creativity and the valorization of the talent, promoting an improvement of the training mechanisms of the young people.

● www.geratalentos.pt

CODE ACADEMY

The Kid's Code Academy intends to make children into rock-stars of coding as it prepares them for a digital society.

The platform, Blanc, helps children with ages between 6 and 12, to learn the basics skills of coding, with games, videos, exercises and many other tools. All content is based on the United Nations Sustainable Development Goals, contributing to the development of students as responsible citizens.

With an impact study developed by the Calouste Gulbenkian Foundation it was proven, that these students also improve their math and logical thinking performance, as well as the motivation to go to school.

● www.academiadecodigo.org

APPS FOR GOOD

Apps for Good is an international program based in London since 2010 and founded by Iris Lapinski. In Portugal, the Directorate-General for Education, CDI Portugal and Apps for Good launched the pilot project in January 2015.

APPS for Good is a technology education program that challenges students and teachers to develop applications for smartphones or tablets, showing them the potential of technology in transforming the world and the communities. With a design methodology, students have the opportunity to experience the product development cycle.

● www.cdi.org.pt/apps-for-good

GREEN ENTREPRENEURSHIP EDUCATION
CONCEPTS, PUBLIC POLICIES, RESOURCES AND PRACTICES

David Ramos Silva
Vice-President of Portuguese Asssociation for Environmental Education (ASPEA/Portugal)

The Portuguese Association for Environmental Education (ASPEA) has developed activities, training, didactic-pedagogical materials and projects in environmental education in Portugal, Europe and Community of Portuguese Speaking Countries. A wide field of actuation in environmental aspects has been developed by ASPEA on climate change communication and awareness, river and marine conservation, forest biodiversity, waste management (prevention, reuse, recycling and valorisation), environmental art, environmental volunteering, and environmental young reporters. From the last decade, new emergent areas were included and developed under environmental education by ASPEA, namely the circular economy, green economy and green entrepreneurship [1].

The contribution of ASPEA for the European project that promoted this handbook is related to education for green entrepreneurship, based on environmental education principles and practices. Environmental challenges have changed the economy and raise demand for new competences. The economy, markets and labour were driven to a sustainable approach for environmental concerns in current and future paths towards a low-carbon economy, clean and efficient energy. For this instance, new green jobs have increased facing the growth of green consumers and green governance.

The "Europe 2020 – a European strategy for smart, sustainable and inclusive growth" [2] defines sustainable growth as «(...) building a resource efficient, sustainable and competitive economy, exploiting Europe's leadership in the race to develop new processes and technologies, including green technologies, accelerating the roll out of smart grids using ICTs, exploiting EU-scale networks, and reinforcing the competitive advantages of our businesses, particularly in manufacturing and within our SMEs, as well through assisting consumers to value resource efficiency.

Such an approach will help the EU to prosper in a low-carbon, resource constrained world while preventing environmental degradation, biodiversity loss and unsustainable use of resources. It will also underpin economic, social and territorial cohesion.» According to the strategy, sustainable growth can't be reached if not accompanied by smart (innovation, education and digital society) and inclusive (employment, new skills and jobs, fighting poverty) growths.

From this strategy and concepts, a roadmap ""Resource efficient Europe" [3] was created to a fast transition for circular and green economy. Therefore, green skills started to be taught from green entrepreneurship approach in order to achieve a transition towards a green economy. That roadmap recognises the energy-climate-mobility and competitiveness as key factors to shift labour and markets under green entrepreneurship principles. In other words, decarbonising the economy, increasing the use of renewable sources, modernising transport sector and promoting energy efficiency.

Another new paradigm for the new green jobs is the circular economy, «where the value of products, materials and resources is maintained in the economy for as long as possible, and the generation of waste minimised and/or eliminated (…)» [4]. Hence, the circular economy will create new markets that respond to the changes in consumption patterns that move away from the concept of traditional ownership, evolving towards the use, reuse and sharing of products. In this pathway, the life cycle assessment of products and materials is fundamental from the raw material extraction, product design, production process, distribution, consumption (use, reuse, repair), waste management (collection, recycling, etc.) and reuse of raw materials (primary and secondary), water, biomass and other resources.

Green economy emerged from that package of concepts and practices in sustainable growth, resource efficiency and circular economy described above. United Nations defines a green economy as one that results in "improved human well-being and social equity, while significantly reducing environmental risks and ecological scarcities" [5].

Therefore, a green economy must be low-carbon, resource efficient and socially inclusive. Thus, the development of green competences is based on low-carbon intensity (reduce carbon emissions and air pollution), enhance energy and natural resource efficiency, preventing at the same time the loss of biodiversity and ecosystem services.

According to the European Centre for the Development of Vocational Training (CEDEFOP) [6], green skills correspond to «the knowledge, capacities, values and attitudes required to live, develop and support a sustainable society and resource efficient use.» These new skills respond to the green restructuring in services, industry, mobility, agriculture and enterprises, with existing and new producers reorienting activities towards new markets and products demand. Despite creation of new green graduations and green jobs, existing workers will also need to revise and upgrade to get these new green skills [6, 7].

The actual entrepreneurship education will build an entrepreneurial mindset if the environmental awareness and green competences are included in this path to success. There are several working areas where these new environmentally-driven competences are emerging, according to the following Table 1.

TABLE 1: POTENTIAL SECTORS FOR INVESTMENT IN GREEN ECONOMY [2-6].

	SECTOR	DESCRIPTION
INVESTING IN NATURAL CAPITAL AND ECOSYSTEM SERVICES	**AGRICULTURE**	A diverse locally adaptable set of agricultural techniques, practices and market branding certifications has grown, such as biological agriculture, fair trade, extensive meat production and related techniques and food supply good practices, ensuring the provision of food and ecosystem services on a sustainable basis. Rebuild ecological resources (i.e. soil erosion, water supply, air and biodiversity assets) by reducing pollution and using resources more efficiently (reducing water and food spoilage and loss, promoting use of biofuels). Restoring and enhancing soil fertility through the increased use of naturally and sustainably produced nutrient inputs, as well promoting the use of environmental friendly biological pesticides, herbicides and fertilisers. Reducing and promoting the valorisation of wastes and implementation of bioenergy facilities.
	FISHERIES	Sustainable fishing practices in inland capture, marine capture and aquaculture, maximising sustainable yield, through time, and conservating ecosystems and habitats. Reducing the release of greenhouse gases substituting for renewable energy supplies.
	WATER	New green technologies and treatments to access clean water supply and adequate sanitation, reducing the wastewater and increasing the water use efficiency and renewable energies from wind and waves. Biodiversity and ecosystem services conservation on water river and aquifers. Investment in smaller and local water-supply systems (desalination, etc.).
	FOREST	Efficient management of the protected forest network, increasing planted forests to ensure forestry production and climate regulation. Conservation and valorisation of genetic resources (cinegetic, medicine, etc.). Promotion of watershed services (flow regulation, water treatment and prevention of floods, etc.). Valuative investments in recreation, ecotourism, cultural services, food (honey, fruits, etc.) and drinks, forestry activities (furniture, wood processing, residual biomass-to-energy, etc.). Certification and agroforestation. Conservation and valorisation of ecosystem services, protecting habitats and biodiversity to enhance forest cover and return of payments from REDD+.
	TOURISM	Ecotourism, and green certification, is a combination of different sectors, and their respective inputs, described above and also below in this Table. Tourism sector must use environmental education practices to ensure environmental awareness, biodiversity conservation, landscape and cultural heritage preservation and research. If the tourism is sustainable and responsible, i.e. respects load capacities on rural and urban areas, then this will play a major role in enhancing local economies and employment opportunities.

TABLE 1: POTENTIAL SECTORS FOR INVESTMENT IN GREEN ECONOMY [2-6].

SECTOR	DESCRIPTION
INVESTING IN ENERGY AND RESOURCE EFFICIENCY — **ENERGY**	Implementation and development of renewable energies in power and heat generation, such as solar, wind, wave power, hydropower, geothermal, biomass, biofuels, biogas and wastes. Opportunities of development and/or investment in energy microgeneration (housing, etc.), cogeneration (combinated heat and power production), biorefineries and bioproducts, green/clean technologies and zero carbon transports, in order to enhance energy security and climate regulation by mitigating greenhouse gas emissions and fossil fuel consumption. Development of energy-smart technologies that promote also carbon sequestration.
INDUSTRY	Green manufacturing is a new vision to redesign for reducing the amount of raw materials/natural resources (water and land use, biomass, fossil fuels, etc.) needed to produce goods, through more energy- and materials-efficient manufacturing processes. In sectors as cement, chemicals products, ceramic, pulp and paper, metallurgy and mining (aluminium, iron, steel, copper, lithium, etc.), textile and leather, electrical and electronic products, there is a big potential to ecodesign processes, logistics, products and business models and systems. Based on circular economy principles (closed-cycle manufacturing and life-cycle approaches), green manufacturing will mitigate the negative externalities associated with wastes, hazardous substances and water, soil and air pollution.
WASTES	Based on circular and efficient global economy for waste sector, e.g. where the manufacturing is elaborated from life cycle, closed loop and circular system approaches, the use of materials and generation of wastes will be minimised. Therefore, an ecodesign and an innovated energy- and resources-efficient supply-chain management will be necessary to perform. New green markets have been brought up from several kinds of wastes, such as construction and demolition, end-of-life vehicles, residual biomass from agriculture and forestry, health-care waste, electronic waste, hazardous waste, packing waste, marine litter, among others. In the waste sector is important to reduce the resource consumption, reduce the quantity of waste produced through an efficient optimisation of processes, reuse of waste as long as possible, ensure a smart waste treatment adequate for each specific flow of wastes, recycling and innovative valorisation of waste into useful new products, recover energy from wastesand recover waste components. These kind of smart proceedings and green technologies will reduce the negative impacts on environment and human health. At the same time, the greenhouse emissions and soil contamination risk will be mitigated by landfill avoidance.
CIVIL CONSTRUCTION	Green buildings/civil construction is the most promising sector, like the transports, for smart and sustainable cities. This sector is facing the energy and environmental challenges with new designs and green equipment. The new construction and rehabilitation of buildings (services, commercial and residential) and infrastructures must be designed for low-energy consumption, a zero carbon building, green walls and roofs, natural light recovery, efficient heating and cooling, renewable microgeneration, among others.
TRANSPORTS	The transport sector, as well as industries and energy production, is responsible for the highest greenhouse emissions and, consequently, contributing to intensify the climate change. Fuel-efficient vehicles with zero emissions, renewable power sources, new fuel technologies for cleaner fuels, promotion of new soft mobility (bicycles, e-scooters, etc.), electric public transport vehicles, telecommunication technologies to substitute conventional transport, and new green infrastructures (ecological pavements for soft transports, ecological tracks for buses and rail, etc.) are some examples of smart and innovative pathways that can be developed in this sector. All of these opportunities will contribute to design smart planning and green cities of the future, minimising air pollution events (e.g. smog), resource and biodiversity depletion, and promoting a better public health and quality of life.

There are some projects, didactic-pedagogical resources, and online platforms of networking, communication and resource sharing on green entrepreneurship education, which will be described below.

"Projeto Rios – Une Pessoas e Une Rios", or in english **"Rivers Project – Unite People and Unite Rivers"** [8], is a long-term Portuguese Project coordinated by ASPEA in the area of social participation for the conservation of fluvial ecosystems. This project consists to adopt 500 meters of river or stream by a group of volunteers, monitoring and protecting it. The project, with almost two decades of implementation in Portugal, won several awards, one of them is the classification/award as initiative of high potential on social entrepreneurship.

"JEVE – Jovens para o Empreendedorismo Verde e Empregabilidade", or in english **"Youth Program for Green Entrepreneurship and Employability"** [9], was a Portuguese project, «(…) that aimed to support young people's efforts to find a new professional opportunity by developing entrepreneurial skills and attitudes in the green economy sector.» ASPEA was a partner in this project, responsible by production of some contents and practices for the e-learning platform and presental trainings for students, recent graduates and technical staff from employment offices.

"PEEP – Policy Experimentation & Evaluation Platform" [10] is another organisation that has cooperated with ASPEA in entrepreneurship education field. PEEP is an NGO that «supports evidence-based policymaking in education reform and economic development. [Its] mission is to drive social change through policy experimentation and evaluation.»

"Youth Start – Entrepreneurial Challenges" [11] was «the largest European policy experimentation project ever in entrepreneurship education. It promotes practical experiential learning programs [and pedagogical materials] [12] at the compulsory school level by developing an innovate, transferable and scalable program through the collaboration of the high-level public authorities of Austria, Luxembourg, Portugal and Slovenia. The practice-oriented, student-centered approach was built to foster core competencies in young people, with the aim of improving their chances in the labour market and expanding their outlook on life.»

"ECOOPE – Youth Cooperative Entrepreneurship" [13] was an European project that aimed to «(…) reduce youth unemployment (…), through (…) entrepreneurial education methodologies. (…) The project will identify best practices from across Europe, which will be incorporated into a manual on model cooperative entrepreneurial programs for secondary [and high] schools.» Through its website is possible to download: a) "ECOOPE Good Practice Guide", which includes «(…) successful and innovative cooperative entrepreneurial education methodologies and courses in Europe, both in Secondary schools and in Higher Education.»; b) «Evaluation tool for cooperative entrepreneurial education good practice programs»; c) "Guide to planning and implementing a cooperative entrepreneurship education training in Secondary Schools"; d) "Guide to planning and implementing a cooperative entrepreneurship education training in High Education Institutions"; e) "List of pre-identified initiatives on cooperative entrepreneurship education in Europe by country"; f) other materials like seminar presentations.

"CONEEECT U" [14] is an «online platform where can find or create entrepreneurship courses, events or projects.» This platform is building «(…) a global entrepreneurship network for mentors, educators, students and experts», where is possible to exchange best practices in entrepreneurship education, and «make entrepreneurship education more interconnected, interdisciplinary and international».

"School Education Gateway" [15] is a Europe's online platform for school education, which disseminates concepts, didactic-pedagogical materials, resources (reports, etc.), tutorials, courses, projects, events, webinars, ERASMUS+ opportunities, and good practices in the field of entrepreneurship education.

"HEInnovate" [16] is another European online platform targeted to higher education institutions (universities, polytechnics, etc.). It allows to access for «(…) extensive training and support materials, including practical case studies, available to support workshops and further development within the institutions.»

The European Commission published a report [17] about the state of entrepreneurship education of young people in Europe, as well as practices, potentialities, monitoring and assessment on entrepreneurial learning in youth work.

The Portuguese Directorate-General for Education produced also a guide for entrepreneurship education for teachers and educators from primary to further schools, among other several resources [18]. There is also another section for environmental education for sustainability and their resources (guide, projects, didactic-pedagogical materials, etc.) [19]. The Portuguese Ministry of Environment released, in 2017, the most important public policy on environmental education – the National Strategy for Environmental Education [20] – where are mentioned concepts, environmental thematic areas, priorities and goals till 2020, distributed over three main action axes: i) turn the economy circular; ii) decarbonise the climate; iii) valorise the territory.

All concepts, projects, didactic-pedagogical materials, online platforms and public policies on (green) entrepreneurship education must be framed in the United Nations' Agenda 2030 for Sustainable Development [21]. This new universal Agenda is composed by 17 sustainable development goals and 169 targets to urgently shift the world onto a sustainable and resilient path, according to the economic, social and environmental dimensions and the 5P's critical areas: People – Planet – Prosperity – Peace – Partnership.

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TOOLS AND RESOURCES

BY GESLEARNING

THEMATIC 1 | THE ENTREPRENEUR IN ME

DREAMING WITH MY STORY

SHORT DESCRIPTION
The activity encourages students to dream and visualize clear possibilities for their lives, making them aware of their goals. This purpose is achieved by building an image produced with collages and shared with colleagues.

SKILLS TO BE DEVELOPED
Critical analysis, self-assessment, responsiveness to suggestions and criticism, creativity, effective planning and organization.

TIME 90 minutes

COMPLEXITY ● ● ●

MATERIAL:
● Different types of magazines with a wide variety of subjects (the more varied the better)
● Flip Chart paper or other large pieces of paper A3 (one for each student)
● Colored markers
● Scissors (one for each pair of students)
● Glue stick (one for each pair of students)

OBJETIVES:
● Recognize life goals.
● Understand the importance of setting medium and long-term life goals.
● Get to know a personal planning and development strategy.

PREPARATION:
● Gather a wide range of magazines, so that you have at least two journals per student.
● Prepare Flip Chart paper or other large pieces of paper A3, one per student.
● Prepare colored markers, preferably 3 to 4 colors per student.
● Prepare a glue stick and a scissor for each pair of students.

IMPLEMENTATION:
● Begin by asking students if they have already found the answer to the question "What do you want to be when you grow up?".

● Encourage students to respond in a complete way, including the family situation they expect to have (single, married, with children, no children, etc.), the job they ambition, where they want to live, hobbies they want to practice, etc.

● After the students answer orally to these questions, tell them that it is very important to think about who we want to be in the future, because only in this way will we be able to know if, as time passes, we walk or not towards the life we wish in the future!

● Tell them that they will now have the opportunity to describe their own life story regarding the next 15 years. This representation should begin in the present, define the path that they want to go and the situation in which they intend to meet 15 years from now. Ask students to give names to the different areas of their life they wish to include in the collage and write the categories on the board. Examples of categories are: relationships, education, money, career, travel, home, property, family, business, etc.

THEMATIC 1 | THE ENTREPRENEUR IN ME

DREAMING WITH MY STORY

● Explain (while delivering the material) that this representation will be made in the form of collages and, for this, will have available a set of materials that may use:
● Flip Chart paper or other large pieces of paper A3, one per student;
● Two magazines per student, they can exchange the magazines with other colleagues in order to find elements that help them to create their history;
● A glue stick and a scissor for each pair of students;
Coloured markers, preferably 3 to 4 colours per student.

● Emphasize the fact that the collage of each person should be different and that "what is important is to include in your collage everything you want to see in your ideal life."

● Continue with the following instructions:
● "Think about what you want for your life. Ignore any limitations that come to mind. Given the purpose of this exercise, imagine that anything you want is achievable. Look in the magazines for images that will arouse your attention. If you attract that image in a positive way and want it to be part of your life, cut it out. If you do not find an image that pictures something you want, ask your classmates to help you find it."
● "Once you have the images you want, start cutting out the images so they can be put together in a way that pleases you."
● "Then paste the images onto the flip chart. Put them in the way that pleases you best. This will not be evaluated; the goal is for you to strive and create a story that makes sense."

● Give the students about 30 minutes to complete the activity.

● Walk from table to table, ensuring that they are doing the job correctly. Make comments on their collages, pointing out what you like.

● When all the students finish the collages, ask them to show what they made, describing what the images mean to them (give them 1 to 2 minutes each). After each student has presented, get feedback from the class, get them to make comment or ask questions.

● When the activity is over, suggest that students keep their collage and place it where they can see it, so they can assess whether or not they are moving towards their life goals.

DEBRIEFING:
● Ask the students what they learned from this exercise and how they thought the exercise itself related to entrepreneurship.

● Ask students what the collages convey to them and what the similarities and differences between them are.

● Ask students if they usually think about their future and how they would like it to be.

● Ask if this exercise helped them gain a better sense of how important it is to set medium and long-term goals.

● Ask how our attitudes and behaviors in the present can influence our lives in the future. How can you help us? And how can they get in the way?

● Ask students why entrepreneurs should always set medium and long-term plans.

● Conclude the exercise by saying that planning and goal setting is the key to analyse if, over time, we are developing our profile so that we can get where we want to be in the future. For example, anyone wishing to work abroad must start learning and studying languages to be prepared when there is an opportunity in their life.

● More important than identifying opportunities, is having what it takes to grab them!

THEMATIC 1 | THE ENTREPRENEUR IN ME
PEOPLE DICOVERY

SHORT DESCRIPTION
The activity is intended to be an opening icebreaker and an introduction to entrepreneurial characteristics.

SKILLS TO BE DEVELOPED
Self-evaluation, Public communication, Creativity, Initiative, Ability to get along with others

TIME 30 minutes

COMPLEXITY ● ●

MATERIAL:
● Document: "People discovery" (one example for each student)
● Document: "Entrepreneurial characteristics" (one example for each student)
● Award (optional)

OBJETIVES:
● To allow students to experience the "learning by doing" methodology.
● To let students discover the characteristics of an entrepreneur.
● To let students discover their own entrepreneurial potential.

PREPARATION:
● Copy enough "People Discovery" and "Entrepreneurial characteristics" handouts for everyone.
● Be prepared to explain rules and lead reflection of the exercise.
● If you wish, you can also get a prize for the student who finishes first.

IMPLEMENTATION:
● Ask students if they know the Bingo game, since this activity has some similarities with it.
In case some students are unfamiliar to this game, you can say that the Bingo game consists of random number extraction, in order to fill all the numbers on a card, making a line or completing the whole card, that is, doing BINGO! In this exercise, the goal is not to complete a line of squares with numbers, but with information about the people in the room, in order to make the connection to networking.

● Then, explain how the game works:
● "People discovery" handout contains a table that is divided into 16 squares.
● Each square has an accomplishment. They must find people in the room who have attained that accomplishment.

● Each square they fill in must have the name of the person and some detail of their accomplishment.
● The student can use one person no more than twice on the sheet.
● The first student to finish should yell out "BINGO" demonstrating that have finished. In a class of 30, they could fill in the whole sheet. In a group of 10, you might limit this to two straight lines (these may be vertical, horizontal, or diagonal rows).
● The first student to do "Bingo" (i.e. the first to complete the proposed task) must hand the sheet to the teacher for verification.
● The time limit is usually 15 minutes.

● Indicate, both orally and in writing, the rules as follow:
● All squares are filled with two things, specifically: a name and a detail about the respective question.
● No name appears more than twice.
● After the activity ends, spot-check a few names from the winner's sheet. Ask the person whose name is in the square to verify the information. If it is an interesting answer, ask for more detail.

● When the student who makes "Bingo" gives you the respective sheet, confirm that it is valid, namely:
● For example, you can ask Peter if it is true that he has organized a party (Peter is a name on the winner's sheet) and in case he confirms it, ask what kind of party was, verifying that it corresponds to what is on the sheet of the winning student.
● If you chose to give a prize to the first student to complete the exercise, ask the class to justify this concept. Link the giving a prize to entrepreneurship.

● The small successes that students are achieving are very important for building the self-confidence needed to meet future challenges. Therefore, the sense of accomplishment, as well as the recognition of their peers, are essential for the student who wins this activity, since they will allow the group to realize that it is worth participating in this entrepreneurial journey.

THEMATIC 1 | THE ENTREPRENEUR IN ME
PEOPLE DICOVERY

DEBRIFING:
● Ask the students how this activity relates to entrepreneurship and, more specifically, how many of the actual squares on the sheet relates to entrepreneurship.

● Select some of the squares in the document and discuss them with the students, asking, for example:

● Why is traveling between continents related with entrepreneurship?

● Entrepreneurs feel the need for adrenaline, to explore unfamiliar worlds, to know new cultures, and to interact with different people. When we leave Old Europe, a new world confronts us, allowing us to contact a reality that is necessarily different from ours. We will learn to respect different culture and habits, gain livelihood in another habitat, and be better prepared for the adversities we encounter in the business world. Hence the correlation between traveling between new continents and entrepreneurship.

● Why is achieving a dream related to entrepreneurship?

● First of all, being an entrepreneur, is a way of being in life, the desire to want to control your own course. Entrepreneurs are usually driven by this dream and not by money itself. Of course, the financial side is very important, but it is not the decisive factor that makes them move forward. Entrepreneurs know that when they achieve their dream, financial independence comes naturally. What moved Bill Gates and Paul Allen to create the MS-DOS operating system that originated the Microsoft empire was the dream of making a personal computer available in every home while challenging IBM's leadership. This dream was achieved in a university residence and even led Bill Gates to never finish his course.

● What is the relationship between entrepreneurship and winning an award for something accomplished?
One of the common characteristics among entrepreneurs is the need for achieve personal self-fulfillment, in addition to seeing their merit recognized by society. The desire to win in life and see this recognized effort is similar to the feeling of winning an award for something, so there is this same relationship between the two concepts. Entrepreneurs love being recognized by their peers, usually having a great deal of concern about their image and about how Society will remember them in the future.

● In addition, ask some questions about the activity, namely:

● How did you feel doing the activity? Retrained and shamed? Funny and uninhibited? Has the way of being changed in the course of the activity? And what influenced the way they were?

● Did you use specific strategies or techniques to complete the People Discovery. How would these relate to the world of business?

● Did you feel comfortable doing this activity?

● Did you learn anything else from this activity?

● Tell the students that these squares relate to the characteristics of an entrepreneur. Most of the class could have filled their names in most of the squares. Tell the class that we all have entrepreneurial characteristics within us. It is the goal of this course to develop these characteristics. Then, ask them to create a list of entrepreneurial characteristics. List the characteristics that students are saying on the whiteboard.

● Introduce the document "Entrepreneurial Characteristics", mentioning that it includes some characteristics that entrepreneurs may have. This list features the characteristics already listed by the class.

● It should also explain to the students that this activity is related to the communication skills, the establishment of the network of contacts and the definition of a tactic to fulfill the proposed goal in the shortest time possible. During the entrepreneurship project, these and other skills will be worked out so that one day later the students can have an entrepreneurial mindset that will enable them to overcome the transition to the world of work.

At this point, you should explain to your students that being an entrepreneur does not necessarily mean opening a business of your own, because we can all apply our entrepreneurial characteristics to everything we do, even working for others. The 3M's famous Post-It came from an idea by Art Fry, a Creative Department employee, who, to solve a personal need for bookmarks, created the Post-It. The developer who developed this idea was entitled to a significant share of the profits that this product gave to 3M, having been largely rewarded by creativity and innovation.

Therefore, this project aims to awaken young people to a new way of being, more proactive. Education so far prepares the young to be in the audience applauding the artists on stage. This program aspires that more and more young people choose to be on stage, thus reaping the fruits of a new mentality in the XXI century.
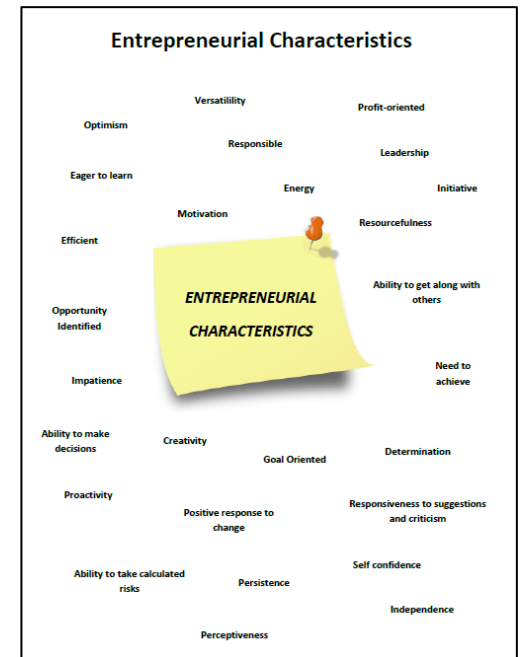
THEMATIC 1 | THE ENTREPRENEUR IN ME
PEOPLE DICOVERY

FACILITATOR NOTES:

● This activity is intended to be an opening icebreaker and an introduction to entrepreneurial characteristics. At first students might be reticent to get up and move around the class. Encourage them to do so in subtle ways, not as an order. It is also likely that they will look at each other to see how their colleagues react to what has been asked of them. In the case of no one "takes the first step," encourage them subtly to do so, but do not give them orders as it is important that they find out for themselves.

● Students will ask questions after you have given the instructions, such as: "Can I get up?", "Can I use myself?", and "Can I use you?". Avoid answering the questions, saying that you have given the instructions and that anything outside those rules is OK. You can also choose to remind the student of the rules in the beginning, repeating them without adding anything else.

● It is important to cultivate the sense of initiative in the students as well as to stimulate the creativity of the group. They must be able to make decisions for themselves and take risks, without knowing if they are in any way breaking a rule. Thus, by not implicitly telling them that they can write their own names or the names of the teachers on the sheet and that they can stand up and walk around the room, they will be given the freedom to choose their own strategy to complete the activity.

● This activity gives students the opportunity to ask simple questions to get to know their colleagues better. The questions were defined in order to emphasize the entrepreneurial characteristics present in each of us, even if this is not perceptible at first sight.
In this way, the analysis of this activity is extremely important so that the students understand the reason why these questions were formulated, as well as to know some entrepreneurial characteristics that the colleagues have. However, do not show on the conclusions of the exercise at once but when you have a winner. Lead a discussion so that the students stimulate their entrepreneurial thinking and to encourage them to always share their opinions. When you already have a meaningful bunch of comments, take a look at all the main ideas, concluding the activity and synthesizing the message of the activity.

● This activity is short and is usually noisy. It is sometimes hard to get the students to be quiet at the end. Try to capture the attention of the students, so that they enjoy in the best way the entrepreneurial content that this activity reports.stage, thus reaping the fruits of a new mentality in the XXI century.

Changed or customized an object / piece of clothing:	Taking the initiative to talk to someone in an unfamiliar environment:	Tasted an unfamiliar dish:	Made part of a student association:
How?	With whom? In what situation?	Where? Which?	When? What role did it play?
Fought for something I really wanted:	Has a business idea they would like to pursue:	Been voluntary for a social solidarity:	Traveled across the ocean:
What?	What was it?	Which cause?	Where? When?
Has worked:	Fulfilled a dream:	Researched a subject without being asked:	Won an award for achievement:
Where? What did he do?	What was it? How did it happen?	Which? Why?	What was it for?
Saved money for something they really wanted:	Practiced a collective sport:	Succeeded at something after failing first:	Organized a party:
What was it?	Which?	What was it?	When? What type of party?

Entrepreneurial Characteristics

Versatility · Profit-oriented · Optimism · Responsible · Leadership · Eager to learn · Energy · Initiative · Motivation · Resourcefulness · Efficient · Ability to get along with others · Opportunity Identified · ENTREPRENEURIAL CHARACTERISTICS · Need to achieve · Impatience · Ability to make decisions · Creativity · Goal Oriented · Determination · Proactivity · Positive response to change · Responsiveness to suggestions and criticism · Self confidence · Ability to take calculated risks · Persistence · Independence · Perceptiveness

THEMATIC 1 | THE ENTREPRENEUR IN ME
THE ANATOMY OF AN ENTREPRENEUR

SHORT DESCRIPTION
The activity works the entrepreneurial characteristics so that the students know them better. To do this, the students (in group) should make a representation of them by drawing.

SKILLS TO BE DEVELOPED
Ability to speak, Ability to communicate, Ability to express, Creativity, Initiative, Innovation, Organization, Decision-making, Teamwork

TIME 50 minutes

COMPLEXITY ● ● ●

MATERIAL:
● Document: "Entrepreneurial Characteristics" (one example for each student)
● Flip Chart paper or other large pieces of paper A3 (one for each team)
● Colored markers
● Tape or adhesive suitable for putting on walls

OBJETIVES:
● To allow students to express themselves about entrepreneurial characteristics.
● To get students to get a deeper understanding of the role entrepreneurial characteristics play.

PREPARATION:
● Copy enough "Entrepreneurial Characteristics" handouts for everyone.
● Have flip chart paper or other large pieces of paper A3 (one per team).
● Have enough markers (4 colours for each team) so that each group has access to a variety.

IMPLEMENTATION:
● Ask students what characteristics they think an entrepreneur might have and list the characteristics the students identify.

● Introduce the handout "Entrepreneurial Characteristics", mentioning that it includes some characteristics that entrepreneurs may have. This list features the characteristics already listed by the class.

● Explain to students that they now have the opportunity to express artistically what they have learned in the class so far.

● Divide the class into groups of four (or up to six if you have a large class). You should do this randomly. One interesting way to do this is to ask them to line up across the room by the order of their birthday in the year, with January 1st at one end and December 31st at the other. The catch is that they cannot to talk as they do this. After they have lined up, ask them to number off by (choose as the number the number of groups you want to have). This prevents students from getting together in their favorite groups and allows them to work with others.

● Give to each group flip chart paper (or an A3 piece of paper) and colored markers.

● Tell students that they are going to draw a picture that represents the anatomy of an entrepreneur. On the drawing, they must be explicit about associating specific elements of the picture with specific entrepreneurial characteristics. As an example, they could draw a person, and then label the eyes with opportunity identified. Explain that they do not need to draw a person, nor does the drawing need to be realistic. They can draw what they think best allows them to represent the entrepreneurial characteristics.

THEMATIC 1 | THE ENTREPRENEUR IN ME
THE ANATOMY OF AN ENTREPRENEUR

IMPLEMENTATION:
● Emphasize the fact that it is one drawing and not several loose drawings with no connection between them. Ask them to now think in their group about their drawing, realizing that they need to come to consensus, that no-one should dominate the group. They should then make their drawing and label the parts of the drawing with the characteristics of the entrepreneur.
For example, if you choose to draw an eagle, you may explain that the eyes represent the identification of opportunities, the claws symbolize determination, and so on. If it is a Ferrari, the driver represents the lead, the engine indicates the energy, the wheels symbolize the flexibility, and so on.

● Walk from table to table, ensuring that no one person is dominating, and that they are doing the job correctly. This should be fun, so make sure they are enjoying this. Make comments on their drawings, pointing out what you like. Ask questions to ensure they understand the activity.

It is likely that some groups have difficulty choosing a design or assigning characteristics to it. If they cannot choose a drawing, try to show them possible drawing categories instead of giving them a specific drawing (for example, they can draw transport, landscapes, animals, objects, public figures, buildings, etc.).

If students already have a drawing but have difficulty in identifying characteristics, select some parts of the drawing and ask them what they think this part symbolizes. In any case, seek to assist them in an indirect way, without giving them all the answers they seek, in order to enhance students' entrepreneurial mindset.

If a group says they have finished but find that they still have a few characteristics, ask them to write a few more, giving them, if necessary, some tips.

● Ask the students as a group to come to the front of the class and present their drawing. They should post their picture on the wall. They must all take turns in the presentation, with everyone involved.

Always ask which group you want to come forward without indicating a particular one. This simple gesture of not choosing group A or B allows to inspire in the students the spirit of initiative. It is important that they feel throughout the project that they can take the initiative without anyone imposing them when they should take action.

If there is resistance in advancing to presentations repeat the question "who do you want to come forward?"
As often as necessary, stating that everyone will have to present.
After each group has presented, get feedback from the class, get them to make comment or ask questions.
Lead the applause at the end of each presentation and question period.

The applause has the function of transmitting to the students the feeling of accomplishment and to contribute to the increase of their self-confidence, especially of the more introverted ones when it comes to speaking in public.

Bear in mind that all the teams should have posted their picture on the wall at the end of the activity.

REVIEW AND REFLECTION:
● Ask the students what they learned from this exercise. Ask how they thought the exercise itself related to entrepreneurship.

● Draw the conversation to the fact that they each have many of the characteristics on the drawings.

● Ask how this method of learning might relate to the way's entrepreneurs learn. (Group work, Trying new things, not afraid of failure)

● Ask how they organized and worked as a group. They must conclude that entrepreneurs are different and therefore should seek to work with individuals who have different characteristics from their own in order to complement each other.

THEMATIC 2 | ENTREPRENEURIAL IDEAS
CONNECTING THE DOTS

SHORT DESCRIPTION
The propose of this activity is to make students aware of the concept of "Stepping outside the Box" by connecting the 9 dots with as few strokes as possible and without lifting the pen from the paper.

SKILLS TO BE DEVELOPED
Capacity for reflection and critical thinking, Problem solving

**TIME** 15 minutes

COMPLEXITY ● ●

MATERIAL:
● Document: "Connecting the Dots" (one example per student)

OBJETIVES:
● Accomplish a creative exercise.
● Introduce the concept "think outside the box"..

PREPARATION:
● Copy enough "Connecting the Dots" handouts for everyone.
● Study the solution to guarantee that you feel comfortable with the several forms of resolution.
● Before introducing this activity to the students draw in the chart nine points, as shown in the following figure:

● ● ●

● ● ●

● ● ●
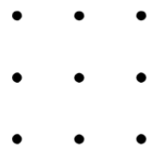
IMPLEMENTATION:
● Explain that you are going to ask them to do a task that will get their creative juices going. They must do the task on their own, not in groups or pairs.
● Explain that they must connect all the dots using no more than four straight lines without lifting their pen from the paper.
● Give each student the handout "Connecting the Dots".
● Ask them to inform as soon as they come up with a solution.
● When the first student come up with a potential solution, the teacher should check it to ensure it meets the rules.
One of the possible solutions is as follows:
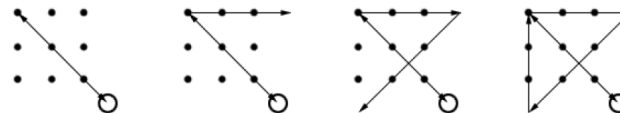
However, this scheme can be started at any of the four corners, following the same logic to connect all the dots.
As students are finishing, ask each of the students to turn the page down so that colleagues will continue to try to solve it without being manipulated by the solution.

● At the end of the activity, present the solution to the class (even though not all have finished):
● If there were students to solve it, ask the first student who did it to solve the puzzle on the board.
● If nobody can find the solution, show and explain it on the board.

REVIEW AND REFLECTION:
● Ask students what kind of difficulties did they have experienced in solving the proposed puzzle.

● Mention that most students could not find the solution because they saw the points as a square.
This mistake is often committed. Those who try to solve this puzzle imagine that the points are forming an imaginary square and think of a solution within that square.
Anyone who leaves the limits of this imaginary square can usually discover the solution to it, meaning that looks beyond the "box".

● Ask students what they consider is the message to take out from this short activity.

● Explain that the message of this activity (which the students should keep in mind from now on) is that one must look creatively and enterprisingly at things, going beyond what is obvious and simple. So, students should begin to see and think beyond their limits, coming out of their "box."
Entrepreneurship consists of this: being bold and take calculated risks! Do not be stagnant in what is evident, but always look for more and more ...

THEMATIC 2 | ENTREPRENEURIAL IDEAS
INTRODUCTION OF "ENTREPRENEUR FOR A DAY"

SHORT DESCRIPTION
This activity presents the "Entrepreneur for a day" activity by explaining to the teachers what is wanted from the students and what the rules are. The presentation can be made using a video where photographs of previous editions are taken.

SKILLS TO BE DEVELOPED
Argumentation, Motivation, Organization

TIME 15 minutes

COMPLEXITY ● ● ●

MATERIAL:
● Video: "Entrepreneur for a day"
● Computer
● Video projector

OBJETIVES:
● Introduce the activity "Entrepreneur for a day".
● Give students the opportunity to think about their own business.

PREPARATION:
● Prepare a video projector and a computer to design the video "Entrepreneur for a Day".
● Set a day and the respective time for your students to develop the activity "Entrepreneur for a day".
● Disclose the activity "Entrepreneur for a day", as well as the request for authorization (if necessary) from the different parties: School Direction, School Community (students, teachers and employees), Education Officers, City Hall, Police, etc.

IMPLEMENTATION:
● Tell students that they will have an activity called "Entrepreneur for a Day", in which they will develop their own business.

● Explain that this activity consists of implementing a small business, so students will even start, develop and finish a business during a morning or afternoon.
This activity will not be a mere exercise, nor will it be just a business among students. Students will be on the street/place selling their products or providing their services, in order to come up with the possible steps and scenarios, just as the entrepreneurs.

● At this point you may see quite different reactions in the class. You may come across students who find the idea very interesting and show some enthusiasm, while others will be frightened, thinking it is ridiculous or the teacher is playing.

● Communicate the date and time for this activity previously.

● Design the video "Entrepreneur for a day", in order to present the activity that will take place and give some examples of business already done in Portugal within the scope of this initiative.

● As the video goes on, deepen the information on it, based on the following points:

1st PART: WHICH IS?
Tell the students that they will have the opportunity to be entrepreneurs for a day, performing a fun and dynamic activity, which will be one of the most exciting activities they will have throughout the project. Note that this activity has been carried out several times and in different parts of the world, both by younger people and by older people.
Note that this video shows the rules of this activity and also some examples of business already developed in this context.

2nd PART: INSTRUCTIONS
Clarify the rules of the activity, namely:
● Work in team (2 a 3 elements): Business must be developed in groups of 2 or 3 elements. Groups not too large are not advised, so that the work does not fall on only a few members of the group.

● Develop a business for 3 to 4 hours: The business must take place during a morning or an afternoon, never taking less than 3 hours, as this period of time is insufficient to achieve the objectives of the activity. If students are able to sell the entire stock of their product before the end of this period, they must provide more stock to continue the business if it is a business in which it can be quickly replenished.

● Plan to achieve profit, despite the goal being to learn
The purpose of this activity is not to make a profit, but to learn from your own experiences. However, businesses will have to be prepared and planned to succeed. To this end, students should devote some attention to preparing their business.

● Do not use lotteries or games
It is not intended that the business of students consists in the performance of games of chance and chance, such as card games, raffles, among others. It is objective to have an exchange of a product or service for a certain monetary value.

● Do not develop illegal activities
The deal cannot focus on the sale of illegal products such as pirated CD's or DVD's.

THEMATIC 2 | ENTREPRENEURIAL IDEAS
INTRODUCTION OF "ENTREPRENEUR FOR A DAY"

● Be careful about the location of the business and not interfere with existing businesses
The business that students will develop should not interfere with businesses of the same nature that exist in the place they are going to be. For example, if they are selling cakes and juices, they should not place the bank at the entrance to a pastry shop.

● Try to do something different that has never been done before
There is no obligation to do something innovative. However, if students opt for something that has never been done before, thus escaping traditional and vulgar business, they will be more likely to succeed, given the novelty of the product / service.

● Do not invoke charity as a method to sell
Students may not sell their products or provide their services by referring to the funds raised in favor of a cause of solidarity. However, if at the end of the activity they decide to donate the profit obtained to a particular institution, they can do so.

● Have fun!
This activity aims to combine learning with fun, so students should make the most of it.

3rd PART: THE CHALLENGE
This part of the video shows some business images already made under this initiative.
For example: sale of flowers, sale of cakes and juices, sale of sweets, sale of jewelry, blood pressure measurement, car washing, etc.

4th PART: CONCLUSION
Complete the presentation of this activity by leaving a message of encouragement to the students, based on the quotation present at the end of the video.
They should therefore begin to think of business ideas they would like to implement, as well as choose the groups with whom they would like to develop the business. In the next class they should already have definite ideas for the business planning.

NOTES:
If you feel that some students are more disheartened or apprehensive about the activity, try to encourage them by saying that it will be fun and that they will be there in the day to support them.

THEMATIC 2 | ENTREPRENEURIAL IDEAS
WALT DISNEY PROCESS

SHORT DESCRIPTION
The purpose of this activity is to make students more aware of the creative thinking process by introducing the tool "Disney Brainstorming Method" inspired by Walt Disney.
In groups, students can apply this process in order to generate ideas for a given object.

SKILLS TO BE DEVELOPED
Ability to analyze the assessment of situations, Ability to communicate effectively, Argumentation, Creativity, Ability to make decisions

TIME 60 minutes

COMPLEXITY ● ● ●

MATERIAL:
● "Walt Disney Process" presentation
● Computer and Projector
● Flip Chart paper or other large pieces of paper A3 (one per group) and Colored markers
● Object for the brainstorming process (one per group, being the same object for all groups) - for example: plastic cups, CDs, etc.

OBJETIVES:
● To get students to know and understand the brainstorming process.
● To get students to think of different ways to come up with ideas.

PREPARATION:
● Prepare a projector and a computer to display the "Walt Disney Process" on the wall/white board.
● Choose an object to generate ideas. This object should be small and simple. It is up to the teacher to choose an equal object for all groups.
● Using the object that you choose, define a history that explains why the object can no longer be used. In the implementation of the activity are some examples of possible scenarios.
Based on the number of students in the class, understand how many groups you can form, considering that the total number of groups should be a multiple of three. Groups should have between 3 to 5 elements.

IMPLEMENTATION:
● Ask the students if they know the meaning of "brainstorming".

● The heterogeneity of the group is important to obtain varied ideas.

● Explain to students the rules they should keep in mind during a brainstorming process:
● No restrictions or criticism: none of the ideas should be rejected or judged as wrong or illogical. All ideas should be heard and noted. In the process of generating ideas should ignore the importance of the them, its usefulness and applicability, since at this level all ideas are valid.
● "Fantasyland": any ideas that come up should be recorded without prejudice and without fear of being evaluated. The inhibitions must be left behind.
● Quantity is required: the more ideas you generate, the more likely you are to come up with a good idea. Quantity ends up generating quality. Quite often your last ideas are the best ones.
● Synergy and improvement are important: ideas must be built and rebuilt based on their own ideas and the ideas of others.

● In addition, explain that this process of reflection goes through phases, so there are many phases in which there are many ideas, as there are phases in which ideas arise slowly. When the process slows down, it is a good time to review the ideas generated so far and to work on them or construct others from the existing ones.

● Split the students by the number of groups previously determined.
Remember that in this activity it's necessary that the number of groups be a multiple of 3 (there must be, for example, 3 or 6 groups).
You should do this randomly or through a dynamic selection.

● Put on each table a Flip Chart paper or other large pieces of paper A3, a few colored markers and the previously chosen object (without explaining for what will be used).

● Expose students to the problem they face, telling the story associated with the object.
For any chosen object, it should be outlined a problem, either because it is out of fashion, for health reasons, for the evolution of a certain technology or for any other reason.
All groups represent a company that manufactures this object, which has large quantities of it in the warehouse, so the group should try to find solutions to dispose of this stock.

THEMATIC 2 | ENTREPRENEURIAL IDEAS
WALT DISNEY PROCESS

IMPLEMENTATION:

Here are some examples of potential scenarios:

- Plastic cups:

A decree-law recently approved states that the plastic used in the manufacture of glasses has a health-damaging component when placed in contact with liquids.

In this sense, they must try to sell 1,000 boxes of plastic cups they own in stock.

To do this, they should look for different utilities to assign to the plastic cups, knowing that people cannot drink liquids from these glasses.

- Give the students 10 minutes to make a brainstorming process and create at least 25 ideas of alternative uses for the object they have. Remind them about the rules previously explained.

- During the 10 minutes refer to how many minutes are left to complete the exercise.

Walk from table to table, ensuring that they are doing the job correctly. If you find groups discussing and evaluating ideas, you should remind them that this goes against the rules of brainstorming.

You can also instill a bit of competition between groups, telling them that the other group already has more ideas than they do.

Whenever a group feels they cannot find more ideas, set a small goal for the group, asking them to come up with ideas (see how many ideas the group has and ask for more ideas to encourage them to push their limits; for example, if the group has defined 12 ideas, ask them to reach 15).

- Rotate the Flip Chart paper, in clockwise direction, between groups (you must rotate the sheets between each set of 3 groups).

- In this second phase of the activity, ask the students to select the 5 best ideas from the list in front of them (they should be marked in a visible way: using another color, underlining, circling, etc.).

- Again, rotate the Flip Chart paper, in clockwise direction, between groups (you must rotate the sheets between each set of 3 groups).

- Then, present the 3rd phase of the activity. In this phase the groups should only look at the 5 ideas selected in the sheet that are ahead and choose, from the five, the idea that they think is the most appropriate for the company to follow.

- Again, rotate the Flip Chart paper, in clockwise direction, so that each group has its initial sheet back.

- Ask the groups to look at their worksheet to check which ideas are selected and which idea is chosen by another group.

- Ask the following questions:
- What was the idea chosen?
- Do you all agree with that choice?
- If not, what idea would they have chosen? Why?

REVIEW AND REFLECTION::

Debate with the students the activity, in order to reflect on the three moments experienced and their importance.

They should reach the following conclusions: This activity goes through a path that starts with the elaboration of a diagnosis, then goes through a process of analysis and ends with an evaluation moment, each step being constructed based on the previous step.

The following paragraphs give a more detailed explanation of each moment.

- 1st MOMENT

It consists of a brainstorming exercise, in which you want to create as many ideas as possible. At this stage one should not place imaginary barriers, but rather dream and widen horizons, leaving what is obvious. The goal is to promote the "thinking outside of the box" in search of solutions for the identified problem.

On the other hand, team work allowed for a more completed and varied list of ideas than if they had worked individually, because "two heads are better than one".

- 2nd MOMENT

A selection of ideas was made from the first list of ideas using the criteria defined by the members of the group. They may, for example, have selected the ideas that they thought were the most innovative or creative.

This phase is intended to choose the most promising ideas, selecting those that may be workable, starting from a wider list.

- 3rd MOMENT

It is an evaluation phase, working on a list of potential solutions.

This phase requires more rigor, more detail and greater care in the analysis of the ideas previously selected, so that the evaluation criteria are more exhaustive than the criteria used in the selection.

It is the objective of this phase to choose the ideal solution for the exposed problem.

THEMATIC 2 | ENTREPRENEURIAL IDEAS
WALT DISNEY PROCESS

REVIEW AND REFLECTION:
● After the brainstorming process is completed, ask students what name they would assign to each of the three phases of the process.

● Complete the exercise contextualizing the brainstorming process at the same time as you reveal the name of the different phases. For this, display the presentation "Walt Disney Process". During the explanation of the brainstorm process it is important that the following ideas be conveyed:

● The creative thinking carried out is called the Walt Disney Process, due to the film producer Walter Elias Disney (1901-1966). He has stated that to generate an idea it must go through 3 phases, which he named:
● The dreamer
● The designer
● The critic

In this method, the group of people use a specific thinking flow which builds parallel thinking that can be used to generate, evaluate, critique ideas and solve problems.

Each stage represent a style of thinking and it should be applied in the same sequence as below:

The dreamer
Usually, any creative idea starts with a dream full of passion and enthusiasm. In this Disney Creative Strategy, the first stage allows the team to share their dream without any restrictions or criticism. People are usually confronted with questions like "What if?" Or "How do I do this?". The Dreamer's stage thus represents the "child in us" for a child is not afraid of what others think and rarely avoids uttering words or ideas. During this phase people should "think outside the box". This helps to build a pool of creative ideas. Some of these ideas are viable and others are not. Determining the viable creative concepts comes later as a result of the second and third thinking styles.

The designer
Now, subsequently, follows the realist style. It's time to switch the place and mode to think in a more logical planning style. Based on the first stage, the goal now is pretend that the dream is possible and start putting plans to achieve it. The plans aim to turn the imaginary ideas into a manageable action plan. During this stage all the thoughts should be constructive and target turning the idea into a real plan.

The detailer
After having an action plan to turn the idea into reality, the critic thinking mode tends to discover the barriers of applying the idea and how to overcome it.

● During this phase it is important to provide a constructive critique, based on specific criteria's, for the idea in order to find the weak points and solve it in the final solution.

● Ask students what they consider the positive and negative aspects of Walt Disney's process.

● Ask whether they would rather have been the ones to choose a solution for the featured product or if the Disney Creative Strategy helped choose ideas and overcome it in the final plan.

● Conclude the activity by saying that anyone has ideas, since they come naturally. The trickiest question is to move from idea to practice.

THEMATIC 2 | ENTREPRENEURIAL IDEAS
WALT DISNEY PROCESS

BRAINSTORMING:

Process for generating creative ideas and solutions through freewheeling group discussion. Every participant is encouraged to think outside of the box and suggest as many ideas as possible, no matter seemingly how strange.

When we are generating ideas:
- We identified problems;
- We put obstacles;
- We judge ideas
- We think "this would not work"

Instead of getting the idea as something new and creative

Our Brains were instinctively evolved to think, categorize and judge quickly!

So we need a method that can detached Brainstorming of Judging Ideas

WALT DISNEY PROCESS:
PHASE I – THE DREAMER

Walt Disney used to have three rooms in his home to generate ideas: each of them had a specific role.

This phase was performed in the bedroom, because the room is the space to dream and to explore ideas

At this stage a brainstorming activity should be carried out, generating as many ideas as possible without analyzing, evaluating, criticizing or judging them. We must make known the child within us, since the children say everything they want without fear of being criticized.

. Draw ideas from each other, dreaming together;
. Do not block thoughts or suggestions;
. Keep in mind that "no idea is a bad idea";
. Think outside the box!

PHASE II - THE DESIGNER

This phase was performed in the dinning room, representing reality, because it's a space for reflection and to find alternatives to improve the ideas from the dreamer.

The designer has the function for analyze the ideas by turning them from imaginary into a manageable action plan.

. Analyze ideas with the attitude "that its possible"
. Focus on the project or problem;
. Always try to improve your ideas;
. Try to change some of the variables or include new ones;
. Do not give up on the idea right away, but by persistent, questioning "how can I make this possible?"

PHASE III – THE DETAILER

This phase was carried out in the Kitchen, since is a phase that requires attention and expertize and is therefore a place to apply a critical look at ideas, looking for the faults of each one and finding the ideal solution for the problem under analysis.

The detailer serves as a filter or stimulus to detail and refine ideas more and more. With the critical eye we see and detail, so that we are not influenced by the dreamer. It's then important to distance yourself and evaluate the ideas in detail, ascertaining whether the idea will be interesting or attractive to achieve your goal.

. To play the role of problem solving, considering potential problems and possible solutions for them;
. Evaluate ideas systematically;
. Raise questions like " Is it worth developing the idea?", "Is it good to continue?", "Will it bring results?"
. Focus on strategy and decision making.

THEMATIC 2 | ENTREPRENEURIAL IDEAS
THE CHALLENGING TRIANGLE

SHORT DESCRIPTION
To look carefully, attentively and creatively is what is required in this activity, so that the students, individually, can solve the enigma presented: identify how many triangles are present in the presented image.

SKILLS TO BE DEVELOPED
Capacity for reflection and critical thinking, Problem solving

TIME 20 minutes

COMPLEXITY ● ●

MATERIAL:
● Document: "The challenging triangle" (one example per student)
● Document: "The challenging triangle – Solution" (for teacher's consultation)

OBJETIVES:
● Accomplish a creative exercise.
● Introduce the concept "think outside the box".

PREPARATION:
● Copy enough "The challenging triangle" handouts for everyone.
● Study the "Triangle Challenge - Solution" document to make sure you can identify all of the triangles in the image.

IMPLEMENTATION:
● Introduce the handout "The challenging triangle", explaining that they should try to solve the puzzle individually, in order to develop their capacity for reflection and critical thinking.
● Walk from table to table, while the students perform the activity, stimulating the creative thinking of these, for it certainly will not be the first that come to the solution of the enigma.
● At the end, present the solution by drawing the image on the board and showing which different triangles can be identified.
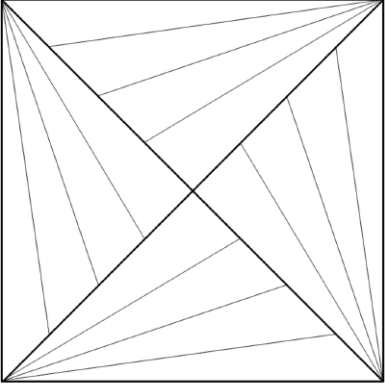
IMPLEMENTATION:
● Mention that most students could not find the solution because they saw only the simplest triangles to identify. It is necessary to widen horizons and look deeper into the image to be able to find the triangles formed from others.
● Explain that the message of this activity (which the students should keep in mind from now on) is that one must look creatively and enterprisingly at things, going beyond what is obvious and simple. So, students should begin to see and think beyond their limits, coming out of their "box."
● Entrepreneurship consists of this: being bold and take calculated risks! Do not be stagnant in what is evident, but always look for more and more ...
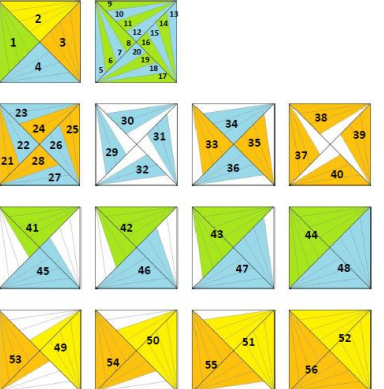
NOTES:
● Do not give too much time to solve the puzzle, as this is just a motivational activity for students.

How many triangles are there in this image?   In the image there are 56 triangles

THEMATIC 3 | TAKING CARE OF THE BUSINESS
BUSINESS CLOSED

SHORT DESCRIPTION
The activity intends to reflect and analyze the businesses carried out by the groups. In a first phase, the students will talk about their experience, approaching different aspects and in a second phase the financial survey of the numbers of the business (investment, sales and profit) will be made..

SKILLS TO BE DEVELOPED
Ability to analyze and evaluate situations, Ability to communicate, Ability to express themselves, Ability to reflect, Understand financial concepts

TIME 70 minutes

COMPLEXITY ●

MATERIAL:
● None

OBJETIVES:
● Know how each group experienced the challenge of implementing a business.
● Analyse the business aspects of the "Entrepreneur for a Day" activity.
● Find if the business was successful taking into consideration the profit obtained when compared to the investment made and the costs incurred.

PREPARATION:
● Recall the businesses implemented by the students in the "Entrepreneur for a Day" activity, in order to contribute to their analysis.
● Draw the following table in the blackboard (the table should have as many rows as the number of businesses in the class):

BUSINESS	INVESTMENT	SALES	PROFIT
TOTAL			

IMPLEMENTATION:
● Now that the businesses are developed, it is time to reflect on them, trying to understand the aspects that led to their success or failure.

● Ask each group to share their experience in more or less 5 minutes (it is important that all members of the group talk).
They can talk about several aspects, from the choice and preparation of the business to the implementation itself, being able to share feelings, fears, curiosities, funny moments, group functioning, among others. In short, each group should tell its business story.

● In addition, each group must fill in one row of the table, indicating:
○ The name of the business; > The amount of the investment; > The amount obtained from sales; > The profit obtained (SALES - INVESTMENT)

● Pay attention to the duration of each presentation, without letting students exceed too much the time, which might be the case for some more enthusiastic groups.

● At the end of all presentations, fill the rest of the table, adding:
○ The total investment of the class; The total amount of sales of the class; The total profit earned by the class

● Ask the students to make some comments about the business done, remembering the stories of each group and observing the table in the blackboard.
If any group got losses (the amount of sales was not enough to cover the investment), try to understand, with the students, why this business might not have worked.
Some of the hypotheses that led to this outcome might be:
> A badly chosen place; Inappropriate Product; > Exaggerated product quantity; > Wide variety of products; > Poorly worked / prepared product; No publicity / advertising of the business; > Unattractive business presentation.

● If, on the other hand, a group has managed to obtain a very high amount of profit, try to understand what the main reason was.
Here are some options for this situation:
> Innovative product / service; Location well chosen; > High amounts of product; > Proper publicity and dissemination of the product / business; > Entrepreneurial profile of the group elements when approaching the client

● Ask students what they did with the money they were able to earn and whether their fate was decided before or after they earned it.

REVIEW AND REFLECTION:

● Do a global analysis of the activity, and you may mention some of the following suggestions:

● Interesting aspects that were observed during the practical activity, such as: presentation of the product, presentation of the stand, presentation of the elements of the group, approach to the client, strategies of sale, advertising, promotions / offers, prices, chosen place, among others;

● Cases that caught your attention, such as groups that invested little and profited a lot;

● Overall analysis of the table, concluding if most of the groups made profit or had loss in this activity, pointing out the main reasons for this situation.

● Ask students what they would do differently if they repeated this experience of implementing a mini-business.

● Ask them what they learned from this activity, on two levels: what they learned about themselves and what they learned about business.

● Finally, ask students what aspects should be considered when building a real business, based on the conclusions they draw from their mini-businesses. Some of the conclusions that may be mentioned are: presentation and quality of the product, price of products, competences of team members, location, definition of the target audience, competition, among others.

NOTES:

● When students are telling their stories, let them do it as they see fit, let them decide what aspects they find interesting to share with the class.

● If you have more introverted groups that are struggling to find ways to tell the class, try to help them by suggesting some topics. The following list presents some ideas to help those groups:
. Description of the business, specifically referring to the products for sale or services rendered;
. Reason for choosing that business idea;
. Tasks performed by each group member (in the preparation and implementation of the business);
. Reasons why they think the business went well / badly;
. Difficulties felt;
. Description of the first sale made;
. Best customer;
. Funny / curious situations;
. Reaction to customers' "no";
. Competition from colleagues.

● In the end of the activity you may display the pictures taken to the class' businesses (if they exist and if you have them available).

THEMATIC 3 | TAKING CARE OF THE BUSINESS
ENTREPRENEUR FOR A DAY

SHORT DESCRIPTION
This is a relevant moment in which the business prepared by students is implemented. These are mini-businesses, to be held during a morning or an afternoon, but they are real businesses done outside of school.

SKILLS TO BE DEVELOPED
Autonomy, Ability to take risks, Entrepreneurship, Interaction with others, Organization, Resilience, Responsibility, Teamwork

TIME 3 - 4 Hours

COMPLEXITY ● ● ● ● ●

MATERIAL:
● Document: " Entrepreneur for a Day " (completed in the previous activity)
● Camera (optional)

OBJETIVES:
● Develop a real business in small groups

PREPARATION:
● Review the table in the document "Entrepreneur for a Day", which was previously filled, and which contains information regarding all the students' businesses.
● Check where all the groups are located and decide the best route to take to visit them all.

IMPLEMENTATION:
● Go to each group, knowing that you should visit them all.

● Ask students how they are feeling and how the business is developing. In each business, observe, during some time, what the group is doing:
. How do you find them (satisfied, motivated, unmotivated, restless, etc)?
. What products do they sell or what services do they provide?
. What is the variety and quantity of products?
. What are the prices?
. What tasks does each element play?
. What techniques have been chosen to approach the client?
. What are the existing advertising methods (posters, brochures, etc.)?
. What interesting details do you observe (specific clothing, offers made, careful packaging, etc.)?
. How do they work as a team?
. Other aspects that you consider relevant.
If possible, photograph students' performance throughout the business, without forgetting to take a picture of each group (all members of the group with their business).

● You can choose to make a purchase in each business to motivate students, especially those who are being less successful.

● Wish them good luck to continue their business and move on to another one.

NOTES:
● Do not spend too much time in each business, so you can visit them all, despite the usual tendency.

● Observe and pay attention to what the students do, so that the reflection and analysis of this practical activity is not based solely on the testimony of the students. In the reflection, it is important that, even in cases of failure, you can convey to the students the strengths and the lessons learned from this experience.

● If the business is not going very well, try to motivate students and encourage them to seek solutions to their problems, in order to improve the business or encourage them to move to a "plan B", rather than giving up.

● If the business is going well and the students have sold the entire stock before finishing the activity, encourage them to buy / make more products (if it is possible to refill the stock at the moment) and to continue their business for some more time.

● Try to challenge the students as this will encourage them to apply more and, consequently, to achieve a better performance.

● Keep in mind that the success of this activity is not the profit students make in their business, but rather what they learn, as this whole process is a learning opportunity.

THEMATIC 4 | COMMUNICATION AND MAKETING
60 SECONDS ON THE STAGE

SHORT DESCRIPTION
The activity intends to improve the communication skills, improvisation and time management, since each student will have to take a minute to talk about a certain subject that he is currently aware.

SKILLS TO BE DEVELOPED
Ability to argue, Ability to communicate, Public communication

TIME 50 minutes

COMPLEXITY ● ● ●

MATERIAL:
● Document: "60 seconds on the stage" (one copy per class; cut cards)
● Chronometer

OBJETIVES:
● Train the ability to argue.
▢ Develop students' communication skills.

PREPARATION:
● Place the cards on a table facing down, so that students do not know its content..

IMPLEMENTATION:
● Explain to the students that each one of them will have to talk about a certain topic, without previous knowledge of it. The card should be chosen randomly.

● Each student should get up (one at a time), withdraw a card (without choosing the content of the same) and speak for 60 seconds on this subject.

● Students must take a whole minute, they should not speak less than this time.

● Ask who wants to start and let the students take the initiative to get up after one of their classmate finishes.
Do not let them think too much about what they are going to say, because they should be able to improvise about it.

● At the end of each presentation, give some encouraging words to the student and make some constructive criticism.

NOTES:
● Ask students if they found it difficult to talk about something without previous knowledge, while keeping the speech flowing for 60 seconds.

● Discuss with students the important things to keep in mind when communicating:
. The way they talk
. The posture
. The way of looking
. The Clarity of Speech
. Etc.

● Conclude the activity by referring that often the time factor can be an obstacle to entrepreneurs. They sometimes have short time to talk about their idea. Keeping that in mind, they should be able to speak in a synthesized way, transmitting all the important information, avoiding taking the risk of giving too much information, in order to conclude the whole idea.

Cut the following cards:

If I could change something at school, it would be …	The biggest challenge I've had until today was …
I had a negative …	If I lost one year at school, the next year …
If I had to choose a job for the summer …	If I were a teacher …
If I changed anything on my school course, it would be …	If I could study abroad, I would go to …
My biggest fear in national exams is …	If you do not go to the major course that I chose …

On my first day of college I hope …	If I could say anything to the Minister of Education, it would be …
When I was told that I would take entrepreneurship classes I thought …	If I had to teach entrepreneurship to anyone …
At a professional level, I would like to …	If I had a job opportunity I would have it …
I hope that on my first day of work …	If I set up a business, it would be …
If you could make a proposal to a company, it would be …	If I had two job offers, I would choose …
They only opened 10 places for the job I applied for. To get a vacancy …	If I had a job interview, I would have special attention to …

If I were a boss …	When my children go to school, I hope …
This year I would like to …	If I could go back a year ago, I would try …
If I wrote a book it would be about …	I will succeed in life if …
If I could make a dream come true …	If I had a significant amount of money, I would donate …
If you won the Euromillions …	I would like to win a prize …
If I could do anything for my town it would be …	If I could change anything on the planet it would be …

THEMATIC 3 | TAKING CARE OF THE BUSINESS
SWOT ANALISES

SHORT DESCRIPTION
With this activity the students will be able to know or deepen knowledge about SWOT analysis, performing in group a practical exercise based on fictitious business.

SKILLS TO BE DEVELOPED
Critical analysis, Ability to argue, Problem solving, Teamwork

TIME 30 minutes

COMPLEXITY ● ● ●

MATERIAL:
● Document: "Structure of SWOT Analysis"
● Document: "The business in topics"
● Document: "The business in topics – Solutions"
● Presentation: "Swot Analysis"
● Computer
● Video projector

OBJETIVES:
● Know what SWOT Analysis is.
● Reflect on the strengths, weaknesses, opportunities and threats of a business.

PREPARATION:
● Prepare the video projector and a computer to display the "SWOT Analysis" presentation.

IMPLEMENTATION:
● Divide the class into 4 groups.
You should do this randomly and you can do it through a dynamic grouping.

● Give each group a copy of the document "SWOT Analysis Structure".

● Give them a set of business cards from the document "The business in topics" (this document encompasses 4 businesses, one business for each group).

● Explain to students that each group will have a set of 12 cards regarding a fictitious business. You will have to try to group the sentences on the cards into four areas, as appropriate, and place those cards on the grid in the SWOT Analysis Structure document. Each part of the SWOT Analysis should have three topics.

● Circle the groups as they complete the task and correct the work done by referring to the document "The business in topics - Solutions".

Then ask the groups to briefly present the business they have and how they divided the sentences.

INSTRUCTIONS FOR REFLECTION:
● Ask students if they have heard of "SWOT Analysis" and try to understand what this analysis is for them and what it is for.

The expression "SWOT":
S - Strenghts
W - Weaknesses
O - Opportunities
T - Threats

● Conclude the subject by designing the presentation "SWOT Analysis", which explains what this analysis is so important for any business.

● Distribute the "SWOT Analysis" document so that students are given a brief summary of it.

Structure of SWOT Analysis

Strengths	Weaknesses
Opportunities	Threats

The business in topics

GROUP 1:

Business: Selling healthy food on the beach

Selling healthy food	Creation of summer work for young people	Proximity to the customer, providing convenience and comfort
Difficulty in traveling on the beach due to sand and the weight of cooling bags	Foods that spoil easily	A small amount of product (limited by the size of the cooling bags)
Population worried about diets in the height of summer	Great turnout on the beach	Population concerned about the high rate of obesity in the country
Unhealthy habits of the Portuguese	Seasonality	Climatic conditions

GROUP 2:

Business: SPA

Motivated and specialized team in the area	Varied offer of services (massages, solarium, sauna, whirlpool, ...)	Use of natural products
Little advertising	High initial costs	Absence of partnerships with hotels
Concerns of Portuguese women with health and beauty care	Lack of competition	Accessibility (requalification of access roads to the site)
Future competition in the same business area	Economic crisis leads to customer retraction	Little support from tourists (who prefer another type of leisure)

GROUP 3:

Business: Brazilian Restaurant

Promotes Brazilian culture	Restaurant that combines food and entertainment in one place	Innovative, welcoming and attractive space
Difficulty in accessing Brazilian food products	high value for money	Inexperience of the team in business management
Existence of many tourists in the area	Existence of Brazilian residents	Curiosity of the inhabitants in knowing a different culture
Indirect competition (many restaurants in the vicinity)	Seasonality of tourism	Economic and financial crisis

GROUP 4:

Business: Hairdresser at home

Hairdressing and beauty services at home	Flexibility of schedules	Moving to customers' homes
High costs of travel	Space limitation for material and work utensils	Reduced service offer
Lack of time for clients to go to hairdressers	Customers with reduced physical mobility	Need for customers to access these services after hours
High fuel prices	Economic crisis	Competition (hairdressing and beauty services)

The business in topics – Solutions

GROUP 1: *Selling healthy food on the beach*

Strengths	Weaknesses
- Sale of healthy food - Creation of summer work for young people - Proximity to the customer, providing convenience and comfort	- Difficulty of traveling on the beach due to the sand and the weight of the cooling suitcases - Foods that spoil easily - Little amount of product (limited by the size of the cooling bags)
Opportunities	**Threats**
- Population worried about diets in the height of summer - Large influx of holidaymakers on the beach - Population concerned about the high rate of obesity in the country	- Unhealthy Habits of the Portuguese - Seasonality - Climatic conditions

GROUP 2: *SPA*

Strengths	Weaknesses
- Motivated and specialized team in the area - Varied offer of services (massages, solarium, sauna, whirlpool, ...) - Use of natural products	- Little advertising - High initial costs - Absence of partnerships with hotels
Opportunities	**Threats**
- Concerns of Portuguese women with health and beauty care - No competition - Accessibility (requalification of access roads to the site)	- Future competition in the same business area - Economic crisis leads to customer retraction - Little support from tourists (who prefer another type of leisure)

GROUP 3: *Brazilian restaurant*

Strengths	Weaknesses
- Promotes Brazilian culture - Restaurant that combines food and entertainment in one place - Innovative, welcoming and attractive space	- Difficulty in accessing Brazilian food products - Value for Money - Inexperience of the team in business management
Opportunities	**Threats**
- Existence of many tourists in the area - Existence of Brazilian residentes - Curiosity of the inhabitants in knowing a different culture	- Indirect competition (many restaurants in the vicinity) - Seasonality of tourism - Economic and financial crisis

GROUP 4: *Hairdresser at home*

Strengths	Weaknesses
- Hairdressing and beauty services at home - Flexibility of schedules - Travel to customers' homes	- Custos elevados derivados das deslocações - High costs of travel - Limitation of space for material and work utensils - Reduced service offer
Opportunities	**Threats**
- Lack of time for clients to go to hairdressers - Customers with reduced physical mobility - Customers need to access these services after hours	- High fuel prices - Economic crisis - Competition (hairdressing and beauty services)

THEMATIC 3 | TAKING CARE OF THE BUSINESS
THE 4 P'S OF THE BUSINESS

SHORT DESCRIPTION
The activity intends to present the 4 P's of marketing. In order to apply these concepts, each group of students represents a marketing department of a company and must define a marketing strategy for it..

SKILLS TO BE DEVELOPED
Understanding concepts, Creativity, Entrepreneurship, Organization, Planning, Teamwork

TIME 60 minutes

COMPLEXITY ● ● ●

MATERIAL:
● Document: "Marketing Cards" (one copy per class; cut out the cards)
● Document: "The 4 P's of our business" (one copy per group)

OBJETIVES:
● Understand the concept of Marketing.
● Know the 4 P's of Marketing.
● Apply the 4 P's of Marketing to a hypothetical business.

PREPARATION:
● Print the document: "Marketing Cards" and cut the cards there, keeping the cards for each group of students grouped (8 cards in total, which must be mixed without identifying what the marketing P corresponds to).
● Print one copy of the document "The 4 P's of our business", one copy for each group.

IMPLEMENTATION:
● Divide the class into 4 groups.
You should do this randomly and you can resort to a dynamic grouping.

● Give each group a set of 8 cards (the cards must be mixed together and without identifying to what P it corresponds). Note that each group has different cards.

● Explain that the cards they have received can be grouped into four different categories (2 in each category).

● Then ask them to try to group them together as they see fit and assign a designation to each category (they have 10 minutes to do it).

● While students work, circle the room clarifying the doubts that arise, giving some instructions that could help accomplishing the task.

● When all groups have created the sets and assigned a name for each one, ask them to present the work done, referring to the words they had, how they were grouped and what designation they gave to each category.

As the presentations take place, write in the blackboard the categories each group refers.

● After completing the presentations, ask the class to look at the categories mentioned by the groups and draw some conclusions:
Are there repeated words? Are there synonyms? Are there similar words?
They should reach to a consensus regarding the final four categories.
You should help them get to the right words, especially if they are "running away" from the right terms.

● Tell the students that they have reached the 4 P's of Marketing, also called Marketing Mix, which, according to Philip Kotler (a marketing expert), consists of the "set of tools the company uses to achieve its marketing objectives in the target market".

THEMATIC 3 | TAKING CARE OF THE BUSINESS
THE 4 P'S OF THE BUSINESS

● Explain briefly each of the elements of the marketing mix:

Product
The product refers to the products to be manufactured and / or sold and the services to be provided by a company. This marketing area determines the different specificities of the product / service in order to answer the needs of the customers; aspects such as design, packaging, weight, brand, color, quantity per package, etc.
The key to entrepreneurial success is finding a niche market, that is, a group of customers who need or want an unique product or service.

Price
The price refers to the cost of the product to the consumer, since products have a value for who purchases them.
The cost to the consumer does not correspond to the cost of production, but to the value that the product has for the consumer. This is where the company defines its profit. For example, grocery stores and convenience stores sell almost the same products, but convenience stores are more expensive because they exist out of necessity and people pay the asking price because they need the products. In addition to price lists, this area of marketing is concerned with financing, with discounts on purchased quantities, with a price that is competitive in relation to the direct competition, among others (for example, psychological prices like € 1.99).

Place
Distribution refers to where the company is located, how it receives its products and how it takes them to the consumer.
By doing it so, this area of marketing is concerned with the distribution channels through which the product reaches the customers. Not only the type of channels (direct sales, representatives, distributors, stockists, retailers, wholesalers, ...), but also their size, geographical area and number of channels.

Promotion
Communication refers to how the company communicates with the customer.
Essentially it is about how you inform customers of the products and services you have to offer, how you convince them to buy them, and how you continue to use your products / services.
In other words, this marketing-mix variable includes advertising strategies, public relations, promotions, among others, aimed at promoting and increasing the awareness of products, brands and companies. However, before beginning the disclosure, the company should know everything about the product / service and about its customer.
To know your customers, you should analyze and identify the target audience, namely: sex, age, lifestyle, tastes, income, etc.

● Tell students they will now test and apply these new concepts.
To do this, each group represents a marketing department of a company and will therefore have to define its business area and then create a marketing strategy that considers the aspects mentioned in the cards they have.

● Distribute to each group of students a copy of the document "The 4 P's of our business", in which they must structure the idealized strategy.
Also note that the business ideas and marketing mix presented will be evaluated and, therefore, clarity, effort, originality and innovation will be considered.

● When all groups have completed the task, they should submit their marketing campaign. They have 2 minutes maximum to carry out their presentation.

● Ask the groups to pay attention to the presentations and, if necessary, take notes on the presentations.

● After everyone sets out their ideas, ask the class if they have any comments to make.

● Note that in order to finish the activity, they will vote for the most innovative and most successful strategy.
Each student can only vote in one group, not being able to vote in his own group.

● Ask who votes on each idea and ask the students to raise their arms, writing on the blackboard the number of votes for each group.

INSTRUCTIONS FOR REFLECTION:

● After the announcement of the winning group, discuss with the class the reason for their victory: what made it the most innovative? What made it the most original?

● Ask them if they already knew the 4 P's of marketing and realize the importance they play on a business.

● Knowing that the 4 P's are essential for a business to succeed, ask students the following:
● How should a product / service be defined?
● How did you define the price of your product / service? Is it the most appropriate? Is it competitive?
● How did you identify the customer profile?
● How did you decide the location and sales channels of your product / service?
● What are the best advertising strategies?

NOTES:

● You may choose to do this activity using as an example a brand, for example an old brand, instead of the students idealizing a fictitious company.

Marketing Cards

- Group 1 Cards -

PRODUCT	Model	Differences in Competition
PRICE	Payment conditions	Credit
PROMOTION	Public relations	Advertisement in a magazine
PLACEMENT	Direct sales to the customer	Geographical area

- Group 2 Cards -

PRODUCT	Size	Quality
PRICE	Promotional Prices	Price Setting
PROMOTION	Promotion of the brand	Advertisement on Television
PLACEMENT	Telephone sales	Retailer

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- Group 3 Cards -
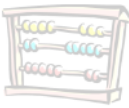
PRODUCT	Colors	Packing
PRICE	Competitive price	Discount
PROMOTION	Product promotion	Advertisement on Radio
PLACEMENT	Distribution	Brand Representative

- Group 4 Cards -

PRODUCT	Brand	Raw material used
PRICE	Financing	Number of installment
PROMOTION	Promotion of the company	Flyer
PLACEMENT	Shop by catalog	Wholesaler

The 4 P's of our business

COMPANY:

Product	Price

Promotion	Placement

THEMATIC 5 | ENTREPRENEURSHIP
DISCOVERING BUSINESS

SHORT DESCRIPTION

Game based on the pictionary dynamics about terms associated with the Business Plan. After this game it works very well to develop the activity "Word Puzzle" to consolidate the structure of the Business Plan.

SKILLS TO BE DEVELOPED

Ability to analyze and evaluate situations, Communication capacity, Expression capacity, Creativity, Team work

TIME 50 minutes

COMPLEXITY ● ● ●

MATERIAL:
● Document: "Business Cards" (one exmple per class; the cards are to be cut)
● Chronometer

OBJETIVES:
● Discovering aspects of a Business Plan.
● Develop skills such as creativity, communication (verbal and non-verbal) and teamwork..

PREPARATION:
● Photocopy a copy of the "Business Cards" document and cut out the cards.

IMPLEMENTATION:
● Divide the class into two groups and ask them to sit by group (one group on each side of the room).
You should do this randomly and you can choice to a dynamic grouping.

● Ask each team to choose a name for it, preferably attending the theme of entrepreneurship.
Write on the board the two chosen names, with which you will write down the corresponding scores.

● Ask them if they know games like Pictionary or Party & Co. Please note that this activity consists of a mix of these games, encompassing activities of mime, drawing and oral description of a word without mentioning some forbidden words.

● Explain, then, how the game will proceed:
Both teams play alternately, regardless of whether they hit or miss the answer.

● On the table are several cards (face down), each containing a certain word or expression (which must be transmitted by an element of the team to the rest of the team), as well as an indication of how that word will have to be transmitted (mimicry, drawing or prohibited word).

● When a team is in your turn to play you must choose an element of your team to do so. This element must advance and withdraw a card at random without showing it to your team.

Next, you should try to get your team to guess what is on it, transmitting it according to what is indicated on the card, and can be one of three hypotheses:
Mime: the player must be able to guess what is on the card using the mimic

(sounds can be made beyond the gestures).
Drawing: the player must get the team to guess what is on the card through drawings (which must be done on the board), not being able to speak, gesture, or write letters; only drawings and symbols.
Forbidden Word: the player must get the team "to guess what is on the card, transmitting it orally without mentioning any of the words that are present on the card (they are "words forbidden" to pronounce) or words from the same family that one is supposed to guess and family of those that are prohibited.

● Each player has 1 minute to try to have his team guess the word or phrase present on the card.

● If the team guesses within the time, a point must be marked. If the team does not guess, no point is scored.

● Start the activity by choosing a team to start with, knowing that they always play in an interim.
Encourage rotation within the team to try to get each student to play at least once.
Count one minute for each move, ensuring that teams guess the word within the set time. If the time is over without guessing, the contents of the card are revealed and passed to the other team.
Record the points awarded at the end of each play.

● Make as many moves as time permits (knowing you have about 30 minutes to play, remaining time for group formation, instruction and activity analysis). Please note that the last move must be from the team that did not start the game, thus ensuring that both teams had an equal number of moves.

THEMATIC 5 | ENTREPRENEURSHIP
DISCOVERING BUSINESS

REVIEW AND REFLECTION:
● Ask students what skills they think were developed with this game.

● Ask them how they think these words / expressions relate to the theme of entrepreneurship.
Lead a discussion to conclude that the words of the game are in some way related to entrepreneurship, and aspects that can characterize a Business Plan.

NOTES:
● Whenever a card has more than one word, refer that aspect to the team at the beginning of the move.

● You will have to use a little common sense as to whether to accept a response similar to the word (s) inscribed on the card.
For example, some of the cards contain certain expressions, and students may not accurately refer to all words in that expression. Other times, the word answered by the student is in a different verb tense than the verb tense present on the card.
It is then up to you to assume the role of jury and decide which ones you accept as certain and which you do not accept.

BUSINESS CARDS

Cut out the cards on this page and the following

Action: **Project** Sketch	Action: **Financial Perspective** Sketch	Action: **Human Resources** Sketch	Action: **Buildings** Sketch	Action: **Visão** Sketch	Action: **Paixão** Sketch
Action: **Innovation** Sketch	Action: **Placement** Sketch	Action: **Furniture** Sketch	Action: **Profit** Sketch	Action: **Goal** Mime	Action: **Idea** Mime
Action: **Competition** Sketch	Action: **Profile** Sketch	Action: **Price** Sketch	Action: **Payroll** Sketch	Action: **Service** Mime	Action: **Clients** Mime
		Action: **Bank** Sketch	Action: **Friends** Sketch	Action: **Suppliers** Mime	Action: **Employee** Mime

Action:	Action:	Action:	Overview	Academic Qualifications	Vehicles
Experience	**Machinery**	**Dream**	Communicate the term above without...	Communicate the term above without...	Communicate the term above without...
Mime	Mime	Mime	<u>Saying the following words:</u>	<u>Saying the following words:</u>	<u>Saying the following words:</u>
			Summary · Succinct · Brief · Objective	Study · School · Course · Degree	Car · Truck · Commercial · Passenger

Action:	Action:	Description	Product	Furniture	Viability
Sales	**Costs**	Communicate the term above without...	Communicate the term above without...	Communicate the term above without...	Communicate the term above without...
Mime	Mime	<u>Saying the following words:</u>	<u>Saying the following words:</u>	<u>Saying the following words:</u>	<u>Saying the following words:</u>
		Presentation · Clarity · Business · Product	Service · Create · Sale · Buy	Secretary · Chair · Wood · Bookcase	Profit · Profitable · feasible · Success

Action:	Action:	Opportunity	Competitiveness	Loss	Income
Money	**Loan**	Communicate the term above without...	Communicate the term above without...	Communicate the term above without...	Communicate the term above without...
Mime	Mime	<u>Saying the following words:</u>	<u>Saying the following words:</u>	<u>Saying the following words:</u>	<u>Saying the following words:</u>
		Idea · Novelty · Necessity · Business	Competition · Win · Price · Quality	Profit · Money · Decrease · Failure	Profit · Money · Earning · Success

Action:	Action:	Management	Technician	Bank Credit	Family
Believe	**Dedication**	Communicate the term above without...	Communicate the term above without...	Communicate the term above without...	Communicate the term above without...
Mime	Mime	<u>Saying the following words:</u>	<u>Saying the following words:</u>	<u>Saying the following words:</u>	<u>Saying the following words:</u>
		Company · Responsible · Plan ahead · Decision	Employee · Human Resources · Production · Knowledge	Loan · Interest · Bank · Money	Father · Mother · Brother · Uncle

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THEMATIC 5 | ENTREPRENEURSHIP
DISCOVER BUSINESS MODEL

SHORT DESCRIPTION
This activity intends to introduce the theme of Business Models and help students to understand what structure a business should have and what are the factors that are important for this structuring.

SKILLS TO BE DEVELOPED
Reflection capacity, Corporate spirit, Sense of Organization, Team work

TIME 60 minutes

COMPLEXITY ● ● ●

MATERIAL:
● Document: "Business Model Cards" (one example per group)
● Document: "Business Model – Solution Proposal (one example per student)
● Power Point Presentation: "Business Model"
● Flipchart A3 (one per group)
● Computer
● Projector

OBJETIVES:
● Discover the definition and structure of a business model.
● Understand the phases of implementation of a business.
● Identify new ways to dynamize a business idea.

PREPARATION:
● Print one copy for each group in the "Business Template Cards" document and cut out the cards in it.
● Prepare a computer and projector for the "Business Model" presentation.
● Review the presentation "Business Model".

IMPLEMENTATION:
● Ask the class about the activity subject. Ask if anyone knows what a business model is. After hearing the interventions of the students, point out that there is no consensus on the definition of business model. An example of a definition might be:
A business model is the structure of a company and its network of partners, designed to create value and deliver it to customers in order to generate profit, so that the company is sustainable.

● After stating the proposed definition, listen to more students' opinions to make sure that the definition was welcomed by them. Divide the class into groups of 4 to 5 students.
You should do this randomly and for this you can implement a dynamic grouping.

● Distribute to each student group a pair of scissors, a flipchart A3 and a copy of the document "Business Model Cards".

● Tell students that the goal will be to build a generic business model, applicable to any business, based on the definition they just learned (and, of course, their own understanding of what a business model might be).

● To do this, they must divide the sheet A3 into 5 areas and number them from 1 to 5. In each of the numbered areas, they should place the cards that appear in the document "Business Model Cards".

● Point out to students that to complete their business models you have about 20 minutes.

● When all students have completed the task, ask each group to give a title to each of the areas drawn on sheet A3 and you should now have the cards distributed in their entirety by those areas.
Ask each group to verbalize the scheme they have built by referring to the titles assigned to each of the 5 areas drawn on the sheet and the cards placed there.

● Refer to the "Business Model - Solution Proposal" document and expose your content to the whole class. Distribute this document to the students so they can come up with a proposed generic business model structure.

● To consolidate the lessons learned, design the presentation "Business Model".

THEMATIC 5 | ENTREPRENEURSHIP
DISCOVER BUSINESS MODEL

REVIEW AND REFLECTION:
● Remind students that there is no magic formula for designing a business model, and there is no universal definition for this concept.

● Analyze with the students the different schemes created and try to understand the logic that pushed each group to structure its business model. Make considerations about the schemes created and issue problems that may exist in the order or pertinence of the cards placed in each phase, as well as the assignment of the titles to these same phases.

● Take the opportunity to elucidate them about the business model issue in the entrepreneurial world. It is the most difficult question that can be put to an entrepreneur - What is your business model? - and at the same time the most important one. It is estimated that most businesses succeed or fail, depending on whether the business model is well or poorly thought out, so that before starting any business activity, one should think and plan well, building a well-structured business model.

● Conclude the subject by designing the "Business Model" presentation, which can be a good summary of all the complexity and importance of this topic.

NOTES:
● The business model is an unresolved problem for entrepreneurs. They are constantly changing their models and adjusting, so this is a proof of the complexity of reality and, consequently, of the matrices used to understand it. In this sense, it should not assume that the structures created by the students will be wrong in counterpoint to the present in the proposed solution. It should value the business models presented by the students and try to discover the latent logic in them. It is therefore vital that you value the conclusions reached by the class, even if the reasoning is not completely correct.

● This activity can be very useful for the communication of an idea, so that the students perceive what will be asked in the presentation of a project, in which a good structuring and communication of the business model could be the difference between a good one bad idea.

Business Model Cards

INNOVATION	SEGMENTATION
RESOURCES	VISION
FIXED COSTS	CUSTOMIZATION
RELATIONSHIP	PARTNERSHIPS
MISSION	ECONOMIES OF SCALE
RECEIPT DEADLINE	OBJECTIVES
OPTIMIZATION	COMMUNICATION CHANNELS
BRAND	PRICE

FUNCTIONALITIES	EFFICIENCY
VALUES	COMMISSIONS
KEY SKILLS	PAYMENT DEADLINE
COMPETITION	HUMAN RESOURCES
SUPPLIERS	IMAGE
PRODUCT / SERVICE CHARACTERISTICS	DESIGN
SATISFACTION	SALES CHANNELS
VARIABLE COSTS	COMPETITORS
CONTROL	PROBLEM SOLVING

CLAIM	SAFETY
IMPLEMENTATION	SALES FORECAST
INFRASTRUCTURE	PROFIT

Business Model – Solution Proposal

Value	Target Market	Process	Strategy	Viability
▪ Innovation ▪ Design ▪ Funcionalities ▪ Customization ▪ Brand ▪ Characteristics of the product / service ▪ Image ▪ Price	▪ Relationship ▪ Segmentation ▪ Communication channels ▪ Satisfaction ▪ Claim ▪ Safety ▪ Sales channels	▪ Resources ▪ Partnerships ▪ Infrastructure ▪ Suppliers ▪ Human Resources ▪ Optimization ▪ Efficient ▪ Problem Solving	▪ Mission ▪ Vision ▪ Values ▪ Key Skills ▪ Competition ▪ Objectives ▪ Implementation ▪ Control	▪ Fixed costs ▪ Economies of scale ▪ Comissions ▪ Income ▪ Variable Costs ▪ Payment deadline ▪ Receipt deadline ▪ Sales Forecast

THEMATIC 5 | ENTREPRENEURSHIP
TOWER OF POWER

SHORT DESCRIPTION
Dynamic and fun activity that aims to address the concepts of spending, income and profit. It also involves the students' creativity and ability to work as a team.

SKILLS TO BE DEVELOPED
Ability to take risks, Understanding financial concepts, Creativity, Organization, Decision making, Teamwork

TIME 60 minutes

COMPLEXITY ● ● ● ●

MATERIAL:
● Document: "Spending and Revenue of the Power Tower" (one copy per group)
● Document: "Power Tower Registration Sheet" (one copy per group)
● Prize (optional) - for all members of the winning group
● 1 timer
● 1 tape-measure
● 3 or 4 eggs
● Cardboard boxes (eg shoe boxes) with material (one per group); each must contain: 10 newspaper sheets; 2 plastic cups; 2 rolls of toilet paper (only the cardboard roll); 1 roll of tape; 10 straws; 10 toothpicks; 10 clips; 5 elastics

OBJETIVES:
● Consolidate the concepts of spending, income and profit through a practical and fun exercise that involves problem solving, creativity and teamwork.

PREPARATION:
● Photocopy, for each group, the document "Spending and Revenue of the Power Tower" and the document "Power Tower Registration Sheet".
● Prepare the material for this activity, knowing that there must be one material box per group and each group should have between 4 and 5 elements.
● Draw a table like the following, including as many rows as the number of groups:

GROUP	EXPENSES	INCOME		PROFIT
		Height (cm)	Height x 3€	

IMPLEMENTATION:
● Divide students into groups of 4 to 5 elements.
You should do this randomly and you can resort to a dynamic grouping.
● Explain that each group will have to build a tower, which should support an egg on top for 30 seconds.
Note that each group has some material to build the tower (each unit used represents an expense for the students) and that each centimeter of the built tower represents a yield of 3 €.
Students should build a tower as efficient as possible, considering the expenses (material used) and the incomes (tower height), since it will have to support the egg for 30 seconds.
● Distribute the document "Spending and Revenue of the Tower of Power".
Note that this table indicates the quantities of each object that the groups have, as well as the value of each unit.

● Tell them they have 30-35 minutes to build the tower and tell them they should let you know when they have the tower ready for testing, to see if it supports an egg for 30 seconds.
● Give each group a box with the material and start the activity, counting the time.
● Circle the room while the groups build the towers, clarifying some issues that may arise, giving some advice (if necessary) and observing how the groups work, namely: – Do they plan the construction of the tower or do they go straight to action?"
● Do they account for the expense of the material used or they don't do this management?
● Does each element play a different role within the group or do they all do the same?
● Do they work systematically observing the performance of the other groups or do they act without paying attention to what is going on around them?
● Whenever a group finishes the tower and calls you, place the egg on the top of the tower and count if it can stand 30 seconds without falling.
If the egg can not stand at the top of the tower for the stipulated time, the group can continue to work on the tower in order to improve or modify it, if time is still available.
● After each group passes the egg test, give them the "Power Tower Registration Sheet" document to complete it as a team.
● This document records height, income, expenses and profit associated with the towers constructed.
● Assist students in completing this document by stating:
● The height of the tower (in centimetres)
● The calculation of the income (height x 3 €)
● The calculation of the profit (INCOME - EXPENSES)
Also check if the quantities that the students indicate in the table correspond to the material used in the construction of the tower.

INSTRUCTIONS FOR REFLECTION
● After all groups finished their towers and tested them with the egg, they should introduce them to the class, explaining which strategy they used.
While they are presenting, fill in the table drawn on the board, to define which group wins (the one with the highest profit).
If you have a prize for the winning group, give it to the group members.
● Ask students whether they have considered the profit issue during the construction of the tower or if they did not think about it due to the enthusiasm associated with the construction.
● Comment on what you observed during the construction of the towers, namely the different ways of working of the groups:
● Which groups planned the construction of the tower before starting it;
● Which groups were building and adapting, depending on the result they were getting;
● Which groups calculated the cheapest way to build the tower;
● Which groups did not attend to the expense of the material;
● Which groups have made a division of tasks within it;
● Which groups did not share tasks, all elements had the same role.

NOTES:
● Competitiveness can be an incentive in this game, so bring a prize to give to the team with more profit, not forgetting that the prize should be for all the team elements.
● This activity becomes more fun with the use of an egg to test the towers. However, alternatively, a small ball (for example a tennis ball) may be used.
● The cardboard box, although it contains all the material inside, can be used in the construction of the tower.
● Each sheet of newspaper has a cost of 15 € (not 15 € for the 10 sheets), so if you use the 10 sheets made available, the cost of their use will be € 150.
● The usage of part of an item (such as the box's lid, half sheet of newspaper, etc.) is counted as 1 unit used.
● The use of adhesive tape (whether 5 centimeters or the full roll) is counted as 1 unit used.

Expenses and Income of the Tower of Power

EXPENSES:

MATERIAL	QUANTITY AVAILABLE	UNITARY VALUE
Card Box	1	70€
Newspaper sheets	10	15€
Plastic cups	2	15€
Rolls of toilet paper	2	15€
Tape	1	20€
Straws	10	6€
Toothpicks	10	4€
Clips	10	2€
Elastic bands	5	2€

INCOME:

1 centimeter = 3€

Power Tower Registration Sheet

Height (cm)	Income

MATERIAL	QUANTITY AVAILABLE	UNITARY VALUE	Spent
Card Box		70€	
Newspaper sheets		15€	
Plastic cups		15€	
Rolls of toilet paper		15€	
Tape		20€	
Straws		6€	
Toothpicks		4€	
Clips		2€	
Elastic bands		2€	
Gastos Totais	----	----	

Income	Expenses	Profit

THEMATIC 5 | ENTREPRENEURSHIP
WORD PUZZLE

SHORT DESCRIPTION
The intention is to introduce the students to the structure of a Business Plan, constructing a puzzle with the key words that constitute it. The words used are the same as the "Discovering the Business" activity (the puzzle can be performed after the game).

SKILLS TO BE DEVELOPED
Autonomy, Team work, Ability to analyze and evaluate situations

TIME 40 minutes

COMPLEXITY ● ● ●

MATERIAL:
● Document: "Business Plan Keywords" (one copy per class; the cards are to be cut)
● Document: "Word Puzzle" (for teacher's consultation)
● Document: "The Business Plan" (one copy per student)
● Presentation: "Business Plan"
● Bostik
● Computer
● Projector

OBJETIVES:
● To learn what is a "Business Plan".
● Discover a structure and market of a Business Plan.

PREPARATION:
● Print the "Business Plan Keywords" document and cut out the cards in it.
● Print the document "The Business Plan" for all students.
● Analyze the document "Puzzle of Words", present at the end of this script, in order to know the structure of proposed Business Plan. This document is not to be photocopied to the students, it is only for the teacher's consultation.
● Analyze the power point "Business Plan" so you can be comfortable for your presentation at the end of the activity.
● Arrange on the table the cards present in the "Business Plan Keywords" document, so that they are all visible (side by side with the text facing up).
● Draw on the board a large rectangle divided into 8 parts, as shown in the following image:

IMPLEMENTATION:
● Ask students if they know what a Business Plan is and ask them to share what they think it is and what it is for.
In case students do not reach the desired answer, explain that a Business Plan is:
A document that structures a business, describing what the objectives of this business are, and what steps should be taken to achieve those goals, thus avoiding too much risk and uncertainty.
A Business Plan allows an entrepreneur to conclude whether their business idea is viable and also to analyze all the aspects inherent in this business, as they will find out next.

● Tell students that they will jointly discover a possible Business Plan structure. Note that there are no right or wrong structures, and each author / entity submits its version of the subject.
The grid drawn on the board represents the structure used by GesEntrepreneur, which is divided into eight parts: the eight constituent parts of a Business Plan.
● Discuss with the students the chapters that should be part of a Business Plan and the order in which they should appear, writing at the top of each rectangle the corresponding title.
Make sure this is a discussion held together with the students rather than just communicating the titles.
● Then, explain to students that the goal is to group loose words as key words that characterize each part of the Business Plan. Thus, in each chapter there must be 5 keywords (5 cards in each space).
To do this, ask each of the students to collaborate in the assembly of the puzzle: they should approach the table with the words, choose some cards (the number of cards each student chooses depends on the number of students present in the room) and post them with bostik on the part of the business plan they deem to make sense.
Note that you should not worry about whether you are right or not, but you should try to put the word where it seems appropriate.
Also, do not go all at once so that there is not a lot of confusion in the room.
● After finishing the assignment (all words should be posted, even if some students put more words than the rest), ask the class if they agree with the assembled structure or if they change a card.

REVIEW AND REFLECTION:
● Discuss with the students the structure they have created and comment on it by comparing it with the structure suggested in this activity (see "Word Puzzle").
Keep in mind that differences are not necessarily mistakes, because students may have thought logically, coming up with another organization of words. The structure found by the class may be viable or be on the right track, with only a few adjustments missing.
● Reorder the cards according to the "Word Puzzle" document, making it clear that this is only a possible Business Plan structure, there are no right or wrong structures.
● Then design the presentation "Business Plan" in order to consolidate the knowledge worked through the activity. In this way, some doubts that may have remained, will now be clarified.
● Distribute the "Business Plan" document by the students so that they are given a summary of the suggested Business Plan structure.
● Finish the activity by leaving a message of encouragement for students to participate in the Ideas Contest. Encourage them to form a working group, come up with an idea that they think is a good business opportunity, and create a Business Plan around that idea.

NOTES:
● It is essential that you value the conclusions reached by the class, even if the reasoning is not completely correct. In this way, you should not expose the structure presented in this activity saying that this is the structure they must follow and that theirs is wrong. It is important for students to feel that they have done a good job and to acknowledge the final decision made by the class.
● Although the Business Plan structure is very simplified, the essential thing is to get the message that a Business Plan is not something that is out of the reach of the students, but rather a structured document to analyze a business idea.

BUSINESS PLAN KEYWORDS

Description	Synthesis	Buildings	Vehicles
Project	Objective	Machinery	Furniture
Financial Perspective	Innovation	Stationery	Feasibility
Idea	Opportunity	Cost	Income
Product	Service	Profit	Loss
Clients	Suppliers	Bank Credit	Loan
Competition	Competitiveness	Family	Friends
Placement	Human Resources	Money	Believe
Experience	Academic qualifications	Dedication	Vision
Management	Technician	Dream	Passion

Word Puzzle

1. Executive Summary	2. Product	3. Market	4. Dream
Description Project Brief Objective Financial Perspective	Service Product Idea Opportunity Innovation	Competition Clients Competitiveness Placement Suppliers	Human Resources Experience Management Academic qualifications Technician
5. Investment	6. Financial Analysis	7. Financing	8. Motivation
Vehicles Buildings Machinery Furniture Stationery	Profit Cost Viability Loss Income	Bank Credit Loan Money Family Friends	Dream Dedication Believe Passion Vision

THEMATIC 5 | ENTREPRENEURSHIP
WORD PUZZLE

THE BUSINESS PLAN

The Business Plan is a document that structures a business, describing its objectives and what steps should be taken to achieve these objectives, thus avoiding too many risks and acting on the basis of uncertainties.

A Business Plan allows the entrepreneur to conclude whether their business idea is feasible and analyze all aspects inherent to their business. It is also used for borrowing and financing from financial institutions, as it provides potential investors with an idea of the company's structure, objectives and future plans.

1. Executive Summary

The Executive Summary is a summary of the business to be implemented, namely what will be the competences of the team, what is the objective to be achieved and what are the financial perspectives of the business.
In this first part of the Business Plan one must realize if the business has an interest and why the entrepreneurs believe in this project.
The Executive Summary is the gateway to the Business Plan and you should not miss the opportunity to start adding points.

2. Product

At this point in the Business Plan the business idea must be described (which products will be sold or which services will be provided), indicating the business opportunity inherent and the market need that this business comes to fill.
In addition, it is at this point that the innovative aspect of the business is spoken, since innovation is essential for success.
It should also be indicated how the product or service is marketed, that is, how it will reach the customer. It is not worth having a great idea if the products / services are inaccessible to customers or if they are unaware of their existence.

3. Market

The reason being of any business are the customers. Without customers, any big idea fails. Thousands of good ideas are lost all over the world because they can not reach customers. At this point, it is necessary to define the target audience of the business, indicating the characteristics of the customers to whom the business is targeted (age group, gender, monetary power, geographical area, among other relevant aspects).
Unless the business is completely innovative, they will enter a world where competition is huge and where the struggle for survival is also huge. A description of the competition should therefore be made, namely who they are, what products / services they offer, what prices they are practicing, what their weak and strong points are. In addition, it is important to mention what the competitive advantages of the business (as well as aspects that differentiate this business from other similar ones), which will lead to customers looking for this business instead of a competitor (may be innovation, price, quality, advertising, customer service, ...).

4. Team

At this point in the Business Plan it is therefore essential to demonstrate the competencies of the team to ensure all the functions of the proposed business. A description of the business promoters (management team) should be given, indicating who they are, what qualifications, what professional experience, what hobbies and interests, what positions they occupy, etc.
In addition to the management team, the profile of the remaining human resources team, including those vital to the company that are not performed by partners, should also be indicated. Often in the management team it is not possible to gather the necessary skills for all areas, so a good choice of employees is essential for the success of the business.

5. Investiment

At the point of investment, all the material resources (equipment, vehicles and furniture) needed to start the business must be identified. It is important to keep in mind that the amount of investments can dictate the success or failure of a business, so the cost-benefit ratio should be very well evaluated, since many businesses fail due to the numerous investments that are made, without enough money to pay them.

6. Economic-Financial Analysis

At the time of launching a new company it is necessary to prepare some documents that are essential to make a realistic forecast of the first years of life of the company, even if many factors can not be estimated with certainty.
Thus, some important assumptions must be defined (products to be sold or services to be provided, expected sales quantity, prices to be practiced, number of employees, salaries, investments, etc.) in order to reach important conclusions.

7. Loan

After calculations have been made, clearly indicate the need for financing for the business in question and how this value is expected to be obtained (for example: own financial resources, ask family or friends, bank loan, etc.).

8. Motivation

Finally, it is important to explain why you want to implement this business, demonstrating that the feasibility and feasibility of the business is believed. In addition, the passion and dedication that one has for the project that is being presented must be conveyed..

THEMATIC 6 | IDEA CONTEST
IDEALIZING BUSINESS

SHORT DESCRIPTION
The activity is to idealize a business. To do this, students will structure and analyse a business, responding to a set of aspects present in a form. The business to be planned can be the business that the students will present in the Ideas Contest.

SKILLS TO BE DEVELOPED
Autonomy, Perceptiveness, Opportunity Identified, Efficient, Team Spirit, Capacity for Organising and Decision-making.

TIME 75 minutes

COMPLEXITY ● ● ●

MATERIAL:
● Document: "Our Business Idea" (one example per group)
● Document: "Idea Contest" (one example per class)
● Presentation: "Transform ideas into projects"
● Computer
● Videoprojetor

OBJETIVES:
● Put in practice some aspects inherent to entrepreneurship, such as: brainstorming, business planning, SWOT analysis, among others.
● Prepare the students for the Ideas Contest, giving them to know what is wanted of the same.

PREPARATION:
● Copy the document "Our Business Idea" (one copy for each group of students, knowing that each group should have between 3 and 4 elements).
● Prepare a computer and a video projector to display the "Transform ideas into projects ".:

IMPLEMENTATION:
● Tell students that this activity intends to address some aspects inherent to entrepreneurship and also to prepare students for the Ideas Contest if they wish to compete.

● Ask the students to form groups of 3 or 4 elements (students can choose the groups they want).
However, tell them to group together on some aspects, such as similar interests, sharing common ideas, colleagues with whom they would like to participate in the contest.

● Tell them to imagine that together they will open a business.

● Ask them to identify 5 business ideas, that could succeed if they were implemented, in 5-10 minutes.
You can already think of ideas that could lead to the Ideas Contest.

● Then ask the groups to look at the list created and to choose one of these ideas, bearing in mind that they could open this business.

● Then explain to them that they will then figure out that they will actually move forward with the implementation of this business, and for that they should plan and study the entire business by completing the document "Our Business Idea".

● Hand out the document by groups and give them 40 minutes to work in detail on the idea chosen.

● At the end, ask the groups to present their business idea succinctly.

● When all the groups have presented their ideas, display the presentation " Transform ideas into projects".

INSTRUCTIONS FOR REFLECTION:
● Ask students which ideas would be most likely to be successful businesses, justifying their answers.

● Ask, too, which ones could go the wrong way or even fail, justifying their opinions.

● Discuss with students these questions by identifying all the relevant aspects so that the business can succeed or fail.

● Discuss with the students aspects to improve their ideas, referring important factors that have not been mentioned in their works / presentations.

● Lastly, explain to them that much of what is wanted in the Ideas Contest is only to deepen what has been accomplished in the activity. So invite all students to participate.

● Conduct a survey of students interested in competing by completing the "Ideas Contest" document (later submitted to GesLearning).

THEMATIC 6 | IDEA CONTEST
IDEALIZING BUSINESS

Our business idea

1. Project Identification

Project Name:

Our idea is (*brief description*):

2. Promoters Identification

Promoter 1 (Name, School, Class, Age):

Promoter 2 (Name, School, Class, Age):

Promoter 3 (Name, School, Class, Age):

Promoter 4 (Name, School, Class, Age):

Teacher:

3. Business sector

- ☐ Health
- ☐ Energy
- ☐ Environment
- ☐ Tourism
- ☐ Information and Communication Technologies
- ☐ Commerce / Services
- ☐ Other:
  _____

4. Project description

Description of the product / service:

(What are the characteristics of your business idea?)

Creative innovation:

(Is it innovative at the national level? Is it innovative at the local level? Although not entirely innovative, is it a poor sector?)

Description of the Market / Clients:

(Who is the target audience?)

Competition:

(How many competitors are there? What are they? How can they affect you? What is the location of the competition?)

Strengths:

(What competitive advantages do you have over your competition?)

Marketing:

(What channels of communication would you use to make your business known?)

Reason for choosing this idea:

(What problem do you propose to solve?)

Local project interest:

(What does the City have to gain from this idea?)

Feasibility of the project:

(What is the business model? How will you make money on this project?)

Course of action:

(If you were to start this project, what would be the steps to take?)

5. Análise SWOT

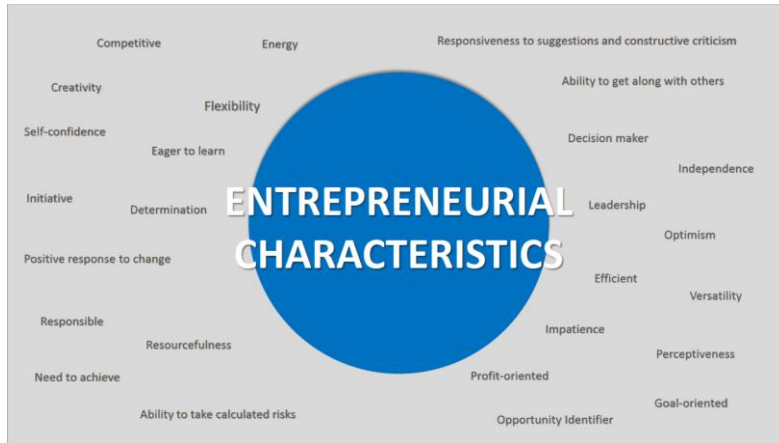| Strengths	Weaknesses
Opportunities	Threats

6. Investiment

What do you need to start the business?

list all equipment, machinery, furniture, vehicles, etc. necessary to start the business

7. Motivation

What is your motivation for this project?

(What characteristics will determine the success of the project?)

ENTREPRENEURSHIP EDUCATION
CHRIS KURTIS

ENTREPRENEURIAL CHARACTERISTICS

Competitive · Energy · Responsiveness to suggestions and constructive criticism · Creativity · Flexibility · Ability to get along with others · Self-confidence · Decision maker · Eager to learn · Independence · Initiative · Determination · Leadership · Optimism · Positive response to change · Efficient · Versatility · Responsible · Impatience · Resourcefulness · Perceptiveness · Need to achieve · Profit-oriented · Ability to take calculated risks · Opportunity Identifier · Goal-oriented

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WHY ENTREPRENEURSHIP?

Entrepreneurship education encourages collaborations between the classroom and the community.

An increased understanding of entrepreneurship prepares people to actively participate in and contribute to the economic growth of a region and increased competitiveness.

Provides a vehicle to integrate academic learning with skill development, building entrepreneurial competencies and real world experiences.

WAYS TO GENERATE IDEAS

Find new ways of doing things.

Improve something already being done.

Daydream and let the imagination take control.

Do the "if onlys" and find solutions.

Brainstorm various ideas using specified criteria.

WHY ENTREPRENEURSHIP?

Entrepreneurship is about job creation, business development, poverty alleviation, empowerment and participation in the mainstream economy.

Entrepreneurship education is about helping people understand that they have the qualities and ability to be an entrepreneur if they choose to be.

The entrepreneurial spirit, as an orientation to change and innovation, serves everyone well in preparing for a competitive economy.

WAYS TO GENERATE IDEAS

Build on skills to create a viable business.

Recycle to create products or services.

Talk and listen to business people, potential customers, competition and partners.

Travel and look for ideas instead of waiting for ideas to come to you.

Make lists to record ideas and to help generate more ideas.

IDEA GENERATION: BRAINSTORMING
HOW TO BRAINSTORM

- Gather a group of up to **10 people**;
- Do some form of fun **icebreaker activity** to "warm-up" the group;
- The group should **select someone to facilitate** to ensure that the brainstorming rules are followed and to write down all the ideas;
- Write the ideas in a format that everyone can see.

ja Juventude em ação | Erasmus+

ENTREPRENEURSHIP EDUCATION
CHRIS KURTIS

IDEA GENERATION: BRAINSTORMING
RULES FOR BRAINSTORMING

- **Encourage everyone** to come up with all types of ideas;
- **Do not judge ideas;**
- Quantity is more important than quality;
- Pay attention to the ideas as they emerge and build on these ideas;
- **Every idea is valuable.**

LESSON DESIGN PARTS
FOR ACTIVITY-BASED EDUCATION

1. ACTIVITY NAME
2. INTRODUCTION
3. CLARIFICATION
4. ACTION
5. REVIEW
6. REFLECTION
7. ANALYSIS
8. GENERALIZATION
9. REFLECTION
10. ANALYSIS

The Development Cycle of the Entrepreneur

- I think I want to be an entrepreneur. (Pre-Aspiring and Aspiring)
- I need an idea that will inspire me. (Idea Generation)
- Is there an opportunity in that idea? (Opportunity Identification)
- Let's plan and get the funds (Planning and Funding)
- Time to go! (Startup)
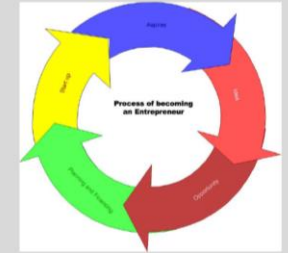
Cycle starts again for a new idea or expansion

Process of becoming an Entrepreneur


MY TEACHING STYLE

Use this tool to illuminate your teaching style.
For each of the following teaching style features, circle the number you feel best represents your teaching preference.

- (1) is more in keeping with the preferences on the left.
- (5) is more in keeping with the preferences on the right.

Feature		My Preference					
Emphasis	Knowledge	1	2	3	4	5	Capability
Delivery	Content Driven	1	2	3	4	5	Process Driven
Method	Didactic & Instructional	1	2	3	4	5	Experiential & Reflective
Control	Teacher Driven	1	2	3	4	5	Student Driven
Teacher Role	Expert	1	2	3	4	5	Facilitator
Student Role	Receptors Of Knowledge	1	2	3	4	5	Generators Of Knowledge
Student Status	Deficits To Be Helped	1	2	3	4	5	Assets In Class
Student View	Dependent	1	2	3	4	5	Independent
Topic	Fixed	1	2	3	4	5	Opportunistic
Classes	Programmed	1	2	3	4	5	Flexible &Negotiated
Activity	Solitary	1	2	3	4	5	Collaborative
Ethos	Impersonal/Formal	1	2	3	4	5	Social/Informal
Mistakes	To Be Avoided	1	2	3	4	5	To Be Learned From
Context	Single Discipline	1	2	3	4	5	Multi-Discipline
Assessment	Teacher	1	2	3	4	5	Student
Outcomes	Course	1	2	3	4	5	Includes Long Term

Model for Entrepreneurship
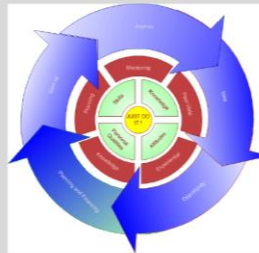
- Learner Centered
  - Focus on the development of the person, they focus on their businesses
- De-mystifies Entrepreneurship
  - Break the process into achievable steps
- People learn in different ways
  - Multi-faceted & integrated
- Experiential
  - Action shapes attitudes

Entrepreneurial Learning Streams

Entrepreneurial Learning Methodologies

The learning streams that peculiarly suit the entrepreneurial style are

Mentoring
Peer Helping
Experiential Learning
Knowledge Acquisition
Planning

ENTREPRENEURSHIP EDUCATION
CHRIS KURTIS

Building the Entrepreneur

- Fundamental to the entrepreneur are their Personal Qualities and Attitudes. These make up the entrepreneurial personality, and without them, there is no entrepreneur

- Add to this a set of Skills that allow the entrepreneur to adapt to different situations and thrive.

- Supporting all this is an information base that has resulted from the learning streams

4 Components of an Entrepreneur

- Combine the model components and we get
  - action at the centre of the entrepreneur
  - Surrounding this are the 4 components that make up the entrepreneur
  - Encompassed in a variety of ways of learning
  - Informing the entrepreneur as they move through the cycle of entrepreneurship development
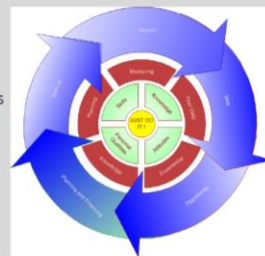
Entrepreneurship is a powerful tool to help people achieve economic empowerment and take control of their lives

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Techniques

- Small group work
- Audio visual
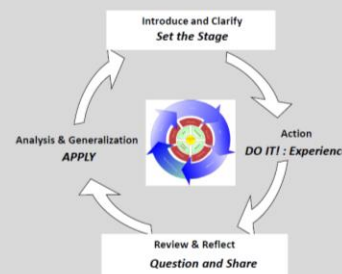- Learners as leaders
- Minimize stand and deliver

Action-The heart of Entrepreneurship

JUST DO IT!

- An entrepreneur must be decisive

- They must take into account the many factors surrounding the issue.

- And then act! Taking an action, sometimes even with what others consider to be inadequate information, is the key to success.

Learning Model

- What is going to happen
- Experiential
- The experience is the textbook
- Internalisation through reflection & application
- Apply one learnings from experience
- Continuity from one experience to another
- Cyclical in nature

Introduce and Clarify
Set the Stage

Analysis & Generalization
APPLY

Action
DO IT! : Experience

Review & Reflect
Question and Share

Applying the Model to Lesson Planning

1. **Introduction**
2. Clarification
3. Action
4. Review
5. Reflection
6. Analysis
7. Generalization

A brief introduction to the topic, either as a follow on from the previous lesson or an introduction to a new topic within the larger subject. This part should focus on the action that is going to take place

This should be as short as possible, and not used for a lot of dissemination of information. The learning takes place in stages 3 to 7

ENTREPRENEURSHIP EDUCATION
CHRIS KURTIS

Applying the Model to Lesson Planning

1. Introduction
2. **Clarification**
3. Action
4. Review
5. Reflection
6. Analysis
7. Generalization

In this stage we seek to ascertain that the learner understands the task in front of them.

Make sure that time frames are clear, as are the expectations. Make sure that your lesson objective is clear to the learner.

Applying the Model to Lesson Planning

1. Introduction
2. Clarification
3. Action
4. **Review**
5. Reflection
6. Analysis
7. Generalization

In this part of the lesson, simply review what took place in the action. Allow the learners to tell their stories.

This review will allow for the actions to internalize and, in preparing for the review, the learner will pick out the most important points to share.

This is critical, as it allows for the learner to make the connection in a loose way between their actions and the topic being done.

Applying the Model to Lesson Planning

1. Introduction
2. Clarification
3. Action
4. Review
5. Reflection
6. **Analysis**
7. Generalization

The analysis takes all the links from the previous parts of the lesson and synthesizes them.

Through this process, the learners now can see the patterns and results of their learning in the lesson.

Applying the Model to Lesson Planning

1. Introduction
2. Clarification
3. **Action**
4. Review
5. Reflection
6. Analysis
7. Generalization

The action forms the fundamental part of the lesson. In this part the learner takes actions that allow for context to occur and for actions that will lead to reflection and generalization.

Actions need to be direct and be easily applicable to the lesson. The best actions are both physical and mental, stimulating all of the methods of learning.

It is not necessary that each lesson has its own unique action. Some lessons can refer to actions taken in earlier lessons, if the earlier action was planned for that purpose

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Applying the Model to Lesson Planning

1. Introduction
2. Clarification
3. Action
4. Review
5. **Reflection**
6. Analysis
7. Generalization

Whereas the review is presented by the learner, the reflection is guided by a leader, who skillfully builds on the review to make links between the actions and the topic being covered.

As a result of the small group nature for the action stage, there will be many actions to debrief. This leads to many links between actions and the topic. This both reinforces the learnings from each actions, and leads to a diversity which can spark discussion.

The reflection leader needs to constantly make the link between the review and the topic. It is easy to become distracted.

Applying the Model to Lesson Planning

1. Introduction
2. Clarification
3. Action
4. Review
5. Reflection
6. Analysis
7. **Generalization**

Generalization happens when the students make the leap from this specific action to applications in many areas.

The leader must now draw the learner to make the generalizations from both the actions and the results of the analysis. The more contexts which can be drawn out the better, and then a more general statement of the result can be made.

TESTIMONIES

PARTNERS AND PARTICIPANTS

All videos are available at TVJazores Youtube Channel

BERTO MESSIAS | PARTNER

Interview held at the Public Presentation of the project, which took place in October 2018

LEONOR BETTENCOURT | TEACHER

Interview held at the Public Presentation of the project, which took place in October 2018

CHRIS CURTIS | TRAINER

Interview held at the Training Course "Entrepreneurial Competences", which took place in March 2019 at Nonagon - São Miguel Science and Technology Park, Azores

PUBLIC PRESENTATION

Presentation of the Project 'Entrepreneurship Education: A Road of Success' (Angra do Heroísmo, October 2018)

TRAINING COURSE

Training Course 'Entreprenerial Competences' – Açores (Lagoa - São Miguel, Azores, March 2019)

RODRIGO CASTRO | PARTNER

Interview held at the Training Course "Entrepreneurial Competences", which took place in March 2019 at Nonagon - São Miguel Science and Technology Park, Azores

ELÁDIO BRAGA | TEACHER

Interview held at the Training Course "Entrepreneurial Competences", which took place in March 2019 at Nonagon - São Miguel Science and Technology Park, Azores

JUAN URIBE | TEACHER

Interview held at the Training Course "Entrepreneurial Competences", which took place in March 2019 at Nonagon - São Miguel Science and Technology Park, Azores

BOOTCAMP

Bootcamp Azores - Entrepreneurship Education: A Road of Success' (Terceira, July 2019)

Mª BEGONA ROMERO | PARTNER

Interview held at the Training Course "Entrepreneurial Competences", which took place in March 2019 at Nonagon - São Miguel Science and Technology Park, Azores

ADINA NASTA | TEACHER

Interview held at the Training Course "Entrepreneurial Competences", which took place in March 2019 at Nonagon - São Miguel Science and Technology Park, Azores

PARTICIPANT | PORTUGAL

Interview held at the Bootcamp, which took place in July 2019 at Azores

PARTICIPANT | PORTUGAL

Interview held at the Bootcamp, which took place in July 2019 at Azores

PARTICIPANT | PORTUGAL

Interview held at the Bootcamp, which took place in July 2019 at Azores

PARTICIPANT | ROMANIA

Interview held at the Bootcamp, which took place in July 2019 at Azores

PARTICIPANT | PORTUGAL

Interview held at the Bootcamp, which took place in July 2019 at Azores

PARTICIPANT | BULGARIA

Interview held at the Bootcamp, which took place in July 2019 at Azores

PARTICIPANT | SPAIN

Interview held at the Bootcamp, which took place in July 2019 at Azores