MANUAL FOR DELIVERING AN ENTREPRENEURIAL WORKSHOP
‘Every student teacher and existing teacher should benefit from at least one experience of training on the key topics and methods related to entrepreneurial learning and entrepreneurship education during their career.’

(European Commission 2013b, p. 3)

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1. INTRODUCTION

Entrepreneurship is a complex term that is often defined simply as running your own business. But there’s a difference between a “business owner” and an “entrepreneur,” and although one can be both, what distinguishes entrepreneurship is a person’s attitude. In order to truly follow the road to one’s own enterprise, it is important to have adequate information, to have a good and sustainable business idea, a well-developed business plan and of course – quality education on entrepreneurship.

Recent researches show how essential is the role education plays in the development of such mindsets, and in particular the central role that teachers and youth workers play in this process. It requires nothing less than a big change in the approach to education, emphasising active learning and the provision of new experiences for students. For many education systems this represents a fundamental shift away from traditional approaches.

Teaching entrepreneurship moves education from the traditional process view to a practice-based approach and advocates teaching entrepreneurship using a portfolio of practices, such as play, empathy, creation, experimentation, and reflection. Together, these practices help students develop the competency to think and act entrepreneurially in order to create, find, and exploit opportunities of all kinds in the continuously changing and uncertain world.

Teachers and youth workers are in the middle of these changes. They need to be equipped with the right skills, knowledge and attitudes to be able to provide their students with the new curricula, pedagogies and learning environments that they will need if they are to acquire entrepreneurial competencies.

This Manual will try to help teachers and youth workers solve these complex problems in the most practical way, by giving examples and providing materials.

The Manual is the result of the project “From idea to Europe!” funded through the Erasmus plus program of the EU Commission which has been realized from February 2016 to June 2017, involving 20 youth workers and teachers from 10 European and South East Balkan countries. The aim of the project was to support their entrepreneurial ideas by motivating them and boosting their entrepreneurial skills and knowledge, including mentorship.

Project included three trainings that have been realized in three countries - Serbia, Greece and Belgium and covered the following topics:

• MODULE 1 - defining ideas, goals and managing risks in starting a business
• MODULE 2 - marketing and budgeting
• MODULE 3 - completing, finalising and presenting a Business Plan

The main result of the project are 10 entrepreneurial ideas which were developed and whose realisation has begun, followed by this manual and the videos as an integral part of it.

The project included numerous studies, hours of working on business plans, visits to successful entrepreneurs, pitching ideas and discussing them with experts and colleagues, informing about additional funds and opportunities for realizing business ideas. Throughout these modules and mentoring sessions, teachers and youth workers gained precious experience for continuous work with youth on entrepreneurship.
2. WHO IS THIS MANUAL FOR?

Some entrepreneurs may be born, but with the right education we can do more to encourage entrepreneurship. Teaching entrepreneurial mindset — characteristics such as initiative and self-direction, flexibility and adaptability, and creativity and innovation - is supposed to be at the heart of our education systems. While many inspirational innovators may share certain characteristics, one thing is clear – the right mix of education and experience is vital to entrepreneurial success.

Therefore this manual is created for teachers, youth workers, social workers and other people who are in contact with young people and want to motivate them to start working on their entrepreneurial ideas rather than think only about the steady state job.

Teachers lack resources that could help them as teaching materials and support their efforts in motivating young people for entrepreneurship. This manual aims to showcase working advice and practical examples of inspiring practice featured through the “From Idea to... Europe!” project. It highlights the success factors and includes video that can be a helpful tool in teaching entrepreneurship to secondary school students and other young people.

We are hoping this manual will inspire practitioners to take action and continue with their own activities to support teachers in implementing entrepreneurship education.
If young people are to succeed in the global job market, there needs to be a stronger focus on entrepreneurial education. Entrepreneurship education not only helps young people to start businesses, it also enables them to contribute to the wider economy.

Since entrepreneurship education is about developing the ability to act in an entrepreneurial manner, attitude and behaviours are perhaps more important than knowledge about how to run a business. In short, entrepreneurship education means developing a culture which is related to and deals with entrepreneurship. Such competencies are best acquired through people-led enquiry and discovery that enable students to turn ideas into action.

These are the reasons why it is so important to link entrepreneurship with education:

1. LABOUR FORCE IS SHIFTING
Our economy is shifting and “traditional” jobs are changing. One way to address the changes is to put a higher emphasis on education about entrepreneurship.

2. ENTREPRENEURSHIP IS A USEFUL TOOL TO RETHINK THE EDUCATIONAL FOCUS
Entrepreneurship is difficult to teach through traditional teaching and learning practices in which the learner tends to be a more or less passive recipient. Clearly, the implication of making these changes is significant for teachers. It mean nothing less than a new role for every teacher, who can then be called ‘a learning facilitator’.

3. IT BENEFITS STUDENTS AND EMPLOYERS
Entrepreneurship education brings many benefits for students and employers. Recent studies emphasize the following as the most important benefits:

**STUDENTS’ BENEFITS:**
- Increased occupational aspirations
- Increased interest in attending college
- Increased leadership behavior
- Higher sense of personal control and self-esteem

**EMPLOYERS’ BENEFITS:**
Students with entrepreneurial traits such as:
- innovation,
- creativity,
- clear communication,
- complex problem solving skills

Youth entrepreneurship education research has showed that students trained in entrepreneurship and students who were engaged in a classroom-based enterprise had a higher sense of personal control and self-esteem. Entrepreneurship education can help increase the total number of future business owners and create the necessary skills employers seek.

Employers seek students with entrepreneurial traits. This means that entrepreneurship education creates choice and win-win opportunities for students. Although many students may not start their own business, they will develop the key skills today’s employers need. Entrepreneurship education creates a win-win situation, where students who are trained to be entrepreneurial can either start their own company or be a highly valued employee in someone else’s company.
4. WHO CAN BE AN ENTREPRENEURIAL TEACHER?

An entrepreneurial teacher is more of a coach than someone who lectures. They support individual learning processes of students and development of personal competences.

When talking about entrepreneurship, teachers have to keep in mind these important facts:

1. Entrepreneurship education is more than instructions on how to run a business. It is about how to develop the entrepreneurial atti-tudes, skills and knowledge which, in short, should enable a student to ‘turn ideas into action’.

2. Teachers cannot teach students how to be entrepreneurial without themselves being entrepreneurial.

3. Entrepreneurial competences require active methods of engaging students to release their creativity and innovation.

4. Entrepreneurial competency and skills can be acquired or built only through hands-on, real life learning experiences.

5. Entrepreneurial skills can be taught across all subjects as well as treated as a separate subject.

6. Entrepreneurship education should focus on ‘intrepreneurs’ as well as entrepreneurs, in light of the fact that most students will use entrepreneurial skills within companies or public institutions.

7. To give entrepreneurship education real traction, there is a need to develop learning outcomes connected to entrepreneurship and related assessment methods and quality assurance procedures for all levels of education. These should be designed to help teachers make progress in the acquisition of entrepreneurial knowledge, skills and attitudes.

8. The entrepreneurship education agenda should be promoted beyond teacher education institutions to businesses and wider community.

9. Teachers and schools will not be able to realise their ambitions without cooperation and partnerships with colleagues, businesses and other stakeholders.
5. HOW TO MOTIVATE YOUNG PEOPLE FOR ENTREPRENEURSHIP?

Young people are more likely to prefer self-employment than adults, but at the same time their rate of self-employment is much lower. This is accounted for by barriers related to lack of awareness, education and training orientation, lack of experience, fewer financial resources, limited networks, and market barriers. These barriers can be addressed by making use of EU programmes, and there are existing policies which have been proven to work. It is important to learn from existing entrepreneurship programmes.

Teachers need to have access to a varied new range of resources in order to build activities for students that are as true to life as possible, bringing the outside world into the classroom. This includes, for example, resources to set up and manage a businesslike project, to organize study visits to companies or charities, or visits of entrepreneurs to schools. This challenges both schools to become more open to their local communities and, in equal measure, businesses and the wider community in general to be willing to play an active and committed role in supporting teachers and schools in their endeavours. Changes to teacher education cannot take place in a vacuum if they are to be effective.

These are the key elements that can help teachers shape their class:

a) Do a research among students in order to select students motivated to set up a business rather than select them according to other characteristics (such as formal education). It will help you to understand the students’ views on starting their own businesses and clarify what they would need from you. Also, it can provide useful data to influence those who are not certain if a youth entrepreneurship class/workshop is needed.

Research can include these questions:
1. Why do you want to take this class/workshop?
2. What skills and/or knowledge do you hope to gain by taking this class/workshop?
3. What will your classmates gain by having you participate in this class/workshop?
4. Briefly list any jobs, internships, and/or volunteer experiences you have participated in.
5. List any hobbies and/or extra-curricular/volunteer activities you are involved in.
6. What are your plans after graduation from high school?
7. What are your goals or vision for your future?

b) Teach students how to write a **business plan**, determine if their business idea is feasible, and provide them with the skills necessary to successfully start their own business. Offer experiential learning opportunities to help students connect classroom lessons with real life experiences.

c) Promote **interaction between students and the local businesses**. A visit to a local business can help your students generate ideas for their own businesses, learn what is required to create a successful business, or find out more about their competitors. Ask your students what they are interested in and visit competitors, or visit a business that could generate lots of different ideas. Focus on opportunity recognition exercises that will help your students think critically about what type of business they could create. These visits are best set up in the first couple of weeks of the course when students are fresh and looking for ideas.

d) Encourage **business owners to act as mentors**. You can establish relationships with local business owners by pairing them with students in your class. These owners can act as business mentors for your students. This process is potentially very time consuming. If you have a program that helps set-up internships or job shadowing experiences with students, it is recommended that you rely on them for assistance.

e) **Record experiences** and/or take pictures of your class, field trips, and events. It will help you promote the class for following years. It can also be useful for developing presentations to gain school district and community support.

f) Organize **multiple student presentations** when you can. Invite community members to attend students’ presentations. It will help build support for your program and provide a means for your students to get feedback about their ideas.

g) **Financial support** for youth entrepreneurs also needs to be clearly explained. It can be based on the type of enterprise (the self-employed and SMEs have different needs and there is limited growth from one category to the other); the attitude to entrepreneurship (the difference between being driven by necessity and by opportunity); and differentiation of age groups. Different age groups move from awareness (primary school) through the formative stage (secondary school) to becoming emerging entrepreneurs (universities and post-education programmes).
6. INSPIRATIONAL IDEAS

These are several core activities that are usually used in teaching entrepreneurship and that can be of help for any teachers in their starting phases.

Business mentorship programmes can be integrated into and lead to the development of wider entrepreneurship education approaches. As a part of such programmes, teachers spend time in local companies, experiencing different types of tasks and encountering different types of business problems, essentially learning by doing.

Entrepreneurial Life Plan - in this assignment students analyse where they are in life and where they would like to be. They should address lifetime goals, deeply personal, broken down into pillars. After finishing this assignment students should send their plan to someone who is of significant importance in their life.

Meetups, including a large one focused on tech, as well as a variety of Meetups for those interested in areas like game development and specific programming languages, help keep the startup energy percolating. They’ve reached the critical mass where there’s a powerful incentive for entrepreneurs to attend.

Hackathons are off and online events that promote contact between individuals and groups that would not normally meet during their daily routines. Whether they’re called hackathons, hackfests, hackdays, or codefests, these marathon brainstorming sessions are today sponsored by companies, nonprofit groups, universities, and other organizations. During hackathons, participants work in teams to come up with and realize an idea, and, in the end, one concept, app, robot, or a website is declared the winner.

Case Competitions model real-world business scenarios focusing on the strategic issues currently being faced by companies. Participants strive to develop the best solution to a business or education-related case study within a defined time frame. Throughout case competitions, students can exercise skills and test knowledge on a “real world” case of an actual organization, with the support of representatives who can provide professional advice.
7. FINANCIAL RESOURCES

There are several levels that you can use for business funding
- Employment agencies funding schemes
- National loans and grants (Agency for development, Agencies for SMEs)
- Project based funding

Some of the resources are:

7.1. EU Structural and Investment funds
- European Regional Development Fund (ERDF)
- European Social Fund (ESF)
- Cohesion Fund (CF)
- European Agricultural Fund for Rural Development (EAFRD)
- European Maritime & Fisheries Fund (EMFF)

7.2. COSME
COSME is the EU programme for the Competitiveness of Enterprises and Small and Medium-sized Enterprises (SMEs) COSME will support SMEs in the following area: Better access to finance for Small and Medium-sized Enterprises (SMEs).

7.3. Horizon 2020
This programme is the new EU funding programme for research and innovation, DG Enterprise and Industry responsibility, leadership in enabling and industrial technologies and innovation in small and medium-sized enterprises. Climate action, environment, resource efficiency and raw materials. Secure societies – Protecting freedom and security of Europe and its citizens.

7.4. RURAL Development under CAP
Under the 2014-2020 rural development policy, the EU will contribute over € 95 billion to investments in Member States which aim at:
- fostering the competitiveness of agriculture;
- ensuring the sustainable management of natural resources;
- combatting climate change and
- achieving a balanced territorial development of rural economies and communities including the creation and maintenance of employment.

7.5. European Regional Development Fund
The ERDF aims to strengthen economic and social cohesion in the European Union by correcting imbalances between its regions. Key priority areas - ‘thematic concentration’:
- Innovation and research;
- The digital agenda;
- Support for small and medium-sized enterprises (SMEs);
- The low-carbon economy

7.6. Instrument for Pre-accession Assistance
The IPA is made up of five different components:
- Assistance for transition and institution building;
- Cross-border cooperation (with EU Member States and other countries eligible for IPA);
- Regional development (transport, environment, regional and economic development);
• Human resources (strengthening human capital and combating exclusion);
• Rural development

7.7. Erasmus for Young Entrepreneurs
This program is a cross-border exchange programme which gives new or aspiring entrepreneurs the chance to learn from experienced entrepreneurs running small businesses in other Participating Countries

7.8. Crowdfunding as a starting point
Crowdfunding has become so popular and useful for start-ups in the last few years because it can bring in more funding than venture capital. There are more than 600 crowdfunding platforms around the world, with fundraising reaching billions of euros annually. That shows the potential in crowdfunding for small businesses that need money to launch and grow.

On crowdfunding web sites, which are the basis for funding search, one can list a campaign to raise funds for his/her business. Members of the public, called backers or supporters, can decide whether to fund it and how much they want to give. In exchange for their support, one can give rewards to supporters, such as a free product or a product sample. Most crowdfunding sites make money by taking a small cut from the money you raise. The most common type of crowdfunding fundraising is using sites like Kickstarter and Indiegogo variety.

A successful crowdfunding round not only provides your business with needed cash, but creates a base of customers who feel as though they have a stake in the business’ success.
When deciding where to locate your business, an incubator or co-working space may be the right decision for you. Incubators are unique in that they focus primarily on start-up and early-stage companies, providing all of the resources necessary to establish and build a successful business. Similarly, co-working spaces offer a location for independent workers and entrepreneurs who desire community and synergy by enabling collaboration and providing basic office supplies.

Networks can be really helpful when you’re starting out as an entrepreneur, they can provide access to people who may be able to give advice or even people that you might want to partner with.

8.1. WHAT IS AN INCUBATOR?
Incubators are typically industry-specific and provide a location for you to start your business with low overhead costs and a variety of other amenities. An incubator generally provides business mentoring, focusing on the development of strong business plans, financial management techniques, marketing strategies, networking activities, and funding opportunities. In addition, incubators provide a low-cost location with a variety of features ranging from conference rooms to answering services to laboratory research facilities.

8.2. WHAT IS A CO-WORKING SPACE?
Co-working spaces provide a physical location for independent workers, such as freelancers and virtual workers who desire a sense of community and collaboration. In addition, meeting space and networking opportunities are typically available, as well as basic business necessities such as Internet access, printing and faxing, and office supplies.

Source: http://www.raleighchamber.org/incubators-and-co-working-space.html

8.3. WHAT IS A STARTUP ACCELERATOR?
Startup accelerators support early-stage, growth-driven companies through education, mentorship, and financing. Startups enter accelerators for a fixed-period of time, and as part of a cohort of companies. The accelerator experience is a process of intense, rapid, and immersive education aimed at accelerating the life cycle of young innovative companies, compressing years’ worth of learning-by-doing into just a few months.

Source: https://hbr.org/2016/03/what-start-up-accelerators-really-do
8.4. WHAT ARE INNOVATION HUBS?
Innovation hubs have been widely celebrated by practitioners and policymakers for their ability to boost creativity and collaboration. Hubs build collaborative communities with entrepreneurial individuals at the center. Most new entrants to a hub expect, first off, to find a genuine sense of community—a cozy social milieu. Hubs attract diverse members with heterogeneous knowledge and prioritizes creative clashes between people from different networks and domains. Examples include software developers, designers, activists, civil servants, and students—groups that embody diverse perspectives and complementary knowledge sets. Such heterogeneous cognitive resources are thought to make the emergence of novel combinations of ideas and practices more likely, resulting in unique and viable innovations.
Source: https://ssir.org/articles/entry/time_to_define_what_a_hub_really_is

8.5. WHO ARE BUSINESS ANGELS?
Business angels are wealthy, entrepreneurial individuals who provide capital in return for a proportion of the company equity. They take a high personal risk in the expectation of owning part of a growing and successful business. Many contacts are made informally. For example: personal friends and family; wealthy business contacts; major suppliers and clients of the business. Investors can also be found by approaching formal angel networking organizations. Many of the most active business angels use these networks to find out about interesting investment opportunities.

Business Angel networks in Europe:
- The European Trade Association for Business Angels, Seed Funds and Early Stage Market Players (EBAN) is an early stage investor community in Europe, including Business Angels networks and angel investors themselves.
- Business Angels Europe represents European business angel federations and trade associations.
Source: https://www.tutor2u.net/business/reference/sources-of-finance-business-angels

8.6 WHAT ARE CHAMBERS OF COMMERCE?
A chamber of commerce is an association of businessmen and businesswomen designed to promote and protect the interests of its members. There is a national Chamber of Commerce, as well as numerous state and local chambers. Some of the benefits members receive are deals and discounts from other chamber members, a listing in a members directory and a variety of other programs and services designed to promote business activity in a region.
Source: http://www.investopedia.com/terms/d/discount.asp
9. CASE STUDIES

"From Idea to... Europe!" is a project that supported the growth of and development of many entrepreneurial ideas of teachers and youth workers. Some of them are listed here so that they can help teachers and youth workers dealing with the topic of entrepreneurship to analyse and implement them as a learning points. Case studies can spark discussions about realistic business ventures and cultivate deep learning. Teaching entrepreneurship by case study method can help enhance students’ self-esteem, help them be more achievement-oriented and innovative.

1. Case one: Art Hub
The business idea is to establish a Manual Printing Center - a public studio offering printing service, gallery space and space for lectures, courses and the artist in residence programme. The Manual Printing Center would promote and popularize graphical art. It would provide basic equipment for manual printing (printing press, colors, chemicals etc.) so that individuals could rent the space and the equipment. Schools, organizations would have a special treatment in order to deliver educational workshops as well. Works created here would be exhibited (individual exhibitions, workshop exhibitions) and would form a collection of the Center that can also be a source of income.

2. Case two: Co-working space
The idea is to create a co-working space for young freelancers and entrepreneurs in ICT and creative industries. The space would serve both as an incubator for small startup enterprises and as an outsourcing facility for clients in need of interactive advertising or developing solutions. After facilitating focus groups on what kind of support such space should provide and summarizing discussion conclusions, we mapped these major sections and services the coworking space would offer: office and appointment space with equipment, user-friendly info point on opportunities in funding and training, legal advising and administrative support, accounting services, career advising and professional orientation, additional education and mentoring in developing ideas. The place would also serve for networking with other similar and complementary professionals, clustering and/or supporting collaboration of different professionals boosting their recognition and visibility in the community. In addition the space would be used for implementing startup funding events, creating reduced costs environment that would make an easy access to foreign markets.

3. Case three: Sports web platform
The idea is to create a commercial website portal for sport workers who would be able to search for jobs in sports or educational opportunities such as training courses. Income for this project can be collected from selling advertising space on the web platform. Advertising jobs or courses or a user’s profile would be offered for free. At one place, job seekers would find job offers, search for seminars/workshop or licences to work in various sport disciplines and find news about related topics. Furthermore, companies would be able to search through user profiles and pick the best ones.
4. Case four: Roastery Coffee Shop
The bar/shop would include minimalist industrial design interior. Nevertheless, the approach would be non-industrial. Every cup of coffee would be prepared with commitment, passion and strong expertise. Coffee would be imported from chosen places around the globe. Service would be professional, polite and ready to respond to whatever question a customer has about their favourite drink. It would offer coffee as the single product. The company would also sell coffee to other restaurants and individuals.

5. Case five: Food recycling service
Wow Food Belgium is a cooking collective focusing on reducing food waste at the local level. The company is providing services to organizations who organize informative weekends, multiple day gatherings or in-house trainings. An important part of company’s mission is to inform people, not only making them aware that there is a problem, but also providing some solutions. The company is striving to encourage people to reduce food waste in whatever way is meaningful for them.

6. Case study six: Dance company
“Discovering new things and giving the possibility to discover” is the main idea of this business project. The aim is the foundation of a self-employed artist company which creates an educational theatre-performance for young audience that raises the awareness on a solitary society. The theatre performance works with the Motion Capture Technology, which is a very new media tool on stage. The educational theatre performance will be used as a technique in the sphere of educational youth work by presenting the theatre performance at schools, youth houses as well as urban places. People aged 12 to 30 will be invited to reflect the message of the performance.

7. Case study seven: Board Game Cafe
Board games are popular among kids but also among adults. This concept cafe will combine drinking favorite drinks and playing favorite games. The idea is to have an open place where full time parents can bring their kids and have a coffee and chat while kids play some simple games. On the other hand, in the evening, the place would be open for adults who want to play more advanced games, meet up with friends and have a beer.

8. Case study eight: The Mirror Room
Mirror Room business idea is to create a specific space with mirrors and provide courses for people with back or posture problems using a unique dance therapy approach. The mirrors will be an effective tool for the customers to reflect on their physical state and monitor the transformation they will achieve while working on their own body posture using dance as a creative method.

9. Case study nine: Construction management company
The idea is focused on developing construction management industry. Generally people don’t have any idea where to find architects, engineers, contractors and subcontractors when they want to build, construct or reconstruct an object. They usually don’t know which project delivery method to choose that will be in accordance with the customer’s initial budget and how to be sure that quality of the work done fits the cost. The main proposition of the construction management agency will be based on these needs. This agency will help customers during each construction phase by selecting the right teams for the right work within cost constraints while maintaining the required quality.

10. Case study ten: Marketing and event management agency
This marketing agency will work in three sectors. The first part is the customer service for private and corporate events, meaning providing them with help in planning and organising their own events and taking care of smooth, safe and delightful execution of their wedding, shop opening, or team building events. The second part will be focused on music events that are bringing musicians from all over the world to perform on a small stage setting. Marketing services of the company will include training and giving advice to local companies and shops who have no idea how to develop their business or part of it such as the online promotion.
10. VIDEO MATERIAL

In order to help out teachers create useful classes, this manual includes a video that can be used in the classes of entrepreneurship. In order to help students think critically, we prepared questions that can be useful as discussion starters after watching the video.

1. How has the “Idea to...Europe!” project created unique environment for entrepreneurs?
(The methodologies that can be of help for entrepreneurial start-ups, educational methods using non formal teaching are more real life oriented).

2. What are the advantages of this type of working environment?
(Entrepreneurs from different companies can easily get together to share and receive feedback on the challenges and opportunities of starting a business).

3. Why is it important to have a vision of your business before you start planning?
(If you have a clear picture of what you want to produce or provide to consumers, the planning will be easier and the business will be more likely to succeed).

4. How can a strong business plan help organize and build your company?
(If you have worked out the details in a business plan, such as funding, location, resources needed and marketing, the process of starting your business should go more smoothly).

5. Why are support networks and employee collaboration important when starting a business?
(A support network, such as the one of other established entrepreneurs, could aid start-ups by sharing their experiences in the beginning stages of their companies. Employee collaboration helps workers feel like they are part of the process and that their ideas are valued).

6. What are some of the main characteristics of a business person discussed by these entrepreneurs?
(You are able to be your own boss; set your own schedule; hire other like-minded employees; take time off when you want; share your passion with others through your company).
11. ADDITIONAL RESOURCES

In order to help teachers we have also organized materials that can help teachers and youth workers in creating sessions for students.

Materials are available via the following link https://goo.gl/xmh6pw

For numerous and diverse business plan examples, please follow this link https://goo.gl/6fGizc

Enjoy your entrepreneurial teaching!
12. ACKNOWLEDGEMENT

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