

Enhancing entrepreneurial mindset and self-empowerment in kids

ENPOW4KIDS



Guidelines for schools & teachers



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1. Project synopsis

Being entrepreneurial is a valuable **skill** for EU citizens, both for their personal and professional development. Entrepreneurship education plays a key role for Europe's competitiveness and for the continuous growth of Europe's economy. Promoting entrepreneurship in education as a key competence encourages EU citizens to be enterprising and to formulate innovative solutions to societal problems and to design products of added socio-economic value.

Despite these assumptions "just less than a quarter (23 %) of EU respondents said they had taken part in a course or activity at school relating to entrepreneurship, defined as turning ideas into action and developing one's own project" [*European Commission/EACEA/Eurydice, 2016. Entrepreneurship Education at School in Europe – Eurydice Report*].

The results of the 2018 PISA survey show that a large proportion of 15-year-olds still lack basic **problem-solving skills**. "School-to-work transitions have become more complex and prolonged. This reflects both changes in labour market demand, and a growing disparity with what education systems supply. This generation of young citizens requires curiosity, entrepreneurship and resilience to work effectively in the new labour market. They will need confidence to create their own employment and to manage their careers in new ways. Education systems need to prepare young people to be effective in applying what they know to ever-changing situations, expose them to relevant role models, and provide guidance that helps them discover their passions, areas where they can excel, and where and how they can find or create a job" [*PISA 2018: Insights and Interpretations*].

This scenario moved the partners to action to define, settle and implement contents, tools and strategies to **promote in entry-level secondary school students (in the age span between 11 and 13) an entrepreneurial mindset and behaviour and a proactive and non-conformist spirit** promoting actions for their pursuit in the first person, with a particular focus on the school, but adopting a proactive approach that leads students to take action personally in the pre-adolescents' daily life.

Therefore, the primary target group were the **STUDENTS** aged 11 to 13: they will be encouraged to transfer knowledge and awareness beyond their working group, by identifying ways to actively promote the entrepreneurial, creative and critical spirit and attitude beyond the school walls and function as role models. This way, they will have the possibility to influence their wider social network, including their family and friends, so acting as multipliers and in the direction of spreading this spirit within and outside the school environment.

Of the same importance were **TEACHERS** and **SCHOOL LEADERS** involved who, depending on the fact that each context materializes in the relationships that animate it, will in turn be made aware of the pro-active tools on entrepreneurship and personal empowerment and how to actively promote them at school. The same empowerment of teachers will include the re-definition of their role, accepting more responsibility over students' personal behaviours and attitude towards their daily challenges. In general, the Toolkit and its components implemented by the project are going to be integrated within the school curriculum as one of the transversal subjects to be transferred to the future pupils.



The project has been built on and then implemented according to a precise set of structure activities and tasks:

- Task 1: **Setting the methodology and the tools** to create both the Methodology and the Toolkit
- Task 2: **joint on-line Transnational Workshops** to start sharing the methodology and the contents as well as to collect suggestions. It's been interactive with an overall duration of 30 hours displayed on a flexible way to allow the widest participation
- Task 3: **Regional implementation** to testing of the Toolkit in the 4 countries on the school year 2023 – 2024 by completing a series of specific tasks:
 - a first series of lectures to share with the pupils the basic notions & the Tools
 - a second step brought pupils from theory to practice: following the provided E4Kids Business Model Canvas the kids have been guided to the definition of a basic business idea modelled and structured as a real business venture
 - the third step [the school pitching] has brought the students to share their final work with mates in the school in a 'competitive event' where the best 3 ideas have been selected to represent the school at the
 - "ENPOW4Kids transnational pitching day", being a virtual pitching fair where the ideas have competed in a common environment (gathering the 4 countries together) following a structured format
 - the final phase has been the socialization between all the pupils involved in all the 4 countries using the web functions provided by the project
- Task 4 – **Collecting inputs from the pilot phase** to constantly monitor the progresses of the activities and then allowing a proper evaluation of the results both at regional and transnational level. The action has been also implemented with the realization of questionnaires for students and teachers, the collection and coding of data at national level, and the transmission of data to the partner responsible for evaluation activities and evaluation of the data obtained.
- Task 5 - **Drafting and releasing the Guidelines** intended as a conclusive document which should allow the continuation of the action and the replicability of its effect also in different contexts.



1.1. The ENPOW4Kids Guidelines

After the end of the pilot phase of the project, the collected and thus processed inputs / findings has been addressed to better shape the common final Guidelines indicating the suggested way to:

1. better integrate the contents, the tools and the methodology (*i.e. the Toolkit*) with the current school curriculum on the relevant sector of application;
2. make it a permanent element of the school curriculum for the following years;
3. promote the integration of the specific Toolkit (and all its components) to local / regional public authorities to support the dissemination and the replication to other schools, with the view of making it a permanent element in the relevant education offer.

In details the Guidelines start from evaluating the efficacy and efficiency of the pilot action displayed in the target schools measuring the level of achievement of the different set of quality- and quantitative target indicators. The analysis was meant to validate the Toolkit and all its component to bring then all the relevant stakeholders keen to implement and strengthen the same results. The core part of the Guidelines is represented by the set of findings and indications on how to proceed and thus replicate (*i.e. 'institutionalise'*) the contents and methodology empowering both teachers and pupils.

In details the Guidelines consists of:

- presentation of the Toolkit and its main components starting from the E4Kids Teachers' Book representing the proper guidance for the implementation of the action in class;
- a narrative description of the activities implemented by the teachers in class with clear remarks and references to the main impacts recorded;
- the precise assessment of the impacts by processing the structured feedbacks from both the teachers and the students directly involved in the implementation of the activities;
- the definition of a model of practices (out of the ones implemented and described) to facilitate the dissemination and replication of the project action and results. The model is mainly addressed to local / regional public authorities dealing with education with a view of transferability and replication.



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2. The ENPOW4Kids Toolkit

The 5 partners of the ENPOW4Kids found their inspiration on the Entrepreneurship 2020 Action Plan and the Communication on Rethinking Education to set the basis for the project leading to the creation of an effective **TOOLKIT** consisting of tools, contents and methodologies, and being the core part of the entire project realisation.

The very first and most important tool is the **E4KIDS TEACHERS' BOOK** representing the reference framework for teachers and schools for both the contents and the methodology to be used with the kids. In short it consist of 3 main parts:

1. the first one explains the **contents** of the **Business Model Canvas** prepared for the kids with clear indications on how to deliver the concepts to the kids,
2. the second one reports some **practical and interactive games** to be played also in class to let the kids better acquire the transferred knowledge,
3. and the third one introduce the **methodology to be adopted with the kids**, consisting of a series of some structured activities in which the knowledge and the tools will be used to allow the kids to better exploit all their business potential.

The BOOK is the accompanied by a dedicated **Glossary**, to better understand the main concepts, and a **Library** for a more in-depth knowledge on the business culture in general and the way to work with it with the kids.



Then the very first practical tool is the **Business Model Canvas template for kids "My pitch deck"** which has been used with the kids to let them work and structure their business idea.

The Business Model Canvas® is a strategic management template used for developing new business models and

documenting existing ones. It offers a visual chart with elements describing a firm's or product's value

E4KIDS
TEACHERS' BOOK



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proposition, infrastructure, customers, and finances, assisting businesses to align their activities by illustrating potential trade-offs. The original version is built around nine "building blocks" defining a template that came to be called the Business Model Canvas were initially proposed in 2005 by Alexander Osterwalder, based on his PhD work supervised by Yves Pigneur on business model ontology.¹ To be more effective and create a simpler model we have grouped the nine boxes into 4 being: 1) WHAT - 2) WHO - 3) HOW - 4) HOWMUCH.

Moreover, to be more effective the partners have created an **INTERACTIVE WEB PLATFORM** [<https://www.kidsentrepreneurs.eu>] containing all the necessary steps and interactive functions to support the pupils in all the defined stages. It serves as a repository for all the project tools² and also integrates the project 'offer' with:

1 – the Business Adventure Game, a game-based quiz structured as an adventurous trip around the main concepts on business definition and planning providing the possibility for a quick and funny self-evaluation of the personal knowledge and competences,

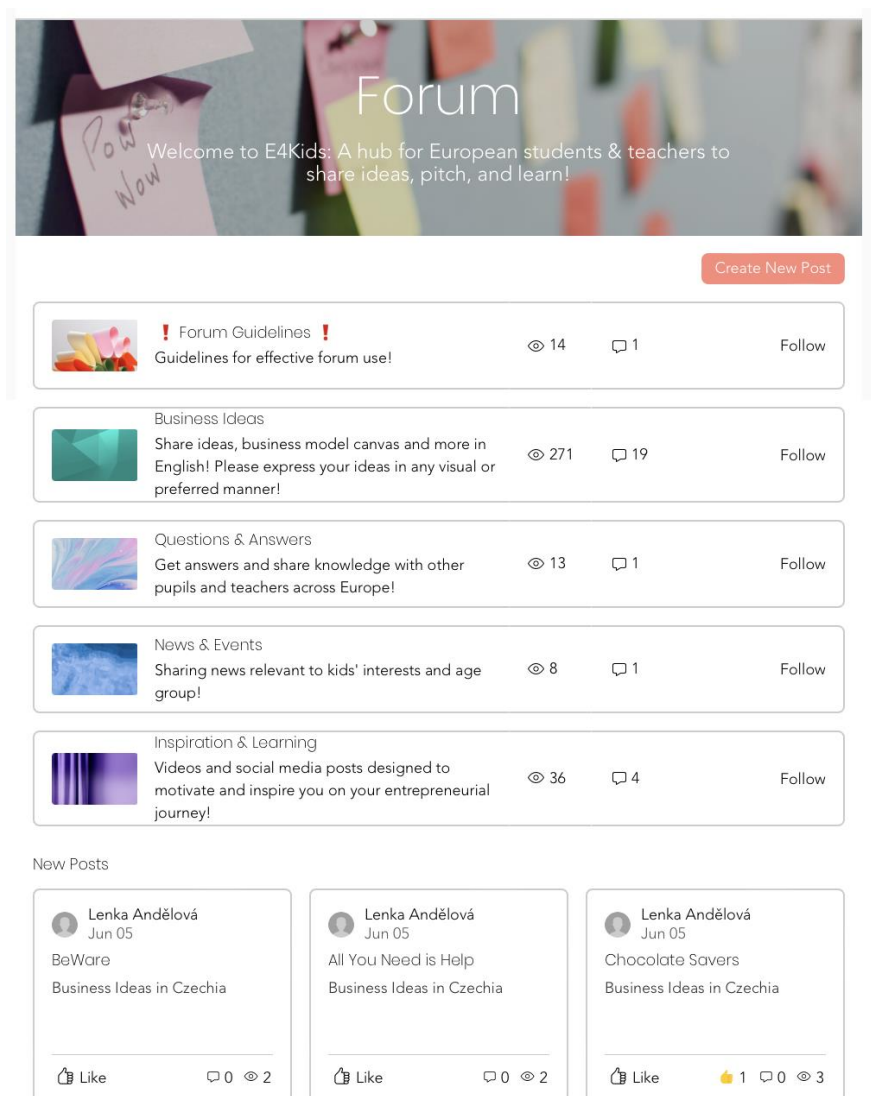


¹ Osterwalder, Alexander; Pigneur, Yves; Clark, Tim (2010). *Business Model Generation: A Handbook For Visionaries, Game Changers, and Challengers*. Strategyzer series. Hoboken, NJ

² All the tools created and tested can be freely used and are available free of charge in the different partners' language, being Czech, English, German, Latvian and Spanish.



2 – the **E4Kids Forum** being a space dedicated to sharing and discussing innovative business concepts and business model canvases, to be used by the same teachers and students.³



During the implementation of the pilot activities with the schools a specific **restricted repository** has been created to share with the single teachers all the materials and documents necessary for the correct implementation of their tasks.

³ Initially the forum was conceived as a place for sharing business ideas and models, being open to everyone, including pupils, teachers, and young entrepreneurs, with the idea that members, including teachers and peers, could have offered constructive comments on each idea. Then dealing with young kids and to fully cope with privacy regulations the access has been limited with the authorisation of the same teachers who were enabling the kids to enter and use it.



3. Implementation in schools

According to the set methodology and tools, the action with the kids has been interactive as much as possible to keep them interested at any step of the process: commitment and interest have been raised with frequent socialization loops where the same kids have been asked to share with their mates their ideas / evolution of the business model and to consequently provide inputs to the others' elaborations.

More in details, the whole action has started in class where the teachers first shared with the kids the basic notions on entrepreneurship and business modelling and the E4KIDS model canvas has been introduced and then explored in detail. Then the class workshops have generally been followed by individual activities as home-work where the kids have applied the notions acquired during the workshop, working on each single part of the model canvas following the provided template. Lastly, group activities in class have allowed the definition of the common vision as result of the individual work by the single members.

Below you can find description how the ENPOW4Kids Toolkit have been implemented and tested in schools in the 4 countries participated in the project.

3.1.Austria

Name of the school	International School Carinthia – Velden (AT)
N° and grade of involved classes	Middle Years Programme 1 & 2
N° of teachers involved	3
N° of students in total	58
N° of students participating in Transnational pitching	10
Age range of the students	12-13
N° of business projects (groups)	18
Approx. n° of hours dedicated to the activity	<ul style="list-style-type: none"> ▪ In class: 6 weeks ▪ At home: 5 hours
Brief description of the different activities	
After the participation to the Joint on-line transnational workshops where the teachers have learned the methodology and how to use the tools, the whole action started in class where the teachers first shared with the kids the basic notions on entrepreneurship and business modelling and the E4KIDS model canvas	



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has been introduced and then explored in depth. All the first lectures have been based on the contents, examples and suggested class activities reported in the E4KIDS Teachers' Book and using the E4KIDS model canvas as reference. Purposes of these activities were the sharing with the kids the basic notions in structuring a business idea and immediately put into practice the basic theory with the proposed activities and games. Right after each lectures the kids have been asked to work out their model canvas as homework activity using the provided template.

More in details, the students followed the Middle Years Programme design cycle and the project planning materials provided to develop their business ideas. First the students Inquired and analysed to identify problems to develop ideas/solutions to fit the need. They then created their business ideas using the Business Model Canvas template created by the project and in specific the slides to document their ideas.

In addition, the students were coached through each part of the process to evaluate and improve their plans.

As said, the class lectures workshops have been followed by individual activities as home-work where the kids have been asked to apply the notions acquired during the workshop (including the practical hints resulting from the game based activities) working on each single part of the model canvas following the provided template. Each component of the group has worked on its own on all the 4 parts of the model and a final class workshop has allowed the group to create a common vision.

Materials used by the teachers for the activity

The teachers used all the materials provided by the E4Kids project, starting with the Teachers' Book which



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was also shared during the Joint on-line transnational workshops. The book consists of three main parts, being a first one explaining the contents of the Business Model Canvas prepared for the kids with clear indications on how to deliver the concepts to the kids, a second one reporting some practical and interactive games to be played also in class to let the kids better acquire the transferred knowledge and finally the third one introducing the methodology to be adopted with the kids.

Then the teachers adopted the E4Kids Business Model Canvas in its PPT version to allow the kids to structure the development and documentation of their business ideas. In supporting the kids on this journey the teacher also relied on both the attached Glossary and Library.

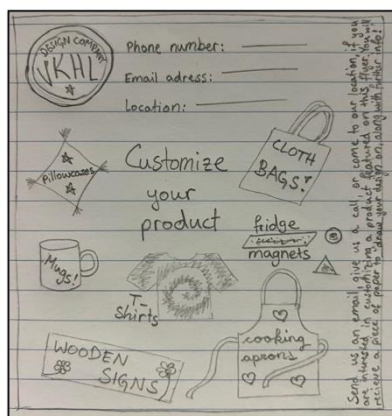
Last but not least the E4KIDS platform allowed the kids to better learn the journey to become entrepreneur (*in a friendly way using the game based tool*) and the "forum / chat" section, despite several criticalities especially due to security of the access, has enabled them to post their canvas to receive feedbacks and inputs from the other participants.



Business projects prepared by the kids

As indicated, all in total 18 different ideas have been exploited following the E4Kids methodology and tools and during the school pitching the 3 most structured and innovative have been selected to represent the school at the Transnational Pitching Day. These 3 business ideas are:

- **Breakfast on a Stick** - A healthy breakfast option that is packaged in a deodorant-like container. The idea specializes in breakfast toast toppings designed to be used conveniently from a roller. While the initial focus was on avocado, the concept has since expanded to include other delicious options to not limit the business. One innovative creation to be put in the market involves mixing marmalade with gelatine and cooling it so it can stay solid.

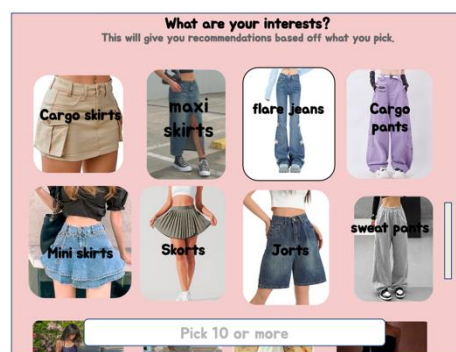


▪ VKLH Design Company -

Custom made designs on various products to be delivered to your door. The idea is to offer for the customer to personally design their design on a piece of paper and choose from a list of products: pillowcases, mugs, t-shirts, wooden signs, cloth bags, fridge magnets, and cooking aprons. Customers can personalize their product by designing it in a design space, which can be sent via mail for events like weddings or graduations. The tailored service caters to unique customers with special desires, offering products suitable for all ages and customizing unique gifts for various occasions.

▪ Quick Outfits - A fashion APP that holds a catalogue of the

clothes in the customers' closet allowing to quickly pair outfits to include links to articles of clothing that can then be bought based on the app suggestions. "The APP lets you save time when buying or choosing outfits. Instead of trying on outfits before school you can just take out the app. It can also be used when shopping. You just have to take a picture of the shirt you're buying and will be able to see how it looks on you with trying it on" – "It's different because most APPs just show you how clothes will look together. Our APP will show you what the outfits look like on you. When signing up for the app it will ask for your clothing measurement".



Date of the school pitching

Apr 17, 2024

Brief description of the school pitching

In the business world, pitching refers to the act of presenting a product, service, or idea to potential investors, clients, or customers. It involves delivering a persuasive and compelling presentation or proposal with the intention of convincing others to support, invest in, or purchase the offering. Pitching exercises for kids can offer several benefits such as discipline and focus, teamwork and communication, confidence and self-esteem.



Following the E4Kids methodology the students have been asked to share their final work with mates in the school also with the purpose of 'instilling the curiosity' even on other pupils whose class has not participated to the action. Thus a 2 hour workshop gathering other classes in the school has allowed all the business idea / models to be presented leaving enough time for the feedback loop from all the other pupils.

A panel of experts were invited to view the presentations. All groups pitched their ideas to our Diploma



Program Business Teachers, the school Business Manager. The panel had a total of 4 experts. The panel then had a vote for the top three places to advance to the international pitching.

Each group received specific feedback from the expert panel. The students were very nervous to pitch as they took the project and their ideas very seriously.

Criticalities & recommendation for other teachers / schools willing to implement the same action

Taking into consideration the experimental nature of the initiative and above all the objective difficulty of transferring often complicated concepts to such a young audience, the classroom activity highlighted some aspects that are important to underline:

- A clear timeline of deadlines would have been helpful for planning purposes.⁴
- The login permissions to the sites were limiting for students to provide feedback to each other as it required approved permission to access commenting features.⁵
- Overall, the students were very excited and proud to participate in the program.

⁴ Since the project was gathering different schools coming from different countries, by intention the action was conceived to provide the highest flexibility to the teachers in organising their class activities.

⁵ Given the young age of the participants by intention the use of the web tools have been limited previous a registration process which for any access was involving the teachers themselves. Surely this did not help the 'usability' of the chat.



3.2. Czech Republic

Name of the school	FZŠ Drtinova, Prague (<i>Faculty Primary School with Extended Language Instruction at the Pedagogical Faculty of Charles University</i>)
N° and grade of involved classes	4 classes (6 th grade-2x, 7 th grade-1x, 8 th grade-1x)
N° of teachers involved	3
N° of students in total	50
N° of students participating in Transnational pitching	12
Age range of the students	11-14
N° of business projects (groups)	9
Approx. n° of hours dedicated to the activity	<ul style="list-style-type: none"> ▪ 40 In class ▪ 60 At home
Brief description of the different activities	
<p>In first lessons with the students who were interested in this project it was about theory and explaining what a successful business means and how it works.</p> <p>Here are examples of what we were explaining to the children about mindset and business idea:</p> <p>Think of a mindset as your very own superpower—a way you look at things and how you handle stuff in your head and heart.</p> <p>Positive Mindset: Imagine putting on magical glasses that make everything look brighter! That's what a positive mindset does—it helps you see the good stuff, even when things are tough. It's like saying, "I can do it!" instead of "I can't do it."</p> <p>A business idea is like a cool plan that you can turn into a way to make money or help people. Have you ever thought about making your own special cookies and selling them to your friends and family? That's a business idea! It's something you think is great and could be interesting for other people too.</p> <p>Solving a Problem or Making Something Fun: Your business idea might help solve a problem or make things better for people. For example, maybe you notice people want healthier snacks, so your idea could be to make tasty, healthy snacks like granola bars or smoothies.</p> <p>Something You Love: Often, a business idea comes from things you really enjoy doing or are good at. If you love drawing, your idea might be to create and sell your own artwork.</p> <p>Sharing with Others: A business idea is not just for you; it's for sharing with others too! It could be a product (<i>like your cookies or artwork</i>) or a service (like tutoring or helping people with computer problems).</p> <p>When the students started coming up with their own ideas, we were guiding them and talked about what idea could work and why and also how to develop it. Then we showed the kids the business canvas</p>	



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developed for this project – and told them how to use it. After that during their IT lessons they started developing their own business ideas using the business canvases.

In final lessons we chose the best three ideas for the international pitching day.

Materials used by the teachers for the activity

We used mainly the materials prepared by our partners. We also prepared some videos from the internet to make the topic more fun:

- <https://www.youtube.com/watch?v=73letl9oG20>
- <https://www.youtube.com/watch?v=ZtHZyJTfvHc>

Business projects prepared by the kids

- Cookie savers: Baking cookies and a half of the profit will be given to refugees.
- Beware clothing: Making T-Shirts according to their own design and start a new business.
- All you need is help: Helping parents with taking care about their children, help with housework, babysitting.

Date of the school pitching

7.3.2024, 18.4.2024

Brief description of the school pitching

Open public event, on 7th March during the Open house, on 18th April before the parents meeting. The feedback was realized in Czech language from teachers and Mgr. Matěj Mareš presented projects were chosen for school pitching day by teacher, it was as a training for the international pitching day.



Criticalities & recommendation for other teachers / schools willing to implement the same action

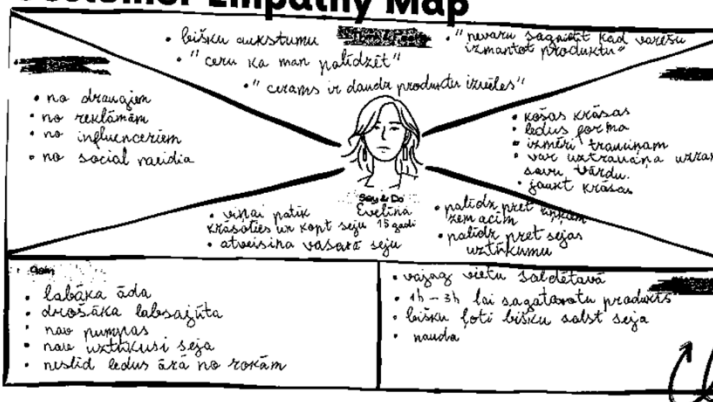
We had to teach this project instead of our regular English lessons, which was quite complicated for us and our colleagues.

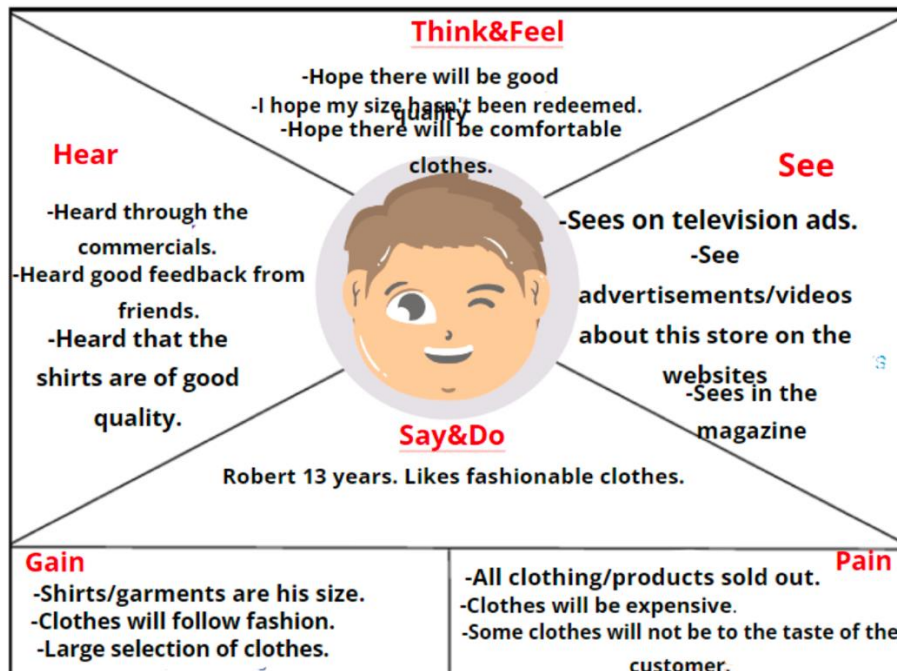


3.3. Latvia

Name of the school	Rīgas Teikas Vidusskola (Riga Teika Secondary School) - LV
N° and grade of involved classes	3 classes of 4th grade
N° of teachers involved	2
N° of students in total	84
N° of students participating in Transnational pitching	18 (3 groups)
Age range of the students	10-11
N° of business projects (groups)	15
Approx. n° of hours dedicated to the activity	<ul style="list-style-type: none"> In class = 10 school hours At home = 15 hours
Brief description of the different activities	
<p>Over the past six months since autumn 2023, in our social sciences classes, we have guided students through a simplified business model canvas. The classroom sessions were more theoretical, divided into four sections as per the Teacher's Booklet (Methodology): What, Who, How, and How Much. Students applied their knowledge practically at home by working in groups to develop business ideas. They used the student glossary and library resources to deepen their understanding of each topic, preparing new information for each class to enhance their presentations using business model canvas technique. For their homework, they were also asked to engage with an interactive business game to test their knowledge and participate in discussions on the developed forum.</p>	
Materials used by the teachers for the activity	
<p>We experimented with various activities outlined in the Methodology document during our social sciences classes. One notable activity from the "Who" section was the "Customer Empathy Map."</p> <p>Students were challenged to create these maps both on paper and using digital tools. This exercise helped them to visually and interactively understand customer needs and perspectives, enhancing their practical skills in empathetic design and business model formulation.</p>	

Customer Empathy Map

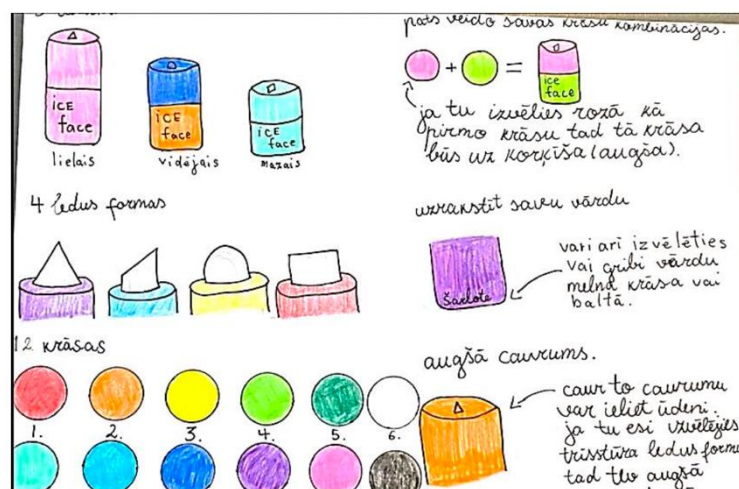




Additionally, students were tasked with drawing representations of their potential customers. This creative activity was designed to deepen their understanding of target audiences by visually conceptualizing who they might be serving. Through this process, they gained insights into customer demographics, preferences, and lifestyles, further enriching their ability to apply the business model canvas effectively.



Šī ir Evelīna!
Evelīnai ir 15 gadi!
Viņai patīk krāsoties
un kopt sejas ādu.



Furthermore, students were instructed to sketch their proposed products. This task encouraged them to visually articulate the features and design of their product ideas. It served as a practical exercise in translating abstract concepts into tangible representations, aiding them in better understanding product development within the business model canvas framework.



Additionally, some students ventured into creating actual prototypes of their products. This hands-on approach allowed them to bring their concepts to life by crafting items such as custom t-shirts, hats, and clay dishes. This practical experience not only enhanced their understanding of product design and manufacturing processes but also helped them to visualize how their products could be used in real-world scenarios.



Business projects prepared by the kids

- **“Ice-face”** – A vibrant plastic device featuring removable and interchangeable parts, designed to be filled with water and frozen, then used as a facial massage tool.
- **“Koss”** – A personalized t-shirt business where customers can create their own designs, and the company produces the finished product.
- **Clay Dishes “LITTLE SHARD”** – Handcrafted clay dishes designed for serving coffee and similar beverages.
- **Motorbike sharing** – A business that offers motorbike rentals to customers.
- **Bakery** – A bakery specializing in a variety of pastries available for purchase.

Date of the school pitching

23rd of April 2024

Brief description of the school pitching

The school pitching event was held in the main hall, a central venue within the school where all major events are conducted. This was not an open event; it was limited to the classes involved. The students displayed remarkable bravery as each of the group took the stage to present their projects. Their enthusiasm was palpable, and their feedback at the conclusion was overwhelmingly positive, with many expressing satisfaction and pride in their accomplishments. To select projects for the Transnational pitching, we considered several factors including creativity, feasibility, and the overall impact of the



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projects. This careful selection ensured that we showcased the most promising and innovative ideas at the next level of competition.



Criticalities & recommendation for other teachers / schools willing to implement the same action

The overall impact was highly positive. I would recommend that other teachers and schools consider initiating similar projects. It's beneficial to incorporate innovative tools into their teachings, such as interactive games and practical business learning methods. These tools not only make the learning process more engaging but also help students understand complex concepts in a more hands-on and memorable way.



3.4.Spain

Name of the school	CRA Campos Góticos, Medina de Rioseco, Valladolid (ES)
N° and grade of involved classes	2 classes of 5th primary school
N° of teachers involved	3
N° of students in total	50
N° of students participating in Transnational pitching	50 (<i>at the Transnational Pitching 6 children presented their idea</i>)
Age range of the students	11-13
N° of business projects (groups)	3
Approx. n° of hours dedicated to the activity	<ul style="list-style-type: none">▪ 14 In class▪ 4 At home
Brief description of the different activities	
<p>We implemented a series of workshops to introduce students to basic business concepts, including market research, product design, and pitching. Activities were both class-based and at-home assignments.</p> <p>At home, students were tasked with researching existing products similar to their ideas and identifying unique selling points.</p> <p>Minor deviations occurred due to some students needing extra time to understand the financial aspects, which was addressed with additional one-on-one sessions.</p>	

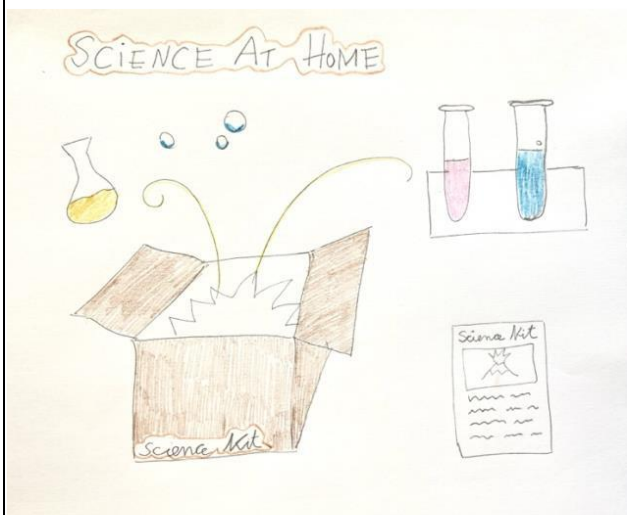
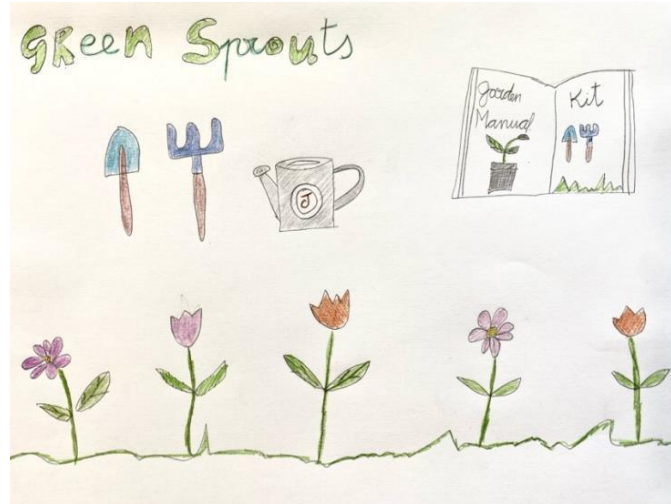




Materials used by the teachers for the activity

We used the standard ENPOW4Kids methodology materials, including worksheets on business planning and product development. Additionally, we incorporated online resources like educational videos about young entrepreneurs to inspire the students.

Students were asked to prototype their business ideas:



Business projects prepared by the kids

- 0 SCREEN 100 GAMES
- SCIENCE AT HOME
- GREEN SPROUTS

Date of the school pitching

18th April 2024



Brief description of the school pitching

The school pitching event was conducted within the classroom and involved the students presenting their business ideas to peers and a panel of teacher-judges. The atmosphere was vibrant, with constructive feedback provided. The top one project selected for Transnational pitching was „Screen 100 Games“, based on creativity and feasibility.



Criticalities & recommendation for other teachers / schools willing to implement the same action

Some students found it challenging to grasp cost calculations and financial projections. Time management was also a minor issue.



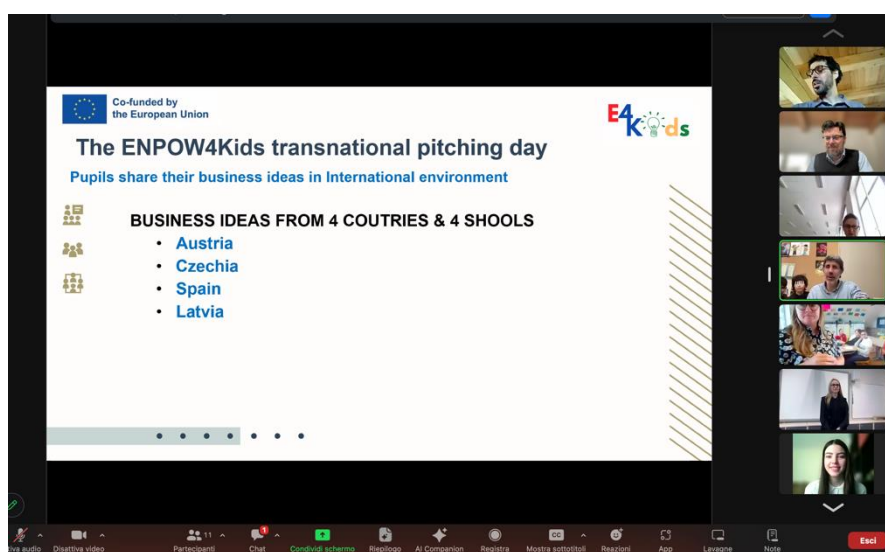
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3.5. The Transnational pitching day

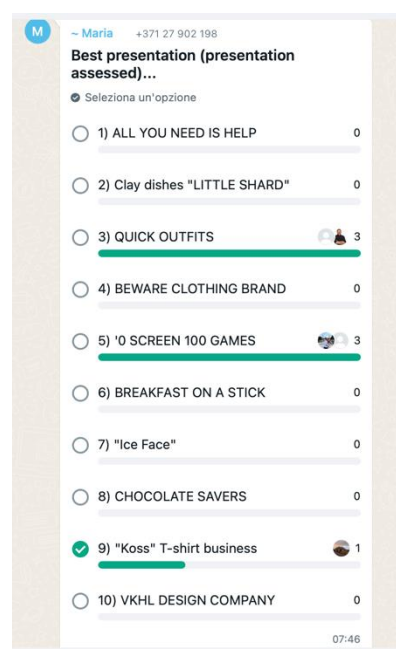
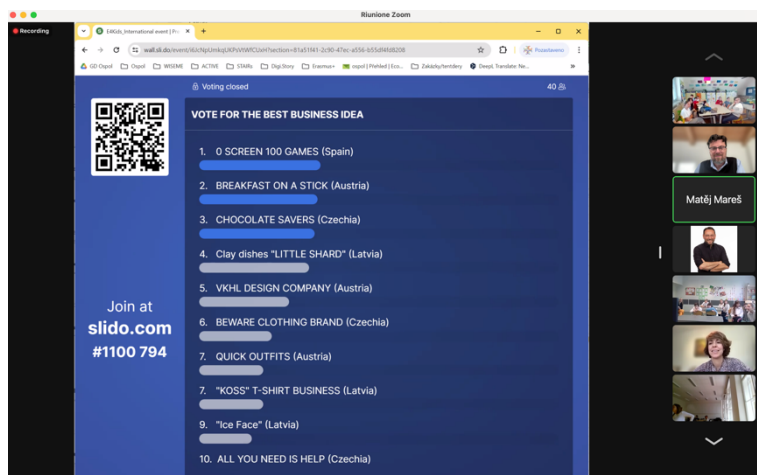
The very last activity in the E4Kids methodology has been the socialization with the other participating schools in the partner countries during a dedicated “**E4KIDS transnational pitching day**” consisting of a ‘virtual’ fair to be arranged using dedicated platforms [Zoom].

On **April the 30th 2024** a structured online event has been organised involving from one side all the PPs’ experts and the other the schools participating in the pilot action, with both teachers and students.



Following a structure Agenda, after having explained the rules of the event all the kids presented their business ideas using the E4Kids canvas template, having around 5 minutes for the presentation and 2 minutes for the discussion with an expert coming from one of the partners.

When all the pitches have been completed all the participants have been asked to vote for the best idea, whilst the experts expressed their vote according to the 4 categories initially defined, being 1) the **best presentation**, 2) the **best business idea**, 3) the **most innovative idea** and 4) the **best social business**.





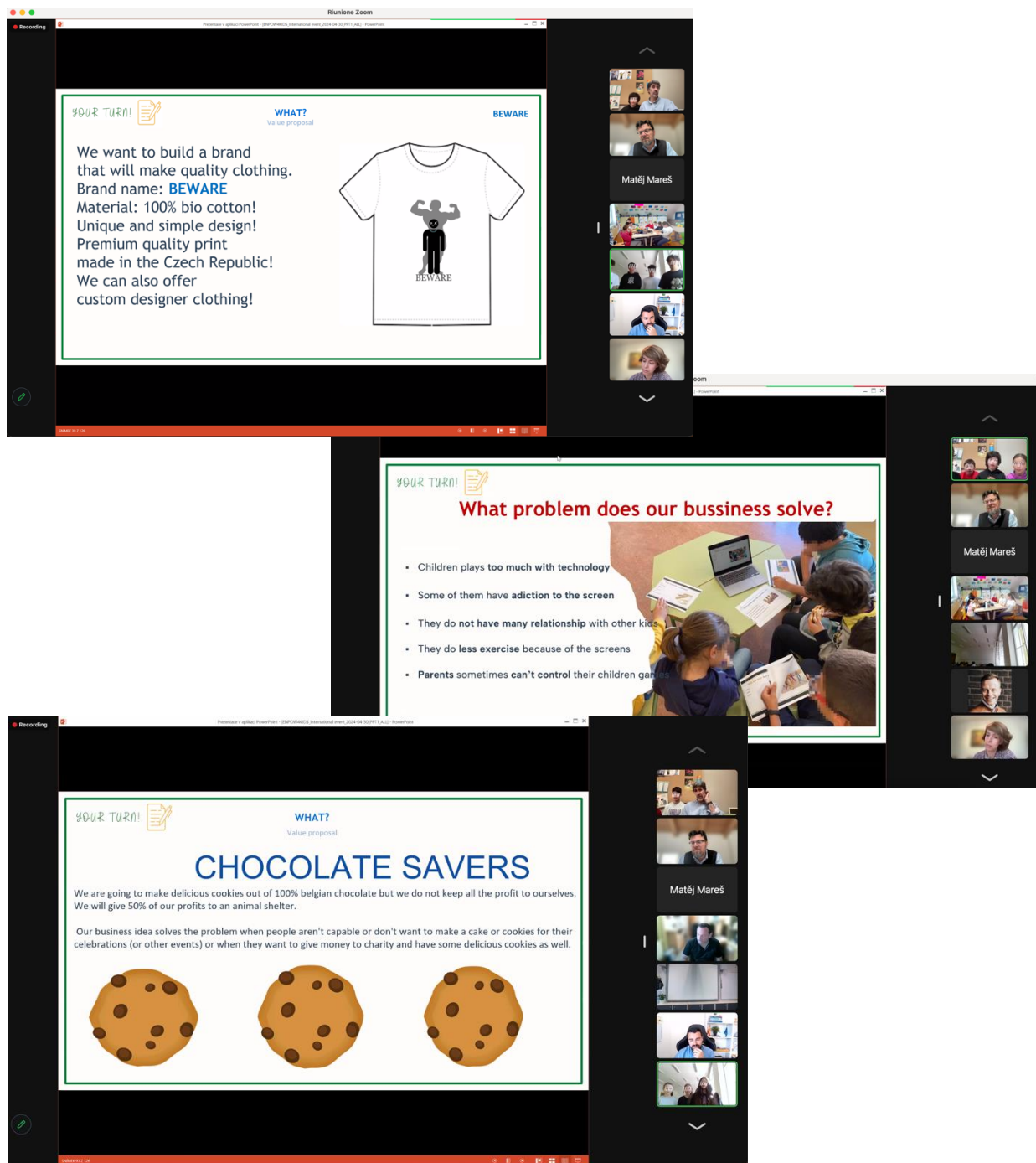
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In the end the winners of these 4 categories have been announced together with the business idea selected by the public vote.

The whole event has been highly appreciated by the schools and especially by the kids who have been really active during their pitching session and also in sending feedbacks and voting for the other pitched ideas.

Here are few screenshots taken during the event.





4. Impact assessment

During the pilot phase functional feedbacks have been collected according to a shared schema and model: elaboration, implementation, administration and evaluation of questionnaires following a precise methodology. In particular the survey has been conducted via a structured questionnaire for students and teachers, the collection and coding of data at national level, the transmission of data to the partner responsible for evaluation activities and evaluation of the data obtained.

This report thus summarizes the feedback collected from teachers and students across the four participant countries [Czech Republic, Italy, Latvia and Spain] using the structured questionnaires administered online.

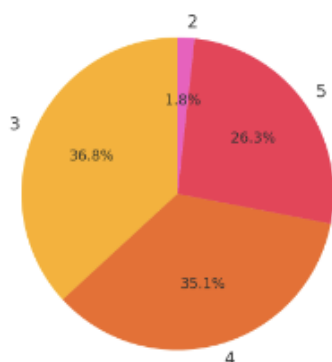
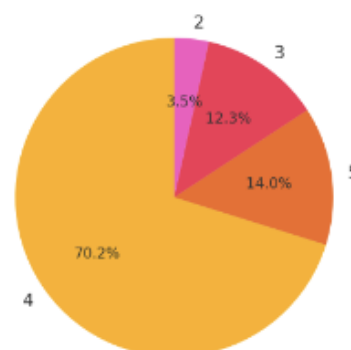
The feedback is based on the opinion of 192 students and 10 teachers grouping the 4 participating regions together.

4.1. Students' feedback

Students have answered a questionnaire, from which the following answers are drawn:⁶

1. Did you like the way the PowerPoint presentation 'My Pitch Deck' was designed? (1 = I didn't like it at all, 5 = I liked it very much)

The majority of students rated the PowerPoint presentation highly, with most giving it a 4 or 5. This indicates that the design was well-received overall.



2. Do you think it was easy to understand and to fill it in? (0 = did not use it, 1 = I didn't understand anything, 5 = I understood everything very well)

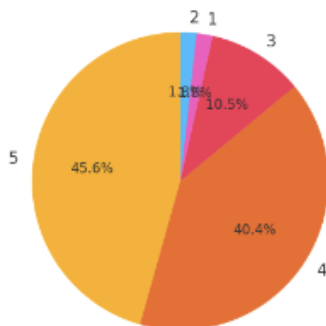
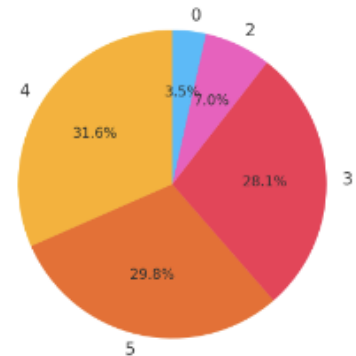
Most students found the materials easy to understand and complete, with ratings mainly in the 4-5 range. A few had difficulties, suggesting a need for clearer instructions.

⁶ Charts have been drawn considering an average resulting from the aggregation of the 4 countries together.



3. Do you think the Forum and the game-based self-evaluation in the project web-platform were enough clear and easy? (0 = did not use it, 1 = not easy at all, 5 = totally easy and clear)

The interactive elements were generally well-received, with high ratings indicating students found these components engaging and useful.

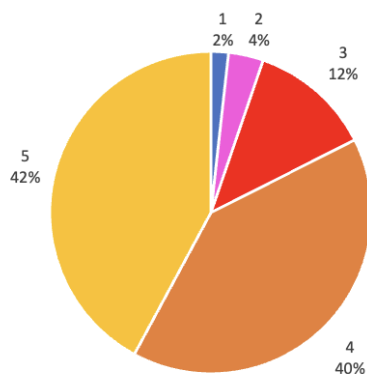
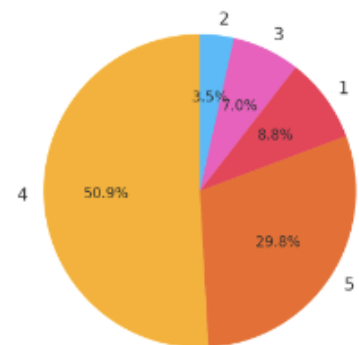


4. Did you like the ENPOW4Kids transnational pitching day and the way it's been organized? (1 = I didn't like it at all, 5 = I liked it very much)

Students appreciated the pitching day and its organization, with most ratings in the higher range.

5. Overall, did you enjoy participating in the E4KIDS project together with your colleagues? (1 = I did not like it at all, 5 = I liked it very much)

Participation was highly enjoyed, with students valuing the collaborative aspect of the project.



6. Do you think the E4KIDS experience has helped you to better understand how does a real business work? (1 = Not at all, 5 = Very much)

The experience significantly helped students understand real business operations, as evidenced by the high ratings.

7. Which part of the Canvas was the most complicated?

The responses indicate the specific parts of the business model canvas that students found most challenging. The categories "what?", "who?", "how?", and "how much?" refer to different components of the canvas explained during the Pitch Deck presentation.

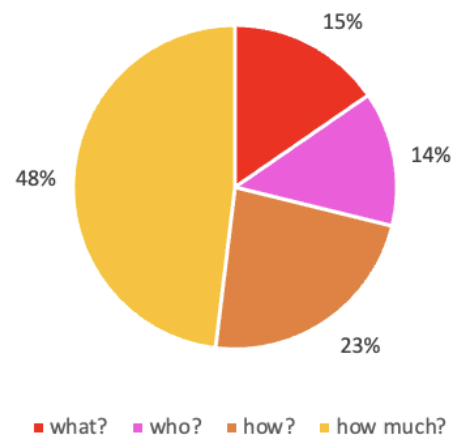


What?: Many students found the "What?" component, which involves defining the value proposition, to be challenging. This part requires clear articulation of what the business offers.

Who?: The "Who?" component, dealing with identifying the target customer segments, was also frequently mentioned as complicated. Understanding and defining the customer base is a critical but challenging task.

How?: The "How?" aspect, related to the key activities and resources, posed difficulties for some students. This involves outlining how the business operates and delivers its value proposition.

How much?: Finally, the "How much?" component, concerning cost structure and revenue streams, was noted as complicated by several students. Financial aspects often require more advanced understanding.



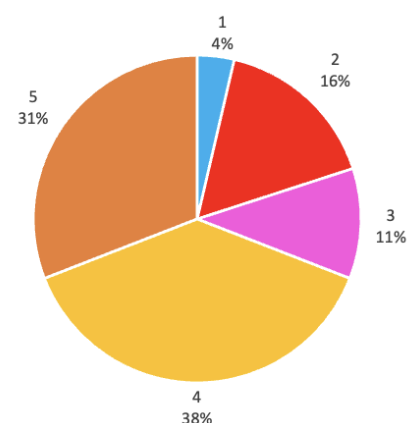
Why?

Students provided various reasons for finding specific parts of the business model canvas challenging. These qualitative responses shed light on the difficulties they encountered, such as complexity in understanding financial concepts, identifying clear value propositions, and defining target customers.

- Complex financial concepts: Many students found the financial aspects, such as cost structure and revenue streams, difficult due to the complexity of financial terminology.
- Clarity of value proposition: Defining what the business offers was challenging for students who struggled with articulating a clear value proposition.
- Target customer identification: Identifying and understanding target customer segments required a deeper level of market analysis, which some students found tough.

8. Do you think the Forum and the game-based self-evaluation in the project web-platform helped to better define and prepare your business idea? (0 = did not use it, 1 = Not at all, 5 = Very much)

69% of teachers rating them as highly useful (ratings 4 and 5) for helping to define and prepare business ideas. However, the distribution also includes some lower ratings (16% rated them 2 and 4% rated them 1), indicating that while the tools are beneficial for many,

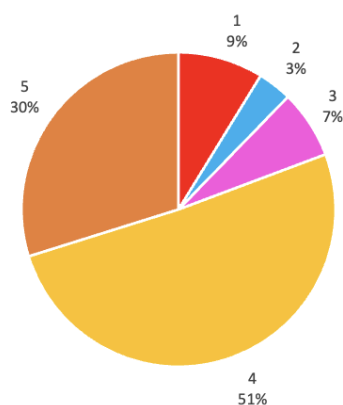




there is room for improvement to ensure they meet the needs of all educators more consistently.

If YES, how did they helped?

The feedback reveals a generally positive experience, emphasizing enhanced learning and engagement. Students appreciated the fun and interactive nature of the games, which not only made learning more enjoyable but also facilitated deeper understanding and retention of business concepts. Key benefits highlighted include the ability to articulate ideas more concisely, effective group work, gaining new insights, and the practical application of learned content in preparing business ideas. Overall, the tools seem to have successfully augmented the educational experience for most students, making complex topics more accessible and engaging.

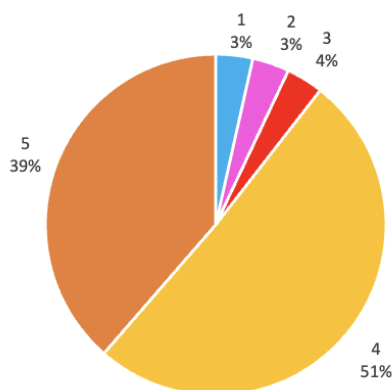
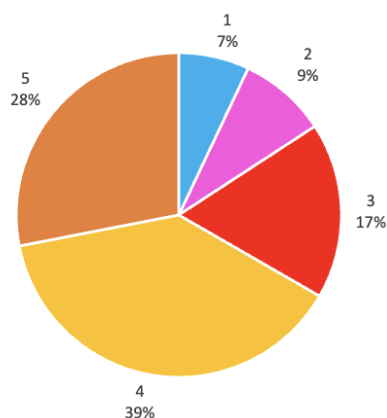


9. Do you think the E4KIDS experience has helped you to develop your creativity and to think of new ideas that could change other's lives? (1 = Not at all, 5 = Very helpful)

The project was effective in fostering creativity and innovative thinking among students with 30% rating that was *very helpful* and just the 9% as *not-at-all*.

10. After participating in the E4KIDS project at your school, would you consider starting your own business in the future? (1 = I would not consider it, 5 = I would love to do it)

Many students showed interest in starting their own business in the future, with high ratings indicating enthusiasm for entrepreneurship (*the 28%*).



11. Overall, did you enjoy participating in the E4KIDS project together with your colleagues? (1 = I did not like it at all, 5 = I liked it very much)

Overall participation was highly enjoyable, reflecting the project's success in engaging students, with 39% stating to *like it very much*.



12. What did you like most about this experience?

Students provided various responses highlighting what they enjoyed most about the E4KIDS project. Common themes include:

- **Learning new concepts:** Many students appreciated learning new business concepts and practical skills.
- **Collaboration:** The opportunity to work together with classmates was a highlight for many.
- **Interactive activities:** Hands-on and interactive activities were particularly enjoyed.
- **Break from routine:** Some students enjoyed the break from regular classes and the unique experience the project provided.

13. Tell us what you have learned thanks to your participation in the E4KIDS project at your school

The responses indicate a range of valuable learnings from the E4KIDS project:

- **Business fundamentals:** many students learned the basics of how to start and run a business.
- **Responsibility:** a significant number of students mentioned learning about responsibility and teamwork.
- **English and math skills:** some students highlighted the improvement in their English and math skills.
- **Creativity and Problem-Solving:** the project helped students develop creativity and problem-solving skills.

14. Is there anything you would like to change or improve?

Students provided constructive feedback on what could be improved in the E4KIDS project. Common suggestions include:

- **Voting process:** some students suggested making the voting process easier and more organized.⁷
- **Clearer Instructions:** a few students requested clearer instructions and more guidance during activities.
- **More interactive activities:** suggestions for more interactive and diverse activities to keep engagement high.
- **Technical issues:** addressing any technical issues faced during the project.

⁷ This comment refers to the ENPOW4Kids transnational pitching day and the poll system used to let the kids vote for the best idea.



4.2. Teachers' feedback

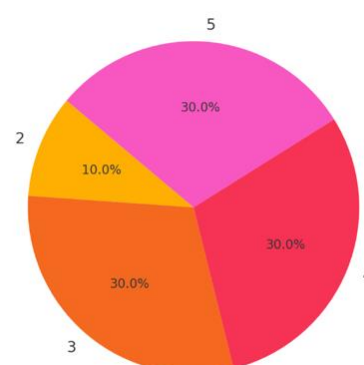
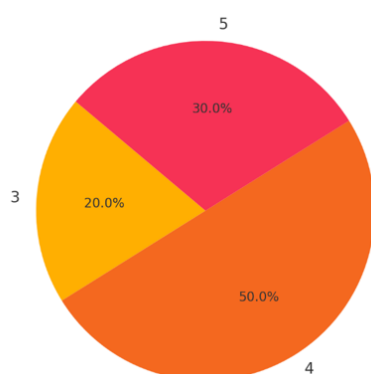
Teachers have answered a questionnaire from which the following answers are drawn:⁸

1 - TOOLS and ORGANISATION

How would you rate the following aspects? On a scale of 1 to 5 where 1 is "very bad/not useful" and 5 is very useful, rate the following:

1. How would you rate the overall organization?

The overall organization of the project action received positive feedback, with most teachers rating it between 3 and 5. This indicates that the activities were generally well-structured and efficiently managed.

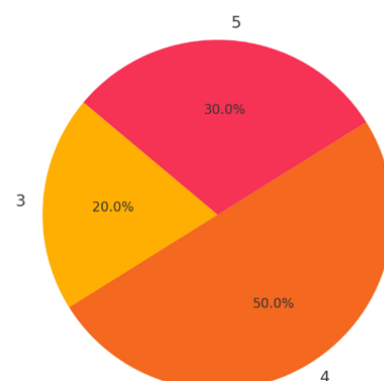


2. How would you rate the workshops for teachers?

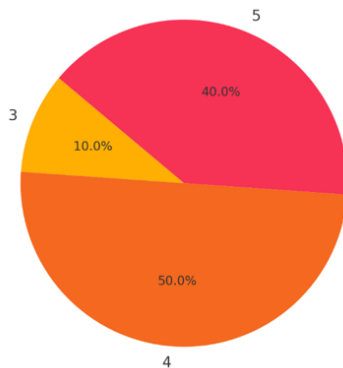
Teachers found the workshops themselves to be useful, with ratings predominantly at 4 and 5. This suggests that the training sessions provided were relevant and beneficial.

3. How would you rate the information provided during the workshops?

The information provided during the workshops was rated highly, with most ratings at 4 and 5. This reflects the clarity and usefulness of the content delivered to the teachers.



⁸ Charts have been drawn considering an average resulting from the aggregation of the 4 countries together.

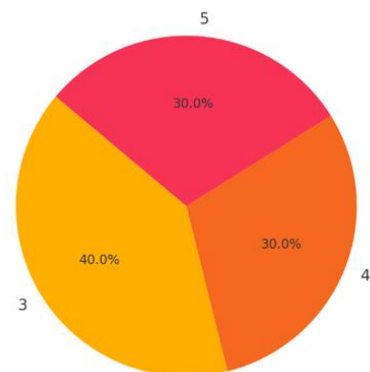


4. How would you rate the support provided?

The support provided to teachers during the implementation of the project activities was highly appreciated, with ratings mainly at 4 and 5. This underscores the effectiveness of the assistance and guidance available to participants.

5. How would you rate the materials provided?

In general, the materials provided during the implementation of all the project activities received mixed feedback, with ratings between 3 and 5. While generally positive, there is some indication that improvements could be made in this area.



2 - REALIZATION

6. How well did you manage the activities in the class with students? Select one of the following statements:

Statement Options:

- It was a big struggle and did not manage well
- Struggled/hesitated at the beginning but managed somehow.
- Struggled/hesitated at the beginning but then it went well.
- Managed without any struggle and hesitation.

The data highlights a successful adaptation by most teachers after initial hesitations. Improvements could be made in providing more comprehensive training or clearer instructions to ensure a smoother start to the activities. This would help reduce the initial struggle and enhance the overall experience for both teachers and students.

7. On a scale of 1 to 5 where 1 is "I do not agree at all" and 5 is "I strongly agree", rate the following statements:

7.1 - At the end, did you as a teacher enjoy the E4Kids activities with students in the class?

Teachers enjoyed the E4Kids activities, with ratings mostly at 4 and 5. This high level of enjoyment indicates that the activities were engaging and well-received by the educators.



7.2 - The E4Kids experience has contributed to the development of the students' teamwork.

The workshops significantly contributed to the development of students' teamwork skills, with ratings consistently at 5. This highlights the effectiveness of the workshops in fostering collaboration among students.

3 - CONTENT

On a scale of 1 to 5 where 1 is "I do not agree" and 5 is "I strongly agree", rate the following statements:

- 8. The content of the Teachers' Handbook is suitable for equipping teachers with tools on entrepreneurship and teaching them how to actively promote entrepreneurship among their students.**

Teachers generally rated the suitability of the Teachers' Handbook highly, suggesting that it effectively provides necessary tools for promoting entrepreneurship. High ratings indicate that the handbook is well-designed to support teachers in their instructional roles.

- 9. The activities and games proposed for the classroom are appropriate and help to reinforce the theoretical knowledge contained in the Manual.**

The activities and games are seen as appropriate and beneficial for reinforcing theoretical knowledge. Positive feedback on this aspect indicates that the practical applications provided in the workshops align well with the educational content, enhancing learning outcomes.

- 10. The content of the presentation "My Pitch Deck" is suitable to promote an entrepreneurial mindset and a proactive spirit among students.**

The effectiveness of "My Pitch Deck" in promoting an entrepreneurial mindset suggests that the presentation content resonates well with the students, likely due to its engaging format and relevant information.

- 11. The content of the resources is appropriate for the age group of 10-13 year olds.**

The appropriateness of the content for the age group indicates that the materials are tailored to the cognitive and developmental levels of the students, which is crucial for keeping the students engaged and ensuring effective learning.



12. The Forum and the game-based self-evaluation in the project web-platform were useful and helped the pupils to better define and prepare their business idea.

The utility of the Forum and game-based evaluations points to their effectiveness in aiding students to refine and develop their business ideas, suggesting that these interactive elements are valuable components of the learning process.

13. The E4KIDS experience has contributed to the development of the students' teamwork.

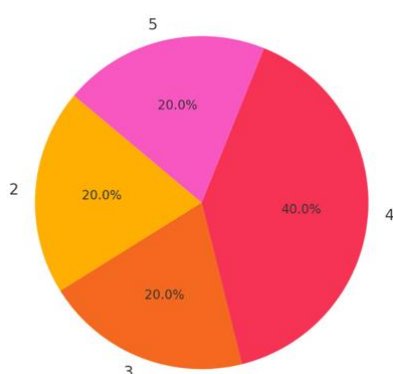
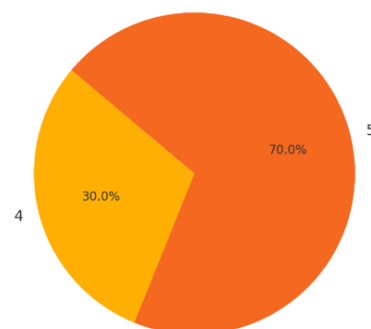
This statement typically receives strong agreement, highlighting the program's success in fostering essential teamwork skills among students, which are critical in both educational and professional settings.

4 - OVERALL FEEDBACK

On a scale of 1 to 5 where 1 is "I do not agree" and 5 is "I strongly agree", rate the following statements

14. Overall, I am satisfied with the resources (tools and contents) developed in the project.

Teachers were generally satisfied with the resources developed for the project, with ratings predominantly at 4 and 5. This indicates that the tools and contents provided were deemed useful and appropriate.



15. I would recommend these resources (tools and contents) to other teachers.

There was a strong inclination to recommend these resources to other teachers, with ratings mostly at 4 and 5. This shows that the participants found the resources valuable enough to share with their peers.



4.3. Conclusions

The feedback from students across four countries regarding the ENPOW4KIDS project reveals a positive reception and significant learning outcomes. Most students appreciated the design of the "**My Pitch Deck**" PowerPoint presentation and found the materials easy to understand and complete. The interactive elements, such as the forum and game-based self-evaluation, were particularly well-received.

Students highlighted the collaborative nature of the project and the practical application of learning as key positive aspects. They reported enhanced understanding of business fundamentals, responsibility, teamwork, creativity, and problem-solving skills. Additionally, improvements in English and math skills were noted.

However, some areas for improvement were identified. Students suggested making the voting process easier and more organized, providing clearer instructions and incorporating more interactive activities.

Overall, the E4KIDS project successfully engaged students and fostered essential entrepreneurial skills.

The overall feedback from teachers is also highly positive. Teachers found the piloting well-organized, informative, and supportive. The materials provided were useful and the activities were engaging and contributed to developing students' teamwork skills.

The high levels of satisfaction and the willingness to recommend the resources to other teachers underscore the success of the project.



5. The ENPOW4Kids Model for schools

The E4Kids Toolkit has been successfully tested by teachers in the classes during school activities with students. The benefit of implementing the activities for the teachers and students/pupils was clearly shown:

- the **teachers** can benefit from robust theoretical background and practical activities that they can take into the class, being made aware of the pro-active tools on entrepreneurship and personal empowerment and how to actively promote them at school. The same empowerment of teachers will include the re-definition of their role, accepting more responsibility over students' personal behaviors and attitude towards their daily challenges. In general, the Toolkit and its components implemented by the project are going to be integrated within the school curriculum as one of the transversal subjects to be transferred to the future pupils.
- the **students** have been encouraged to transfer knowledge and awareness beyond their working group, by identifying ways to actively promote the entrepreneurial, creative and critical spirit and attitude beyond the school walls and function as role models. This way, they will have the possibility to influence their wider social network, including their family and friends, so acting as multipliers and in the direction of spreading this spirit within and outside the school environment.

After the end of the pilot phase of the project, the collected inputs (*both from the teachers and the students*) have been addressed to better shape the common final **Guidelines** indicating the suggested way to replicate the experience in other schools supporting thus the teachers with the basic instructions and provided them with all the documents and material used.

As already anticipated in § 2, in the **E4Kids Toolkit** section of the ENPOW4Kids project website [<https://www.kidsentrepreneurs.eu>] all the tools and material used and tested in classes can be easily and freely downloaded⁹, together with these **Guidelines** intended to provide a short narration of the experience with the implementation of the innovative ENPOW4Kids approach based on the E4Kids Toolkit and to inspire broad range of secondary schools to introduce the methodologies and activities in their curricula.



As already described, the Toolkit consists of:

⁹ All the documents available for download are licensed under a **Creative Commons Attribution-ShareAlike 4.0 International License** and developed under the project ENPOW4Kids co-financed by Erasmus+ Program, therefore are entirely free but cannot be used for commercial activities and no type of profit can be obtained from their use.



- the **E4KIDS TEACHERS' BOOK** representing the reference framework for teachers and schools for both the contents and the methodology to be used with the kids,
- a dedicated **Glossary**, to better understand the main concepts, and a **Library** for a more in-depth knowledge on the business culture in general and the way to work with it with the kids,
- the **Business Model Canvas template for kids "My pitch deck"** which has been used with the kids to let them work and structure their business idea,
- an **INTERACTIVE WEB PLATFORM** [<https://www.kidsentrepreneurs.eu>] containing all the necessary steps and interactive functions to support the pupils in all the defined stages. It serves as a repository for all the project tools and integrates the project 'offer' with the **Business Adventure Game**¹⁰ and the **E4Kids Forum**.¹¹

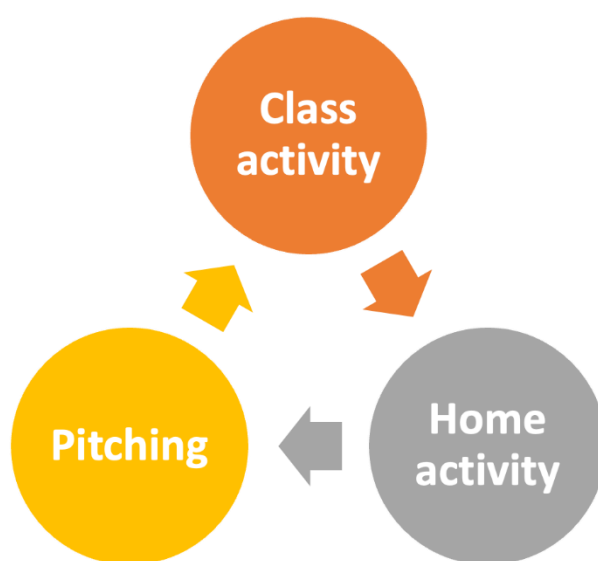
This diagram then reproduces the logic of intervention of the **E4Kids Methodology** providing a visual summary of the concrete steps in a logical sequence to better exploit the E4Kids Toolkit structured as follows:

1 – Class activity

The whole action starts in class where the teachers first share with the kids the basic notions on entrepreneurship and business modelling and the E4KIDS model canvas is introduced and then explored in detail. A series of class laboratories (*with an average duration of 1 hour each*) have run consecutively:

- i. Introduction to the basic concept of entrepreneurship and the E4KIDS model canvas, definition of the business ideas to process and the group of kids elaborating the ideas. Concepts will be simple and based on the guidelines and tools provided. Groups should consist of 4 or 5 kids to better organize the work implementing the canvas.
- ii. The first part of the canvas: **WHAT**
- iii. The second part of the canvas: **WHO**
- iv. The third part of the canvas: **HOW**
- v. The fifth part of the canvas: **HOW MUCH**

All these workshops will be based on the contents, examples and suggested class activities reported in the previous chapters using the E4KIDS model canvas as reference. Purposes of these activities are the



¹⁰ A game-based quiz structured as an adventurous trip around the main concepts on business definition and planning providing the possibility for a quick and funny self-evaluation of the personal knowledge and competences.

¹¹ A space dedicated to sharing and discussing innovative business concepts and business model canvases, to be used by the same teachers and students.



sharing with the kids the basic notions in structuring a business idea and immediately put into practice the basic theory with the proposed activities and games. Right after each workshop the kids will be asked to work out their model canvas as homework activity using the provided template.

- vi. Group activity for the definition of the common vision as result of the individual work by the single members.
- vii. Final group activity in class to adopt the feedback and inputs collected via the forum / chat and then prepare the final version for both the school and the transnational pitching.¹²

2 – Home activity

The class workshops are followed by individual activities as home-work where the kids will be asked to apply the notions acquired during the workshop (including the practical hints resulting from the game based activities) working on each single part of the model canvas following the provided template. Each component of the group is working on its own on all the 4 parts of the model and a final class workshop will allow the group to create a common vision.¹³

The template is based on a Power Point document to allow the kids to better mix texts and images / pictures in processing the information as relevant per each single part. A simple page will be required per each single part to allow an easy and fast implementation by the kids.

Part of the home activity is also the use of the E4KIDS platform where interactive and easy sources can be found to deep the knowledge on specific issues or simply to recap some of the necessary information to proceed with the work.

The “forum / chat” section of the platform will enable the kids to post their canvas to receive feedbacks and inputs from the other participants (*both in the other classes of the school and in the other partner countries*) as well as to provide feedbacks and inputs to the other canvas catching interesting hints for the proper model [peer review & peer learning].

At the end of the process a game based self-assessment tool will allow the kids to better evaluate their knowledge and in case to define the areas for improvement.

3 - Pitching

In the business world, pitching refers to the act of presenting a product, service, or idea to potential investors, clients, or customers. It involves delivering a persuasive and compelling presentation or proposal with the intention of convincing others to support, invest in, or purchase the offering.

Moreover, socialization and peer learning are closely interconnected and mutually beneficial processes.

¹² Depending on the school schedule and the possible limited time to dedicate at the class activities the II – III – IV – V ones can be eventually grouped trying anyway to guarantee the effectiveness of the activity and the implementation of the practical part [*being the one with the highest appeal for the kids*]

¹³ This final class workshop will promote a team-work attitude and brainstorming techniques in the kids where the need of reaching a shared synthesis from the different position and the will to promote the personal view will have to reach a compromise.



According to the E4KIDS methodology the pitching will be arranged in 3 different and consecutive moments following the evolution of both the class and the individual home- based activities:

1. Sharing the draft version of the canvas model via the platform forum / chat

After the completion of activity VI (*i.e. the definition of the common vision as result of the individual work by the single members*) the canvas model will be posted into the forum / chat section of the E4KIDS platform to collect feedbacks and inputs from the other participating pupils.¹⁴ The teachers will push the kids to actively participate to the forum / chat insisting on the great peer review & learning opportunity provided.

2. School pitching

This second step will bring the students to share their final work resulting from activity VII (*i.e. the final group activity in class to adopt the feedbacks and inputs collected via the forum / chat*) with mates in the school also with the purpose of ‘instilling the curiosity’ even on other pupils whose class has not participated to the action. A 2 hour workshop gathering other classes in the school will allow all the business idea / models to be presented leaving enough time for the feedback loop from all the other pupils.

According to a series of parameters, which include the same pitching abilities and skills,¹⁵ the 5 best ideas / models will be selected to represent the school on the E4KIDS transnational pitching online fair. This should increase the competitive spirit in the kids and their commitment to the action. Anyway, during the event all the ideas / models will be shortly presented.

3. E4KIDS transnational pitching online fair

The very last activity will be the socialization with the other participating schools in the partner countries during a dedicated “E4KIDS transnational pitching day” consisting of a ‘virtual’ fair to be arranged using dedicated platforms [such as VFairs, Hopin, ...]. In a structured on-line event the best ideas / models from each school will be presented¹⁶ and all the other pupils will provide their feedbacks. An international jury¹⁷ will then evaluate all the ideas / models, according to a series of parameters which include the same pitching abilities and skills, to define the most valuable ones in the 4 categories: 1) better green impact, 2) better social impact, 3) highest level of creativity in the presentation and 4) highest accuracy in the analysis.

Before starting with the activities teachers need to get familiar with the relevant parts of the Methodology for teachers and the overall composition and logic of the activities presented in the **E4Kids Teachers’ book** to have the overall idea what topics are covered in the activities.

¹⁴ For that and English version of the model resulting from activity VI must be prepared

¹⁵ The detailed parameters will be set according to the number of ideas / models prepared in the school to reach the target number required by the transnational pitching.

¹⁶ For that and English version of the model resulting from activity VII must be prepared.

¹⁷ Consisting of one expert per partner.



6. Conclusions

The project started with the basic assumption that being entrepreneurial is a valuable skill for EU citizens, both for their personal and professional development: entrepreneurship education plays a key role for Europe's competitiveness and for the continuous growth of Europe's economy. Promoting entrepreneurship in education as a key competence encourages EU citizens to be enterprising and to formulate innovative solutions to societal problems and to design products of added socio-economic value.

As the PISA 2018 report [Insights and Interpretations] underlined, "school-to-work transitions have become more complex and prolonged. This reflects both changes in labor market demand, and a growing disparity with what education systems supply. This generation of young citizens requires curiosity, entrepreneurship and resilience to work effectively in the new labor market. They will need confidence to create their own employment and to manage their careers in new ways. Education systems need to prepare young people to be effective in applying what they know to ever-changing situations, expose them to relevant role models, and provide guidance that helps them discover their passions, areas where they can excel, and where and how they can find or create a job."

This is exactly what the ENPOW4Kids project and its **Toolkit** have tested and implemented in a group of schools working with pre-adolescent students, with all the difficulties in transferring business contents to pupils of that age but, at the same time, exploiting all the energies and creativity typical of that age. Both students' and teachers' feedbacks have underlined the difficulties in dealing with concepts such as the definition of a value proposition, the precise identification of the customer persona, the structuring of a model for the realization of the business and especially all the economics behind the idea of costs and revenues, BUT all of them remarked the enthusiasm in structuring a business idea and especially the funny way in doing it.

The **E4KIDS TEACHERS' BOOK** outlines the precise methodology that teachers have to follow when implementing the action in school, with several examples and practical games to be played in class to let the pupils better understand the basic concepts in business planning and modelling. The same book is then showing how all the **E4Kids Tools** have to be used leaving a large range of flexibility to better customize the action to the pupils age and also the school curriculum. Last but not least these **Guidelines**, reproducing the narrative description of what has been concretely done during the pilot activity, contribute to a better understanding of the same methodology trying to explain the model shaped out of it.

We believe that, despite all the imperfections and elements that can certainly be improved, the ENPOW4Kids methodology and its tools provide schools with tools of great value towards achieving the EU objectives mentioned above.



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