

Empower Students with Entrepreneurial Skills

Analysis of the results of the Interviews

1. To what extent has the project “Empower Students with Entrepreneurial Skills” responded to the needs of the students in our school grouping?

This project was an opportunity for students to look at the world in a different perspective; to know different cultures; to improve their English language skills; to become more open, communicative, self-confident, motivated, resilient, creative, united, curious and ready to deal with new situations. It was important to motivate and focus them on entrepreneurship and developing entrepreneurial skills.

2. In your opinion, how did the project contribute for a positive image of our school?

All the interviewees mentioned that the project contributed positively for a positive image of the school, to be exact, it showed the local community that our school is opened to innovation, fresh and modern, not afraid of challenges, combining people from different origins through intercultural dialogue, developing international cooperation and promoting active citizenship. The school's participation in this project is viewed positively also by parents. They want their children to participate and engage in these cultural exchange projects because school does more than teach skills of the curriculum. This project prepares them for the future life. It's excellent for the students' CV and gives them opportunities abroad, helping them, even in the choice of their future career. The local newspapers have been involved in covering the activities, which promotes our school in the community. The school has received positive feedback from local businesses and some showed interest in the ideas created by the students; the public institutions and the companies showed appreciation for the efforts made to promote the entrepreneurial skills of the students. The fact that students work in multinational teams increases their positive attitudes towards school and focuses them on internationalization. It increased the degree of satisfaction of students, parents and teachers.

3. Regarding the disclosure of the project and its activities, was it accurate or do you recommend other forms of disclosure?

With the support of internal school media, local media and social media, we can sustain that the dissemination of the project and its activities were very precise and effective.

4. Refer to the adequacy of the activities developed during the project.

The activities developed were in line with what was defined in the initial project, however some were adjusted according to the different stages. Students researched, planned, organized, and evaluated their work and participated actively in the project. Activities were cross-cutting and aligned with the aims of the curriculum, promoting enriched learning environments and giving students and teachers' new learning experiences. The visits to businesses and entrepreneurs from the local community and having them coming to our school for presentations and debates was very inspirational. The activities developed were diverse and useful, which was excellent in providing students with a true understanding of the meaning of entrepreneurship in different national and cultural contexts. The proposed activities provided a more consistent reflection of our capacities for developing entrepreneurship skills and attitudes, such as flexibility and creativity. Students became aware of the pros and cons of running a business not only in their own country but also in other European countries. In addition to the development of entrepreneurial skills, students learned to develop collaborative work in large groups, increased their level of speaking English and acquired knowledge about the culture, history and traditions of other countries. The organization of cultural visits complemented the achievement of the project's goals.