

Budd.E.R.S.

Budding Entrepreneurs Running School



Final Publication

Being entrepreneurs it is not necessary leading a big company:
everyone is entrepreneur of himself.

The project "Budd.E.R.S" was meant to tackle the issues of lifelong guidance and self-entrepreneurship, while fighting against early drop out and future unemployment. Partner schools developed students' abilities to imagine, elaborate and lead a personal life project, taking into account aptitudes and vocations. "Budd.E.R.S." provided students with opportunities to get directly in touch with the world of business and job, enabling them to express their potentials, aptitudes and interests while better understanding the limits and developing transversal competences. Students learnt from practical experience how to make a business plan, how to communicate and work in an international team, how to recognize and exploit strenghts and limits.

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ENTREPRENEURSHIP EDUCATION

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develop key
competences - see
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JOB MARKET ORIENTATION

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competences and
meeting with
entrepreneurs - see
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BUSINESS PLANS

Enterprise creation,
market strategies,
analysis of market
demand, HR
management and much
more - see page 5



Twinspace, Blog, Project Album

Hyperlinks, pictures
and videos about our
project - see page 6



Transnational Project Meetings

5 meetings to plan,
coordinate and
evaluate - see page 6



Dissemination and Evaluation

Dissemination events
have been organized
in every partner
country. Europass
Mobility Documents
and portfolios have
been delivered to
participants - see
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"Budd.E.R.S. @EXPO"

Our "Budding Entrepreneurs" presented the project at "Vivaio Scuole" of Italian Pavillion in EXPO. Moreover, they realized many activities within the International Exposition. This gave a huge visibility to the project and opened new opportunities to our students.

From August 31st to September 5th 2015 all partner countries met in Milan for the only LTTA organized within the "Budd.E.R.S." project: a blended mobility that put together students from Italy, Poland, Turkey, Denmark, Germany, Bulgaria, Romania and France in the framework of the International Exposition, where students - working in international groups - could meet entrepreneurs and study Pavillions' marketing strategies.

5 days of activities during which students got to know each other and shared experiences among different cultures, while tackling the main entrepreneurship topics: Blue Ocean Strategy, Sales Pitching product, Teamwork, Profit Thinking, how to make a Business Plan, qualities of an Entrepreneurs and ICT tool for Enterprise, brainstorming on entrepreneurial ideas are just some of the workshop that have been organized during and after the EXPO visit.



“Budd.E.R.S. meant change. It did not just taught us to be competitive in a more and more complex and liquid labour market, it made us realize that everything is up to us and to our will. We are the only authors of our destiny.”

ATTACHED TO THE PRESENT FINAL PUBLICATION YOU CAN FIND THE GUIDELINE QUESTIONS THAT WE USED FOR ANALYSING THE MARKETING STRATEGIES OF PAVILLIONS IN EXPO AND MATERIALS USED FOR WORKSHOPS

BUDD.E.R.S. PARTNERS - OUR MAP

"Budd.E.R.S." partnership was as wide as solid and friendly. 8 countries have been involved since the beginning of the project: Italy (Montefiascone - Coordinator), Denmark (Munkebo), France (Le Havre), Turkey (Istanbul), Bulgaria (Burgas), Romania (Craiova), Poland (Wawrzencyce) and Germany (Friedrichsthal), this last unfortunately dropping out from the project after the first year.

The project had a widespread European impact and added value: the network born thanks to Budd.ERS is highly motivated to continue and consolidate a fruitful cooperation through participation in future projects under Erasmus + programme and other EU-funded projects.



1. ENTREPRENEURSHIP EDUCATION

Being entrepreneur today: which challenges and opportunities? Our "Budd.E.R.S." students tried to answer to these questions with the workshops devoted to entrepreneurial education, organized during the first part of our project (January-June 2015).

The identikit of the entrepreneur was drawn: vision and strategy to identify and seize market opportunities in advance, communication and coordination, empathy, leadership (also shared leadership), risk-taking, responsibility and confidence in him/herself, reliability, versatility, ability to manage the process of delegation and control, time management, sensitivity, skills, deep competence in how to select and "retain" the best human resources in the market are just some of the main entrepreneurial skills that our students have explored and trained during the first phase of the project.

A major focus was put on *emotional intelligence*, defined as the way in which leader manages and controls himself and his personal relationships. Four key dimensions characterize our emotional intelligence: self-awareness, self-management,

social awareness and empathy, capability to manage relationships, to motivate, persuade, and provide the right feedback to move towards a common goal.

Leadership styles were analysed, too. We distinguished among six styles:

- Visionary
- Coach
- Affiliative
- Democratic
- Peacemaker
- Authoritarian

ATTACHED TO THE PRESENT
FINAL PUBLICATION YOU CAN
FIND THE SUPPORT
DOCUMENTS THAT WE USED
FOR THE ENTREPRENEURIAL
EDUCATION ACTIVITY

France



Involved the Chamber of Commerce and focused on non-formal methods.

Turkey



Together with Poland and France, they are the most active on the eTwinning Platform. Organized seminars in several companies and visited China fair.

Romania



Organized several workshop devoted to the qualities for "being an entrepreneur today"; Romania also organized workshops about marketing and advertising strategies.

Denmark



Focused on sustainable resources and green enterprises. Involved the Danish Foundation for Entrepreneurship - Young Enterprise and organized several workshop about "Tour de Economy", "Energy Service", "State of Care"

"Budd.E.R.S. made us understand that we ourselves, we are our biggest resource. Because whatever our abilities are, they can be improved, whatever our limits are, they can be overcome, whatever our dreams are, through determination and bravery, they can be reached.

2. JOB MARKET ORIENTATION

The second action of the project consisted in a series of meetings dedicated to job market orientation and the making of the "balance of competences". The "balance of competences" is a training path that allows to draw the analysis of knowledge and skills, interests, attitudes and motivation of the student, in order to define, taking into account the job market needs, his/her personal professional project. Actions to be taken and, where necessary, additional professional training projects are identified in order to achieve the professional target.

The balance of competences was organized in 6 steps, held locally:

1. 1st Interview: Personal story
2. 1st Laboratory Group: Analysis of skills
3. 2nd Interview: Personal resources for finding the right job
4. 2nd Laboratory Group: From professional skills to professional project
5. 3rd Interview: Professional development
6. 4th interview: The summary

A major focus was enlightened on the knowledge of the socio-economical context in which students live, in order to contextualize their entrepreneurial ideas. This activity helped national delegations to get to know each other better, since students prepared and shared presentations and videos about their home regions.

ATTACHED TO THE PRESENT FINAL PUBLICATION YOU CAN FIND THE SUPPORT DOCUMENTS THAT WE USED FOR THE JOB MARKET ORIENTATION ACTIVITY AND PRESENTATIONS ABOUT HOME REGIONS MADE BY THE STUDENTS

Bulgaria



Concentrated on creating a touristic marketing strategy for the region, dividing participants in 5 groups, Bulgaria organized also a research of the range of the personal resources for dealing with stress and activities in new and unexpected situations in the educational and professional surrounding.

Germany



During the first year of the project focused on the socio-economic context of the Region and, together with social entrepreneurs, realized two activities called "How to become and be successful as an entrepreneur in our region"

VIRTUAL MOBILITY – CHATS AND VIDEO CHATS



A very important role within the "Budd.E.R.S." project was played by the virtual part of the blended mobility. Students tried to get to know each other before and after the physical meeting in Milan, using different ICT Tools: Twinspace, Skype, Facebook. Several meetings, both bilateral, trilateral or multilateral, have been organized in order to share opinions and experiences linked to project implementation.



3. BUSINESS PLANS

When the "Budd.E.R.S." Project was conceived, the international team fixed, as a benchmark, to get at least 8 entrepreneurial ideas at the end of the project, one per country. This was one of our main indicators of result. Well, now that activities are completed, we are proud to announce that our budding entrepreneurs gave birth to 24 business ideas! Students used different support to present their products: Prezi, Sway, Power Point, present.me and, of course, text files, thus improving their ICT dramatically. They used different methods to validated their entrepreneurial ideas: the CANVAS and the Blue Ocean Strategy turned to be the most popular ones. Moreover, a SWAT analysis was carried out to assess the ideas.

A whole section is devoted to the BPs in our Twinspace, at the following link: <https://twinspace.etwinning.net/1836/pages/page/121920> , but a general overlook will be presented here, too.

Let's start by saying that 90% of business ideas issued from the "Budd.E.R.S" project aim to sell services, not goods. Secondly, the international team decided to let participating students free to run their imagination and creativity, without any constraints but those imposed by the market. Coordinators have given to students some guidelines about the topics, as stated in the project plan (i.e. EXPO theme for the Italian students, Tourism and marketing for the Bulgarians, French team on local food products and so on), but at the end our budding entrepreneurs applied their knowledge and competences on those topic they felt more familiar with.

During the last part of the project, starting after the TPM in Paris when coupled countries have been formed by drawing lots, students have been divided in international groups and carried out a mutual evaluation of their BPs. This task was tackled by using Skype conferences, Facebook groups and exchanging emails.

"Budd.E.R.S." taught us to gain the centimeters around us, because at the end it will be those centimeters to make the difference among being actors or spectators of our lives; It unified us in a working group, a team who share a common goal, to be reached together.

ATTACHED TO THE PRESENT FINAL PUBLICATION YOU CAN FIND THE BUSINESS PLANS MADE BY STUDENTS OF ALL PARTNER COUNTRIES.

Poland

The Polish team worked on the "making off" of their business plans, in a very concrete way: two classes have been chosen to make money for their school trip. Their task was to make a plan how to raise extra money so that they don't have to take it from their parents. Among the many activities organized by the Polish team, students took part in a 3-day workshops called 'Euroweek - the school of Leaders', focused on the method called "Blue Ocean Strategy" and visited the Academic Incubator of Entrepreneurship.

Italy

The Italian team built up an important network thanks to the BuddERS project: consultants and experts have been involved and a strong partnership was established with Bic Lazio, an important public-ruled stakeholders in the entrepreneurship field. Furthermore, the project was presented at Job Orienta (Ed. 2014) and included in Vivaio Scuole @ EXPO as best practice. Italian students participated in the Startupper School Academy and won "the best green idea" prize with "Bring the Future into your restaurant".

Twinspace, Blog and Project Album

Our project invested lot of energies on communication and advertising, as the EC requires. A very positive cooperation was established between project partners in this domain: French and Turkish partners took care of the Twinspace, while the Danish team updated the project blog regularly. The Romanian partner created even its own project website for dissemination at local level.

The Twinspace page is public and contains a lot of information about our project: there you can find photos and videos produced by the students, Sway presentations and documents elaborated during the activities. To find out more, have a look at the following link: <https://twinspace.etwinning.net/1836>

Our participation and cooperation made a wide use of eTwinning. Budd.E.R.S. has been awarded with the eTwinning quality label



A project blog was created, too. You can find it here: <http://buddersproject.blogspot.it/>

Finally, each partner published news about the project on the institutional website. The Romanian partner created a project website, here: <http://budders.charleslaugier.ro>

Transnational Project Meetings

THE RECIPE TO BUILD UP A COHESIVE AND FRIENDLY PROJECT TEAM; THE MOMENT TO PLAN, MONITOR AND SHARE OPINIONS TO ENSURE PROJECT SUCCESS

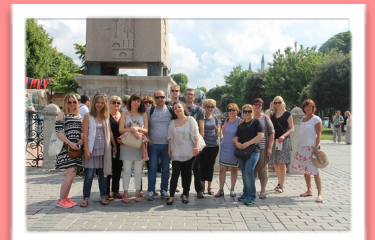
5 Transnational Project Meeting have been organized all along the project:

1. Montefiascone, Italy - 01st to 03rd December 2014: our first face-to-face approach! Getting to know each other and planning the very first activities of the project: these were the goals of the 1st TPM. A press conference to launch the project was organized, too.



2. Copenhagen, Denmark - 25th and 26th March 2015: monitoring system, virtual communication between participating students and a daily planning of the mobility in Milan were the topics tackled during the 2nd TPM.

3. Istanbul, Turkey - 02nd to 05th July 2015. The 3rd TPM was devoted almost completely to a detailed planning of the blended mobility in Milan and EXPO: activities, international group, workshops and logistics were organized. Space was given to intercultural and team building activities, too: we played some icebreaking games that should have been performed in EXPO, thus fostering group cohesion.



Dissemination and evaluation

And here we come to the last phase of the "Budd.E.R.S." project! Since May 2016 we officially started our "Dissemination-Evaluation-Follow up" phase, even if a advertising strategy has been implemented through the whole project using local newspapers, the "Budd.E.R.S." blog and the Twinspace.

Every partner country organized at least one dissemination event during this period, involving the most relevant stakeholders of their areas and, of course, participants' families and the whole school staff. Moreover, the whole project team carried out a deep evaluation analysis, composed by the monitoring tools used through the project and by the final questionnaires that have been filled by participants, parents and teachers. Results of the evaluation have been very satisfying in all partner countries; research was focused on competences acquired by the participants and on the impact reached at school level, mainly.

On the 1st June 2016 the coordinating school, IISS Dalla Chiesa, set up an important final meeting which was held at "Rocca dei Papi", one of the most important and evocative location in Montefiascone.

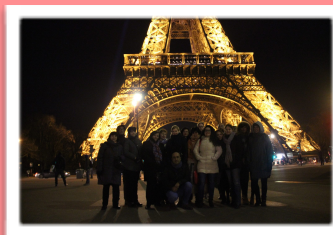


ATTACHED TO THE PRESENT FINAL PUBLICATION YOU CAN FIND THE MONITORING AND EVALUATION DOCUMENTS USED, PLUS THE RESULTS OBTAINED.

Transnational Project Meetings

THE RECIPE TO BUILD UP A COHESIVE AND FRIENDLY PROJECT TEAM; THE MOMENT TO PLAN, MONITOR AND SHARE OPINIONS TO ENSURE PROJECT SUCCESS

4. Paris, France - 12th and 13th January 2016. A detailed evaluation of the blended in Milan was carried on before and during the 4th TPM. Chats and virtual mobilities among the students have been planned, the Mobility Tool explored and the final business plans compared and analysed.



5. Wawrzeńczyce, Poland - 1st and 2nd July 2016. It was the final meeting of our project, a mix between nostalgia and expectation for next adventures together! A final evaluation of the project was carried out (examination of final questionnaires for students, teachers and parents), answers to the MT+ have been compared and all partners presented results achieved and future perspectives for "Budd.E.R.S.". See you all soon!



On the left: Dissemination Event
1st June 2016 @ Rocca dei Papi,
Montefiascone, Italy

On the 10th May the Turkish partner school organized the final dissemination event, with around 200 students attending. The event included a certificate of attendance ceremony and the new Erasmus Corner of the school was inaugurated.



Above: Budd.E.R.S. Corner and dissemination event
10th May 2016
@Kartal Disk Mesleki ve Teknik Anadolu Lisesi - Istanbul, Turkey

Below: picture taken during the Dissemination event in Bulgaria

Similarly, Bulgarian school involved local authorities in their final event, plus parents and teachers. Moreover, the Bulgarian team promoted the Budd.E.R.S. project at the annual Job market where student with their parents meet employers from the T&H sector (sector Tourism) On the left bottom, a picture taken during the event.



But the most "Innovative Final Event" prize goes to...FRANCE! In fact, the final dissemination event organized by the French team consisted in the making of a real "Food Truck", thus enlivening the business idea created by the students. The event was organized on the 31st May at the school premises. Families, teachers and school managers

attended the event, that included a Food truck business plan presentation (ppt) and a food tasting cooked by students themselves (Food truck Menu).



Dissemination event
31st May 2016
Lycée des métiers Jules Le Cesne
Le Havre, France



On the same day as France, the Polish team organized the final event, too. During the event, that was called "the Day of the Budd.E.R.S. Project", all students presented main objectives, activities, slideshows, videos of this project to the school community, teachers, headmistress and local authorities. But dissemination activities have been very numerous in Poland: on the 10th May workshops at school have been help, plus a city game called 'Solve it!' led by experts from Europe4Youth association in Cracow. The topic of the game was how to increase entrepreneurial skills among young people. On the 12th May, two days after, a simulation game was conducted by 3 experts and it was about involving young people in the matters of the local community, making the young more active, engaged and entrepreneurial instead of passive onlookers.



1. The students participating in the project had made presentations about why it is important to have focus on sustainability in a country such as Denmark and what Denmark would look like if the country was to implement more sustainable solutions.



2. The students participating in the project practiced sales pitching of their ideas.

3. Discussion and evaluation between students in

groups on the entrepreneurial ideas.

And, last but not least, our Romanian team. The level of dissemination in Romania has been mainly regional: in fact, Budd.E.R.S. have been shared during Dolj county English teachers meeting and Dolj county European projects



coordinators meeting (March 2016) and on Dolj county's activity called school offers market (April 2016).

Dissemination event
31st May 2016
Gminne Centrum Edukacji w
Wawrzeńcach
Wawrzeńczyce, Poland

For the final dissemination the Danish team did a whole day of entrepreneurship. The whole student body participated to the three workshops constituting the event and the students rotated between them. The three workshops were:

Above: Dissemination event in Denmark.
Below: Dissemination event in Romania.