

Programme:  
**Erasmus+**

Strategic Partnerships

*Key action:*

**Cooperation for innovation  
and the exchange  
of good practices**

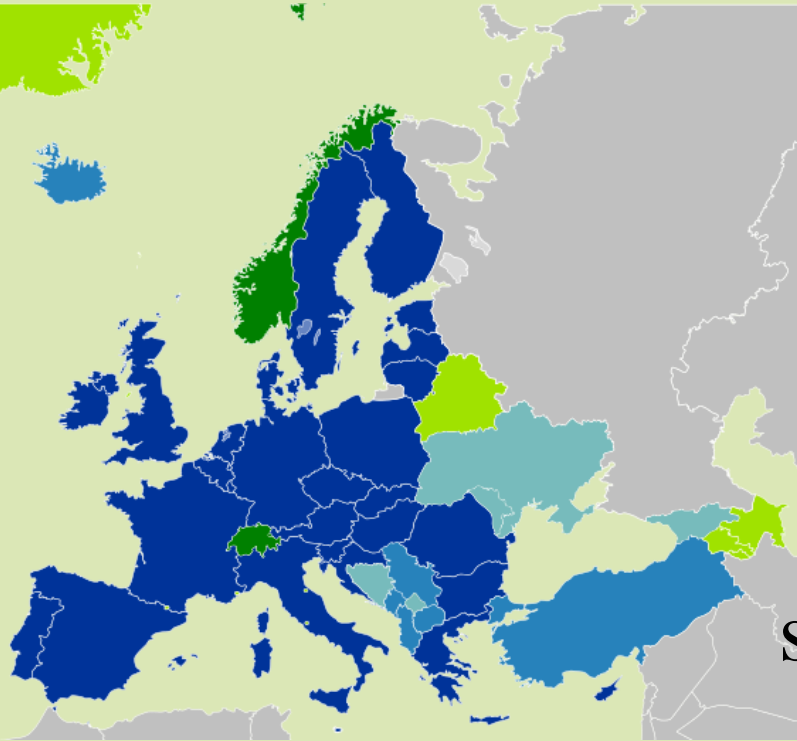
*Project title:*

# Student Entrepreneurship in Europe



24 months

(01.09.2015 – 01.09.2017)



The project helps to  
*develop basic  
and transversal skills*  
of students  
such as *digital, language,  
entrepreneur, social  
and skills for active citizenship.*

We use modern educative methods  
(collaborative learning, use of multimedia,  
problem-oriented thinking and creative learning).

# *Project partners*

**1. Educa Pardubice** – SOŠ, s.r.o., Rybitví, Czech Republic

(<http://www.educapardubice.cz>)

**2. BHAK Amstetten, Austria**

([www.hakamstetten.ac.at](http://www.hakamstetten.ac.at))

**3. Kungshögskolan, Mjölby, Sweden**

(<http://www.mjolby.se/gymnasium/gymnasium.html>)

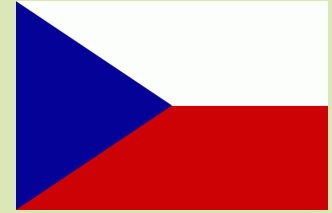
**4. Institut de l'Ebre, Tortosa, Spain**

([Insebre@insebre.com](mailto:Insebre@insebre.com))

**5. Obchodna akademia, Watsonova 61, Kosice, Slovakia**

([www.oake.sk](http://www.oake.sk))

# EDUCA Pardubice



- vocational secondary school
- *6 fields of study: Foreign Trade and Logistics, New media, Computer graphics and design, Audiovisual technology, Sports management and Media communications*
- around 230 students
- specialized in using modern tools for education such as multimedia laboratory (with Adobe graphic software) and e-learning
- emphasizes an individual approach towards all its students, pays attention to students with special educational needs and support students' development by individual study plans

# EDUCA Pardubice

- experience with international mobilities and also organizes multiple *projects* (Lifelong learning programme *Comenius* and *Grundtvig*, European social fund, National grants, school projects)
- This project will be implemented **for students in Foreign Trade and Logistics** study mainly but as it is inter-disciplinary, students from all fields of study will be participating.
- The school organizes practical education where student's firm have been taught for several years. Student's firms are a great benefit for students to their future business life since they learn in a school environment the real working of firms in a regular life. The school has bought various licenses for learning accounting, communication with financial office (i.e. Revenue Authority), communication within supplier-customer relations, public relation, marketing promotion etc. Student's firms are also a part of all A-level projects.

# EDUCA Pardubice

## Key persons:

- a) **Ing. Lenka Rolečková** - school director, project manager and teacher of Economics, Accounting and taxation, Foreign trade.
- b) **Ing. Jitka Sýkorová** - project teacher; teacher of Economics, Accounting and taxation, Foreign trade, Applied Economics and student's firms for 10 years.
- c) **Mgr. Markéta Procházková** - project teacher coordinator (experience with coordination of two Comenius school partnership projects); teacher of English and Introduction to law for 8 years.
- d) **Ing. Monika Kohoutková** - project teacher, teacher of Economy and business.
- e) **Mgr. Lenka Pacovská** - project administrator (administration of two Comenius school partnerships, Grundtvig projects and ESF projects).

# BHAK Amstetten



- commercial college
- education lasts 5 years, and ends with the Reife- und Diplomprüfung (Matura)
- around 400 students and 40 teachers
- the main focus is on business related subjects like *Accounting, Business Studies, Information* and *Office Management, Information Technology for Business Purposes*
- students acquire the knowledge and skills necessary for setting up a business
- in subjects like *Personal Development and Social Skills and Business Behaviour* students learn life skills necessary for communicating and interacting with other people.



# BHAK Amstetten

- two compulsory foreign languages: English and Russian / Spanish, a third foreign language (French) can be chosen as seminar from the third year on.
- From the third year onwards, all students must choose an *Ausbildungsschwerpunkt* (key area of training) from the following options: Marketing and Eventmanagement or E-Business and Multimedia.
- In the subject Übungsfirma (virtual enterprise or training firm), pupils 'work' in a *virtual company* for 3hours a week and take part in an international virtual trade fair.
- The HAK Amstetten has close links with local companies and banks. These businesses often hold 'career days' at the schools and do different projects with the students like job interview workshops.

# BHAK Amstetten

## Key persons:

- a) **Mag. Wolfgang Kloibhofer** - Subjects: Business Administration, Business Training, Entrepreneurship & Management, Project Management, Computing, Training Company; School Quality Manger; Manager of one of our training companies called „Präxpert HandelsgmbH“ since 2006, Participation in the International Student Trade Fair in Prague for several times.
- b) **Mag. Ulrike Kühhaas** - Subjects: English, German, Social Skills and Personality Training; responsible for Public Relation activities of our school (writing articles, taking photos), organizing student trips to England and Ireland, additional education in Business English.
- c) **Mag. Renate Hilmbauer** - Subjects: Business Administration, Business Training, Marketing & International Affairs, Marketing & Sales, Project Management, Computing; Head of the „Work Experience Course“; Creative Manager of School Ball, preparing students for their work experience and their work at the training company.

# Kungshögaskolan



- upper secondary school
- different kinds of programs
- approximately 450 students
- international exchanges and entrepreneurship is something the school is trying to encourage to all students
- cooperates with local companies who are operation in an international environment
- students at the technical program are involved with the concept of *Ung företagsamhet* (Young Enterprise)

# Institut de l'Ebre



- the school centre has been intimately concerned with professional training
- about 1.338 students
- only professional studies are taught
- 27 “*cicles formatius*”, study fields that also cover *Administrative management, Business activity, Marketing and publicity* etc.
- involved in all aspects of the education of our students and committed to finding new solutions in the *fields of entrepreneurship*, innovation and multilingualism that can enhance the personal development and future training of our students in an International context

# Institut de l'Ebre

- uses SEFED (Students firm) methodology and has three students firms at the moment: PLASTICS DERTOSA SAS, since 2002, NATURA BONSAI, SLS, since 2003 and DECORA I REGALA, SLS, since 2011
- takes part in an experimental project of entrepreneurship with other Catalan Schools. The main objective is to foment the entrepreneur skills among the youngsters. Therefore the school organizes permanent activities like, creativity workshop, lectures, etc.
- a close cooperation between our school and the local companies and also with business organizations, which helps the labour insertion

# Obchodná akadémia



- founded in 1897
- introduced the *managing system* STN EN ISO 9001:2001 and has been using it since then
- pilot school for trial enterprises in the region of Eastern Slovakia; it uses effective forms and methods of vocational training students for practical life
- has been offering bilingual form of study which enables students to acquire quality preparation for European job market
- 52 teachers and 554 students
- teaches students to prepare sample documents of real firms, our students practise in real firms and cooperates with real firms, they present their team work by the means of catalogues, itineraries, electronic presentations, exhibition stands of training firms, web page, we prepare them to present their training firms in fairs of TF

# Obchodná akadémia

- long experiences with organization of *International training firms fair*, we have high-quality cooperation with real firms, that prepare our students for practise
- good experience in participation and in guarantee of *international projects*: Visegrad found, ESF, LLP Comenius, Leonardo da Vinci
- cooperated in training of Kenya's teachers and students on TF taking part in project SOTEICT

# Obchodná akadémia

## Key persons:

- a) **Peter Országh** – school director (principal, headmaster) – teaches ICT, Accounting (Bookkeeping), Training Firms (TF)
- b) **Richard Hritz** - deputy of headmaster, teaches ICT, Accounting, Training Firms (TF)
- c) **Maria Javnická**- school coordinator of project – teaches Maths, English language
- d) **Darina Lippaiová**- teaches Economy, Accounting, TF
- e) **Eva Polačková** - teaches Economy, Accounting, TF, Statistics



# Description of the project

*The project is focused on....*

- **promoting entrepreneurship education** in the partner schools,
- **increasing students' specific skills and knowledge** needed for their better employability, starting/running their own business and their active citizenship.

*The project helps...*

- **developing basic and transversal skills** (entrepreneurship, digital skills, language competences),  
**competitiveness and social thinking.**

# Description of the project

*The students will learn...*

- business requirements in all partner countries
- social entrepreneurship
- skills useful/needed to be successful in the EU labour market
- important skills in starting their own business.

# Description of the project

*Needs to be addressed...*

- low students' skills and knowledge for starting business within the EU countries;
- not sufficient language and digital skills of students;
- low awareness of the EU labour market requirements and opportunities and entrepreneurship in the EU countries.

# Project objectives

- increase students' knowledge about the entrepreneurship, rules, requirements and opportunities in the partner countries;
- learn about phenomena of "**Social entrepreneurship**" and help students think of their own ideas in this field;
- increase students' key competences needed for business and employability;
- promote students' language and digital skills;
- promote entrepreneurship education in all partner schools, exchange of good practices;
- implement new collaborative learning approaches;
- establish and strengthen the cooperation among partner organizations;
- support future learning and career path of students.

# Project structure

*The project includes both **theoretical and practical part** and covers the following topics:*

- a) Specifics of starting a business in the partner countries including companies' obligations to the state in the partner countries; **Social entrepreneurship** in the partner countries
- b) EU **labour market**;
- c) **SWOT analysis** of student's firms.
- d) **Marketing** of student's firms;

# Methodology

The project has a theoretical and a practical part and involve modern teaching methods and approaches with the emphasis on the collaborative learning and use of modern technology.

*The methods used:*

- ❑ **students' presentations**
- ❑ **international work groups**
- ❑ **students' active participation** with the emphasis on **collaborative approaches** (*organizing a workshop on SWOT analysis, Trade fair of student's firms during short-term mobility etc.*)

# Students participation in the project

- ✓ students work on particular topics and prepare materials for short-term mobility;
- ✓ students prepare project output the **Business guide to Europe**;
- ✓ students are engaged in collaborative activities;
- ✓ students organize **Workshop** and **Trade fair**;
- ✓ students **improve** their **ICT skills**- creating of video, multimedia materials, power point presentations;
- ✓ students take part in **dissemination** project activities Facebook, twitter, Youtube channel.

# Tasks and responsibilities to be distributed

*The project coordinator:*

- responsible for overall ***control of project activities, time management and budget***
- ***coordinates*** the national teacher **teams**
- prepares project guidelines: ***workplan*** with milestones, project schedule, ***plan*** for teacher ***meetings*** and student short-term ***mobilities***
- responsible for completion of the project result  
Business guide to Europe
- responsible for ***organizing*** 2 transnational ***meetings*** for teachers and for developing ***web page***.



# Tasks and responsibilities to be distributed

*The partner schools are responsible for...*

- a) abiding the project guidelines, that are used as a monitoring tool;
- b) implementation of the project and its activities on the national level;
- c) choosing teachers and students for international activities;
- d) processing of project topics;
- e) evaluation and dissemination on the national level;
- f) budget spending in accordance with the programme rules.

# Tasks and responsibilities to be distributed

- **All partners** are responsible for organizing national activities.
- The Austrian school is responsible for *developing and administration of the project blog* for communication and dissemination. The blog will be developed especially for students where they can publish their experience. The school is also responsible for *setting up a course for the project in their Moodle system* accessible to all partners and for *organizing one short-term mobility* of students.

# Tasks and responsibilities to be distributed

- The Swedish school is responsible for developing and administration of the *Facebook page* for communication and dissemination and for organizing *one short-term mobility* of students.
- The Spanish school is responsible for organizing *one short-term mobility* of students and for *coordinating the Trade fair* of student's firms.
- The Slovak school is responsible for organizing *one short-term mobility* of students and for *coordinating the international workshop* on the topic "SWOT analysis".

# Project cooperation

- All partners will have their responsibilities and will be coordinated by the Czech school.
- *National project teams* will be established *in each partner school*.
- The project coordinator will *create project guidelines* (working plan with milestones of the project, project and meeting schedule, evaluation and dissemination plan).

# Project communication

*Communication tools:*

- project **website**
- project **blog** and **Facebook** (both also for stakeholders)
- **e-mail** communication.

*English* will be the project language. Each of the schools will be responsible for presenting their international cooperation to the local media (newspapers, radio, TV).

# Transnational project meetings

- Two transnational *meetings for teachers* where implementation of the project will be monitored and evaluated. Two teachers from each school project team will participate in the meeting.
- **1st project meeting** (at the beginning of the project) - to install the project, organize next steps, project guidelines etc.
- **2nd meeting** (at the end of the project) - to evaluate the project, its activities and output and to create a final report.

# Business Guide to Europe

- **Main project result** will have 2 main parts, theoretical one and practical one.
- The Guide content will be created by students and checked and evaluated by project teachers and external expert.
- Students will be preparing materials for particular topics on national level. Their materials will be presented during short-term mobility and student will be preparing project outputs then (parts for the Business Guide to Europe).

# Business Guide to Europe

*The topics:*

1. „**Specifics of starting a business** in the partner countries with the emphasis on the company's obligations to the state in each country“ and "**Social entrepreneurship** in each country with examples of good practice".



# Business Guide to Europe

- All partner countries: prepare presentations on these topics to be presented during the short-term mobility.
- Students: work in international working groups and discuss which partner country has the best conditions for starting a business.
- Students: prepare a survey on business conditions in partner countries for the Business Guide to Europe (first part of the Guide).
- Students: in international working groups, think of their own ideas for social entrepreneurship across Europe. The best ideas will also become a part of the Guide. The aim of the short-term mobility is to provide students with knowledge about the possibilities and obstacles of starting a business in different EU countries and about social entrepreneurship across Europe.

# Business Guide to Europe

## 2. „EU labour market“

- Students in each country will prepare an *analysis of the labor market* in their country based on selected economic indicators (employment, unemployment, labour market mismatch across skills and industries, labour market status of different groups) and they will also describe the requirements for entry of other EU citizens in their labour market (e.g. work permit).
- The *analysis* will be *presented during short-term mobility*. After that the international working groups will discuss the most desirable positions, the necessary skills for different positions and professions and job opportunities for foreigners (EU citizens) in the participating countries (job migration). They will prepare a survey for the second part of the Business Guide to Europe.

# Business Guide to Europe

## 3. „SWOT analysis“

- an international workshop during the student mobility will be organized
- Students will learn how to prepare a SWOT analysis of their (student) firm (general rules) and then try it. Instructions for SWOT analysis and analysis of student's firms will become the part of the Business guide to Europe.

# Business Guide to Europe

## 4. „Marketing“

- As a preparation for the mobility, each partner school will organize a simple *competition*: students will prepare a *marketing presentation* of their school firm and teachers will choose the best ones that will be presented during the student mobility at the Trade fair of student's firms (the fair will be organized by students with the help of teacher).
- Presentations will become a part of the Business guide to Europe. Then students in the international working groups will discuss the presentations and their strengths and weaknesses. Their recommendations will be the last part of the Business guide to Europe.

# Participants

## Czech Republic

- organization of 2 workshops.

### Workshop nr. 1:

- introducing basic principles and rules for founding a new company in the Czech Republic and other countries (i.e. main requirements regarding a firm foundation).

### Workshop nr.2:

- founding a new specific company – a plan of a entrepreneurship area for each particular country. The workshops will be organized for students from other vocational school in Rybitví (40 students).

# Participants

## Slovakia

- arrangement of 2 *seminars/lectures* on project topics where 10-15 persons will be guests.

## Austria

- *visit* of the *RIZ Amstetten* - organization which helps entrepreneurs to start and run their own business. The school will organize discussion with some entrepreneurs and invite local politicians, journalists and other pupils from schools in their municipality (approximately 50 persons).

# Participants

## Spain

- *organization of Trade fair* of student's firms where students can promote their business. The school will invite students from other schools of professional studies from the region, as well as schools of other educational levels, in addition to all the students from the countries taking part in the project. We suppose approximately 50 persons. The activity will take place in the school Institut de l'Ebre.

## Sweden

- creation of *2 educative videos* on the project topics that will be published on the school and project webpage and link will be distributed to regional schools and partners. The videos will be published in Facebook and Youtube.

# Preparation activities

## 1. Preparation of the application

*All partners discussed and worked on...*

- project topics
- their implementation in the school curriculums/ activities in each partner school
- the number of teacher for the national project teams
- the number of students for national and international activities
- project management
- monitoring and evaluation



# Preparation activities

## 2. Preparation for project implementation

Before the project starts, all partners will...

- prepare, in a practical way, conditions for project implementation: *introducing the project in the schools* (to teachers, students, other stakeholders);
- prepare chosen subjects for implementing project topics, choose project team of teachers (discussed and planned in the application phase).

Each teacher team will have their coordinator who will communicate with the project coordinator; choose students across classes to work on project activities.

# Preparation activities

## 3. Preparation of teachers for project topics

- all partner teachers will study documents and resources for project topics.

# Project management

## 1. The project coordinator

- responsible for overall control of project activities, time management and budget
- coordinates the national teacher teams
- prepares project guidelines: *workplan with milestones, project schedule, plan for teacher meetings and student short-term mobilities.*

# Project management

## **2. National teacher teams** responsible for ...

- a) abiding the project guidelines, that are used as a monitoring tool;
- b) implementation of the project on the national level;
- c) choosing teachers and students for international activities;
- d) processing of project topics;
- e) evaluation and dissemination on the national level;
- f) budget spending in accordance with the programme rules.

# Project management

## Budget control:

- each school is responsible for their budget
- all possible problems or obstacles will be discussed in the partnership
- in case that big problems or obstacles occur, it will be discussed with the NAs

# Project management

## Time management:

- It will be ensured by the project guidelines (*workplan with milestones, plan for meetings and mobilities, project schedule*).
- The guidelines will be ***obligatory for all partners*** and it will be checked by the project coordinator once in six months.

# Monitoring and evaluation of the activities

2 levels:

- 1. **National level** - project activities and preparation of materials for project result at the school level will be monitored and evaluated by the school project team of teachers.
- 2. **International level** - monitoring will be done by the coordinator on the basis of project guidelines. The *control* will be held *once in 6 months*, the coordinator will prepare *short monitoring questionnaires* for all partners. The results will be published in the project website and all partners will be informed with the help of mail and Facebook.

# Monitoring and evaluation of the activities

- 3. *Evaluation of activities* in short-term mobilities will be done after each mobility.
- 4. Creation of *main project result* will be monitored during students mobilities as they prepare the parts of the **Guide book** during the mobilities in international working groups.

Evaluation of the project result, the Business guide to Europe, will be done by the external expert from the coordinating school, who works in the field of business and economy.



# Monitoring and evaluation of the activities

## Other tools for monitoring and evaluation:

- project webpage, 2 transnational meetings for teachers, Facebook and project blog

## Staff profiles:

- National monitoring will be processed by experienced teacher (leader of the school project team) with the help of project guidelines.
- International monitoring will be processed by the project coordinator, who is experienced in 3 projects under Lifelong learning programme and 2 projects under European social fund.

# Indicators

- 1) **questionnaires for students** engaged in the project at the beginning and at the end of the project. This will enable to find out the sum of students' knowledge and key competences and skills gained during the project. Also questionnaires at the end of short-term mobilities for students will be developed to check the sum of information gained.
- 2) **questionnaires for teachers** at the end of the project. This will enable to find out if the school adopted/will adopt good practices from other partner schools and if the project means improvement for promoting the entrepreneurship education.
- 3) **project guidelines** and their fulfilling
- 4) **report to NA**
- 5) **project website, Facebook and blog**

# Implementation

*Project activities with links to the schedule:*

- 1) installation of the project, creation of project teams with their leaders responsible for the communication with the coordinator,
- 2) creation of project guidelines (coordinator) - A1
- 3) transnational project meetings-M1+M2
- 4) organization of project activities on the national level - A2-A5
- 5) organization of short-term mobilities - C1-C4
- 6) international project monitoring - A6

# Implementation

- 7) evaluation of students' knowledge -A7
- 8) evaluation of short-term mobilities - A8
- 9) evaluation of impact on teachers and institutions-  
A9
- 10) project finalization including final report and  
evaluation of the project result-A10
- 11) Moodle course for project participants is meant to  
be an additional educative resource that will be  
created at the beginning of the project and  
constantly supplemented - A11

# Project topics are:

## Theoretical part:

1. „Specifics of starting a business in the partner countries with the emphasis on the company's obligations to the state in each country“ and "Social entrepreneurship in each country with examples of good practice".

- a) national level - all partner countries will prepare presentations on these topics to be presented during the short-term mobility. (A2)
- b) student short-term mobility - students present their work; discuss in international working groups which partner country has the best conditions for starting a business; prepare a survey on business conditions in partner countries for the Business Guide to Europe (first part of the Guide); think of their own ideas for social entrepreneurship across Europe. The best ideas will also become a part of the Guide. Methodology: presentations, collaborative learning and creative thinking.(C1)

# *Project topics are:*

## *2. „EU labour market“*

- a) national level - students in each country will prepare a simple analysis of the labour market in their country based on selected economic indicators and they will also describe the conditions of entry of other EU citizens in their labour market (eg. work permit). (A3)
- b) student short-term mobility - international working groups will discuss the most desirable positions, the necessary skills for different positions and professions and job opportunities for foreigners in the participating countries. They will prepare a survey for the second part of the Business Guide to Europe. Methodology: preparation of analysis, presenting, collaborative learning. (C2)

# *Project topics are:*

## Practical part:

### 3. SWOT analysis

- a) national level - as a preparation for the meeting each school will provide students with SWOT analysis process.(A4)
- b) short-term mobility – an international workshop will be organized. Students will create SWOT analysis of student's firms. Instructions for SWOT analysis and analysis of student firms will become the next part of the Business guide to Europe. Methodology: organization of workshop, collaborative learning, critical thinking. (C3)

# *Project topics are:*

## 4. „Marketing“

- a) national level – as a preparation for the meeting, each school will organize a simple competition: students will prepare a marketing presentation of their school company and teachers will choose the best ones that will be presented in the project mobility. (A5)
- b) short-term mobility - organization of Trade fair of student's firms with presentations of student's firms marketing that will become a part of the Business guide to Europe. Then students in international working groups will discuss the presentations and their strengths and weaknesses. Their recommendations will be another part of the Business guide to Europe. Methodology: organization of school competition, organization of the Trade fair of student's firms, presenting, collaborative learning. (C4)



# Activities

- The project includes learning activities in form of short-term mobilities (student meetings).
- The aim of these collaborative activities is the cooperation of partner schools on the project topics and development of the project output.
- The main added value of short-term mobility is promotion of key competences and *skills (language competences and social skills, presentation of persons and their work, collaborative skills, organizational skills)*, sharing and exchange of experiences, information and knowledge.
- Verification of the topics will be done by evaluation questionnaires at the end of each short-term mobility.

# Activities

## Nr. C1

Students will present *the presentations on topic:*

- **"Specifics of starting a business in the partner countries with the emphasis on the company's obligations to the state in each country"** and
- **"Social entrepreneurship in each country with examples of good practice"**.

# Activities

## Nr. C1

- Students will work in international working groups and discuss which partner country has the best conditions for starting a business. Students then prepare a survey on business conditions in partner countries for the Business Guide to Europe (first part of the Guide).
- Students also, in international working groups, think of their own ideas for social entrepreneurship across Europe. The best ideas will also become a part of the Guide.
- The aim of the short-term mobility is to provide students with knowledge about the possibilities and obstacles of starting a business in different EU countries and about social entrepreneurship across Europe.

# Activities

## Nr. C2

The Swedish school hosts meeting on the topic:

- **„EU labour market“**
- Students will present their work, the analysis. The international working groups will discuss the most desirable positions, the necessary skills for different positions and professions and job opportunities for foreigners (EU citizens) in the participating countries (job migration). They will prepare a survey for the second part of the Business Guide to Europe.

# Activities

## Nr. C3

The partner school from Slovakia hosts meeting on the topic of:

- „**SWOT analysis**“

- An international workshop will be organized during the mobility. Students will prepare a SWOT analysis of the student's firms. Instructions for SWOT analysis and analysis of student's firms will become the next part of the Business guide to Europe.

# Activities

## Nr. C4

The Spanish partner hosts a short-term mobility on the topic:

### ▪ „Marketing“

- Students will present the best marketing presentations at the Trade fair of student's firms (the fair will be organized by students with the help of teacher) during the short-term mobility. Presentations will become a part of the Business guide to Europe. Then students in the international working groups will discuss the presentations and their strengths and weaknesses. Their recommendations will be the next part of the Business guide to Europe.

# Activities

Nr. C1, C2, C3, C4

- 24 participants
- 8 accompanying persons
- 5 days duration

# Impact

## *Impact on learners:*

- increase of students' knowledge about the (social) entrepreneurship, rules, requirements and opportunities within the European Union;
- improved level of skills for employability and new business creation
- better orientation in the EU labour market and its opportunities
- development of students' language competences and digital skills;
- elimination of barriers when communicating with different groups of people
- increased sense of initiative



# Impact

## *Impact on teachers:*

- increase of social and professional skills
- increase of language, ICT and project management skills
- better orientation in entrepreneurship education, exchange of experience and best practice
- better international teamwork and cooperation

# Impact

## *Impact on organizations:*

- promotion of entrepreneurship education, exchange of good practices;
- increase of the prestige of the school and its competitiveness
- improvement of teaching materials and teaching methods in the field of entrepreneurship education
- development of partnerships at the European level

# Dissemination inside the organization

- a) introduction of the project to teachers and students by creating a project corner in each school with students' works, pictures, introduction of the partners;
- b) web page, Facebook page, project Blog, use of Youtube and/or Twitter;
- c) organization of Trade fair of student's firms;
- d) organization of competition on the topic of student's firms in each partner school and its presentation in the project corner;
- e) creation of students' videos.

# Dissemination outside the organization

- The target audience at the local/regional/ national and international level are other secondary schools and partners in entrepreneurship education (partners for students firms). The dissemination will be realized with the help of web page/blog, Facebook, use of Youtube, local media (local newspapers, TV, internet TV), publicity in national and international fairs of student's firms and other public activities connected with student's firms activities. Austrian school is going to present the project and its activities to their students, colleagues, parents and visitors at PR activity at Open House Day in November 2015. (approx. 300 visitors).
- Each country will organize activity/activities that will support a lot of people indirectly and will help with the project dissemination (see section E.1.) - organization of workshops, seminars, meeting with entrepreneurs, creation of videos and organization of Trade fair of student's firms where other people and students will be invited.

# Dissemination activities

- *web page, blog, Facebook page, use of Youtube and Twitter;*
- *organization of Trade fair of student's firms;*
- *participation of partners in activities related to the student's firms;*
- *the Business Guide to Europe will be free to download from the project webpage;*
- *project materials and results will be free to download at project website;*
- *students' videos;*
- *workshops.*