

**ENTREPRENEURIAL INITIATIVES IN EDUCATION:  
"B-KIDS BUSINESS KIDS" - Italy**

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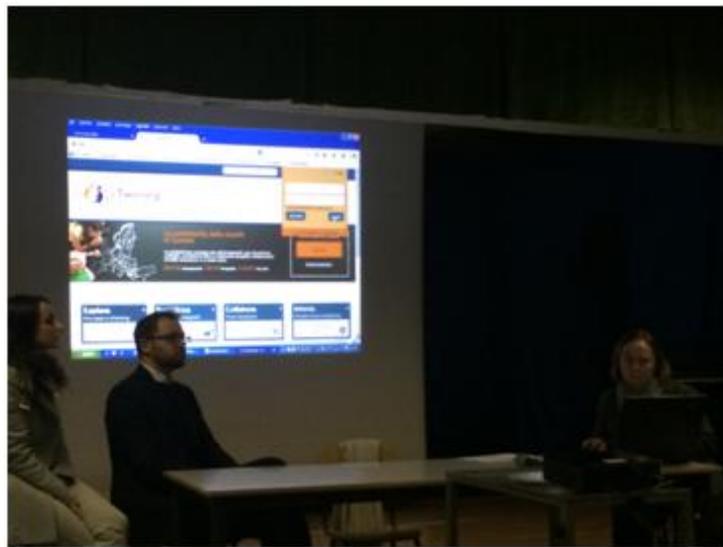
Project Nr: 2014-1-IT0-KA201-003407\_1  
Erasmus+ KA2 Strategic Partnership for School education

Project Start Date: 01/09/2014  
Project End Date: 01/08/2016

<https://www.facebook.com/pages/B-Kids-Business-Kids/862933667120883?ref=hl>



**Project presentation**



Presentation of the Project to the local Community (Magione, 2014)





### Schools

- DIREZIONE DIDATTICA MAGIONE, Italy – Coordinator  
<http://www.circolodidatticomagione.gov.it/>
- ESCOLA VEINAT, Spain – Partner  
<http://blocs.xtec.cat/escveinat/>

### Grade

3<sup>rd</sup> – 4<sup>th</sup> grade (pupils aged 8-10)

### Duration

Academic Years 2014/2015 – 2015/2016

### Briefing

Assuming “children need the chance to develop lateral thinking, partnership working, risk-taking and creativity” ( Carl Hopkins), BKIDS partners assume that preparing young people for the challenges of the future workplace is a key element of a 21st century education.

“Much entrepreneurship education practice tends to be ad hoc, varies vastly in quantity and quality, is not treated systematically in the curriculum and has relied heavily on the enthusiasm and commitment of individual teachers and some schools. Some activity is structured and ambitious, much is not” (European Commission 2010).

Developing entrepreneurial education involves encouraging in pupils key attitudes, skills and competences from primary school throughout life.

In fact, promoting entrepreneurial mindset entails two key elements:

- a more specific concept of learning enterprise capabilities on how to create and manage a business providing early knowledge of and contact with the world of business, and some understanding of the role of entrepreneurs in the community;
- a broader concept of learning entrepreneurial skills focused on the key competences.

So, going into business is not just about learning a business, it is not merely concerned with the creation and management of a new business. So, besides developing entrepreneurial attitude, the core benefits of entrepreneurial culture and entrepreneur-building activities involves fostering kids’ imagination, creative thinking and autonomous and active forms of learning.

Therefore, being so transversal in nature entrepreneurship can be basis for the acquisition and development of key competences for lifelong learning, in particular: linguistic communication competence, learning to learn competence, competence for



autonomy, personal initiative and emotional development.

Considering that entrepreneurial culture is one of the most important mission in Europe 2020 and entrepreneurial mindset is the key for the development of the European economy, steps should be taken to make entrepreneurship a priority from initial teacher education programs throughout life.

If we consider entrepreneurship a lifelong learning process and a key educational path, then we are in need of more systematic development. So, entrepreneur-building activities have to be systematically structured at each level of educational, from early ages to MBA.

### **Entrepreneurial competences**

B-KIDS specifically aims to:

- foster students and teachers' creativity
- improve pupils' risk-taking
- develop teachers, students and their parents' knowledge of their territory and its potentialities.
- support pupils and teachers ability and skills to work in team
- improve (direct and indirect) participants' S
- sense of belonging to their community
- overcome difficulties
- develop pupils and teachers' intercultural skills
- foster students and teachers' digital competence

### **Key words**

- creativity
- entrepreneurship
- involvement of the local community

### **Aims**

How can entrepreneurship be taught at primary and secondary schools? The European approach is mainly based on two main approaches. One it is based on teaching entrepreneurship as a separate subject, the second focuses on infusing it in every subject.

BKIDS wants to be an answer to pupils' and teachers' need in producing, documenting and disseminating entrepreneurial practice based on **authentic experiences**.

The project intends to experiment the integration of the entrepreneurship in the curriculum, assisting both teachers and pupils to incorporate entrepreneurial culture



into existing school curricula.

The elementary teacher often has so much to teach that entrepreneurship education does not appear in the curriculum.

The idea at the basis of this Project is that it is crucial to let children know that entrepreneurship is a viable career option and the skills are critical in developing problem solving skills, there are many ways lesson can be integrated into existing curriculum.

Not only pupils can benefit from the project. In fact, BKIDS project can also play a crucial role in assisting teachers to improve their competence in the area of entrepreneurship education and integrating entrepreneurship into all subjects and curriculum.

Considering the strong need for more exchange of good practices about the integration of entrepreneurship into curricula, we would like to point out that the Project will not deliver intellectual outputs, but raw material which can be a reference point for structuring a solid entrepreneurial culture. In fact, by the end of the project a large part of material incorporating the practice implemented by the Schools that are proven to actually work will be collected and shared.

Since BKIDS project aims at making Education accessible and attractive, all the teaching material will be accessible by all students even at home. In fact, our Project will make use of an open digital educational platform and a set of ICT tools. So, it gives learners with mobility difficulties, sick in hospital or in bed the chance to have access to a wide choice of material: open educational resources and ICT based training.

Such innovative entrepreneur-building activities and good practices will be shared across Europe. The experience that all the players engaged in BKIDS will acquired through the Project activities can also be the reference point for further actions aimed at promoting entrepreneurial fluency from early stages throughout life.

#### Aims:

The core knowledge created via entrepreneurship education includes, but is not limited to:

- the ability to recognize opportunities in one's life.
- the ability to pursue such opportunities by generating new innovative ideas and marshalling needed resources.
- the ability to think in a creatively.

It is important to point out that B-Kids project **does not intend to provide ready-made instructions** and courses for school staff.

BKIDS aims at giving an **answer** to the pupils' and teachers' need **of nurturing the entrepreneurial spirit integrating it in the curriculum in a systematic way**. So,



participants children and teachers become producers of innovation and their collaborative work is the main key for promoting entrepreneurial mind-set.

We also believe our approach can motivate kids, since the use of ICTs tools makes learning funnier and stimulating. So, learners will feel deeply involved in the project. The development of the business idea that they will illustrate at the end of the Project will be based on pupils' authentic experience. We promote a very realistic approach based on creating practice field of entrepreneurial actions.

The Project also has a strong community approach, as local private organization can work as pupils' facilitators. Having a strong focus on local and European community, we do assume BKIDS also provides inspiration and case scenarios encouraging other schools to engage in the full entrepreneurial process.

he local entrepreneurial community and the European entrepreneurship in education community: kids and teachers will have at their disposal the help of an entrepreneur, acting as facilitator, who will make local community aware of the project and its outcomes. Moreover, through the networking a group of interested professionals at European level ,and through the transnational partnership, BKIDS Project will have an importance and spread at European level.

In terms of results, BKIDS aims at producing the following impact:

- Promote a sense of initiative among kids;
- Foster teachers' and staff's capacity to plan and share entrepreneur-building activities;
- Strengthen the interest in the community in participating in Scholl projects;
- Offer schools across Europe role-models;
- Foster an increasing interest in the community to engage in school activities and projects;
- Developing the incorporation of entrepreneurial culture into the existing European school curricula.

Concerning outcomes:

- Data base creation on the eTwinning platform
- Development of a business idea arose from pupils cooperation.

### **Development**

The project involves Italian and Spanish Primary School students (aged 8-10 years old). The main activities carried out by the partnership are the following:

- a) Virtual meetings: eTwinning platform; Skype; email. Partners will start using such digital tools to debate about the possible entrepreneurial ideas kids could carry on and their implementation.
- b) First meeting in Spain: partners will be able to develop the marketing strategy plan for their business idea. Since knowing and understanding the market and customer needs is at the centre of every successful business, with the assistance of teachers, pupils will investigate into the Italian and Spanish

market. It will be a crucial step in defining a good marketing strategy. Students will be divided in small groups and through collaborative work, pupils will help each other in improving the different proposals. We do believe that this exchange of ideas will make the final business idea a cosmopolitan affair.

- c) Second meeting in Italy: it will be devoted to work on the entrepreneurial idea final writing and preparing its illustration/presentation.

The main players involved in the project are teachers, pupils and parents.

Students have a very active role in the Project, since their creativity and sense of initiative will structure the business idea.

The teachers have the chance to widen their cultural and professional horizons, testing new teaching ideas and methodologies. They also play a vital role in testing the teaching material and making it directly accessible.

Making use of an open digital educational platform means having a large part of teaching material accessible by all students even at home.

Also a number of local community players, the local entrepreneurial and educational communities, and the wider European entrepreneurship in education community will be involved in the project, especially through the eco-systems and resources activities in the project.

Besides working on their business ideas that will be presented during the Second Project Meeting that will be held in September 2015 in Italy, during the first project meeting Italian and Spanish pupils, divided into small groups and supported by their teachers, worked on implementing creative ideas.

Here some pictures about the ideas developed by our BKIDS pupils during their first meeting in Salt (Catalonia):





## Assessment

### MONITORING ACTIVITY

The following monitoring activities enabled a systematic collection of information relating to the stage of the project, monitoring the work carried out by the students of all the schools involved in the project.

The following tools and main actions have been used for the monitoring activities:

#### a) Direct observation

The most relevant information such as the ongoing impact of the project and the results are collected through a direct observation of the activities conducted by the teachers directly involved in the project. Both schools are involved in this type of monitoring activities.

#### b) Project meetings and Online meeting (Skype)

Meetings are held regularly focusing on informative, organizational, operational and / or decision-making aspects.

#### c) BKIDS students' feedback

During the first project meeting in Catalonia, the Italian team had the chance to introduce its business idea: a map of their area (Magione and Trasimeno Lake) and three touristic itineraries.



Before travelling to Spain, Italian students and teacher prepared a questionnaire to collect feedback from their Spanish friends about the business idea.

The questionnaires filled by the Spanish students have played a key role in implementing the business idea developed by the Italian students.



1) Do you like the map of Magione?

¿Te gusta el mapa de Magione?

SI

NO

If you answered NO, please explain the reason.

Si has gustado NO, explica el motivo por favor

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2) Would you like to add something on the map?

Tu gustaría añadir algo en el mapa?

SI

NO

If you answered YES, what would you add?

Si has contestato SI, ¿que añadirías en el mapa?

Comentarios en español para que los niños lo  
puedan entender

3) Would you erase something on the map?

¿Quitarías algo del mapa?

SI

NO

If you answered YES, what would you erase?

Si has contestato SI, ¿que borrarías del Mapa?

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4) What do you like to do when you visit a foreign place?

¿Que te gusta hacer cuando visitas un lugar nuevo?

Ver los puntos más turísticos conocer a la gente  
de ahí para aprender su cultura y costumbres.

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Thank you for your help! Gracias por tu ayuda! Grazie per il tuo aiuto

## Feelings

### The final evaluation

We do consider that the following activities will be crucial in assessing wheter the project reaches its objectives and results:

- partner debates during the partner meetings
- teacher and community partner discussions in the workshops
- evaluating results and outcomes at local and international level
- contacts and visitors of the BKIDS Facebook page and Twinspace (e-Twinning).

Before the end of the project (August 2016), the Coordinator will provide a final questionnaire to collect students and teachers' feedback about the project activities.