

## ENTREPRENEURIAL INITIATIVES IN EDUCATION

From theory to practice, the launching ramp to ENTREPRENEURSHIP

ACTA Center - ROMANIA

### Project presentation



**Responsible:**

Ana Ruxanda Lorincz - teacher  
Ioana Trempe - teacher

**Organisations:**

- European Center for Socio-professional Integration ACTA -coordinator  
[www.actacenter.ro](http://www.actacenter.ro)
- High School "Lucian Blaga" - partner

**Grade:** the 7th grade secondary school

**Total number of Students:** 22

**Duration:** 2 months

**Briefing:**

This project implied activities to develop the students' entrepreneurial abilities. Thus, there were made different ornaments for traditional holidays from natural and ecological materials. The object that resulted from this activity were sold by the students, and the money obtained was used to buy books for prizes.

Another activity of the project was an interdisciplinary lesson at the 7<sup>th</sup> grade. The lesson was a practical application of the notions linked to the circle. (the area, the length of the circle, to calculate the circle's radius), the measurement units (changes, measurements)

The lesson had as a result the sewing of a double-flared skirt, the creation of a wallpaper, and the creation of a literary and scientific text linked to this. The students were put into teams/workshops, with distinct tasks, with specific competences from the drawing, art, mathematics and linguistic communication curricular areas.

The students went through all the management steps, from the idea, to planning it, to the real production of an object (taking into account the target group of the possible clients), to the scientific, literary description of the object, to its promotion through a wallpaper, and ending with its presentation in front of the audience, the jury.

**Entrepreneurial competences:**

- To develop the creation and innovation spirit with the students
- To promote the objects created
- To develop the abilities to communicate in advertisements
- To develop the competences to project a produced object
- To assume freely the responsibilities.
- To sustain the students to take the decisions

- To improve the key and transversal competences
- To use the opportunity at the right moment
- To integrate the students in a working team with common objectives
- To adapt to the spirit, the value and the ethics of an entrepreneur

### **Key words:**

- ✓ Entrepreneurial education
- ✓ Artistic creativity
- ✓ Interdisciplinary learning
- ✓ Innovation
- ✓ Exhibition
- ✓ Presentation

### **Aims:**

- To develop the creativity and imagination of the students
- To plan and to create the ideas, and also to put them into practice
- Teamwork and shared success
- To encourage the interdisciplinary and transdisciplinary collaboration
- To develop the commercial abilities for a durable development ( the eco, economical components)

### **Development:**

#### **PHASE 1:**

The coordinators-teachers had a meeting in which, through brainstorming resulted ideas to help adapt the contents and the specific competences of the Math and Romanian to the needs of the students to develop their own entrepreneurial skills. The common ideas were gathered and the conclusion was that it is possible to capitalize the contents of the school curriculum for entrepreneurial abilities, but in a non-school context.

#### **PHASE 2:**

The students were also consulted about the way the activities of the project could be organised. Most of them said they liked the workshops. With the help of the students who made a little survey to identify the preferences of the possible clients from the school, there were decided the type of products, the models for creation and the event they were created for, to get the maximum from their selling.

#### **PHASE 3:**

Then, there was the proper planning of the activities by the coordinators, with the connection among the aims with the objectives, the resources, the organization, the ways and strategies used, the place, the necessary materials, all adapted to the particularities of age, intelligence and emotions of the students.

The students were asked to be the most creative in selecting the materials, but to be the cheapest, and to follow the eco needs.

**PHASE 4:**

The actual creation of the products in workshops



**PHASE 5:**

- The wallpaper with the exhibition to sell the products was posted in the school
- The products were presented in the school
- The products were analysed by the jury
- The exhibition –to be sold to the possible customers

### **PHASE 6:**

To notice the final results and get the feed-back through a questionnaire given to all the participants in the project.



### **Assessment:**

There were two type of assessment.

- Self-assessment (each group evaluated themself)
- The other groups evaluate the rest of the groups

The objects were sold by the students and the money was used for buying books for prizes.

The variants for uniforms were presented to the whole group of students, who voted the best filling in a questionnaire with criteria like:

- How original was the product
- How adequate was the product to the school
- The material chosen
- The production price
- The conditions for washing and ironing (the data on the label)

### **Feelings:**

#### **The final evaluation**

The students had to complete a questionnaire to evaluate the degree of involvement and satisfaction of the activity.

- 18 from 22 were very satisfied by the activity, two were satisfied
- 2 students (with introverted temperament) were unsatisfied, being rejected by the team.

The students, happy to work together, saw how an abstract Math class can be put into practice through a useful product and were stimulated to promote their own products. The students felt responsible, they felt they belonged to an efficient team, and motivated to show to their mates that they can produce a practical thing.