



## Boost Environmental Guardianship for Inclusion PLUS

### T1.3.1 ESE High Schools GUIDELINES

Guidelines for the adoption of the educational social enterprises (ESE)  
implementation manual in high schools

Carried out by



Partner



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## Begin Plus project

Between 2016 and 2020, the BEGIN project was carried out, financed by the Interreg Adrion fund. The project was carried out with the aim of encouraging the creation of new social enterprises for work inclusion in 6 EU countries (Italy, Slovenia, Croatia, Bosnia-Herzegovina, Montenegro, Greece). In 2022, the BEGIN PLUS project was approved, for results strengthening activities with the BEGIN project.

BeginPLUS aims to update and develop social enterprise models by adapting them to public high schools, thus involving students and teachers.

A training pathway was tested for the creation of an Educational Social Enterprise (ESE) in a high school in the Puglia Region (Italy). The activities made it possible to define a manual to reproduce the experience in other schools (see document “T1.1.1 Educational Social Enterprise (ESE) Implementation Manual”

The manual was presented to teachers and educators as well as to representatives of public authorities to understand how to promote its adoption

## Introduction

**This document contains guidelines for high school interested in adopting the manual for implementation of Educational Social Enterprises (ESE).**

**Educational social enterprises (ESE) are organisations created and managed by students with the support of schools, which make teachers' skills, spaces and equipment available. The “Educational Social Enterprise Implementation Manual” is a technical tool for accompanying students to define and test a social business idea (see T1.1.1 Educational Social Enterprise Implementation Manual). The guidelines for the adoption of the manual, on the other hand, are an aid for teachers and schools, to better understand the educational value of Educational Social Enterprises. This document is organized in 3 sections**

- 1) BENCHMARK. A study on good training enterprise practices that were used to define the manual.**
- 2) REGULATORY FRAMEWORK. The reference regulatory framework in the countries where the manual was presented.**
- 3) PROSPECTIVES. The results of the presentation of the manual to teachers, educators and public authorities of the education system.**

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**Benchmark**

## European models (1/3)

**At a European level, the scenario on educational enterprises is undoubtedly very rich and complex. The offer of paths for young people, courses for teachers, programs for schools is very wide.**

**Many projects at European level are supported by the Erasmus+ program and include exchange programs between students of different nationalities.**

**The following models are analyzed here:**

- **Primera Courses Model: Teaching Entrepreneurship in Schools**
- **Creator Teaching Entrepreneurship model**
- **Youth Start Entrepreneurial Challenges Model**

**For each model, a summary sheet is shown which allows to highlight its functioning and its applicability.**

**These 3 cases were evaluated as the most significant to address Begin Plus activities**

## European models (2/3)

	Primera Courses	Creator Teaching Entrepreneurship	Youth Start Entrepreneurial Challenges
Location	EU - Slovenia, Malta (all EU state members allowed)	All EU state members	Portugal, Austria, Luxembourg, Slovenia
Schools	High Schools	High Schools	Primary and secondary Schools
Activity	enterprise design and experimentation	enterprise design and experimentation	Business project
Link	<a href="https://www.erasmuspluscourses.com/teaching-entrepreneurship-in-schools-experiential-approach.html">https://www.erasmuspluscourses.com/teaching-entrepreneurship-in-schools-experiential-approach.html</a>	<a href="https://www.creatorerasmusplus.com/">https://www.creatorerasmusplus.com/</a>	<a href="http://youthstartproject.eu/">http://youthstartproject.eu/</a>
Framework	Erasmus+	informal student enterprises	Erasmus+

## European models (3/3)

	Primera Courses	Creator Teaching Entrepreneurship	Youth Start Entrepreneurial Challenges
Participants	students 14-18 years old	students 14-18 years old	students 10-18 years old
Model	<p>Course organized in seven intensive days.</p> <p>The course is through an interactive approach, through work groups, interactive games, work groups, presentations, case studies, design thinking techniques and individual activities.</p>	<p>Experimental paths of business creation within high schools.</p>	<p>Challenge-based training methodology. The methodology allows teachers to integrate training modules into their subjects.</p> <p>Methodology based on "TRIO Model for Entrepreneurship Education" which is made up of three segments: "Core Entrepreneurial Education", "Entrepreneurial Culture", "Entrepreneurial Civic Education".</p>



## International models (1/3)

At an international level, we have found a great wealth of very diversified programs, especially in the United States, where universities, private companies and various types of institutions involve students in the creation of startup projects, sometimes with the awarding of cash prizes.

They are presented:

- MIT Launch X model;
- 3 Day Startup Model;
- Quarter Ø model;

For each model, a summary sheet is shown which allows to highlight its functioning and its applicability.

These 3 cases were evaluated as the most significant to address Begin Plus activities

## International models (2/3)

	MIT Launch X	3 Day Startup	Quarter Zero: Q0 ACADEMY
<b>Location</b>	United States	United States	United States
<b>Schools</b>	High Schools	High Schools, Universities, Enterprises	High Schools
<b>Activity</b>	Start up company creation	Start up company creation	Business project
<b>Link</b>	<a href="https://launchx.com/summer-program/">https://launchx.com/summer-program/</a>	<a href="https://www.3daystartup.org/project/high-school-programs/">https://www.3daystartup.org/project/high-school-programs/</a>	<a href="https://www.quarterzero.com/">https://www.quarterzero.com/</a>
<b>Framework</b>	not specified	not specified	not specified

## International models (3/3)

	MIT Launch X	3 Day Startup	Quarter Zero: QØ ACADEMY
Participants	High schools students	High schools and university students	students and young people in general
Model	<p>Online program involving high school students applying from all over the world.</p> <p>The program is carried out through the involvement of volunteer tutors from all over the world.</p>	<p>Virtual program for high school students.</p> <p>Intensive three-day programs.</p> <p>Exchange programs are also offered, always in an intensive 3-day mode.</p>	<p>50-day training program for setting up a startup.</p> <p>Quarter Ø offers different types of programs, in addition to the Academy, such as Summer Experience, coaching, Competitions.</p>

## Benchmark (1/3)

The European and international scenario is very rich and presents several cases of paths based on the “student enterprise” model. Many models are proposed in the extracurricular setting and complementary to the normal curricular activity. Some cases of virtuous enterprises carried out by students have been selected.

In relation to the cases considered at the European level, that of "Creator Teaching Entrepreneurship" (informal student enterprises) was evaluated as the most interesting for directing Begin Plus activities. Within "Creator Teaching Entrepreneurship" 3 significant experiences were identified: 1 in Slovenia , 1 in Croatia and 1 in Romania.

### "Creator Teaching Entrepreneurship" CASES:

- GEPS Piran School in Slovenia;
- Electromures High School in Romania;
- School of economics and administration Osijek and The first school of economics in Zagreb;

For each model, a summary sheet is shown which allows to highlight its functioning and its applicability.

## Benchmark (2/3)

Creator Teaching Entrepreneurship CASES →	GEPS Piran (high school)	Electromures High School	School of economics and administration Osijek
<b>Location</b>	Slovenia	Romania	Croatia
<b>Activity</b>	Design of five innovative products for restaurants and pubs	Design of 6 business ideas	Design of 3 business ideas
<b>Link</b>	<a href="https://5a13187a-5453-469c-bb60-6f0380940e24.filesusr.com/ugd/592161_afa8f893f9d14dff9cb9bb67f8c0f850.pdf">https://5a13187a-5453-469c-bb60-6f0380940e24.filesusr.com/ugd/592161_afa8f893f9d14dff9cb9bb67f8c0f850.pdf</a>	<a href="https://5a13187a-5453-469c-bb60-6f0380940e24.filesusr.com/ugd/592161_afa8f893f9d14dff9cb9bb67f8c0f850.pdf">https://5a13187a-5453-469c-bb60-6f0380940e24.filesusr.com/ugd/592161_afa8f893f9d14dff9cb9bb67f8c0f850.pdf</a>	<a href="https://5a13187a-5453-469c-bb60-6f0380940e24.filesusr.com/ugd/592161_afa8f893f9d14dff9cb9bb67f8c0f850.pdf">https://5a13187a-5453-469c-bb60-6f0380940e24.filesusr.com/ugd/592161_afa8f893f9d14dff9cb9bb67f8c0f850.pdf</a>
<b>Framework</b>	informal student enterprises	informal student enterprises	informal student enterprises

## Benchmark (3/3)

	GEPS Piran (high school)	Electromures High School	School of economics and administration Osijek
Participants	Students 17-19 years old	Students 15-19 years old	Students 15-18 years old
Results	Five prototypes of innovative products have been created for restaurants and pubs. The technical nature of the training of the participating students allowed the development of project prototypes. All the projects have carried out the main steps of business implementation, from the identification of the need, market analysis, creation of the prototype and formulation of the business model.	Six prototypes of products and services and the related business models and business models were created. All the projects have carried out the main steps of business implementation, from the identification of the need, market analysis, creation of the prototype and formulation of the business model.	The project was carried out by first training the teachers. These, in their turn, accompanied the students in the steps of the path for the design of three prototypes of products / services. All the projects have carried out the main steps of business implementation, from the identification of the need, market analysis, creation of the prototype and formulation of the business model..

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Part

2

**Regulatory framework**

## Regulatory framework

For a better understanding of the use of the Educational Social Enterprise as a tool for the diffusion of the social economy, a study on the regulatory framework in the 3 countries of the Begin Plus project was conducted. The regulatory framework makes it possible to frame the activities on the basis of the constraints and opportunities present in the 3 territories (Slovenia, Croatia and Italy).

The study was conducted through two methodologies:

- a research on secondary sources (desk research)
- a research on primary sources (field research)

The research on primary sources saw the involvement of experts and operators in the public education sector (teachers, school administrators, managers of public administrations).

The following pages indicate the main regulatory aspects that can be taken as a reference for Educational Social Enterprise (therefore for the use of the "Educational Social Enterprise Implementation Manual")



## Educational enterprise: regulatory framework in SLOVENIA

There is no current national strategy addressing entrepreneurship education (EE), however this is in development and a strategic group has already been established. In the meantime, EE is included in the 'National Programme for Youth 2013-2022' (282).

The 'National Programme for Youth' outlines national policy for young people aged 15-29 years old and covers ISCED 3-8. It is led by the Ministry for Education, Science and Sport (responsible also for youth) in collaboration with other ministries. The Programme focuses on six key areas: education, employment and entrepreneurship; housing; health and wellbeing; society and the youth sector; culture, creativity, heritage and the media.

In the key area 'Employment and Entrepreneurship', there is one priority that explicitly links to EE: 'Promote innovation, creativity, initiative, entrepreneurship (including social entrepreneurship) and self-employment among young people and underline the increasing importance of developing socially responsible entrepreneurial attitudes and knowledge.'

The programme mentions the importance of encouraging these attributes through school courses, and emphasises social entrepreneurship and self-employment for young people

## Educational enterprise: regulatory framework in SERBIA

**There is no national definition for entrepreneurship education (EE) in Serbia. However, it is recognised as a cross-curricular competence for all levels of education.**

**There is no current national strategy for EE. Instead, it is addressed within three national strategies, the most relevant of which is the 'National Youth Strategy'.**

**The 'National Youth Strategy' outlines national policy on youth aged 15-30, and is led by the Ministry of Youth and Sports (MoYS) in collaboration with the Government Working Group for the Implementation of the Strategy (involving representatives from different ministries). The objectives related to EE appear to be the most detailed and wide-ranging. The main objectives include stimulating youth entrepreneurship, supporting the development of creativity, innovation and initiative among young people and acquiring competencies within a lifelong learning framework**

## Educational enterprise: regulatory framework in ITALY (1/3)

The regulatory framework on Educational Enterprise in Italy is perhaps the most complex

They are distinguished:

1. **SIMULATED TRAINING ENTERPRISES** - see MIUR operational guide  
[https://www.ificazione.it/allegati/2015/Guida\\_Operativa.pdf](https://www.ificazione.it/allegati/2015/Guida_Operativa.pdf)
2. **ENTERPRISE IN ACTION**
3. **ACTIVITIES ON BEHALF OF THIRD PARTIES** (they are included in the separate economic managements)

For the purposes of the BEGIN PLU project, the second and third are considered.

## Educational enterprise: regulatory framework in ITALY (2/3)

### ENTERPRISE IN ACTION

They do not depend on the school, but are set up and managed by students (16-19 years)

Students raise the capital to start the mini-business, go through the prototyping, production and sales phases. At the basis of all this, there is business plan.

Since 2015/2016, Enterprise in Action is officially included among the P.C.T.O. recognized by MIUR (Ministry of Education, University and Research).

For inclusion in PCTOs, the school signs an agreement (approved by MIUR) with accredited bodies ("host structures") and receives student records and evaluation forms (from accredited bodies). Registration for the educational program must be made by the coordinating teacher of the class or interclass group through accredited bodies <https://www.jaitalia.org/wp-content/uploads/2016/08/decreto-dgosv-347-15-aprriple-2016-register-of-excellence.pdf>

A list of good practices is available on the website <https://www.impresainazione.it/impresa-ja/>

## Educational enterprise: regulatory framework in ITALY (3/3)

### ACTIVITIES ON BEHALF OF THIRD PARTIES

<https://www.formazionemiur.it/materiali-didattici-io-conto-ii-izione/>

Activities on behalf of third parties are managed by the schools, which define a SCHOOL PLANNING (It is necessary to indicate the new activity in the "annual program" and attach a "financial information sheet"

- The "annual program" must contain: • expected revenue • expected expenses • costs for general costs of depreciation and deterioration of equipment
- The "financial information sheet must" show: • type of activity to be carried out • management and administration criteria • objectives pursued • human and instrumental resources with related costs • didactic activities that can be carried out with the resources • the revenue that it is believed to be able to achieve • the costs that are expected to be incurred

In the final balance, if the revenues exceed the costs, these are added to the ADMINISTRATION ADVANCES of the SCHOOL. If there is a loss, the school board orders the immediate closure of the company

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Part

3

**Prospectives**

## Educational Social Enterprise prospectives

As anticipated, several meetings were held to present the "Educational Social Enterprise implementation Manual", both with teachers and with school managers and heads of public administrations.

These meetings made it possible to estimate the expected use of the Educational Social Enterprise as a tool in secondary schools to support the social economy.

On the following pages, the results of the meetings are reported. In particular, the results were divided into 3 topics:

1. **Critical issues (to implement the manual by the high schools)**
2. **Possible solutions (to face the critical issues)**
3. **Teacher intentions (probability of participation by teachers)**

## Critical issues

**Student accompaniment activities, if carried out during curricular teaching, could find resistance from teachers, often under pressure to conclude the school program of their competence.**

**Implementation times are long, because, for example, in school/work alternation plans they must be decided in the spring of the school year preceding that of implementation.**

**It is an activity that can only be carried out in the third and fourth grades, because in the first two years the interest risks being low while in the fifth grade the students are absorbed by the final exam. It can be complicated for the whole class to join the course, but one could think of interclass projects, for which a PCTO is launched and each student decides to join freely.**

**Finally, another critical issue could be the teacher's autonomy, at least in the first stages. At least a help desk should be provided, with tutors able to intervene on request.**



## Solutions

- **The managers and contact persons of the school-work alternation plan must be involved**
- **The activities carried out in the third and fourth grades could also involve first two-year students as observers and indirect participants.**
- **It could be useful for the Municipality to declare its interest and involvement, also on the basis of the experiences of the "Collaboration Agreements". For example, the Municipality could launch opportunities or challenges: spaces to be used, resources to be employed; or it could declare itself available for partnership, giving authorizations to organize events in the squares or in the city streets.**

## Intentions

Through the meetings held so far with the teachers of the 3 countries involved in the Begin Plus project, the interest in adopting the ESE implementation manual has been very high.

Would you be interested in using the Manual for ESE with your students?

