

Poland

Local Development

A CAP-funded knowledge transfer project to promote entrepreneurship skills to the youth of a LAG area in Poland.

Summary

This project aimed to provide school students with an introduction to business and economics that would be fun and engaging, while at the same time introducing them to the basic principles of planning and implementing a business. Using a digital business simulation tool, the project organised a competition that challenged 300 students from 15 schools to run virtual enterprises. With 18 different industries to choose from, small groups of students set up and ran their own companies, competing against their peers to gain the highest scores.



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Project Results

15 schools from the LAG area received annual licenses for business simulations related to 18 industries, allowing for an unlimited number of users.

16 teachers were trained, giving them the opportunity to teach business and economics in an innovative way.

300 students took part in workshops and in the virtual company competition.

A modern form of learning – economic games – was showcased through this project. The supplier ensured that the simulation was kept up to date to reflect the economic situation at all times.

Lessons & Recommendations

- ❑ Cooperation between the LAG, the 15 schools and the business simulation company formed the basis of this partnership.

Location

Mykanów

Programming period

2014 – 2020

Priority

P6 – Social inclusion & local development

Measure

M19 – LEADER/CLLD

Funding

Total budget 11 823.26 (EUR)

EAFRD 6 827.25 (EUR)

National/Regional 3 902.36

(EUR)

Private 1 093.65 (EUR)

Project duration

2021 – 2022

Project promoter

Association "Razem na wyżyny"

Email

biuro@razemnawyzyny.pl

Website

<https://revas.pl/biznet/>

Context

This project argues that, in the face of global socio-economic change, it is important to introduce children to economics from an early age to equip them with an understanding of socio-economic phenomena and practical skills that will facilitate their entry into the labour market – whether as employees or entrepreneurs.

This youth entrepreneurship project was added to the LAG's local development strategy following a series of interviews with young people, where only a few expressed a desire to start their own business. Further research indicated that the interviewees were interested in the internet and computer games. Therefore, in seeking to introduce the topic of economics, management and business to a younger audience, this project developed a curriculum module in the form of a gamified digital business simulation tool.

Objectives

The project aimed to provide school students with an introduction to business and economics that would be fun and engaging, while at the same time introducing them to the basic principles of planning and implementing a business. Through the digital business simulation tool, students get a sense of what it is to manage their own company and how to take advantage of opportunities through strategic thinking and action.

Activities

The first step in implementing the project was to recruit the schools. In September 2021, invitations presenting the project's planned activities were sent out to all the schools in the LAG area. Sixteen applied, of which 15 qualified for the project. Each school received an annual license, necessary both for participating in the project and for using an entrepreneurship simulation game. School teachers received training to become team mentors during the project, and each of them was awarded the title of Certified Trainer of Industry Business Simulations.

The schools enrolled 300 students aged 14-15 years into the project's entrepreneurship workshops. Each played the role of an owner of a hypothetical company who, as part of the simulation, must hire employees, set salaries, buy the equipment necessary to run a business, invest in traditional and online advertising, as well as set prices for their products. All students participating in the workshops also had the opportunity to enter a competition in which teams of two to three people competed against each other for the best results for their companies.

The competition (November - December 2021) was divided into four rounds lasting five to seven days. In each round, the teams of students had to make a business decision that had an impact on the development of the virtual company. After each round, students received feedback showing the results of their decisions in the form of a scorecard and ranking. The scorecard showed the distinct aspects of their businesses, including customer and employee satisfaction, growth and debt. The best students received prizes in the form of gift vouchers. The teachers and schools of the winning teams were also rewarded.

Main Results

Within the LAG area, 15 schools received annual licenses for business simulations related to 18 industries, which allowed for an unlimited number of users.

Sixteen teachers were trained, giving them the opportunity to teach business and economics in an innovative way.

A total of 300 students took part in the workshops and the virtual company competition.

A modern form of learning – economic games – was showcased through this project. The supplier ensured that the simulation was kept up to date to reflect the economic situation at all times.

An additional benefit of the project was the increase in social capital among its young participants, strengthening their networking and collaboration skills and giving them the chance to increase their competitiveness in the labour market in the future.

Key lessons

Cooperation between the LAG, the 15 schools and the business simulation company formed the basis of this partnership. The use of business simulations is an innovative tool for teaching economics and business, and it is hoped that this will also support the delivery of careers counselling going forward. improving forests' capacity for carbon sequestration.

Additional information

<https://razemnawyzyny.pl/przedsiębiorczosc-mlodziezy/>

www.youtube.com/watch?v=Rc_0snZ8ELA

www.youtube.com/watch?v=i5PRHHQ2S8s&t=1s



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