International Schools Project
Future Leaders Youth Entrepreneurship Incubator

Main school subjects involved

Entrepreneurship / Management / Business

Aimed for

students between 13 and 18 years old

Participant Schools

School 1 Logo	School 2 Logo	School 3 Logo	School 4 Logo	School 5 Logo
School 1 Name	School 2 Name	School 3 Name	School 4 Name	School 5 Name

Supporting Organizations

Endowment
Organizational

International Schools Association - ISA
(Switzerland)

Academic
Advisor

The Power
Business School
(USA - Spain)

School term:
September 2024 - April 2025

Introduction

Future Leaders Youth Entrepreneurship Incubator is a collaborative project involving several ISA schools. Each school will form a team of students guided by a teacher.

The process begins with each team coming up with an idea for a startup business. There are no limits to the scope of these ideas, but they must be eco-friendly and sustainable. The students will then develop a comprehensive Business Case detailing how their idea could be implemented in their own countries.
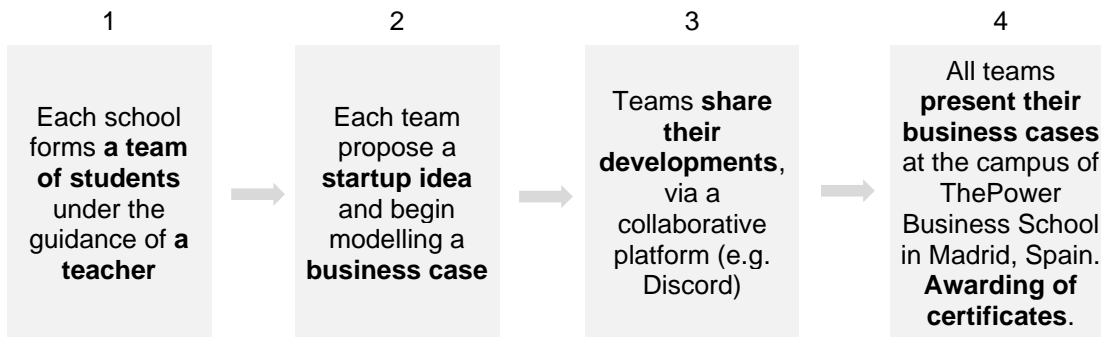

As the project unfolds, students within each school team will delve into their business case development, conducting research and critical analysis, and using a collaborative online platform to share information and ideas with other schools. Their collective efforts will culminate in the presentation of their business cases before a panel of experts from the International Schools Association (ISA) and ThePower Business School in Madrid, Spain, in April 2025. The panel will simulate the role of potential investors, critically examining the business cases.

Upon approval of their business case, the teacher leader and the students will receive a joint certificate issued by ISA and ThePower Business School. Through this initiative, students embark on a collective journey of entrepreneurship, fostering an understanding and appreciation for global business practices, collaboration across cultures, and the real-world challenges of launching a startup. This experience not only sharpens their entrepreneurial skills but also encourages them to think creatively about sustainability, helping them to grow into responsible leaders.

1	2	3	4
Each school forms **a team of students** under the guidance of **a teacher**	Each team propose a **startup idea** and begin modelling a **business case**	Teams **share their developments**, via a collaborative platform (e.g. Discord)	All teams **present their business cases** at the campus of ThePower Business School in Madrid, Spain. **Awarding of certificates**.

Project Implementation Steps

Learning Objectives

Entrepreneurial Thinking and Innovation
Objective: Students will learn to generate, evaluate, and refine innovative startup ideas with a focus on sustainability and eco-friendliness.
Skills Developed: Creative thinking and problem-solving.

Business Case Development
Objective: Students will understand and apply the key components of a business case, including market research and strategies, financial projections, and operational plans.
Skills Developed: Business planning, financial literacy, market analysis, and strategic thinking.

Global Collaboration and Communication
Objective: Students will engage in cross-cultural communication and collaboration with peers from international schools, leveraging online platforms to share ideas, research, and feedback.
Skills Developed: Digital literacy, intercultural communication, teamwork, and networking.

Critical Analysis and Problem Solving
Objective: Students will critically assess the viability and sustainability of their business ideas, identifying potential challenges and devising strategies to overcome them.
Skills Developed: Analytical thinking, risk assessment, and decision-making.

Sustainability and Ethical Business Practices
Objective: Students will explore the importance of sustainability in business, learning to integrate eco-friendly practices into their business models.
Skills Developed: Environmental awareness, ethical reasoning, and sustainable business practices.

Leadership and Teamwork
Objective: Students will experience leadership roles within their teams, learning to manage group dynamics, delegate tasks, and motivate peers towards a common goal.
Skills Developed: Leadership, project management, and collaboration.

Real-World Application of Business Concepts
Objective: Students will apply theoretical knowledge of entrepreneurship, management, and business to real-world scenarios, preparing them for future academic and professional endeavours.
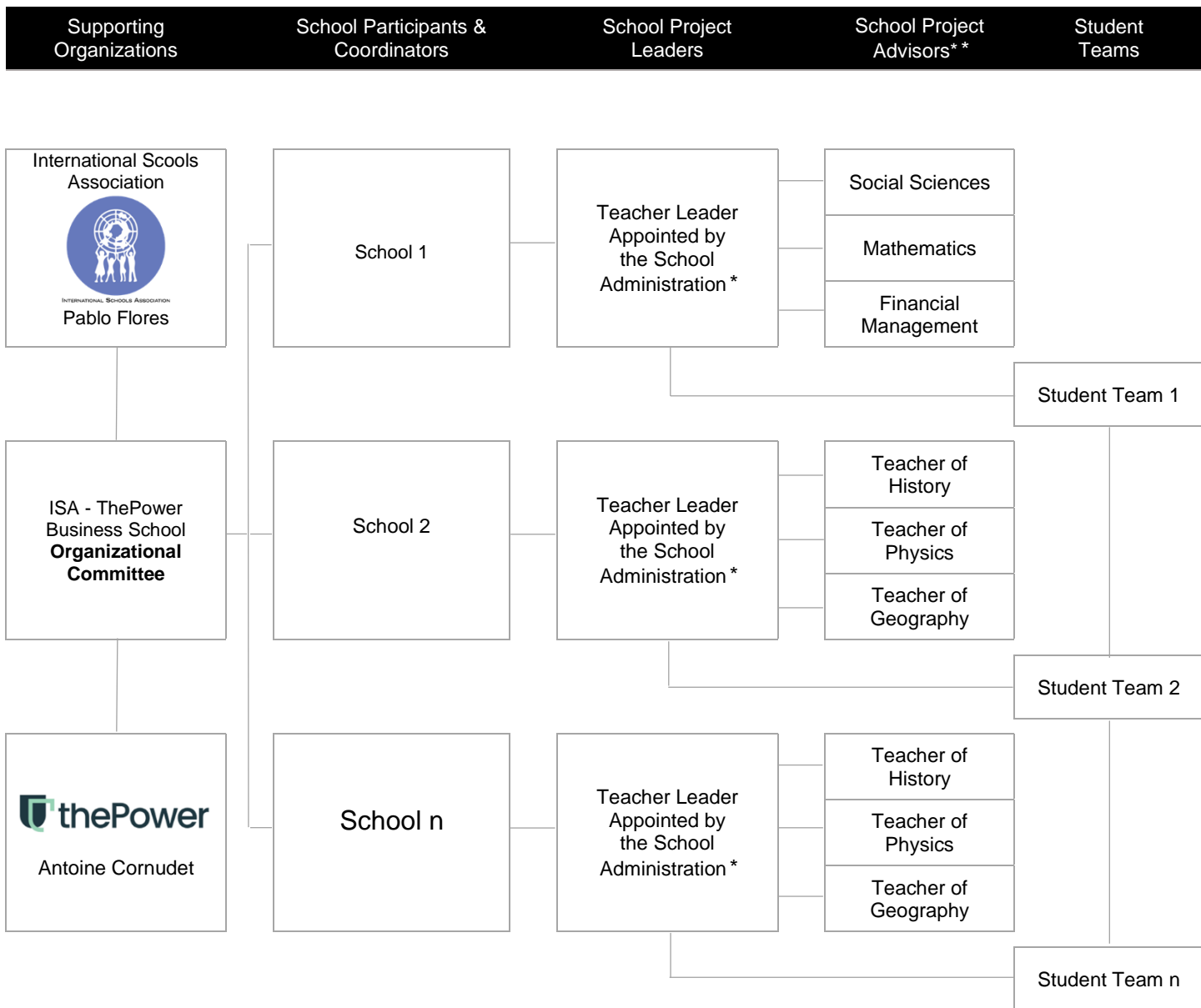Skills Developed: Practical business application, adaptability, and critical reflection.

Cultural Awareness and Global Business Practices
Objective: Students will gain insights into global business practices, understanding how cultural differences can impact entrepreneurship and management.
Skills Developed: Cultural competence, global mindset, and international business strategies.

Organizational Workflow

Supporting Organizations	School Participants & Coordinators	School Project Leaders	School Project Advisors**	Student Teams
International Scools Association Pablo Flores	School 1	Teacher Leader Appointed by the School Administration*	Social Sciences Mathematics Financial Management	Student Team 1
ISA - ThePower Business School **Organizational Committee**	School 2	Teacher Leader Appointed by the School Administration*	Teacher of History Teacher of Physics Teacher of Geography	Student Team 2
thePower Antoine Cornudet	School n	Teacher Leader Appointed by the School Administration*	Teacher of History Teacher of Physics Teacher of Geography	Student Team n

The school administration may appoint any teacher they consider best suited to assume the role of teacher leader for the project, representing and coordinating activities for their school. Additionally, this selection process enables the school administration to choose a teacher most relevant to the subject matter. For instance, while some schools may opt for a entrepreneurship teacher, others may prefer an management or business subject teacher.

*** School Advisors can be teachers of subjects taught at the school and can support the development of the project. For instance, the mathematics teacher can be helpful assisting with statistics tasks. Additionally, these teachers can create their own subprojects. For instance, teachers of Accounting, Financial Management, and Mathematics can create subprojects focused on developing a detailed financial plan for the startup, which includes budgeting, forecasting, and cash flow management. They can lead the preparation of financial statements, such as income statements and balance sheets, and guide students in conducting break-even analysis, pricing strategies, and financial ratio analysis. Additionally, they can work on a subproject that involves developing financial models to project future growth, assess investment needs, and determine the financial viability of the startup. Teachers of Social Sciences can create subprojects that focus on market research, consumer behavior analysis, and the social impact of the startup. They can lead initiatives to identify and analyze the target market, including demographic and psychographic profiling, and study competitors and industry trends.*

Some Ideas of Themes for Sustainability and Eco-Friendly Startups

Incorporating sustainability into startup ideas not only aligns with global environmental goals but also fosters innovation and responsibility among students. Below are some suggested themes for eco-friendly startups that schools in various countries can explore:

Sustainable Agriculture and Food Production

Urban Farming. Develop small-scale urban farming solutions, such as vertical gardens or hydroponic systems, to promote local food production and reduce the carbon footprint associated with food transportation.

Organic Produce Delivery. Create a startup that delivers organic, locally sourced produce to homes and schools, encouraging healthier eating habits and supporting local farmers.

Renewable Energy Solutions

Solar-Powered Devices. Innovate solar-powered gadgets or small appliances that can be used in everyday life, particularly in areas with limited access to electricity.

Community Solar Projects. Establish a startup that designs and implements small-scale solar energy systems for communities, reducing reliance on non-renewable energy sources.

Waste Management and Recycling

Recycling Innovations. Develop creative solutions for recycling, such as turning waste materials into new products or creating a system for better waste segregation in schools and communities.

Upcycling Startups. Launch a business that transforms discarded items, such as old clothes or electronics, into new, usable products, reducing landfill waste.

Eco-Friendly Products and Packaging

Sustainable Packaging Solutions. Create biodegradable or reusable packaging alternatives for local businesses, reducing plastic waste and promoting environmental responsibility.

Eco-Friendly Personal Care Products. Develop natural, non-toxic personal care products (e.g., soaps, shampoos) using locally sourced ingredients, minimizing environmental impact.

Green Transportation

Bicycle-Sharing Programs. Start a bicycle-sharing service in your school or community to encourage eco-friendly commuting and reduce carbon emissions.

Electric Vehicle (EV) Charging Stations. Design a startup that installs and maintains EV charging stations, supporting the transition to electric vehicles in your area.

Water Conservation Initiatives

Rainwater Harvesting Systems. Create affordable and efficient rainwater harvesting systems for schools and communities, helping to conserve water and reduce dependency on municipal supplies.

Water-Saving Products. Develop innovative water-saving devices, such as low-flow showerheads or irrigation systems, to promote water conservation in homes and schools.

Operational Characteristics & Estimated Schedule

Time Frame	Work	Operational Characteristics
October - November 2024	Project Initial Organization and Start	- Every school will appoint a teacher leader for the project. Then, it will take place a first meeting among teacher leaders to coordinate the activities. - Creation of the student team in each school. Determine the collaborative platform, the frequency and forms of communication between them, including virtual meetings using Zoom, Google meeting or other similar means. The teams will determine the type of startup. - First virtual meeting between the teams, in order to get to know each other. - Students from each school begin **research on their assigned themes**.
November 2024 - March 2025	Project Development	- Teachers guide students in locating relevant online and offline resources. - Regular check-ins and **collaborative discussions** on the project platform to share findings and insights. - Regular **virtual meetings** between the school student teams in order to share their experiences, discuss arising issues, and exchange useful information. The time and frequency must be agreed between project leaders. Recommended once per month. - Several **lectures** would be provided by ThePower School - Each school team will produce an audiovisual presentation in order to convince a panel of ThePower and ISA experts that will have the role of potential investors, about the viability and … of the project they present.
April 2025	Field Trip, Project Presentation, Closing Ceremony	- **Field trip to ThePower School campus (Madrid)** - Presentation of the startup Project - Award of certificates to students and teachers. Awarded by the ThePower Business School and the International Schools Association.

Documentation of the Activities and Means of Interschool Communications

Keeping a diary of activities in a school project serves several important purposes. For instance, it provides a detailed record of what has been done throughout the project. Additionally, it documents the progress, milestones, and accomplishments achieved by the project team. This documentation can be valuable as a space for reflection on the project's progress. Team members can analyze what has been accomplished, what challenges have been faced, and how those challenges were overcome. This reflection is crucial for evaluating the project's effectiveness and identifying areas for improvement. Finally, the diary serves as a means of

communication within the project team. Team members can refer to the diary to stay informed about the project's status, upcoming tasks, and any changes or adjustments that have been made. This helps to maintain transparency and keeps everyone on the same page.

Blogging

- Blogging in the classroom, especially throughout project work, is a great way for students to document their work and experiences.

- The blog serves as a platform upon which to post written editorials, videos, photos, how-to instructions, and more.

- This would be a great way for students to take initiative, get involved, and share their stories with others.

- Parts of this blog can be uploaded in a collaborative platform in order to share the activities with other schools participating in the project.

Collaborative Platform Engagement

- Utilization of the collaborative digital platforms for cross-school interactions.

- Scheduled virtual meetings or discussion forums to facilitate knowledge sharing, address challenges, and exchange perspectives.

- Platform serves as a repository for research materials, discussions, and updates.

***Acknowledgement:** images obtained from ThePower School.*
Website: https://global.thepower.education/

APPENDIX

Complementary Information and Supporting Material for the Activities

Useful resources

International Schools Association (ISA) https://www.isaschools.org/	ThePower Business School https://global.thepower.education/
Google Meet (for virtual meetings) Website: https://meet.google.com/	Zoom (for virtual meetings) https://zoom.us/
Discord (for collaboration and communication) Website: https://discord.com/	Google Drive (for document sharing and collaboration) https://www.google.com/drive/
Trello (for project management and task tracking) https://trello.com/	WordPress (for blogging) https://wordpress.com/
Google Docs (for collaborative document editing) https://docs.google.com/	Sustainable Development Goals (SDGs) - United Nations https://sdgs.un.org/goals

Example of classroom activities

1. Brainstorming Sessions

Objective: Generate innovative and eco-friendly startup ideas.

Activity: Divide students into small groups and conduct a brainstorming session where they list potential startup ideas related to sustainability. Encourage them to think creatively and consider local and global environmental challenges.

2. Market Research

Objective: Understand the target market for the startup idea.

Activity: Assign students to research and analyze the market for their startup idea. They should identify their target audience, study competitors, and explore industry trends. This can include surveys, interviews, and online research.

3. Business Model Canvas Workshop

Objective: Develop a business model for the startup.

Activity: Introduce students to the Business Model Canvas framework. Have them fill out the canvas for their startup idea, covering key areas such as value propositions, customer segments, revenue streams, and cost structure.

4. Sustainability Impact Analysis

Objective: Evaluate the environmental and social impact of the startup idea.

Activity: Students assess the sustainability of their startup idea by analyzing its potential environmental and social impacts. This can include a lifecycle analysis, carbon footprint calculation, or evaluation of ethical sourcing practices.

5. Financial Planning and Budgeting Exercise

Objective: Learn to create a financial plan for the startup.

Activity: Guide students through the process of developing a financial plan, including budgeting, forecasting, and cash flow management. They should create financial statements such as income statements and balance sheets for their startup.

6. Mock Pitch Presentation

Objective: Practice presenting the business case to potential investors.

Activity: Organize a mock pitch session where students present their business case to their classmates or a panel of teachers acting as potential investors. Focus on refining their public speaking, persuasion, and presentation skills.

7. Case Study Analysis

Objective: Learn from real-world examples of successful eco-friendly startups (Examples you can find here: https://www.eu-startups.com/2023/11/europes-20-most-promising-sustainability-startups-in-europe/).

Activity: Assign students to research and analyze case studies of successful startups that focus on sustainability. Discuss how these businesses have addressed challenges, innovated in their industries, and made a positive environmental impact.

8. Digital Marketing Campaign

Objective: Develop a marketing strategy to promote the startup.

Activity: Students create a digital marketing campaign for their startup, including social media posts, email newsletters, and a promotional video. They should also define key metrics to measure the campaign's success.

9. Peer Review and Feedback Session

Objective: Improve the business case through constructive feedback.

Activity: Organize a peer review session where student teams present their business cases to each other and provide constructive feedback. Focus on areas such as feasibility, innovation, and sustainability.

10. Ethical Dilemma Role-Play

Objective: Explore ethical decision-making in business.

Activity: Present students with a hypothetical ethical dilemma related to their startup idea (e.g., choosing between a cheaper supplier with poor environmental practices and a more expensive but eco-friendly option). Students will role-play different stakeholders (e.g., business owners, consumers, investors) and debate the best course of action.

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