



# International Schools Project

## Future Leaders Youth Entrepreneurship Incubator 2026

**Main school subjects involved**  
Entrepreneurship / Management / Business

**Aimed for**  
students between 13 and 18 years old

### Participant Schools

School Logo 1	School Logo 2	School Logo 3	School Logo 4
School name 1	School name 2	School name 3	School name 4

### Supporting Organizations

Endowment  
Organizational



INTERNATIONAL SCHOOLS ASSOCIATION  
International Schools  
Association - ISA  
(Switzerland)

Academic  
Advisor



The Power  
Business School  
(USA - Spain)

Academic  
Advisor



ESIC University  
(Spain)

**School term:**  
October 2025 - May 2026

## 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. The students will then develop a comprehensive Business Case detailing how their idea could be implemented in their own countries.

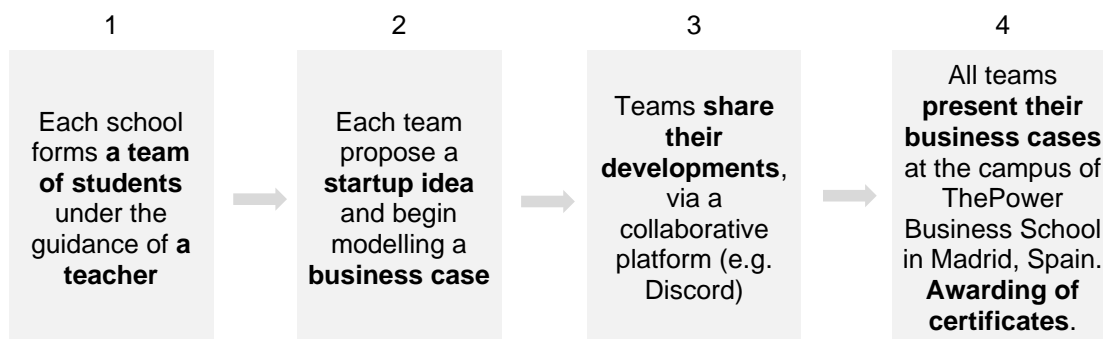
### The most disruptive business school in the world



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), ESIC University and ThePower Business School in Madrid, Spain, in May 2026. 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, ESIC University 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.



*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.

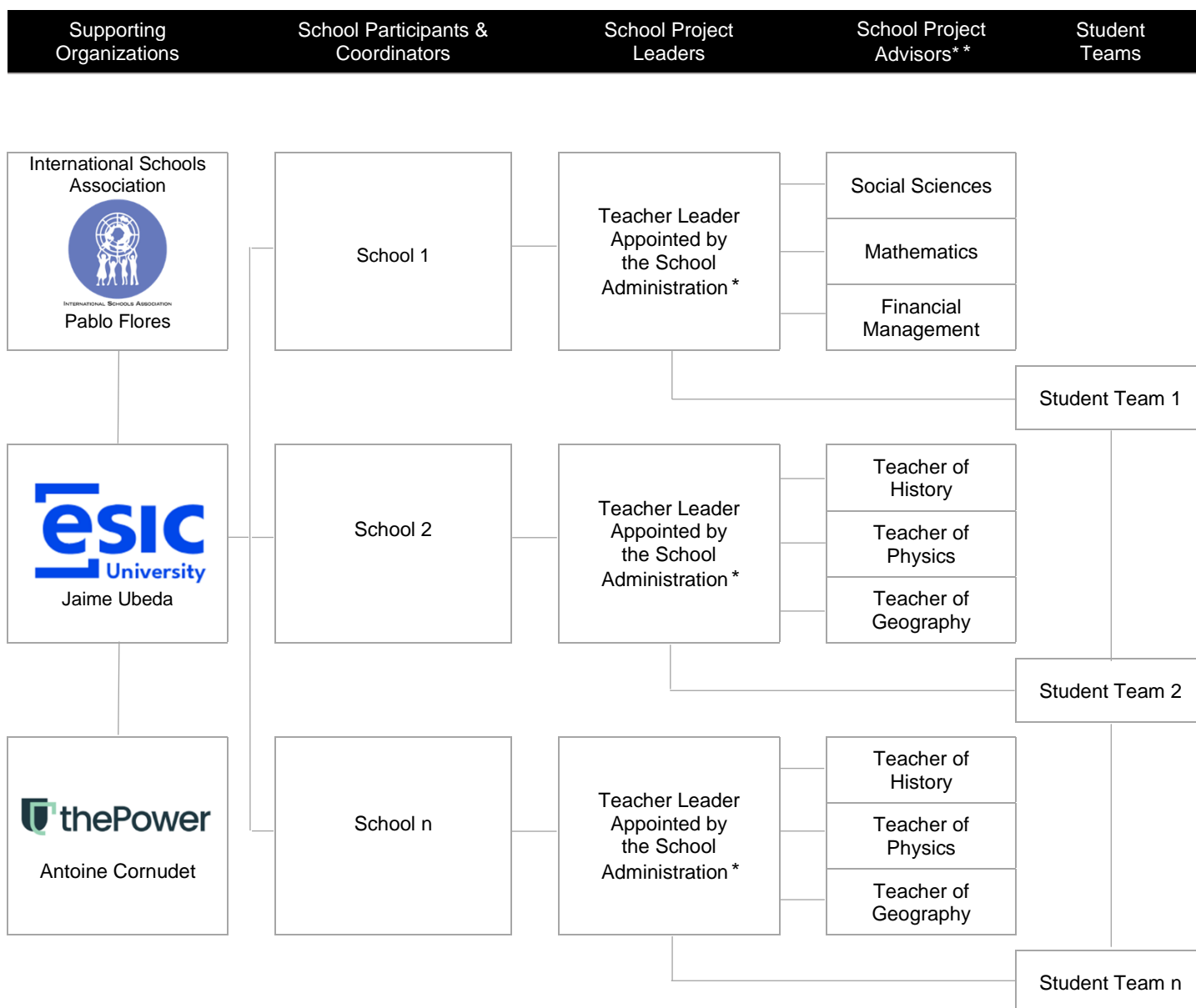
Skills Developed: Practical business application, adaptability, and critical reflection.

### 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



\* 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 an entrepreneurship teacher, others may prefer a 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.

## Operational Characteristics & Estimated Schedule

Time Frame	Work	Operational Characteristics
October - November 2025	Project Initial Organization and Start	<ul style="list-style-type: none"> <li>Each participating school appoints a teacher-leader for the project.</li> <li>First coordination meeting among teacher-leaders to plan activities.</li> <li>Formation of student teams in each school.</li> <li>Agreement on the collaborative platform, frequency, and methods of communication (Zoom, Google Meet, or other).</li> <li>Initial virtual meeting between all student teams to introduce themselves.</li> <li>Student teams begin developing their startup ideas.</li> </ul>
November 2025 - April 2026	Project Development	<ul style="list-style-type: none"> <li>Teachers support students in identifying relevant online and offline resources.</li> <li>Regular check-ins and discussions on the shared project platform to exchange findings and ideas.</li> <li>Monthly virtual meetings between student teams from different schools to share experiences, address challenges, and exchange information (exact frequency agreed by teacher-leaders).</li> <li>Guest lectures provided by ThePower Business School and ESIC University.</li> <li>Each student team produces an audiovisual pitch presentation aimed at convincing a panel of ThePower, ESIC, and ISA experts of the viability and strength of their startup project.</li> </ul>
May 2025	Field Trip, Project Presentation, Closing Ceremony	<ul style="list-style-type: none"> <li>Field trip to Madrid.</li> <li>Final presentation of the startup projects.</li> <li>Certificates awarded to participating students and teachers by ThePower Business School, ESIC and the International Schools Association.</li> </ul>

## Documentation of the Activities and Means of Interschool Communications

<b>Team "....." School</b> Activity Diary		Teacher Supervisor _____		
		Team coordinator _____		
		Team members _____		
Lesson #	Activity	Working reflections	Difficulties found	Suggestions

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) <a href="https://www.isaschools.org/">https://www.isaschools.org/</a>	ThePower Business School <a href="https://global.thepower.education/">https://global.thepower.education/</a>
Google Meet (for virtual meetings) Website: <a href="https://meet.google.com/">https://meet.google.com/</a>	ESIC University <a href="https://en.esic.edu/">https://en.esic.edu/</a>
Discord (for collaboration and communication) Website: <a href="https://discord.com/">https://discord.com/</a>	Zoom (for virtual meetings) <a href="https://zoom.us/">https://zoom.us/</a>
Trello (for project management and task tracking) <a href="https://trello.com/">https://trello.com/</a>	Google Drive (for document sharing and collaboration) <a href="https://www.google.com/drive/">https://www.google.com/drive/</a>
Google Docs (for collaborative document editing) <a href="https://docs.google.com/">https://docs.google.com/</a>	WordPress (for blogging) <a href="https://wordpress.com/">https://wordpress.com/</a>

## Example of classroom activities

### 1. Brainstorming Sessions

Objective: Generate innovative and startup ideas.

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

#### 5. 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.

#### 6. Case Study Analysis

Objective: Learn from real-world examples of successful 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. Discuss how these businesses have addressed challenges, innovated in their industries, and made a positive environmental impact.

#### 7. 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.

#### 8. 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.

#### 9. 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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