

Module Content and Topics

Student Company Method

Indicative study duration: 8 hrs

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Learning outcomes and evaluation criteria

<u>Learning outcomes</u>	<u>Evaluation criteria</u>
By the end of this module, learners will be able to: • Identify common problems, needs, or gaps in their local community that could serve as a basis for a business idea. • Explain the relationship between solving a real-world problem and developing a viable business idea. • Generate multiple potential business ideas using simple creativity tools such as brainstorming and visual aids (e.g., Venn diagrams, problem-solution mapping). • Collaborate effectively in small groups to develop and present a basic business idea based on a given local context. • Evaluate their own skills, interests, and resources in connection with possible business opportunities. • Present a basic business idea clearly and logically, demonstrating an understanding of the need it addresses and how it could function.	• Identifies community needs: Analyzes local context to recognize relevant problems or opportunities for business development. • Connects problem to opportunity: Explains how solving a real-world issue creates value and sustainability for a business idea. • Collaborates in team setting: Contributes actively to team work, respects diverse input, and co-develops a cohesive idea. • Performs self-assessment: Reflects on and aligns personal strengths and limitations with the feasibility of the business idea. • Presents idea clearly: Delivers a structured and persuasive presentation of the business idea using appropriate visual or verbal tools.

Importance of the topic

The student company model is a practical and future-oriented entrepreneurship education method that helps students develop entrepreneurial skills through real business experience. These guidelines are designed to support teachers in implementing the student company model in education, focusing on the development of students aged 16 and older. (European Commission, 2016; JA Africa, n.d.; UNESCO-UNEVOC, 2021)

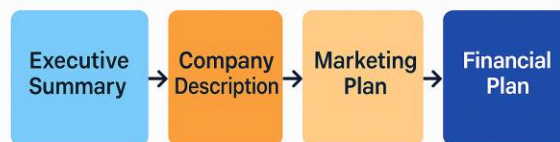
Learning outcomes and evaluation criteria

By the end of this module, learners will be able to:

- Identify common problems, needs, or gaps in their local community that could serve as a basis for a business idea.
- Explain the relationship between solving a real-world problem and developing a viable business idea.
- Generate multiple potential business ideas using simple creativity tools such as brainstorming and visual aids (e.g., Venn diagrams, problem-solution mapping).
- Collaborate effectively in small groups to develop and present a basic business idea based on a given local context.
- Evaluate their own skills, interests, and resources in connection with possible business opportunities.
- Present a basic business idea clearly and logically, demonstrating an understanding of the need it addresses and how it could function.



Suggested activities and exercises



I. Introduction to generating business ideas

This phase introduces learners to the concept of identifying business opportunities through recognizing problems or needs in their local environment. (ILO, 2017; Osterwalder & Pigneur, 2010)

II. Activities and exercises

- Group Discussion: Learners discuss community problems like lack of clean water, limited access to goods, or youth unemployment.
- Venn Diagram Exercise: Learners draw three overlapping circles labeled 'What people need', 'What I can do', and 'What could be sold' to find intersections.
- Brainstorming Sessions: Small groups generate as many ideas as possible in five minutes to promote creativity.
- Visual Prompts: Teachers show images of local microbusinesses to inspire discussion.
- Activity – “What could we sell here?”: Learners brainstorm ideas for specific locations and present them.
- Worksheet – Problem → Solution → Business Idea: Learners use a step-by-step worksheet to form ideas (e.g., solar phone charging station).

Methodology and teaching methods

- Project-based learning: learners work on relevant local projects.

Instruction: Ask learners to identify a real problem in their school, village, or town that could be solved with a simple business idea. Guide them to frame the problem clearly (“What is the challenge? Who faces it?”).

Example: Lack of affordable snacks near the school → students propose a small fruit-selling business.

- Group collaboration: team-based idea generation and discussion.

Instruction: Divide the class into groups of 4–5. Encourage them to brainstorm together, respect all ideas, and vote for the most promising one. Rotate group leaders so everyone has a chance to lead.

Example: One group may focus on transport solutions, another on recycling, another on services for farmers.

- Creative tools: use of visual aids like Venn diagrams and problem-solution mapping.

Instruction: Provide learners with worksheets or large sheets of paper.

- *Venn Diagram:* Circles labeled “What people need,” “What I can do,” “What could be sold.” The overlap reveals possible business opportunities.
- *Problem → Solution → Business Idea:* A simple chart where learners first write a problem, then brainstorm solutions, and finally turn one solution into a business concept.

Example: Problem: phones run out of battery → Solution: solar charging → Business idea: solar charging kiosk in the market.

- Local case studies: Interviews and observation of small local businesses.

Instruction: Ask learners to visit a nearby business (e.g., tailor, carpenter, kiosk) or interview an entrepreneur in class. They should ask: *What problem does your business solve? How did you get the idea? What challenges do you face?*

Example: Learners interview a local seamstress who explains that she started making school uniforms because parents complained about lack of availability.

- **Reflection and Presentation:** Learners present and reflect on their generated ideas.

Instruction: Each group presents their business idea in front of the class in 3–5 minutes. Encourage use of posters, simple drawings, or role play to explain the idea. After presentations, hold a short reflection: *What did we learn? What surprised us? Which ideas seem realistic?*

Example: A group presents their idea for a low-cost handwashing station made from jerry cans; others reflect that it could help with hygiene in schools.

(European Commission, 2016; UNESCO-UNEVOC, 2021)

Local context and examples



In Tanzanian communities, product development often happens informally—people adjust their goods based on customer feedback. For example:

- A street food vendor may change a recipe to suit local tastes.
- A tailor may adjust clothing design based on customer preferences.
- A carpenter may redesign a stool to be more comfortable or affordable.

Encouraging learners to notice how products around them are evolving helps them realize that product development is a natural and ongoing process, not something reserved for large companies. (ILO, 2017)

Evaluation and assessment criteria

• Active participation in discussions and group work

- **Guideline:** Teacher observes whether each learner contributes ideas, listens to others, and takes part in group tasks.
- **Example:** Did the learner speak during brainstorming? Did they help write or present?

• Creativity and feasibility of generated ideas

- **Guideline:** Assess whether the idea is original and also realistic given the local resources and context.
- **Example:** A drone delivery service may be creative but not feasible; a bicycle delivery service is both creative and realistic.

• Quality and clarity of idea presentation

- **Guideline:** Evaluate if the group presented their idea in a clear, logical, and engaging way. Did they explain the problem, the solution, and how the business would work?
- **Example:** A clear presentation includes “We noticed this problem → here is our idea → this is how it would help.”

• Application of creativity tools and frameworks

- **Guideline:** Check whether learners used the provided tools (Venn diagrams, problem-solution charts) to structure their ideas.
- **Example:** Did the group show their Venn diagram during the presentation, or explain their problem-solution mapping?

• Reflection on personal skills and context relevance

- **Guideline:** Learners should connect the business idea to their own skills and to the local environment.
- **Example:** “I know how to fix bikes, so our idea is a bicycle repair service. Many students at our school ride bikes, so there is a real demand.”

Futher reading and references

European Commission (2016). *Entrepreneurship Competence Framework (EntreComp)*. Publications Office of the European Union.

Osterwalder, A., & Pigneur, Y. (2010). *Business Model Generation*. Wiley.

JA Africa <http://ja-afric.org>

Knapp, J., Zeratsky, J., & Kowitz, B. (2016). *Sprint: How to solve big problems and test new ideas in just five days*. Simon & Schuster.

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ILO (2017). *Start and Improve Your Business (SIYB) Programme Manual*. International Labour

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