

# **GETTING BETTER-SKILLED FUTURE PROFESSIONALS BY TEACHING TRANSVERSAL SKILLS**

Establishing an educational company to teach transversal skills to  
children

LAB UNIVERSITY OF APPLIED  
SCIENCES LTD  
Faculty of Business and Hospitality  
Management  
Degree Program in International Business  
Bachelor's Thesis  
Autumn 2020  
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## Abstract

Author(s) Terol Pastor, Manuel	Type of publication Bachelor's thesis	Published Spring 2020
	Number of pages 57	
Title of publication <b>Getting better-skilled future professionals by teaching transversal skills.</b> Establishing an educational company to teach transversal skills to children.		
Name of Degree Degree Program in International Business		
Abstract <p>Transversal skills are the broad-spectrum skills not specific to a profession or activity. They can be applied to different situations without taking into account the person's technical knowledge. They are a very important element in the current and future education system. Through them, children can develop skills that in the future will help them to be a more complete, effective and efficient person.</p> <p>The current education system attempts to develop transversal skills alongside the subjects taught in schools, without applying a method that specifically promulgates these skills. This is why there is a need, to implement them specifically.</p> <p>This thesis has three main objectives. First, to explain the transversal skills in education. Second, to understand the lack of some transversal skills in the current Spanish education system and curriculum. Finally, to create a business plan for a company through the Business Model Canvas tool. This enterprise will develop workshops for children between 8 and 16 years of age in which the transversal skills will be specifically implemented. The objective of this company is that children through these didactic and fun workshops at the same time developing their skills. Also, it would provide parents with knowledge for them to understand the importance of these skills, and how to work on them with their children.</p> <p>The empirical research was based on qualitative and quantitative data. In the quantitative part 2 sources. On the one hand, the interviews with 2 school teachers to give their opinion about the company project. Furthermore, to provide their education and management experience with advice for the company. Also, a survey to parents was carried out to find out the point of view of the future clients where they have shown good acceptance of the project. On the other hand, research was done through web pages and some books. All of this served to have a good basis on which to start the research.</p> <p>The main findings were the importance of transversal skills in the current education system and how they affect children in their education and future behaviour. In addition, it was also found that there is a good market niche where the company could be located.</p>		
Keywords Business Model Canvas, transversal skills, development, workshops, students, knowledge.		

## CONTENTS

1	INTRODUCTION .....	1
1.1	Thesis background .....	1
1.2	Thesis objectives, research questions and limitations .....	1
1.3	Theoretical framework .....	3
1.4	Research methodology and data collection .....	3
1.5	Thesis structure .....	5
2	BUSINESS MODEL CANVAS .....	7
2.1	Customer segments.....	8
2.2	Value proposition .....	9
2.3	Channels .....	11
2.4	Customer relationship.....	12
2.5	Revenue streams.....	13
2.6	Key resources.....	14
2.7	Key activities.....	14
2.8	Key partners .....	15
2.9	Cost structure .....	15
3	RESEARCH ON TRANSVERSAL SKILLS.....	17
3.1	Transversal skills .....	17
3.1.1	Transversal skills: an overview .....	17
3.1.2	Classification of transversal skills.....	18
3.1.3	Benefits of transversal skills.....	18
3.2	Transversal skills in the Spanish curriculum.....	19
3.3	Current challenges in teaching children .....	20
3.4	Main transversal skills.....	21
3.4.1	Main transversal skills in business education.....	21
3.4.2	Main transversal skills in primary education .....	23
3.4.3	Main transversal skills depending on the country .....	24
3.5	List of transversal skills .....	24
4	RESEARCH DESIGN AND METHODS .....	26
4.1	The research design for an empirical study .....	26
4.2	Data collection .....	27
4.3	Data analysis .....	28
4.3.1	Interview analysis .....	28
4.3.2	Survey analysis .....	32

5	BUSINESS MODEL CANVAS FOR THE CASE COMPANY.....	36
6	CONCLUSIONS .....	44
6.1	Answers to research questions .....	44
6.2	Validity and reliability .....	46
6.3	Suggestions for further research.....	47
7	SUMMARY .....	48
	LIST OF REFERENCES.....	49
	APPENDIX .....	53
	Appendix 1: Common interview introduction.....	53
	Appendix 2: Teacher interview .....	53
	Appendix 3: School manager interview.....	54
	Appendix 4: Survey .....	55

## 1 INTRODUCTION

### 1.1 Thesis background

Society is a way of looking at all the people who make up a culture and have different aspects in common. Although within each society there are people who are very different from each other. All people are evolving at the same time as society is evolving. So ambitious people see the need to improve them and their education and increase their knowledge to avoid falling behind others. (Portillo 2016.)

People are eager to improve and learn new skills. What should be done is to teach technical skills. But, more importantly, to promote transversal skills such as self-learning, proactiveness, overcoming the fear of failure, teamwork, innovation and entrepreneurship, and the use of new technologies. This may help developing positive attitudes in children to improve themselves. (Muñoz 2008.)

That is why values must introduce in a complementary manner in the education of children. This will add value to their education that will be useful to them throughout their lives. But, first of all, people should understand that it is necessary to adapt the educational system and to adopt new ways of working to improve education to create better professionals at the end of the educational process. (Muñoz 2008.)

This thesis is related to 3 different key issues. First, the aim is to understand, what kind of transversal skill set will today's children need in the future. Secondly, the aim is to study the current Spanish educational system and to understand what kind of transversal skills are already part of the current curriculum and what kind of important transversal skills are missing from the current educational system. Thirdly, the aim is to form a business plan with the Business Model Canvas tool for a company. This company is going to support the development of transversal skills for children by offering transversal skills-focused workshops. The aim is to provide children with future-oriented transversal skills and to help them to better adapt to the future world and to future working life.

### 1.2 Thesis objectives, research questions and limitations

This thesis has three main objectives. First, the thesis aims to explain the transversal skills in education. Second, the thesis aims to understand the lack of some transversal skills in the current Spanish education system and curriculum. This should show what kind of future-oriented skills are missing from the curriculum because sometimes it is necessary to view it from a future point of view. Finally, the thesis aims to create a business plan

for a company that offers workshops to develop transversal skills to have more qualified people willing to improve themselves. This could help them be better future professionals who are ready to react to new challenges appearing in their professional lives.

Determining the research questions is one of the most important parts to start a research. These questions provide an understanding of the research and which are the main ideas that are going to be answered. A good criterion for checking the quality of the research at the end is to see how clearly the research questions have been answered. (Saunders, Lewis and Thornhill 2009.)

In the thesis, the main research question is:

- How feasible is the idea to set up an “education company” providing future transversal skills for the target group of Spanish children between 8 and 16 years old?

To make the main research question easier to answer, a series of sub-questions should be set (Codina 2018). In this thesis, the sub-questions are the following:

- How to implement a business model canvas?
- What kinds of transversal skills are missing from the current curriculum in Spain?
- What kinds of skills are needed in the future?

There are always some limitations when conducting a research or a business plan. The first limitation is about the geographic situation because this study is concentrating on the Spanish market. So, the outcome of the thesis excludes other areas that could also be target markets.

In addition, the target group is limited. The thesis focuses on studying the target group of 8 to 16-year old. The thesis does not apply to teenagers or people of the university or older people returning to their studies.

Another limitation can be the uncertainty of not knowing which key skills will have more weight in the future.

Moreover, the Business Model Canvas has some lacks. For example, it does not include the information that complementary tools such as PESTEL analysis or SWOT analysis include.

And finally, the data limitation refers to the method of collecting the data. Because I only use the opinion and the point of view of one primary school director and other professionals can have a different point of view than the curriculum creators.

### 1.3 Theoretical framework

The thesis has three priorities. It aims to understand the role of transversal skills in the current curriculum in Spain. It aims to discover which transversal skills are missing to improve their role in children's education. Finally, it aims to create a business plan for a future company that would organize workshops to cover the lack of teaching transversal skills.

A business plan is a document that identifies, describes and analyses a business opportunity, studies its technical, economic and financial viability and develops a document detailing the procedures and strategies to turn this opportunity into a detailed project. It is a very useful tool when starting a business project. (DGIPYME in cooperation with "Gobierno de España" 2013).

Then a Business Model Canvas is a document that describes the main elements and the components and environment of a company (Emprechtinger 2018). This tool is very useful because it involves all the parts that are related to the company in a single document with its 9 blocks (Parsons 2018).

In addition to technical skills, transversal skills are important. This is because, in a work environment, key skills are the characteristics that the worker has and that allows him to carry out his tasks in his environment, beyond technical knowledge. Therefore, transversal skills are the characteristics that differentiate a great worker from an excellent worker when both are in the same environment (Educaweb 2015). The key skills most valued by employers are decision making, commitment, interpersonal communication, flexibility, time management, leadership, creativity and problem solving, teamwork, responsibility and knowing how to work under pressure (Universia 2019).

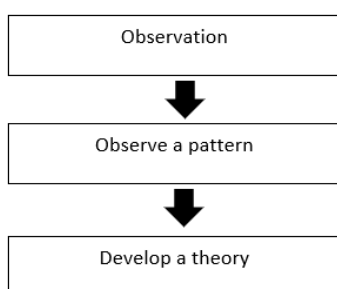
Learning processes and teaching occur continuously, so they are two concepts that go together. Teaching is the result of the relationship between the student and the teacher. Learning is the action of acquiring knowledge and the time that this action takes. For this reason, the education system is very important. (Gomez 2017.)

### 1.4 Research methodology and data collection

A study can take an inductive or deductive research approach. Deductive reasoning consists of collecting relevant data on the topic of interest, to later observe it in detail and test the validity of these different theories or hypotheses. While inductive reasoning follows the opposite order. The researcher studies what others have done and then create new theories or hypotheses. (Saylor Academy 2012; Dudovskiy 2018.)

Figure 1 illustrates both the process inductive and deductive research (Streefkerk 2019).

#### Inductive research approach



#### Deductive research approach

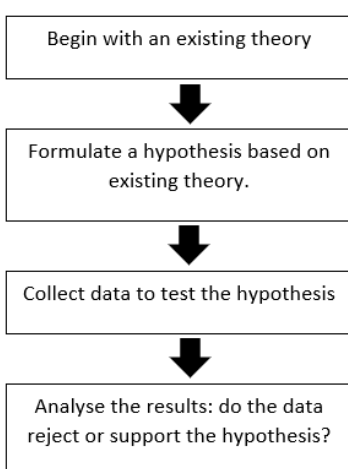


Figure 1 Inductive and deductive research approach (Streefkerk 2019)

This thesis takes an inductive research approach. First, a study is conducted; second, a business plan is created.

Regarding research methods, this thesis takes into account quantitative and qualitative.

The qualitative approach allows achieving a systematic analysis of the information more subjective. Based on ideas, opinions or hypotheses on the topic, a non-statistical analysis of the data is carried out, interpreted in a subjective way without interrupting the logic and rationale. This method follows the inductive research approach. (Yanez 2017.)

Then, the quantitative approach is based on quantities, the numeric element has relevance. The hypothesis of the researcher is submitted to numeric measurement and its results are analysed in a statistic way. (Yanez 2017.)

This thesis will be supported by two interviews. The first interview will be with a school director who is also a teacher. This means that the result of this interview will offer us 2 different points of view, firstly from the point of view of the teachers, and secondly from the



point of view of management. She can recommend how to focus the courses so that they are more effective and efficient since they will be able to give us a professional opinion in this area. The second interview will be with a teacher, so I will have her opinion, and she will offer another perspective of this project.

Also, this project will have another source of information. A survey will be carried out with the parents, that is to say, with the client who will contract the service from the company in the future. This point of view will serve us to understand the priorities of the parents in terms of services and prices. It will also serve for the parents to give us their point of view about the project, and finally, to collect information about the acceptance of the project in our market segment.

In consequence, this research is going to be developed on a mixed method. On a qualitative method because it is going to be a description of a project, and no numerical decisions are involved in a description of a business plan. And on a quantitative method when the survey is applied during the thesis.

Data collection is a process of collecting information from all the possible relevant sources to find answers for the research problem, test the thesis and evaluate the results. There are two types of data: secondary methods of data collection and primary methods of data collection.

Secondary data are newspapers, journals, books, magazines, websites, etc. It is therefore very important to be clear about the criteria for choosing this data because there is a lot of material quantity. (Dudovskiy 2018.)

Primary data can be collected by applying quantitative or qualitative methods. Quantitative ones are based on calculations and numerical data and are usually closed-ended questions, so they are easier to analyse. While qualitative ones do not involve calculations or numbers, they are word-related, so they will be more difficult to analyse and will require a higher level of understanding to work with. (Dudovskiy 2018.)

The secondary data that is used in this thesis is from websites, books, and newspapers. It is needed to explain and demonstrate some information. Primary qualitative data collection methods like the two interviews or the survey are also used. And is also going to be used quantitative data collection when the results of the surveys are applied during the thesis.

## 1.5 Thesis structure

The thesis is divided into seven sections. Figure 2 shows the structure of the thesis.

1. Introduction
2. Business Model Canvas
3. Research on transversal skills
4. Research design and methods
5. Business Model Canvas for the case company
6. Conclusions
7. Summary
List of references
Apendix

Figure 2 Thesis structure

In the first chapter, the introduction gives a general idea and introduces the thesis background. It also defines some of the key concepts and used research methods.

In the second chapter, the Business Model Canvas is explained. Here the nine blocks that make up this method of analysis of a company will be explained in order of relevance, following a logical order in the concepts.

The third chapter discusses and defines the concept of transversal skills. It also discusses the Spanish legislation concerning transversal skills as well as how these skills are included in the current education system.

The fourth chapter presents an interview with a primary school director. This helps to see if the idea of starting a company that teaches transversal skills to children is feasible. Also, a survey will be carried out among the parents of the children to whom these workshops are addressed to see the parents' point of view, and with their feedback.

After this, in the fifth chapter is going to be developed the Business Model Canvas of the company in detail.

Finally, in the sixth chapter, the main research question and the sub-questions are answered. Also, thesis validity and reliability are discussed and further research ideas are given. Chapter seven is summarizing the thesis work.

## 2 BUSINESS MODEL CANVAS

A business plan is very difficult to make and structure, and to facilitate the tasks, tools have usually used that help to better understand all the concepts of a business plan. One of these tools is to make a Business Model Canvas. This visual tool facilitates the tasks of creating, exploring, defining and later visualizing a business plan (Osterwalder & Pigneur 2010, 148).

Business Model Canvas is a tool for business strategy experts and its objective is to facilitate a process of thinking about a business. What is achieved is to understand a business model by presenting it with all its parts well identified and separated, and well structured. (Juncal 2019.)

This simplified business model is divided into 9 parts or blocks, among which all the influential elements of the business plan will be defined:

1. Customer segments: Who are the customers? What do they think? See? Feel? Do?
2. Value propositions: What is the value proposition? Why do customers buy, use?
3. Channels: How are these propositions promoted, sold and delivered? Why? Does it work?
4. Customer relations: How do they interact with the customer through their "experience"?
5. Revenue streams: How does the business get income from the value propositions?
6. Key Activities: What unique strategic things does the business do to address its proposition?
7. Key Resources: What unique strategic assets does the business need to have to compete?
8. Key partnerships: How will third partners fit into the plan?
9. Cost structure: What are the main costs of the business? How are they linked to revenue? (Juncal 2019.)

The figure below illustrates the empty structure of a Business Model Canvas when represented graphically. From this template, it is filled with the corresponding information to create a Business Model Canvas in a way that is easy and quick to understand.



Figure 3 Business Model Canvas structure (Edrawsoft, 2017).

The Business Model Canvas is a good tool for its simplicity. In addition, it permits the identification of business opportunities or the analysis of existing businesses in a clear and rapid way. Although this tool is also criticized for the lack of information for a complete business plan. (Vliet 2014, 12.)

The business plan approach gives the company an idea of the direction it needs to take and the means and plans to implement. The Business Model Canvas simply tells the company the profits it will make, from whom they come, how they are achieved and under what conditions. In addition to this information, product development, key partners, etc. (Hesso 2013, 12, 24-27.)

Next, I will discuss all the parts or categories of the Business Model Canvas one by one following the order in which this tool is usually used. This order is the most logical to develop a business plan and the one that permits to develop the concepts with more detail and coherence.

## 2.1 Customer segments

In a project the value proposition is important, but even more important is the customer segment. This describes to whom the company will direct its product and all the efforts. First, find the need of the customer segment, and then create a product that fits this need to cover and put a solution to their problem. Many projects can fail by not listening to their customers and their needs. For example, a clothing brand can make a high-quality luxury shirt, but if their customers do not need or have the need to buy this shirt, it will not

succeed. (Escudero Cuevas 2019.) This is the reason why identifying the customer segment is so important. To know what they need or will need in the future or to be able to separate the different customers the company has. Or even to know what strengths and weaknesses each type of customer can have and what benefit they can give to the company. (Cleverism 2015.)

Examples of customer segments are:

- Mass market: this type of business model is used when the clients are a large mass of people with the same needs to be covered and the same problems. This type of segment does not make distinctions between any of its customers.
- Niche market: this business model perfectly adapts its product to each client, producing and personalizing all the products, making the client feel unique.
- Segmented market: this business model makes distinctions between its customers, separates its customers into categories according to their needs, and then offers each customer niche a different product. This makes the relationship between seller and buyer is healthier, because the buyer just thinks that the seller is adapting to their specific needs
- Diversified market: this business model is adopted by companies when they have two very different market segments with very different needs and problems.
- Multi-sided markets: this is a business model in which a group of users generates an externality using a platform that puts them in contact. An example of this model could be a video game console, dating agencies or auction websites. (Osterwalder & Pigneur 2010, 21.)

## 2.2 Value proposition

In the value proposition part, I define the function that the company's product plays for the customer and how value is created for the Customer Segment. Although sometimes it can happen that the client does not know that he needs until the company lets him know about the existence of its product. So, a value proposition can discover in a client a need that he did not know he had. (Osterwalder & Pigneur 2010, 22.)

A value proposition is a key piece in the marketing of a product. It brings together the customer's impression of our product or service, the product's competitiveness, and the product's opinion. It shows how the target customer segment experiences this value

proposition, their impressions. In addition, the value proposition also refers to the need to be covered by the product or service. (Hudadoff 2009, 2.)

According to Osterwalder & Pigneur (2010, 23), the value proposition consists of the following qualitative and quantitative elements:

- The newness: it is when a company transforms the sector with a new product, this is characteristic of the technological companies.
- Performance: normally the value proposal of new products is to offer higher performance than previous ones at a similar cost, to be more efficient.
- Customization: value can also be created by making products according to the customers' needs, which is the trend in recent years.
- "Getting the job done": this value proposition is based on helping customers with your products to perform a specific task.
- Design: it is difficult to measure, but it can be very important at the time of purchase for the final customer.
- Brand/Status: this value creation is based on the value or prestige given to the brand that manufactures the product.
- Price: offering a product with the same characteristics as another but cheaper can be a way of creating value for the customer. Targeting the product to a low-price strategy will affect other businesses.
- Cost reduction: the customer will get a cheaper product with the same features as another brand, or a product with the same price but with more features.
- Risk reduction: reducing the risks for the final consumer is another way of creating value. This can happen in the second-hand market, where a guarantee is offered to reduce the risk of the final consumer.
- Accessibility: making it easier for customers to obtain a product is a way of creating value because the customer will obtain the product with much less effort.

A need to be covered is the lack of some product or service which can solve a problem or a requirement of the customer. Marketing does not invent needs; they are always there and always have been. Sometimes the needs to be met are not known until a solution to these needs is created, and it is at this moment, when the need is discovered and not

covered, even if it is not known. For this reason, it is said that consumers do not buy products, but solutions. (López 2012.)

If a product satisfies a need it will remain on the market for a long time, but if it does not, it will only be a fail that will disappear after a while. Sometimes a need can be covered but this need can change so it also influences the evolution of the product or service that covers it. (López 2012.)

Requirements can be functional, sensory and symbolic. A practical example to explain the differences would be: a functional need is a means of transport to move, however, seasonally it would not be the same to move with a car than with a bicycle, and also the symbolic need refers to that it would not be the same to use a Ferrari than a Fiat. (López 2012.)

### 2.3 Channels

When a company introduces a new product to the market, it is very important which distribution channel it will use, although normally companies use more than one. These distribution channels describe how the company communicates with customers and how it delivers the value that its product will offer them. This is why sales, marketing and distribution have a very important role in this section. The Channels and Customer Relationship blocks are closely related to the Market Segment block. (Cleverism 2015.)

When choosing a distribution channel, five factors must be taken into account to achieve a good result:

- The number of customer segments or the size of the target market.
- The investment needed to distribute via that channel. You can take into account that the channel may permit partnerships to reduce costs or costs per customer and obtain more benefits.
- If the product is standard you can sell it through the same channel that the competition distributes its product. But if the product is customized, the company must have more contact with the customer.
- How much control the distribution channel requires, can be open with free information or closed with closer relationships.
- How much will it cost you to have a good relationship with your distributor, and what factors will you involve. Because a good relationship with your distributor can be very important to be successful. (Cleverism 2015.)

In addition to making a company's products available to customers or final consumers, distribution channels have other functions. For example, educating customers about how the product or service works and how it is used, bringing the customer closer to the company so that he or she can see the organization and its values, facilitating the purchase for the customer, or, providing the customer with post-purchase services. (Cleverism 2015.)

### **Market entry**

Studies show that only 1 of 5 market entries is successful. Experts say the most important factors for success are time, competition and the ability to find and exploit market opportunities. Although there are some factors that increase the probability of entering a market and succeeding. They are: revaluing the value proposition, own skills, market size and costs and revenues. (Horn, Lovallo, & Viguerie 2005.)

All market entry strategies have pros and cons, and risks and opportunities. The direct sale to the final consumers makes the company responsible for selling and distributing the products in the market. This can be done through agents, although some control is lost. Another method is the indirect method of selling the products with a partner, or that the products are in the portfolio or are part of a finished product of this partner as components. (Marshall 2003, 72- 73.)

A joint venture is when two companies join forces to work together and cooperate, and at the end of their activity share the benefits and risks equally. Although if the company does not want to make a joint venture, it can buy a company. This is a way to have more control and more benefits, but also more risks. Buying a company can be the condition that a government imposes to start doing business in that country. Although this already offers you to have a customer base and that the government treats you equally as a local business. (Tradestart 2015.)

## **2.4 Customer relationship**

The customer relations block defines the relationships that exist between an organization and its different customer segments. The relationship that is established between them depends on the business model of the company and what impact the company wants to make on the customer's experience. Business relationships depend on three main factors, customer acquisition, customer retention and boosting sales or upselling. (Osterwalder & Pigneur 2010, 28.)



Customer acquisition is the process of influencing a customer to choose a product over competing products. Brands spend a lot of money evaluating the relationship between customer spending and the value their product provides in meeting their needs because improving this ratio is a key factor. The tools and tactics that companies use to improve customer acquisition are content marketing, search engine optimization, email marketing, copywriting, conversion rate optimization, social media marketing, and last but not least, data analysis of all the above tools. (Saunders, Lewis and Thornhill 2009.)

Customer retention refers to when the company wants to have a stable long-term customer relationship, to have a regular customer. This offers very important stability for the company that permits them to have a fixed income that they can count on. Some strategies that companies follow to retain their customers are to make the customer identify with the brand, to make the customer see qualities in the product that she or he feels inside, to use a nice language, to reduce the weak points of the brand, to have a quality product or service and to know the priorities of the customer to offer him adapted products. (Saunders, Lewis and Thornhill 2009.)

Finally, boosting sales or upselling consists of making the customer buy the maximum number of products possible by obtaining some kind of special price or discount. This happens thanks to good linguistics, good packaging of the products and reducing their overall price. Some companies offer incentives to their employees to sell more quantity of products using additional sales programs, which are hidden from the customer because if he discovers them the relationship between the customer and the company could be broken. (Saunders, Lewis and Thornhill 2009.)

## 2.5 Revenue streams

This block defines how the company will achieve cash flows and make a profit by subtracting costs for each customer segment. A company's revenue flows should be defined as clearly as possible so that when the company decides to improve some of these revenues, it is clear how it should act. Many companies do not want to set fixed prices because they are afraid of creating a complete prototype of the situation. One way to combat this to set prices is to understand how much the product is needed by the customer and what the need will be. (Cleverism 2015.)

Figure 4 below shows how a revenue model works.

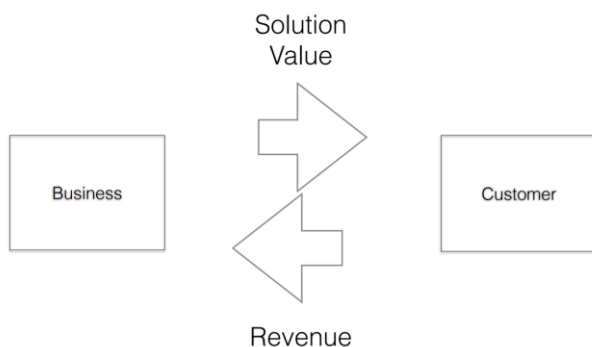


Figure 4 Revenue Model (Center for Innovation and Entrepreneurship Olympus 2015)

There are two types of pricing mechanisms, fixed price, and dynamic price. The fixed price is always stable and can be set using a fixed price list, dependent product characteristics, dependent customer segment or depending on volume. Dynamic prices can be set by methods such as trading, auction, performance management or real-time market. (Cleverism 2015.)

Companies always have a source of income to be able to obtain positive results with profits. Ways to generate revenue streams are asset sales, usage fees, subscription fees, loan or lease fees, brokerage fees or advertising. (Cleverism 2015.)

## 2.6 Key resources

The key resources are the company's assets that permit it to carry out its activity, reach new markets, maintain relationships with clients and have incomes. In other words, that permits the normal activity of a company. These resources can be physical, financial, intellectual or human. (Osterwalder & Pigneur 2010, 34.)

Physical resources are tangible resources with which the company creates its value proposal. Some examples are computer equipment, inventory, buildings, manufacturing plants, etc. Intellectual resources are intangible resources such as brands, patents, intellectual property, copyrights, etc. Human resources are the most important in the company for companies in the service sector especially. And finally, financial resources are the cash and credit lines of a company. (Escudero Cuevas 2019.)

## 2.7 Key activities

The key activities are the activities that a company performs daily to continue with its business model. These are very important for the company to meet its value proposition, reach customers, maintain customer relationships and obtain long-term benefits.

Typical key activities are research and development, production, marketing, and sales and customer service. The research and development department is connected to production and marketing and sales. Its main activities are research into new products, development of new products, upgrades to existing products, quality control, and innovation. The production department carries out functions like product and design selection, production process selection, production capacity selection, production planning, production control, quality and cost control, inventory control and machine maintenance and replacement. The marketing department is responsible for the growth of the company and performs functions such as strategy, market research, product development, communications, sales support, and events. Finally, the sales and customer service department is responsible for the customer experience after the sale. Also, it performs functions like solving management problems, sales assistance, and administrative tasks. (Saunders, Lewis and Thornhill 2009.)

## 2.8 Key partners

Key partnerships are essential. Any company that wants to grow must have good partnerships and good relationships with its suppliers and customers, with a good network of partners and suppliers that help the company to carry out its value proposition. There are four types of key partners or associations. Strategic alliances with alliances between non-competitors. Cooperation is a partnership between several companies that work together to result in both greater benefits or a secure flow of supply. The third is joint ventures which are when one company allies with another to enter the second company's market and develop its business from a base, without having to start a company from the beginning. Finally, buyer-supplier relationships are the most secure as they are easy to establish and common to ensure constant supplies or steady sales. (Saunders, Lewis and Thornhill 2009.)

## 2.9 Cost structure

In this ninth and last block, all the costs that the company has during its daily activity when carrying out its value proposal are represented. When the key resources, key activities and key partners are well studied, this block is easier to analyse. The most common concepts of cost structures are fixed costs, variable costs, economies of scale and economies of scope. (Saunders, Lewis and Thornhill 2009.)

Fixed costs are the expenses that a company has independently of the volume of production of products or services such as rent, telephone or internet expenses, workers' salaries, etc. Variable costs are the expenses that a company has that depend on the number

of products being produced, if not produced, there will be no variable costs. Some examples are the cost of electricity or water, overtime for workers, the cost of raw materials, etc. The economy of scale is a way of working in which the total cost per unit produced is reduced when the volume of production increases. This strategy is followed by large companies with large volumes of mass production and a high degree of standardization. And, finally, economies of scope are strategies that companies make to redirect costs by opening their products to more markets, lowering the average cost of production. This strategy offers more flexibility, faster responses to markets, greater control, and lower costs. (Osterwalder & Pigneur 2010, 41.)

### 3 RESEARCH ON TRANSVERSAL SKILLS

#### 3.1 Transversal skills

Transversal skills are the characteristics and qualities of a person's development, which do not depend on any specific technical field but appear in all places throughout professional and academic life. This knowledge is very complicated, so it is necessary to determine very well the specific results. So, it can be said that a transversal skill is a general result of learning what a student is expected to be able to do at the end of a subject or block of the subject (non-technical knowledge). (Polytechnic University of Valencia 2015.)

In order to evaluate a transversal skill, two concepts must be differentiated. The first is the learning result, which is what the student is expected to have learned at the end of a subject. The second concept is the indicators, which are the signs that appear in the rubrics and that allows us to establish when learning has been done. Or what is the same, an indicator tells us when a student has done a good job with the transversal skill that is being dealt with in that activity. A rubric is a tool for evaluating the student's learning in which the indicators, signs, and criteria that a teacher must follow to evaluate a transversal skill are established. When a learner meets some evaluation criteria in the indicators of the rubric, it is said that there is evidence that the learning has taken place during the activity. (Polytechnic University of Valencia 2015.)

##### 3.1.1 Transversal skills: an overview

In 1985 the AEGEE (Association des Etats Généraux des Etudiants de l'Europe / European Students' Forum) was created to bring together a group of students with cultural differences, based on respect and democracy, to face the challenges of today's youth in the 4 main areas, European Citizenship, Civic Education, Youth Development, Equal Rights. (Polytechnic University of Valencia 2015.)

If the world we live in is looked at, the importance of transverse skills and competencies can be understood. Without detracting from technical knowledge, it must be understood that these qualities provide added value in education and in the quality of future work for a person who is being trained today.

The world is constantly changing, Five world forces are the main promoters of these changes globally, the force of technology, the force of globalization, the force of demography and longevity, the force of society and the force of energy resources. These factors mean that when young people go to make the change in their student life, at the beginning of their working life, it will be a strong change. This environment is very variable

and is becoming a very dynamic one, in which they will have to adapt proactively during their working life. (Polytechnic University of Valencia 2015.)

Professional adaptability is the term that defines a person's ability to enter the world of work and confront the problems that arise from changes and conditions in the workplace. This ability helps to deal with these problems, barriers or opportunities in a simpler and more adaptive way. They will do so with less difficulty than someone who does not have these skills. That is why it is necessary to create the transversal skills to value people adequately, without taking into account their abilities for the technical knowledge of each of the subjects that young people take in their schools. For this reason, the European Parliament and the Council also established guidelines for continuous learning. (Valencia International University 2015.)

### 3.1.2 Classification of transversal skills

To differentiate the different types of transversal skills, they must be separated according to their final function, that is to say, according to the field in which they will be used by the professionals being trained.

The first type is instrumental transversal skills, which are those used in the learning and training processes. The second type is interpersonal skills, which refer to maintaining a good social relationship with your peers in your environment. And, finally, the systematic ones, which are those related to the management of actions either of an individual in particular or of a group in general. (García 2014.)

### 3.1.3 Benefits of transversal skills

The 5 benefits or advantages of having a good knowledge and experience in the transversal skills when starting the working life in a company or institution will be named:

- It helps to be able to develop knowledge more easily and to focus your efforts towards an objective, having the motivation to achieve a specific goal.
- The collaborative dynamic that is created when doing a job is much more interconnected since it promotes listening, understanding and communicating better when capturing the basic ideas.
- By exposing students to situations of stress, having initiative and making decisions, a greater capacity for reply is obtained in the future, since students have more facility when it comes to identifying and confronting problems.

- The organization of work is taught the correct distribution of time to achieve the capacity of saving time.
- At the end of the studies, modern professionals have been created, with technological skills, languages, creativity, capacity of relation, teamwork, and logical reasoning among many other capacities. (Valencia International University 2015.)

### 3.2 Transversal skills in the Spanish curriculum

This section will be based on Royal Decree 126/2014 Official State Bulletin Basic Primary Education Curriculum. It regulates primary education today and stipulates the content to be given in primary school to pupils, one of our niche markets apart from secondary school students (high school). (Spanish Government 2014.)

This royal decree establishes that the competencies that must be given in primary school are the following: "1<sup>st</sup> Linguistic Communication, 2<sup>nd</sup> Mathematical competence and basic competences in science and technology, 3<sup>rd</sup> Digital competence, 4<sup>th</sup> Learning to learn, 5<sup>th</sup> Social and civic competences, 6<sup>th</sup> Sense of initiative and entrepreneurial spirit, 7<sup>th</sup> Awareness and cultural expressions (Spanish Government 2014).

For teaching to be effective in terms of these transversal skills, the decree requires integrated learning activities to be created during classes, as these would help students to move towards the goal of complete learning and more than one skill at the same time. Furthermore, this Decree also specifies that skills such as "Linguistic communication, mathematical competence and basic skills in science and technology" should be promoted. (Spanish Government 2014.)

Another issue addressed in this section of the royal decree is the diversity of the student. Students must be taught to work with different types of people in a normalized way, and learn that cultural diversity and differences between people do not impede anyone, but rather a basic way of increasing the value of the final objective. (Spanish Government 2014.)

In addition to the cross-cutting elements, this Decree also refers to promoting equality between the two sexes. The branch of our workshops on gender equality and multiculturalism is also strengthened by this 2014 decree-law. Reference is also made to the entrepreneurial attitude and attitudes such as creativity, autonomy, initiative, teamwork, self-confidence or a critical sense. It further reinforces the idea of this project to reinforce these transversal attitudes or skills through the courses, thus reinforcing the projects and activities that are done during the classes at the school. (Spanish Government 2014.)

To conclude this section, the royal decree also defines the subjects that must be studied during primary education, and one of the most interesting subjects and most related to this project is "Social and Civic Values". It prepares students to be and act as citizens involved in improving, defending and developing a democratic society. Social and civic values make students improve their skills in learning and in having initiative, motivation and effort, and in the capacities of reflection, synthesis and structure. This is to face problems and to carry out teamwork making good decisions and generating personal alternatives. (Spanish Government 2014.)

On the part of the teachers, this article says that they have to make the students feel valuable and capable. It depends on them that no child is displaced from any group, a very important task during these ages and the whole learning period, although some children have some limitations of their own. (Spanish Government 2014.)

### 3.3 Current challenges in teaching children

The method of teaching and learning used in schools today has changed a great deal in the last two decades. Because, like society, generations are changing and advancing, such as the use of technology, which determines much formal, non-formal and informal learning.

This progression in the changes of the educational system is in the hands of national politicians. In addition, the European Union helps to modernize the educational and training systems with its recommendations to the European countries. Although this change depends much on the level of bureaucracy and autonomy that have the institutions that will perform these modernizations. (Glasbeek 2018.)

The greatest benefit of validating non-formal and informal learning is that it combats social exclusion of early school leavers, the unemployed and others at risk as low-skilled adults, by validating the skills they have acquired through non-formal and informal learning (Glasbeek 2018).

After this information, there are some challenges to be faced when integrating transversal skills in school classrooms. For example, the method for evaluating transversal skills. Firstly, because it is very difficult to correctly evaluate the grade of the student and how he or she has progressed in some competence after carrying out an activity to develop it. And secondly, because in a class, there are many children and only one teacher, which increases the difficulty of evaluating the activity carried out by the students all at the same time. Sometimes teachers will only be obliged to evaluate the activity in a basic way, to be



able to pay attention to the 20 or 25 students that make up the class. (Trzmiel, Barbara 2015; Opyt 2019.)

Finally, it should be added that teachers have difficulties when carrying out the activities to value these transversal skills. Many times, during the course, they have just enough time to give the lessons of the basic content of the course. So, the task of dedicating teaching hours specifically to carry out activities related to transversal skills specifically is very reduced. They are forced to combine teaching time of theoretical or technical knowledge, with the activities related to transversal skills. (Trzmiel, Barbara 2015; Opyt 2019.)

### 3.4 Main transversal skills

In this section, three different concepts will be explained. First, we will develop main transversal skills in business education, this is because my education is based on the business world and I want to dedicate a section to link my education with my thesis. Then I will explain the transversal skills based on the current primary school curriculum in Spain. And finally, I will explain how the most valued transversal skills change depending on the location of education, that is, because of the influence of culture on education.

#### 3.4.1 Main transversal skills in business education

Leaders or people who lead with a lot of responsibility do not only have technical knowledge; they must also have soft skills. In the era of automation, this knowledge or skills are becoming increasingly important and usually, these soft skills are a very influential factor for a company with a good leader to be successful. Leaders of large corporations such as Jeff Weiner, CEO of LinkedIn, say that these skills have more impact on a company than knowledge of the current work environment. This may be possible because knowledge of how to do a job or knowledge of a subject can be easily acquired during the early stages of your job. But this process has to be carried out on a good basis of transversal skills for the process to be effective and efficient. A recent study says that when a company's leaders cannot properly communicate with their employees or do not know how to motivate them to achieve their goals, employees leave the company. (Akhtar 2019; Akhtar and Hroncich 2020.)

Employers look for skills in people that will make them stand out. In addition, to technical knowledge, stand out for their transversal skills and their ability to develop as well as play different roles within the company and that act in different scenarios, departments, functions or geographies. (Akhtar and Hroncich 2020.)

“Big international companies expect their top talent to move around,” says Joep Elemans, Head of MBA Careers Services at Rotterdam School of Management, Erasmus University (RSM). “The expectation is that you are open to different cultures, to the different ways business is done around the world. And that means being ready to step outside of your comfort zone”. (Akhtar and Hroncich 2020.)

This section is especially dedicated to developing information focused on the degree that the researcher is studying, International Business. This is a way of proving how the education to which the researcher has been exposed. It has been so effective since below are going to be named the transversal skills that are most important when it comes to developing a good professional in the sector.

People with good communication skills are not only able to perform good communication tasks and express their ideas and thoughts well. They are also good listeners, able to give the attention needed by anyone who is talking, take notes, be open to new opinions, communicate with courtesy and confidence, or even avoid words like "might," "maybe," or "possibly". (Akhtar and Hroncich 2020.)

Many times, a person's body language demonstrates and expresses much more than the person's own words. For example, eye contact makes our listener feel respected and sincere. Or, by showing confidence in unnecessary gestures that distract the listener can be avoided.

People with leadership skills are also capable of giving bad news in person, avoiding the use of email, thus demonstrating all the sincerity and honesty possible. Also, these people have good skills in expressing criticism with respect. (Akhtar and Hroncich 2020.)

Finally, it should be added that one of the skills for which a good leader and a good professional within the world of International Business stands out is an adaptation to changes, negotiating skills and being able to find feasible solutions that please everyone (Akhtar and Hroncich 2020).

In conclusion, it can be said that the transversal skills that a good leader must have are

1. Communication
2. Resilience and adaptability
3. Collaboration
4. Creativity
5. Self-awareness

6. The ability to work under pressure
7. Cultural sensitivity

(Rotterdam School of Management, Erasmus University 2017.)

### 3.4.2 Main transversal skills in primary education

During the period when children are in primary education, it is very important to inculcate and implant in them adequate values and abilities. This period will completely define the later education that the child will receive, and his predisposition to teach, and therefore in the distant future his working or professional life.

That is why in schools, children are educated and taught with values, more than making children learn a lot of theoretical knowledge. The main transversal skills that are intended to be taught to children in primary school are:

- Competence in verbal, non-verbal and digital communication. The language subjects developed in primary education aim to improve the ability to interact with other people, to understand and to make varied texts in a coherent, cohesive and varied way. Also, these language skills help to develop digital competence. (Vasc Government 2015.)
- Competence to learn to learn and think. Language is a fundamental means by which people learn. The subjects related to language are also related to the ability to learn and think, and through language are achieved the necessary relationships to achieve good learning and get a good self-reflection and offers the key to self-learning. (Vasc Government 2015.)
- Competition for initiative and entrepreneurship. When you learn to use the language you also learn to analyse and solve problems, to make plans and take decisions, and especially to guide your own activity. This is why encouraging language skills and abilities promote autonomous activity and improves initiative and entrepreneurship. (Vasc Government 2015.)
- Competition for initiative and entrepreneurship. The development of language skills is the basis for meaningful negotiation, understanding between different positions and finally problem-solving. (Vasc Government 2015.)
- Competence to learn to be themselves and to tolerate differences with others. This skill is based on democracy and the attitudes that will make it possible to live together in a future society. (Vasc Government 2015.)

### 3.4.3 Main transversal skills depending on the country

Transversal skills are also influenced by the culture of the place where they are being developed or taught. This happens because every culture affects its education and has some preferences and some characteristics that are considered the optimal ones to be a good professional. So as every culture in every country is different, in every country professionals with specific skills are required. (Tounsi 2020.)

In the case of the United Kingdom, the skills that are most valued are communication and interpersonal skills, teamwork, time and self-management, decision making and initiative-taking, and taking responsibility. These skills are generally the most required in central Europe, since, as in cultures, there are more common things required according to the geographical area. (Tounsi 2020.)

Secondly, in Nordic and Baltic Countries the qualities most demanded by companies are agenda-setting, stakeholder analysis, and negotiating with policy-makers. These skills are very typical of these countries where for example punctuality or the ability to distribute time are highlighted. (Tounsi 2020.)

Finally, in Hong Kong and China the skills that companies value most in their workers or are most looking for in their new workers are interpersonal and communication skills, team management and leadership skills, organization skills, and language skills. These qualities are necessary for this area. Its industry is basically dedicated to export so it requires a lot of capacity related to language and relationships with people. (Tounsi 2020.)

### 3.5 List of transversal skills

The following is a list of all the 21<sup>st</sup> transversal skills. It is used in the learning process of today's students. During the interviews and the surveys with professionals in the education sector and parents, is going to try to identify which ones are the most important, and which they believe have a deficit in the current education system. That is why this collection has been made because it is necessary to obtain good results from the interviews and surveys. To make this compilation I have taken several lists of transversal skills and I have been adding each one of them to the list or regrouping them in subgroups of 2 or 3 transversal skills that are closely related or form a new one.

- Innovation, creativity and entrepreneurship
- Self-learning, initiative and curiosity without fear of failure
- Problem-solving and unstable environment

- Working together
- Leadership skills
- Effective oral and written communication
- Critical thinking
- Media and information literacy
- Technological literacy
- Adaptability (flexibility)
- Social skills
- Productivity and efficiency (solution-oriented thinking)
- Interculturality (intercultural awareness)
- Ethical, social and professional commitment
- Commitment to the environment
- Time planning and management capacity

(Valencia International University 2015; Romero 2015; Natalia González Morgia 2018.)

## 4 RESEARCH DESIGN AND METHODS

### 4.1 The research design for an empirical study

To design the study method for this thesis, it was based on the opinion of the experts, who in this case are the teachers, had to be taken into account. Therefore, the base is the interviews with the teachers and directors of educational centres. The other important information source for the empirical part of the study is the parents' survey. There the parents are going to give their point of view about the project and this will serve to improve the project.

The interviews have been designed to cover the opinion of professionals from two points of view. Firstly, the principal's point of view provides an overview of project management within schools. And secondly, the teacher interview has been designed to give the point of view of an education professional who is working with children in their daily lives.

The interviews have been structured as follows. First, the interviewee was given an introduction to the project so that he or she would understand it and then be able to answer the questions. Then the interview was divided into two parts. The first part is the same in both interviews where the questions were asked about transversal skills, their importance, and how they were implemented in schools and high schools. And the second part, where, for the director, there was a reference to the management of the workshops and extra-curricular activities inside the schools. And for the teacher, more emphasis was placed on the practical way of applying the workshops on how is made to the development of transversal skills during the daily life of the children in the class. Another result that was obtained from the interviews when asking about transversal skills is that through a list of the main transversal skills. It has been possible to study which ones are more developed and which ones need more training in children.

All this information has been evaluated qualitatively and quantitatively to obtain the base from which to start. So, in this way having clear ideas that first it was necessary to explain the technical part of the Business Model Canvas and the transversal skills. And finally, to develop a Business Model Canvas of this project.

As for the survey, a survey of parents of primary school and high school children has been carried out in order to have a representative sample. To do this, the WhatsApp was used as a vehicle for transmission, and in this way, the survey can arrive at a diverse sample. The aims of the survey are two. First, to better understand if there is a need for the new educational company providing transversal skills-oriented workshops for children. And

then, to know the parents' opinion about the project's initiative if they would hire it and the price they would be disposed to pay.

In order to choose the sample, a target population of 500,000 children (in the community of Valencia) has been considered, as will be explained in the Customer segment of the Business Model Canvas. The confidence level chosen is 90%, and the margin of error is 10%. With the formula for calculating the sample and this data, the result is that the sample size must be 69 people. In other words, if the survey is carried out on 69 people, it will be a fairly representative survey of the population, with a 90% confidence level and a 10% error level.

## 4.2 Data collection

The following diagram explains graphically the data collection process of this thesis.

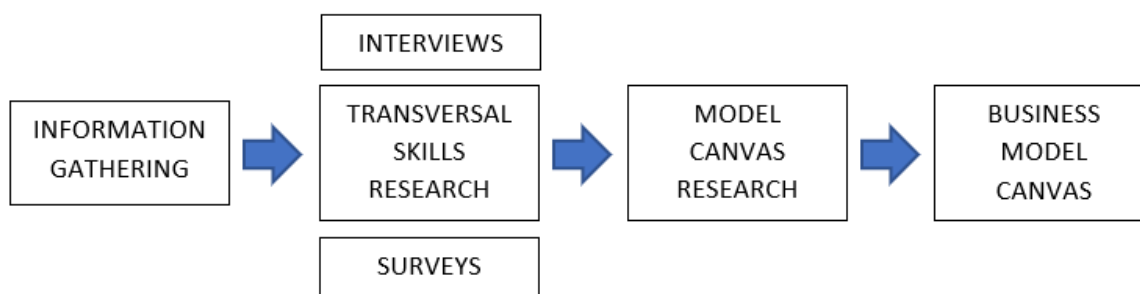


Figure 5 Thesis process

The project started with two weeks of information gathering. This phase creates a solid base for this research project. During these weeks, I did the next tasks: information was researched on transversal skills, definitions, expert opinions, the situation and place they had in education, the place they occupy now, and the short-term forecast or direction they should take to adapt to future technologies and future events, reading articles on the topic and on current education, consulting with people specialized in the education sector who are currently dealing with children and searching for information in books on project management and the development of transversal skills.

After searching for a lot of information, the search for the approach to be given to the research began. And also, the search for an appropriate structure that would cover all the needs of the project. First, I tried some approaches for the research where I focused a lot on defining the company. But after several weeks of consultations with the thesis supervisor, I found the right structure. Finally, in this phase, I started to work with the interviews and the surveys to the parents of the children were developed to obtain their feedback,

and then focus on the interviews. These interviews provided us with a professional point of view to consider. Furthermore, they also provided some ideas to improve the thesis and the development of the Business Model Canvas. On the other hand, the surveys informed us of the parents' point of view on the project.

I carried out a research to know the technical knowledge of the Business Model Canvas and the transversal skills. This information was the basis for a later application of the Business Model Canvas to the business project being studied in this case.

After the definition and the search for information on the Business Model Canvas and the transversal skills, I started to describe all the blocks of the Business Model Canvas applied to this project.

### 4.3 Data analysis

This chapter explains the data collection process of the empirical research. At first, the interview questions are analysed. Second, the survey results are introduced and analysed.

#### 4.3.1 Interview analysis

Thanks to the interviews very valuable information have been obtained for the project since the interviewees have offered the point of view of a professional in the education sector. First, the interview with the director (interviewed 1) will be analysed, then the interview with the teacher (interviewed 2). Finally, the survey will be analysed.

The first interview is with the director of the primary school "Isabel La Católica" in Olleria (Valencia). With 22 years as a teacher first, and then since 2008 working as a teacher as well as being the director of this school. The second interview is a physical education teacher of "Doctor Borrás" in Alfarrasi (Valencia). She has 19 years' experience as a teacher.

In the interview with interviewee 1, the fact that the teacher is also the director was taken into consideration. The interview with interviewee 2 has been done with a point of view more focused on the day to day classes. In this way, I can take advantage of the experience of this interviewee in the education of children.

**The following is an analysis of the interview with interviewee 1.**

**Question 1: Below, you will be shown a list of the most common transversal skills, could you say which ones you think are the most important in the education of primary and secondary students (separately)? Which transversal skills do you think**



**students lack in this area or which ones do you think our workshops should emphasize?**

- innovation, creativity and entrepreneurship
- self-learning, initiative and curiosity without fear of failure
- problem-solving and unstable environment
- teamwork
- leadership skills
- effective oral and written communication in several languages
- critical thinking
- media and information literacy
- technological literacy
- adaptability (flexibility)
- social skills
- productivity and efficiency (solution-oriented thinking)
- interculturality (intercultural awareness)
- ethical, social and professional commitment
- commitment to the environment
- time planning and management capacity

The interviewed 1 offers her opinion. She says that the main transversal skills to be included in primary and secondary education are innovation, creativity and entrepreneurship together with teamwork and critical thinking.

**Question 2: What benefits do you think it could provide to the students who attend the workshops?**

Words from the interviewed 1 regarding the children: "And it is good that we instil in them the eagerness to know and the enthusiasm for the work they do to stimulate their motivation and the reward for the effort made" and "Working in a team is the complement and the dynamic to share concerns, discoveries, work, different points of view, etc. The same students must discover that teamwork, the eagerness to discover, to know, etc. Is the best way to work at school and in the future in their adult work". These are words of the interviewed 1 that represent the values that this project wants to transmit in the future. That is to say, this opinion represents a part of what this project wants to include in the children.

**Question 3: What is your opinion about the project? Do you see a future for it, do you think it is a good idea?**

In the third question of the interviewed 1's interview. The director expresses the opinion that this type of educational program (the workshops) should be in the official curriculum. She says that it is because this type of activity should be worked on systematically, that is, be integrated within the current educational system.

**Question 4: Do you think it will be difficult to manage this project?**

In the fourth question in which the director is asked about the management of the project, the interviewed 1 says that it should not be difficult to manage this project. The only thing that the company should take into account is that the project should work together with the assignments. This is to review and analyse the improvements every semester and at the end of the course.

**Questions 5 and 6: What problems or inconveniences do you think I will find? Do you think I will have any inconvenience with the parents or the students, with the law, with the schedules...? What would be the most convenient way for this business project to be able to carry out these workshops in the schools or what would be the method to follow?**

Also, in question 5, the interviewed 1 suggests that for secondary education the easiest thing would be to include these workshops as an optional subject. This could work because then the children would have a curriculum for the workshops with weekly courses. And this links up with question 6 about the management of the project in primary schools. Where the interviewed 1 recommends including the workshops in the subjects and combine the workshops with each didactic unit for the correct work and acquisition of these skills.

**Question 7: Is there any organization that already does some kind of similar activity?**

Another very valuable piece of information that comes out of the interview with the interviewed 1 is that the Polytechnic University of Valencia runs a type of contest to promote innovation and entrepreneurship. Although it is only a contest, I discover that children have to present a Business Model Canvas of a new and original idea with ecological values. That activity is very similar to what this company wants to promote.

**Question 8: Proposals to improve the project or things that should change**

Finally, the interviewed 1 offers an opinion on the project. She expresses that the workshops should be very specific to combine it with the students' subjects and with each of the ages to which it is addressed. This serves to make me see that the workshops must be designed specifically for each age group in order to affect the children.

**The following is an analysis of the interview with interviewee 2.**

**Question 1: Below, you will be shown a list of the most common transversal skills, could you say which ones you think are most important in the education of primary and secondary students (separately)? Which transversal skills do you think**

**students lack in this area or which ones do you think our workshops should emphasize?**

- innovation, creativity and entrepreneurship
- self-learning, initiative and curiosity without fear of failure
- problem-solving and unstable environment
- teamwork
- leadership skills
- effective oral and written communication in several languages
- critical thinking
- media and information literacy
- technological literacy
- adaptability (flexibility)
- social skills
- productivity and efficiency (solution-oriented thinking)
- interculturality (intercultural awareness)
- ethical, social and professional commitment
- commitment to the environment
- time planning and management capacity

Interviewee 2 believes that in primary school the main transversal skills are: self-learning, teamwork, effective communication, critical thinking and time management. She also says that in secondary school the transversal skills that are worked on are more complex.

**Question 2: What ages do you think would be the most appropriate for the workshops?**

Regarding ages, interviewee 2 says that the recommendation would be to start working on transversal skills from 9 or 10 years old. This should be included in the business idea because it was thought to start with children of 8 years old. As far as the high schools are concerned, she recommends that the transversal skills to be dealt with in each workshop should be adapted very well according to the age range. This is because the children change from the first to the fourth year of high school.

**Question 3: How do you work on transversal skills in your daily life? Do you know of any alternative method that you think would be good to implement to work on transversal skills? How would you improve the implementation of transversal skills in schools?**

According to interviewee 2, the transversal skills are worked on in the children's daily life. Different methods are used such as group activities, cultural weeks, tutoring or collective activities with the whole school. According to her point of view, in order to improve the implementation of transversal skills in schools, more time would be needed to work on them.

To show that it is a good idea to reinforce transversal skills because it is a company outside the school.

**Question 4: What benefits do you think it could provide to the students who attend the workshops?**

During this answer, the interviewee expresses her positive opinion towards the project. She says that the project would be well accepted by the children if during the workshops they feel good and comfortable. This contribution is very important because we have to take into account that the children have to like the workshops a lot or they will despise them.

**Questions 5 and 6: What is your opinion about the project? Do you see a future for it, do you think it is a good idea? What problems or inconveniences do you think I will find? Do you think I will have any inconvenience with the parents or the students, with the law, with the schedules...?**

The project seems to be a good idea to the interviewee, although she names some inconvenient that the project could have. The first is that there are many parts involved in carrying out the workshops, and sometimes it is difficult to get everyone to agree. She also says that for it to work and have an effect on the pupils, the workshops would have to be very popular with the children. And finally, she says that, as far as the law is concerned, if the workshops are after-school hours there would be no problem. From this response, it can be concluded that the times at which the workshops would be held should be discussed. And that the workshops should be very interesting and attractive to the children so that they have a good influence on them.

**Question 7: Proposals to improve the project or things that should change**

Finally, as a suggestion, the interviewee recommends that the transverse skills should be worked on separately and with much distinction by ages. And finally, she expressed her opinion that these workshops would have more effect in high school than in primary school.

#### 4.3.2 Survey analysis

The following is an analysis of the survey that has been carried out. It could be accessed through this link: <https://forms.gle/uj1NWxLqzJz4Q24g9> (although it is in Spanish).

Thanks to the interview the following analysis has been made.

First, the participants were asked about the transversal skills to introduce them to the subject. From the first 2 questions, it can be concluded that people think that the 4 most important transversal skills are (from highest to lowest) "Self-learning, initiative and curiosity without fear of failure" (65.2%), "Innovation, creativity and entrepreneurship" (55.1%), "Effective oral and written communication in several languages" (52.2%) and "Ethical, social and professional commitment" (43.5%) and that these together with "Planning and time management skills". And they are the ones that should be worked mostly during the workshops and the children's daily classes. The following figure shows the percentages that each of the survey options (transversal skills) has obtained:

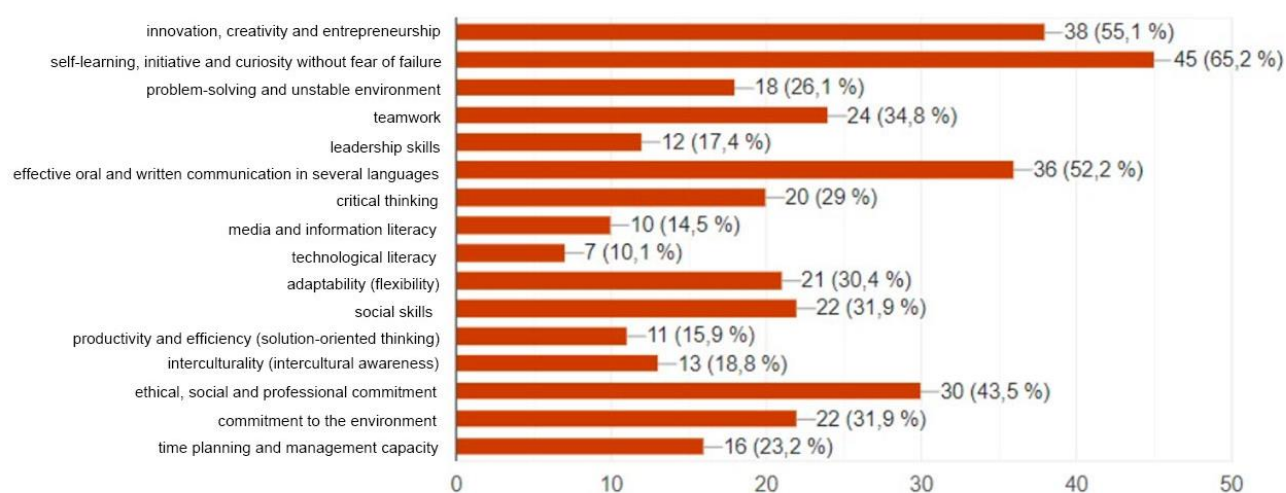


Figure 6 Key transversal skills

As for the acceptance that the project has had among parents has been quite good. It can be observed when asked if they would hire the service that the company would offer, 78.3% replied that they would, 15.9% that they would hire it but only if the price is low, and only 5.8% of parents responded that they would not hire this type of service.

Regarding the price, the results are very diverse. In the following figure we can observe the next results: 4.3% of parents replied that they would pay less than 10 euros, 37.7% said they would pay between 10 and 15 euros, 36.2% replied that they would pay up to 20 euros, and finally, 21.7% of parents would pay between 20 and 25 euros.

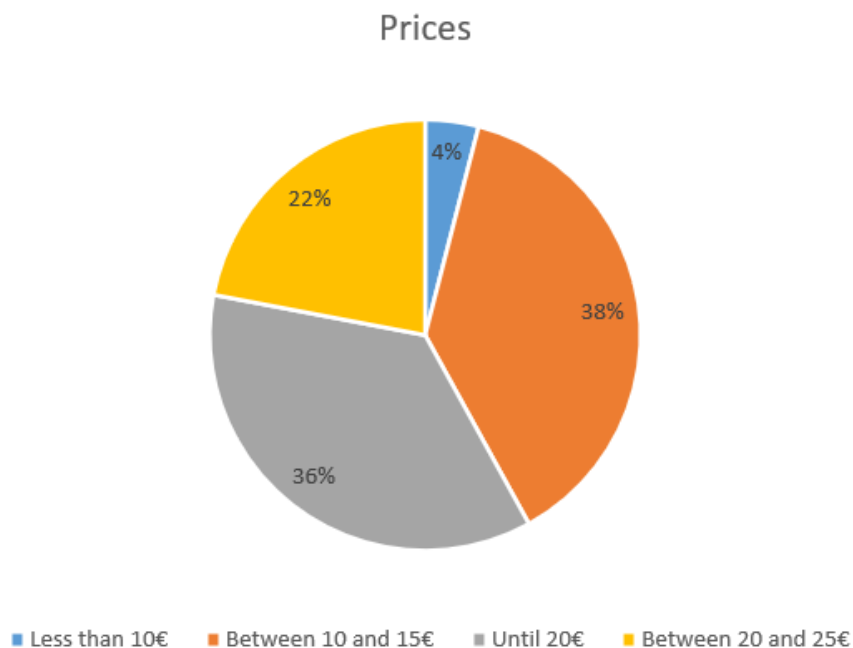


Figure 7 What people are ready to pay?

To conclude with the survey, it can be said that the survey sample has been realistic and significant. This is reflected in the analysis of the survey respondents, where there is quite a lot of equality between men (46.4%) and women (53.6%). This can also be affirmed by looking at the academic level of the children of the interviewees (very dispersed), where 40.6% were from school, 23.2% were from high school, 21.7% of the parents had children in primary and secondary school, and 14.5% had children in higher academic stages. That means parents of all kinds to capture the views of all segments of the public.

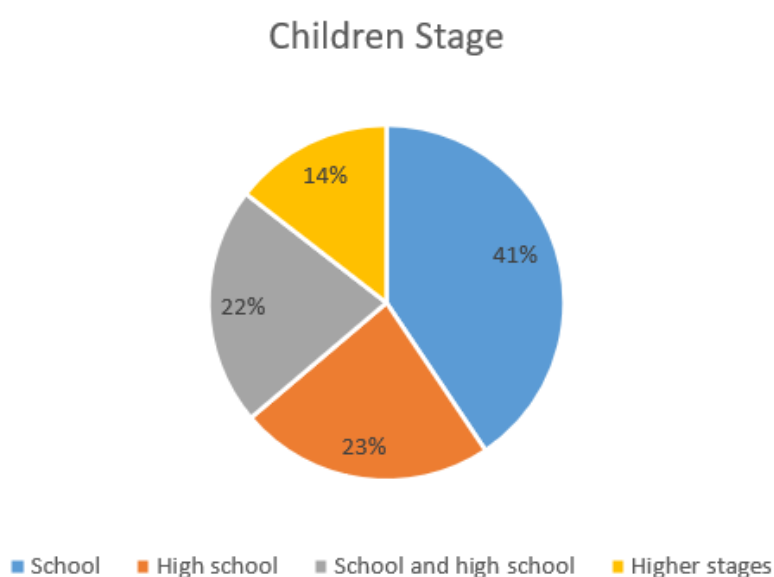


Figure 8 Children academic level

Furthermore, it should be added that the population has been quite dispersed, which helps the survey to show data that are related. For example, the ages, which are very dispersed without focusing on a specific public. Or the annual income, which shows that the survey has been answered by people from all types of social classes: 24.6% less than 15,000, 33.3% between 15,000 and 24,999, 27.5% between 25,000 and 30,000, and 14.5% more than 30,000.

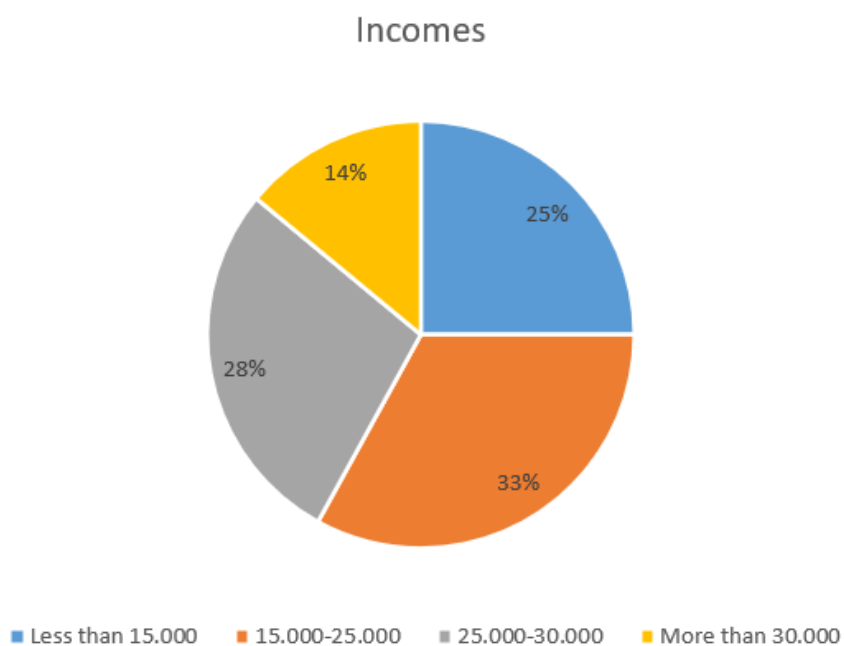


Figure 9 Annual family income

## 5 BUSINESS MODEL CANVAS FOR THE CASE COMPANY

Now, the business model will be developed using the Business Model Canvas tool and the empirical finding of the thesis. Based on the Business Model Canvas the business idea is divided into 9 blocks. These 9 blocks are ordered by their importance and to follow a logical order.

### **Customer segment**

Many times, the concepts of user and client are used as synonyms, but as in the case of buyer and consumer, these concepts have different meanings.

On this project, the users are children from school and high school who are going to receive the courses to improve their transversal skills during the school year. Clients are the schools because they are the channel through parents and children are accessed. And also, the children's parents who are going to decide if their sons or daughters will assist to the courses during the school year.

In conclusion, the customer segment for this project is children between 8 and 16 years old or their parents. Also, the schools because they are the medium where the workshops would be conducted or town halls. Because the company can work with the schools or with town halls. For example, with the town halls, organising workshops in libraries or children centres. I will say that the population of the Valencian Community (one of the 17 autonomous communities that form Spain) will be the population to which the company will be directed. If I look at the data of the population of the Valencian Community, the segment of customers I am targeting is around 9% of the total population by age (datosmacro 2018). This could be extrapolated to any territory or population because the data from other territories are similar, and the scope of the company could change. The population of the Valencian community is about 5 million inhabitants. Therefore, I can say that the customer segment is about 450,000 people (children in this case). Also add that in the Valencian Community there are a total of 1,374 schools (Valencian Generalitat, Ministry of Education, culture and sport 2019) and 709 high schools (Valencian Generalitat, Ministry of Education, culture and sport 2019).

### **Value proposition**

If the companies are observed and their way to engage new people and professional people to the job vacancies, I discover that companies usually take into account key skills or transversal skills. This happens because the transversal skills show the abilities of the candidates and how they are not only machines who know learn information from books



and write it into the exams. Transversal skills show how the employees can work with their partners or other skills that are not demonstrated in the exams, like being a good professional and demonstrating that you are a person capable of reacting to unknown situations.

If the educational system nowadays in Spain is analysed, I can see that there are some needs to be covered in schools and high schools. Then I also see that transversal skills are included in the curriculum. But there are no activities that implement transversal skills exclusively, transversal skills are only involved in some activities of the theoretical subjects.

For these reasons, the value proposition of this project is to implementing transversal skills in current education. Also, to promote some transversal skills that are being undervalued right now. And finally, children develop for their future incorporation into the world of work.

This solution is going to help the children to improve their key skills like innovation, entrepreneurship, proactivity, self-learning, ecology, free-thinking, responsibility and decision-making, self-learning, interpersonal communication, flexibility, time management, leadership, creativity, and problem-solving or teamwork. It is here where the added value of this project is because the courses are going to improve their key skills so that they will be better future professionals.

With all this information I will define the mission and vision of the company. It is very important to establish these concepts well because they are the basis from which the whole company starts.

- Mission: improving society through the promotion of transversal skills in today's education from an ecological and democratic point of view.

Smart kids, better future.

- Vision: to promote transversal skills to improve the education system in the training of future professionals through our courses based on transversal skills and ecology, respect, and global democracy.

The future is now, let's create a better future.

After explaining the mission and vision of the company, I will explain the main objectives that the company has, only from a qualitative point of view. In this way, the objectives will be more real without the numbers interfering and thus be able to define what the company wants to achieve.

- Improving children's education through transversal skills.
- To achieve equality and respect among all children by promoting intercultural awareness.
- Instilling in children ecological and life cycling thinking in search of a future for a better world.
- To reinforce children's self-confidence and promote innovation and entrepreneurship by making them lose their fear of failure.
- Make parents understand the importance of transversal skills in children's education.

### **Channels**

This block is where the company will arrive to the customers to buy the service, connecting the value proposition with the customer segment.

The communication or promotion of the company has many ways. Firstly, through the internet, creating our website where the company will publish weekly blogs about the workshops and news related to the education of children and transverse skills. On the web, parents can easily register online to follow our news or our blog. Also, through social networks such as Facebook and Instagram. There the company can promote our workshops as well as communicate to people how much fun the children have while learning. The company will also use physical media such as a magazine for advertising as well as some reporting for people who prefer physical media and do not attend Facebook, Instagram or the website. In the educational centres the company will also distribute informative flyers. In this way, parents are going to be informed about the possibility that their children can participate in the workshops. This can serve as a first contact.

Through local organizations, it could also be possible to establish a way of communication between the company and our market segment. As well as schools, which, if we have partnerships, could more easily obtain the company's services. Another option with these alliances is that the company can offer extracurricular activities at the school.

In addition, through electronic media, surveys will be conducted with parents and questionnaires will be available. Especially for customers to express their opinion of the service so that it can be evaluated and improved.

Finally, attendance at fairs and events will be another way of making ourselves known. Especially at events that have an educational purpose so that the company is associated with a good image from the beginning.

### **Customer relationship**

The relationships that have to be established are close. This is because parents have to entrust the company with their children's education and progress. This means that personal relationships with the parents in the workshops. Personal relationships will also be established with the children in the workshops, to achieve the objective that the children do not think of the workshops as homework but instead as a fun way to learn.

Other ways of having a relationship with customers are to attend to customers, parents or schools, through e-mail to solve doubts or set up meetings, and to answer all the requests they make through social networks. Or surveys to parents and children to receive their feedback on the service and be in continuous progress. This and the continuous communication with study centres will allow us to retain and increase our clients.

These services are not very expensive for the company because everything depends on the company without needing some external resources outside the company.

Finally, through the website, a community will be created where parents can consult the forum and the blog, creating a personal, direct and long-term relationship with the community.

### **Revenue streams**

For this company case, the revenue model is very simple. This is because its service is offered to a very concrete target market because the service is focused on schools and high schools. Thus, the segments are the parents of the children who are going to receive the courses and more concrete children between 8 and 16 years old. Furthermore, of this course, the company can give some talks to the parents to let them know the importance of key skills after the theoretical knowledge and the improvement that it can add to their sons and daughters. Here would be the opportunity to raise awareness among parents of children who want to attend these courses, since by making them participate in the activity and that they know what the children will do would be more satisfied with the service offered by the company.

The company is going to earn money is by charging a price that would be between 15 and 20 euros per child. It can be considered a relatively small figure for a course dedicated exclusively to children in addition to the talks to parents. In this way, the company could

have two workshops a day during the morning and in the afternoon give talks to parents explaining the importance of key skills. If between 20 and 25 children attend each workshop, the company achieve an income of between 12,000 (=15 euros\*20 children\*2 workshops per day\*20 days) and 20,000 (=20 euros\*25 children\*2 workshops per day \*20 days) per month. Taking into account that the expenses would be minimal, it could be considered that the company has a good revenue model. These prices for the company's service have been obtained from the parent survey. The results were very dispersed. But this price has been set for the service of the company because it is an average amount, to try to capture the maximum number of customers.

How the company will receive money from the workshops can be very diverse. In the beginning, the parents will pay for the workshops that their children attend. There could be a problem that some parents refuse to pay because of financial difficulties. This has two solutions. The first one is that the parents go to the town hall, which will pay for the workshop. The second solution is to always leave some places for free, i.e. in all the workshops, some places would be given for free to the parents who have financial difficulties. The work of choosing which parents are allocated to them would be the responsibility of the school management. The other way for the company to receive money is through government subsidies. The parents' associations can also pay for the workshops, and finally, with public money from the school to promote the education of its students.

### **Key resources**

The company will need staff with technical knowledge on the subject. Specifically, 2 people would be employed. One more focused on helping in the execution of the workshops to the children and the talks to the parents. And a second person dedicated to office work, marketing, support and customer service, and management of the website and social networks. This means that the company will also need a place to have an office with furniture, tools, office equipment, computer equipment, etc. These people will require intellectual knowledge because without them the company's value proposal cannot be carried out.

Also, school materials and other physical equipment such as projectors, screens, and other materials will be needed to run the workshops.

On the financial side, some monetary resources will be needed to start, although it will not be very high because the activity of the company does not need much investment.

Finally, the online platforms will be used to carry out the surveys and for the website.

### **Key activities**

This project proposes to carry out workshops in the morning during school hours for children between 8 and 16 years old. These workshops will focus on promoting and improving transversal skills through playful and ludic activities where children have fun and learn at the same time. Meanwhile, in the afternoon, there will be talks for the parents of the children who have attended the workshops. In these talks, they will be told about the value of transversal skills in their children's education, how they influence their education and their future, and how the workshops have gone with their children. It is going to show how important it is to invest in their children's education to make them good professionals in the future.

The key activities of this company are first to make good use of marketing to get to know the company and its functioning. Subsequently, the workshops for children and educational talks for parents. As this is the daily work of the company in addition to the talks to parents is achieved to strengthen our position in the market by offering a good image. Because if this key activity is not done, the results could be distorted by children. And finally, the company must obtain agreements with the schools so that our services are contracted annually for all courses and classes. This is fundamental to consolidate our position in the market.

In addition to these key activities, in the following years, the company will try to expand the business model to the maximum number of schools and high schools as possible. To achieve my ideal business model, which is to have contracts with many schools, where workshops will be made annually to all classes. This reinforces the results that the workshops will have on the children. And it causes that every year the children will implement new skills as the workshops are adapted to their ages and academic needs.

Finally, just to add that after all the talks and activities with the parents and children, they will be invited to take a survey. Through this survey, the company will be able to obtain everyone's opinion. As well as receive feedback on the workshops and talks so that the company is always improving

### **Key partners**

To start with the activity, the company will have to establish alliances with schools and institutes, with student delegation associations, student associations, etc. These agreements or relationships will also carry out part of the company's marketing function.

For the design of the company's website, a designer and a programmer will be needed to create the website.

Educo is an NGO (Non-Governmental Organization) that has been working for more than 25 years in favor of children and support of their rights. Especially the right to receive an equitable and quality education with values of social commitment, equity and respect. The agreements with this organization would help the company for families to turn to it when they cannot afford to pay the children for the workshops offered by the company.

Finally, agreements will also be made with the regional governments where the company works to try to establish a stable business model, and with the town or city hall to carry out the same type of activities, but in public libraries.

### **Cost structure**

As in all businesses, in the beginning, it is necessary to invest to be able to start with the activity of the company. Although in this case, the investment would not be very big. It would only be necessary school material, projectors, projector screens, and computers both to carry out the workshops and for the office, besides furniture, tools, office equipment, computer equipment, etc.

Costs can be divided into fixed costs and variable costs. The fixed costs of the company are the salary of the employee in the office ( around 1,100€ per month because he or she is only needed for part-time), and the salary of the employee who helps with the workshops and the talks (around 1,800€ per month), the rent of the office (around 400€ per month), and services of fixed cost as the Internet or the telephony (around 100€ per month). On the other hand, the variable costs of the company are water and electricity of the office, transport of the employees to the centre where the workshops are given (which is variable because the workshops are not always held in the same school or high school), commissions and company taxes, which will depend on the company's profits, and the cost of marketing or advertising, which is variable as it depends on the course of the company.

Next, the Business Model Canvas will be shown in a figure, this tool is based on the development of 9 the 9 blocks in which a company is divided. After the development of these blocks, this tool permits to summarize the blocks in a table, so that all the information is ordered easily and logically to understand.

<p><b>KEY PARTNERS</b></p> <p>Alliances with schools and institutes, with student delegation associations, with student associations A designer and a programmer for the website Educo Agreements will also be made with the town or city hall to carry out the same type of activities</p>	<p><b>KEY ACTIVITIES</b></p> <p>Workshops during mornings for children between 8 and 16 years old Talks with parents in the afternoon Marketing to start and being known Surveys and questionnaires, blogs, events, and website Get the maximum number of workshops possible Establish alliances with schools and institutes, with student delegation associations, with student associations</p> <p><b>KEY RESOURCES</b></p> <p>Technical knowledge 1 employee for the workshops 1 employee for the office work, marketing, support and customer service, and management of the website and social networks Office and equipment School material for the workshops Online platforms Little investment</p>	<p><b>VALUE PROPOSITION</b></p> <p>To promote some transversal skills that are being undervalued right now or that in the future they are going to be valuable. Those children will have to develop it for their incorporation into the world of work</p> <p>Mission: improving society through the promotion of transversal skills in today's education from an ecological and democratic point of view</p> <p>Vision: to promote transversal skills to improve the education system in the training of future professionals through our courses based on transversal skills and ecology, respect, and global democracy</p> <p>Slogans: Smart kids, better future. The future is now, let's create a better future.</p>	<p><b>CUSTOMER RELATIONSHIP</b></p> <p>Workshops with children Talks with parents Surveys and questionnaires Blog and forum Education events Surveys and questionnaires</p> <p><b>CHANNELS</b></p> <p>Website Blog and forum Social media: Facebook, Instagram, and e-mail Physical media: magazine and flyers Talks with parents Education events</p>	<p><b>CUSTOMER SEGMENTS</b></p> <p>Children between 8 and 16 years old Parents of these children Schools and high schools City halls</p> <p>Population of the Valencian community= 5000000 Children segment= around 9%= 450,000</p>
<p><b>COST STRUCTURE</b></p> <p>Investment to start the company Fixed costs: two employees (1,100€ + 1,800€), rent of the office (400€), Internet and telephony (100€). Variable costs: water and electricity, transport, commissions and company taxes, and marketing and advertising.</p>		<p><b>REVENUE STREAMS</b></p> <p>2 workshops each day with the children and one for all the parents 20 children per workshop Work 20 days per month Between 15 and 20 € each child The income per month: between 12,000-20,000€ <math>2*20*20*15= 12,000€</math>    <math>2*20*20*20= 20,000€</math></p>		

Figure 10 Business Model Canvas

## 6 CONCLUSIONS

This chapter is to conclude the thesis with the main findings for the research questions. It is also an evaluation of the feasibility of the project with a short summary of the Business Model Canvas and of the main transversal skills in the schools and high schools taking into account the interviews and the surveys.

The purposes of this thesis are first to understand the transversal skills of the current educational system. Then to understand the transversal skills that are lacking in practice. And thirdly, to create a Business Model Canvas from a business idea I had. The business case is still to be developed a lot, but this thesis would be a good base to finish the development of this business case. With the Business Model Canvas tool, I have managed to define all the parts of the company. It follows a structure easy to understand and that also follows a logical order to define well all the blocks. This model could also be used to familiarize new employees with the company, to show people how the company works or even to make presentations to potential investors.

### 6.1 Answers to research questions

The sub-questions are answered first as they have a supporting role in answering the main research question. The main research question will be answered at the end of this chapter, after answering the sub-questions.

#### **How to implement a business model canvas?**

Business Model Canvas is the tool for business strategy experts where a company is represented by 9 blocks. Its objective is to facilitate a process of thinking about a business.

Before carrying out the Business Model Canvas of the project, a section was dedicated to explaining all the parts of this tool. After the explanation of these 9 blocks, the Business Model Canvas was completed with the information of this company. Making all the blocks complete, and having made a detailed description of a business idea using this tool that allows expressing the ideas clearly and logically.

#### **What kind of transversal skills is missing from the current curriculum? What kind of skills are needed in the future?**

Education is designed to prepare children very well in a theoretical way. This has changed over the years to where it is now, where the transversal skills of children are becoming more important. This is because this form of teaching is more effective for children's development and they will become better professionals in the future. For example, the



following transversal skills are becoming increasingly important in education: innovation, creativity and entrepreneurship; self-learning, initiative and curiosity without fear of failure; problem-solving and unstable environment; teamwork; critical thinking; productivity and efficiency; ethical, social and professional commitment; or commitment to the environment.

These types of transversal skills, together with some more future-oriented ones such as technological literacy, capacity for planning and time management, initiation into robotics, assertiveness, or emotional education, are the type of transversal skills that will help children in the future. These skills help them to adapt quickly to new unstable environments, and to know how to manage adverse situations in order to achieve their objectives.

Although for this method to be effective, methods need to be applied to improve transversal skills in an independent way and not in common with some subjects. The thing which is what is done in schools today as the curriculum dictates. To achieve this added value in the education of children, this business idea has emerged.

### **How feasible is the idea to set up an “education company” providing future transversal skills for the target group of Spanish children?**

To answer this question, I have used the Business Model Canvas tool. It serves to develop the idea of the project through this tool has been checked all the resources that would be needed to start this project. Apart from much information as key activities, customers and other issues have been defined to make a full description of this project that can become a company in the future.

If you look at the Business Model Canvas you can see that the idea of carrying out this project is quite feasible, this can be said for the following reasons. The resources that would be needed are very few. The clients (the parents) and the consumers (the children) are there and they are not going to move. And even if these children disappear, new children will appear in the schools that will become our target market. The expenses that the maintenance of the project would have would not be very high. So, if a global vision is seen, it can be concluded that the costs of starting the activity would not be very big. And the expense of maintaining the activity of the company would not be very big. So, if it is achieved to have a stable income and progress in the market. Obtaining more and more market share, the business model of this company could be considered safe, with few expenses, and ensuring income if the company does its job well.

Also, these claims that the company would have an income if it did its job well are supported by the parents. They have shown a good acceptance of the business idea through

the survey. It seems that they would be willing to hire the service of the company, even periodically. There could be courses from time to time such as a course every quarter or courses annually, adapting the courses to the growth of the children.

## 6.2 Validity and reliability

Reliability and validity are concepts that are used to check the quality of the research. They indicate whether a method has been used correctly and whether the results are what they should be. When conducting research, it is important to consider the reliability and validity of the planning of methods, and the writing of results. (Middleton 2020.)

Reliability refers to the variation that results can suffer by measuring with the same instruments and under the same conditions. The validity, on the other hand, refers to the comparison of the results of the research with the supposed results that should have been obtained. Normally these two terms go together if an investigation has high reliability it is an indicator that the measurements will be valid as well. These concepts are more valuable in quantitative research than in qualitative research. (Middleton 2020.)

This research can be considered as having good reliability and validity. On the one hand, the reliability is high because it has been diversified as much as possible. In the interviews, a principal who is also a teacher has been asked, and another teacher, to cover all points of view and opinions, and this adds validity to the research. On the other hand, only two teachers have been interviewed, a limitation because it gives reliability, but does not give so much. It would have been much better if a larger range of teachers had been interviewed.

And the survey can also be considered reliable because it has a confidence level of 90%, a margin of error of only 10%. Besides, 69 interviews were necessary to meet these requirements, and all 69 surveys have been obtained. And finally, the surveys were carried out on a very varied sample, among men and women, and among parents who had children at different stages of education. Although it is the same case as with the interviews. If the survey had been conducted with more people, it would have been more reliable and valid.

On the other hand, the validity, I also consider it is high since the results obtained in the interviews and surveys have been very similar to the expected. The acceptance among teachers and parents has been very high. The thing which was to be expected because these workshops add value to the children's education, and the parents always want to increase. This remains to be checked. Because even if this has validity, by the time parents have to pay, they may change their opinions.

### 6.3 Suggestions for further research

On the way to turn this project into a real business, some further studies are required.

First of all, a more in-depth study of the schools and the subjects taught is needed, so that the company knows what format the workshops should be in once it begins its activity.

On the other hand, it would be necessary to carry out a more detailed analysis, of the company with some more tools such as a SWOT or a PESTEL, and of the company's environment, analysing the microenvironment, the macroenvironment. It would be also necessary for an analysis of Porter's 4 forces to know the company's competition and which services are substitutive or complementary to the service that this project would offer.

Finally, to finish with the conclusion, add that it should be chosen which legal form the company should acquire and have clear its operation with its rights and obligations. Taking into account that legal form facilitates the company to start the workshops in schools.

## 7 SUMMARY

In this thesis, three main objectives will be developed. The first is to develop good information based on transversal skills and to understand their importance in the educational development of today's children. If they develop good transversal skills, they will have a faster adaptation to the world of work as well as better abilities to work in teams or in the face of difficulties. The second objective is to investigate the transversal skills of the Spanish educational system and which transversal skills have some deficits when they are implemented during classes. And finally, the realization of a Business Model Canvas developing the business idea. This idea in the future could become an entrepreneurial company that helps to improve the education of some children.

This whole process was based on the interviews where two professionals from the education sector offered their point of view of transversal skills and their opinion on the company project. In addition to these interviews, a survey was also carried out with parents to find out their interest in the project and their point of view on transversal skills.

Today, transversal skills are playing a very important role in children's education. This is because these skills that children acquire during their learning phase will make them grow as people. The transversal skills also prepare for new challenges, to have initiative and interest in new subjects or things as simple as losing the fear of trying new things.

This situation where these capabilities are so important has been caused by the changing world that exists today. Five world forces are the main promoters of these changes globally, the force of technology, the force of globalization, the force of demography and longevity, the force of society and the force of energy resources.

The idea of the company is based on these events. The children have a lack of development in some areas of transversal skills. So, the project of the company is based on the realization of workshops. The workshops are going to develop the education of children in a fun way, changing the monotony of children learning technical knowledge.

To develop this business case, I have used the Business Model Canvas. This tool allows describing the project dividing it into 9 blocks, where each one is dedicated to a fundamental part of the business idea. Using this tool, I have described things like the company's resources needed, its key activities, its channels to reach the customer, its value proposition or its cost model.

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## APPENDIX

### Appendix 1: Common interview introduction

Hello, I am Manuel Terol Pastor, student of "International Business" at LAB University in Lahti, Finland.

For my thesis work, I am going to interview you to get a point of view of a professional with experience in the sector. Then I will give you a short summary to explain the topic of the thesis because for the interview you need to have a basic idea about this final year job. After this introduction, you will proceed to the interview.

This project is based on a business idea in which a company would be dedicated to carrying out courses and activities through which the children would develop some transversal skills in greater depth. Also, a workshop would also be given to the parents of the children attending the workshop to explain the importance of transversal skills.

A transversal skill is a characteristic of the person that comes into play when responding to a request from the organisational environment and which is important in the work environment to transform knowledge into behaviour. The term is used to indicate skills that are broad-spectrum, not specific to a profession or organizational environment, and is applicable to a variety of tasks and contexts, no matter what the individual's expertise is.

The idea is based on children's lack of some transversal skills, which are increasingly important in preparing children for future entry into the world of work. These workshops would be a fun way to reinforce these transversal skills in primary and secondary school children, taking into account that some transversal skills should be developed according to age.

The 3 priorities of the thesis are, to understand the importance of transversal skills in the current education system, then to discover which transversal skills are missing today, to improve them in children's learning. And finally, to make a business plan that describes the future company that will be based on the idea of carrying out workshops to cover the lack of these transversal skills that they have.

### Appendix 2: Teacher interview

1. Below, you will be shown a list of the most common transversal skills, could you say which ones you think are most important in the education of primary and secondary students (separately)? Which transversal skills do you think students lack in this area or which ones do you think our workshops should emphasize?
  - innovation, creativity and entrepreneurship
  - self-learning, initiative and curiosity without fear of failure
  - problem-solving and unstable environment
  - teamwork
  - leadership skills
  - effective oral and written communication in several languages
  - critical thinking
  - media and information literacy
  - technological literacy
  - adaptability (flexibility)

- social skills
  - productivity and efficiency (solution-oriented thinking)
  - interculturality (intercultural awareness)
  - ethical, social and professional commitment
  - commitment to the environment
  - time planning and management capacity
2. What ages do you think would be the most appropriate for the workshops?
  3. How do you work on transversal skills in your daily life? Do you know of any alternative method that you think would be good to implement to work on transversal skills? How would you improve the implementation of transversal skills in schools?
  4. What benefits do you think it could provide to the students who attend the workshops?
  5. What is your opinion about the project? Do you see a future for it, do you think it is a good idea?
  6. What problems or inconveniences do you think I will find? Do you think I will have any inconvenience with the parents of the students, with the law, with the schedules...?
  7. Proposals to improve the project or things that should change

### Appendix 3: School manager interview

1. Below, you will be shown a list of the most common transversal skills, could you say which ones you think are most important in the education of primary and secondary students (separately)? Which transversal skills do you think students lack in this area or which ones do you think our workshops should emphasize?
  - innovation, creativity and entrepreneurship
  - self-learning, initiative and curiosity without fear of failure
  - problem-solving and unstable environment
  - teamwork
  - leadership skills
  - effective oral and written communication in several languages
  - critical thinking
  - media and information literacy
  - technological literacy
  - adaptability (flexibility)
  - social skills
  - productivity and efficiency (solution-oriented thinking)
  - interculturality (intercultural awareness)
  - ethical, social and professional commitment
  - commitment to the environment
  - time planning and management capacity
2. What benefits do you think it could provide to the students who attend the workshops?
3. What is your opinion about the project? Do you see a future for it, do you think it is a good idea?
4. Do you think it will be difficult to manage this project?
5. What problems or inconveniences do you think I will find? Do you think I will have any inconvenience with the parents of the students, with the law, with the schedules...?

6. What would be the most convenient way for this business project to be able to carry out these workshops in the schools or what would be the method to follow?
7. Is there any organization that already does some kind of similar activity?
8. Proposals to improve the project or things that should change

#### Appendix 4: Survey

Hello, I am Manuel Terol Pastor, student of "International Business" at LAB University in Lahti, Finland.

This project is based on the business idea of a company dedicated to the realization of workshops and ludic activities through which children would develop more deeply some transversal skills in a fun way, once they have analysed their school environment and seen the existing deficiencies. Also, a workshop would also be given to the parents of the children attending the workshop to explain the importance of transversal skills and their application in the education of children.

The term is used to indicate skills that are wide-ranging, not specific to a profession or organisational environment, and are applicable to a variety of tasks and contexts, without taking into account a person's technical knowledge. These skills are very important in children's development and later in their entry into the world of work.

(Anonymous survey)

1. Choose 5 of the following transversal skills that you think are most important for your child's education
  - innovation, creativity and entrepreneurship
  - self-learning, initiative and curiosity without fear of failure
  - problem-solving and unstable environment
  - teamwork
  - leadership skills
  - effective oral and written communication in several languages
  - critical thinking
  - media and information literacy
  - technological literacy
  - adaptability (flexibility)
  - social skills
  - productivity and efficiency (solution-oriented thinking)
  - interculturality (intercultural awareness)
  - ethical, social and professional commitment
  - commitment to the environment
  - time planning and management capacity

2. Choose 5 of the following transversal skills that you think should be implemented in these workshops because you believe that not enough time is devoted to these transversal skills.
  - innovation, creativity and entrepreneurship
  - self-learning, initiative and curiosity without fear of failure
  - problem-solving and unstable environment
  - teamwork
  - leadership skills
  - effective oral and written communication in several languages
  - critical thinking
  - media and information literacy
  - technological literacy
  - adaptability (flexibility)
  - social skills
  - productivity and efficiency (solution-oriented thinking)
  - interculturality (intercultural awareness)
  - ethical, social and professional commitment
  - commitment to the environment
  - time planning and management capacity
3. Can you think of any other transversal skills not listed above?
  - No
  - Other:
4. Would you contract this service that complements your child's education?
  - Yes
  - No
  - Only if the price was too low
5. How much would you be willing to pay for the service offered by the company?  
(please note that one service offers the workshops for the children and the talks for the parents in the same service together)
  - Less than 10€
  - Between 10 and 15€
  - Less than 20€
  - Between 20 and 25€
  - I wouldn't hire the service
6. Number of children
  - 0
  - 1
  - 2
  - 3
7. Academic level of the children
  - School
  - High school
  - School and high school
  - Higher stages
8. Gender
  - Man
  - Woman

## 9. Age

- Less than 25years
- Between 25 and 34 years
- Between 35 and 45 years
- More than 45 years

## 10. Annual household income

- Less than 15,000€
- 15,000-24,999€
- 25,000-30,000€
- More than 30,000€

THANK YOU VERY MUCH FOR THE RESPONSE, ATTENTION, Manuel Terol Pastor.