

Curriculum for extracurricular classes

1 Introduction

Nowadays, an individual is very important, but even more important is his ability to integrate into organized groups, function successfully in the community and in this way create added value in the sense of a sustainable society development.

The interplay of technological, economic and social points of view is a necessity, since every organization needs someone who recognizes the needs and the challenges in the society, someone who finds solutions to challenges and is able to realize them, as well as someone who knows how to sell solutions, convert them into income and manage them.

A successful individual, who can optimally contribute to the development of the society, can only be raised by developing his creativity, innovativeness and entrepreneurial spirit already at a young age. Entrepreneurial thinking is based on addressing the challenges with creative solutions that can be realized and used to generate benefits for both, the individual and the society as a whole.

The task of educational institutions is to make young people aware of the importance of perseverance in the search for optimal solutions to the challenges faced. Of key importance for the progress is learning from

mistakes, perseverance and testing, collaboration with users, and improving of solutions. Such an approach requires planning, cooperation and teamwork.

Innovativeness is not an event; development of innovative solutions is a process, a DESIGNER PROCESS. Successful implementation of the designer process leads to entrepreneurial spirit and to the welfare of society.

2 Transversal skills, soft skills, entrepreneurial mindset

Transversal skills or soft skills, among a plethora of other terms, are closely related to the concept of “21st century skills” that refers to a broad set of knowledge, skills, work habits, and character traits that are believed—by educators, researchers, employers, and others—to be critically important to success in today’s world, particularly in educational programmes and contemporary careers and workplaces. Generally speaking, 21st century skills can be applied in all academic subject areas, and in all educational and career settings throughout an individual’s life.

While the specific skills deemed to be “21st century skills” may be defined, categorized, and determined differently from person to person or context to context, the term does reflect a general—if somewhat loose and shifting—consensus. Most commonly “21st century skills” include among others critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information, creativity, artistry, curiosity, imagination, innovation, personal expression, perseverance, self-direction, planning, self-discipline, adaptability and initiative.

Transversal skills could be called a subset of “21st century skills” – a term is used in situations where the focus is on skills, which are relevant and relatively easily transferred to jobs and occupations other than the one the individual currently has or has recently had. These skills may also have been acquired through non-work or leisure activities or through participation in education or training.

Soft skills – often also mentioned as part of transversal skills - are more specifically a combination of interpersonal people skills, social skills, communication skills, character traits, attitudes, social and emotional intelligence that enable people to effectively navigate in their environment, work with others and achieve their goals with complementing hard (or technical) skills.

3 Module: Entrepreneurship & Innovation

Entrepreneurship & Innovation		
Module/Course	Learning outcome and contents (What?)	Implementation methods and learning environments (How and where?)
Entrepreneurship & Innovation EQF Level 4	The central aim of the module/course is to help students to develop a range of cognitive and practical skills required to generate solutions to specific problems within the context of an organisation or team.	An individual implementation plan for the module/course has to be defined by the teacher and might include: Implementation alternatives: – Case studies

	<p>Knowledge</p> <ul style="list-style-type: none"> – The student understands the phases of the life cycle of an enterprise – The student is aware of the forms of appearance of entrepreneurship – The student knows how to explore business opportunities – The student is able to productise one's competence and create a business idea – The student knows how to test the product/service on the market and how to recognize customers' needs. – The student knows the parts of a financial/cost plan – The student can identify his/her strengths and weaknesses – The student knows how to set goals – The student knows how to motivate his/her co-workers <p>Skills</p> <ul style="list-style-type: none"> – The student is able to communicate with stakeholders – The student is able to present his/her own enterprise – The student can work in an enterprise and performs its core activities (including e. g. 	<ul style="list-style-type: none"> – Study of literature – Preparation of a business plan, CANVAS business model – Elevator pitch – Proof of Concept – Use of web tools (blogs, SM, Launch Rock, Yola, Wix, Webley, Flash Issue, MailChimp, Optima, ConnectPro), open-source environment (forums, quizzes, debate, dictionaries ...) – cross-curricular liaison – sparring, interview, team work – project-based learning and cooperative learning – challenge based learning – networking and collaboration with companies and regional development centres <p>Learning environment alternatives:</p> <ul style="list-style-type: none"> – Courses in School – Project-based learning at school/organisations – Student Firm Fairs, Pop-Up-Shops, Businessplan-/Idea competitions – Open Office and visits of organisations
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	<p>advertising campaigns)</p> <ul style="list-style-type: none"> – The student is able to serve customers – The student is capable of being empathic – The student runs the finances of an enterprise – The student uses (relevant) ICT tools in an appropriate manner – The student is able to cope with risks and failure – The student can deal with ethical, social and environmental problems <p>Competences</p> <ul style="list-style-type: none"> – The student is able to plan his/her work – The student takes responsibility for realising his/her ideas – The student is able to work towards his/her goals. – The student is able to prepare business and financial plans – The student acquires and cooperates with customers and partners – The student assesses and develops the activities of an enterprise as well as his own work – The student takes into consideration occupational and customer safety 	<ul style="list-style-type: none"> – Young Enterprise Company/On-the-job learning in a organisation/Internship/Working in own company
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	<ul style="list-style-type: none"> – The student contributes with his/her ideas to a future-oriented ecologically and socially sensitive behaviour in business and society – The student links knowledge from different fields into his/her work – The student works in a team – The student is able to motivate his/her co-workers – The student actively performs everyday tasks – The student thinks out of the box 	
Assessment of the module/course – in progress		
The grading of the module/course has to be defined within the individual educational system and according to the individual situation.		
Vocational skills demonstration	Other competence assessment	
<p>Description of the vocational skills demonstration: The student has ideas about solutions for specific problems and is able to think of possible ways for implementation. The student is able to work in a team and to cooperate with partners/external organisations.</p> <p>Vocational skills demonstration environment:</p>	No other competence assessment	

The vocational skills demonstration environment has to be defined within the individual educational system and should be based on the used learning environments.

Assessment and assessors:

The assessment focuses on the assessment targets and criteria of the module/course, needs to be adapted to the individual educational system and can include:

- Written/Oral exams
- Project tasks (including placement)
- Presentations
- Debates
- Peer Assessment
- Self-Assessment
- Assessment in Groups
- Teacher Assessment

The grade is decided by the teacher and/or representative of the world of work. The vocational skills demonstration may also take place in a Skills Competition.

PARTICIPATING COUNTRIES

OSU "Jovce Teslickov", Veles, Macedonia

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