

Optional subject "Entrepreneurship studies"**1. General provisions****1.1. Educational goals of entrepreneurship studies**

Entrepreneurship studies strive to direct the students to:

- 1) be able to set targets, take responsibility for implementing ideas and use teamwork techniques;
- 2) develop their creativity;
- 3) use various sources of information and critically assess the information these contain, and interpret and present the information provided by such sources;
- 4) take a responsible attitude towards the living environment;
- 5) learn their rights and obligations as consumers, employees and future entrepreneurs;
- 6) understand the importance of entrepreneurship in daily life and the society;
- 7) understand the roles and responsibilities of entrepreneurs, executives and employees;
- 8) consider entrepreneurship as a personal career opportunity, and adopt a positive attitude towards entrepreneurship and entrepreneurs;
- 9) be able to establish a mini company as a creative work project in the third stage of study.

1.2. Description and study load of optional subject

The study load of entrepreneurship studies is 35 hours and it is recommended to teach the subject in the 8th or 9th grade.

The subject is addressed in conjunction with daily life. The subject can be taught as a practical activity through participation in the operation of the mini company. Two thirds of the course load of the optional subject is aimed at practical activities and the solution of tasks which develop creativity and critical thinking skills. Practical work concerns a specific individual topic or material. Independent activities include homework, class work and computer work.

Priority is given to active teaching methods like discussions, case analyses, role plays, projects and educational visits, visits to local companies, meetings with entrepreneurs and enterprising parents, and volunteer work in the local community.

Entrepreneurship provides an overview of the functioning of companies and the importance of entrepreneurship in the society. Entrepreneurship studies help better understand the interconnections between human activity and the environment, and the scarcity of resources. Entrepreneurship studies convey to the students the concept that both individuals and companies are responsible for ensuring the sustainable development of the society. Entrepreneurship studies endeavour to make the students understand that the decisions related to developing personal entrepreneurial skills and promoting business operations must duly take into account the need to sustain the natural and living environment.

The students receive information on the requirements related to various professions, learn the roles of employee and entrepreneur (employer), learn to assess their skills, intentions, and development needs and possibilities, prepare a curriculum vitae and assess the roles of employee and entrepreneur (employer).

The students are taught to value entrepreneurship and the environment, and acquire problem solving and research skills, management and teamwork skills, financial writing skills and digital competencies. The teaching focuses strongly on developing the motivation to learn by relating the education to daily life and local business.

Entrepreneurship studies are closely linked to other subjects, relying on knowledge in mathematics, geography and history, and supporting the acquisition of civics and citizenship education, personal, social and health education, career education, and supporting career choice. In planning entrepreneurship studies it is reasonable to plan and coordinate the provision of course content in consultation with the teachers for civics and citizenship education, geography, personal, social and health education, handicraft, home economics and technology education. For addressing discussion topics it is reasonable to envisage cooperation with the teacher for language and literature.

To develop the students' skills of using knowledge and technology, the teachers employ modern technological means, incl. ICT facilities (web sites of companies, local and central government authorities, legislation available on-line, the Company Registration Portal, interactive business games, value-based games, etc.).

To complete the course of entrepreneurship studies, the students can opt for the practical student company program "Mini company".

1.3. Planning and organizing study activities

Learning activities are planned and implemented in the following manner:

- 1) the basis consists of the fundamental values and general competences stipulated in the curriculum, the general goals of the optional course, the content of studies and the expected learning outcomes, with support given to integration with other subjects and cross-curriculum dimensions;
- 2) the students' workload and the load resulting from independent work should be moderate and evenly distributed throughout the school year, leaving them sufficient time for rest and recreational activities;
- 3) the students can study individually and with others as this supports their development as active and independent learners and creative, enterprising and critically thinking individuals, and the development of their teamwork skills;
- 4) differentiated learning tasks are given and their content and levels of difficulty support an individual approach and enhance motivation to learn;
- 5) learning environments, teaching materials and resources are used which are based on modern information and communication technology;
- 6) local entrepreneurs, business leaders and parents are involved in cooperation in diverse learning environments;
- 7) the methods of exploratory and active learning are implemented - data search, solution of problems, incl. dilemmas, processing and presentation of results; role play, group work, participation in projects, fieldwork; educational visits to companies, meetings with entrepreneurs, and monitoring them at their workplace;
- 8) creative work can be completed by way of establishing or launching a mini company to implement entrepreneurial skills;
- 9) students are involved in making choices in addressing the course content in view of their previous knowledge and skills and their learning needs.

1.4. Assessment

The learning outcomes of entrepreneurship studies are assessed on the basis of the assessment criteria set out in the general part of the national curriculum for basic schools and other documents governing such assessment.

The purpose of assessment is to obtain an overview of the learning outcomes attained and individual student development and using the information obtained to plan more effective studies. Assessment includes the students' knowledge, their skills in implementing this knowledge, creativity in solving tasks, and their acquisition of general competences, including learning skills. Assessment is based on oral answers (presentations), written and practical work and independent activities, taking into account how the knowledge and skills of the students comply with the learning outcomes stipulated in the curriculum. Formative assessment is prioritised as it develops the skills of reasoning, justification and establishing connections, the students' independent work, participation in group work and discussions, due regard to the formatting requirements of written work, and overall correctness.

Participation in group work and mini companies can be assessed during the learning process. The learning outcomes are assessed using oral appraisal and numerical grades. The students must know what is being assessed and when, what means are being used for assessment and what are the assessment criteria.

The overall grade is derived from grades for tests, practical work and research papers, independent work, and reports presented.

Depending on the selected teaching method, the school can choose between conducting a final examination, preparing a learning portfolio, or drawing up a management report of the mini company operated as part of the creative work completed in basic school.

1.5. Physical Learning Environment

The school organises the majority of the studies in a classroom where the furniture can be rearranged for work in groups, there is Internet access and audio-visual materials can be demonstrated.

The school, striving to ensure a proper connection between studies and daily life, organises study activities at and educational visits to companies at least twice per academic year.

The school supports the participation of students in projects which develop entrepreneurial skills.

2. Subject syllabus

2.1. Educational learning objectives of entrepreneurship studies

Basic school graduates:

- 1) explain and use the basic concepts of enterprise and know the principles of market economy;
- 2) understand that enterprise creates opportunities for meeting the needs of individuals;
- 3) assess the resources necessary for the functioning of enterprise;
- 4) understand how the market operates and prices develop;
- 5) know the obligations of individuals and companies towards the state and the role of companies in market economy;
- 6) understand the connection between wages or salaries and productivity, know how to calculate gross and net salary and the employer's labour expenses;
- 7) are curious, open and willing to learn, cooperate, and develop their communication, teamwork and management skills;
- 8) value their own contribution and that of others to joint work;
- 9) solve problems creatively, find various solutions to problems, and describe and evaluate the consequences of their activities;
- 10) notice and make use of the possibilities of the open world, and are interested in the society and different cultures;
- 11) value healthy and environmentally aware lifestyles, community rules and standards, understand their necessity, and respect these in daily life;

- 12) understand the principles of business ethics; understand the necessity of implementing ethical principles for individuals and the community;
- 13) plan career choices by way of analysing their capabilities, interests and abilities.

2.2. Learning outcomes of entrepreneurial studies, learning content and learning activities

2.2.1. Market economy, enterprise and consumption.

Learning outcomes

Students:

- 1) understand that enterprising spirit and intent to make profit motivate the pursuit of enterprise and the taking of business risks;
- 2) understand the importance of resources, labour, capital and natural resources in company operations;
- 3) understand that all goods and services are not available due to the scarcity of resources which necessitates the making of choices;
- 4) perceive enterprise as a means for earning income and self-actualisation;
- 5) understand which resources are necessary for the establishment and operation of a company;
- 6) explain the difference between a product and a service;
- 7) know the principles of planning effective teamwork.

Learning content

Market economy as a system of free enterprise. Scarcity of resources, private ownership, competition, enterprisingness, profit as a driver for enterprise. Target setting, planning.

Enterprisingness, role of entrepreneurs in economy. Entrepreneur, company. Entrepreneur's obligations, risks, responsibilities, profit. Main forms of enterprise in Estonia. Mini company programme. Entrepreneur's career and lifestyle. Local business.

Consumer needs and objectives of production: What? How? Whom? Product and service. Business and business plan. Company resources. Start-up capital, investment. Competitors and partners.

Practical work and independent activities: Preparing an overview of the products and services provided by local businesses. Determining of consumer needs and subsequently formulating the business idea of the mini company; price comparison of a product or service in local shops.

Topics for discussion: Private ownership as the foundation of market economy and its inviolability. Free competition between businesses. Requisite personal characteristics and skills of entrepreneurs. Possibilities of assessing the enterprisingness of yourself and your companions. Valuing of teamwork.

2.2.2. Production, marketing, labour

Learning outcomes

Students:

- 1) explain the impact of demand and supply on the development of market prices;
- 2) employ the principles of calculating productivity and cost price;
- 3) know the consumer rights and obligations;
- 4) know what to do if the sold product/service appears to be defective;
- 5) implement simple sales techniques and advertise the products or services of their mini company;
- 6) know the restrictions of advertising set out in the Advertising Act;
- 7) calculate the employee's salary and the company's labour expenses;
- 8) know how to do cash basis accounting and prepare simple profit and loss accounts;
- 9) use interactive facilities (various calculators, comparative tables, etc.) available in the learning environments to develop their financial writing skills;
- 10) are able to draft a curriculum vitae and an employment application.

Learning content

Consumer needs, demand, supply and market price. Consumer rights and obligations. Settlement of consumer complaints. Productivity, quality and cost price. Innovation and environmental sustainability as factors supporting business development. Fair trade.

Marketing. Product properties and product development in accordance with the client's needs and the company's possibilities. Advertising, publicity (use of media, social media, outdoor advertising, etc.) and its effect. Requirements to advertisements. Selection and design of point of sale. Preparation of sales arguments.

Revenue, expenses, taxes, profit, loss, budget, production costs, sales revenue, turnover.

Labour. Wage and salary. Relationship between salary and productivity. Roles of employee, executive and subordinate. Gross and net salary. Income tax, social tax, unemployment insurance premium, pension contribution.

Practical work and independent activities: Product presentation based on your own business idea and the client's needs. Preparation of sales arguments. Comparison of advertisements and preparing an advertisement for the mini company. Calculation of the cost and sales price of product or service, calculation of salary. Drafting of a curriculum vitae and an employment application, incl. a letter of motivation. Drafting of business letters, incl. e-mails. Work interviews.

Topics for discussion: Relationship between new technologies, equipment, and the skills and knowledge of labour on the one hand, and productivity on the other hand, and their impact on product quality. Intellectual property rights and the need to protect such rights. Importance of marketing in business. Creativity and innovation in production and marketing. Responsibilities and obligations in production and marketing. Importance of education and skills and their impact on productivity and on relationship with the salary. Restrictions on employment of minors.

2.2.3. Management, teamwork and business ethics

Students:

- 1) know the meaning of corporate social responsibility and the possibility of providing their clients with greater safeguards than required by the law;
- 2) evaluate the ethics of business decisions and describe their impact on the community and the natural environment.

Learning content

Management and division of functions, team motivation, control, responsibility. Project work. Time management. Business ethics.

Practical work and independent activities: Preparing your schedule for a one-week period, developing a class or school event project as group work. Analysis of sample cases with a view to business ethics. Teamwork in the mini company.

Topics for discussion: Valuing of teamwork. Employee as one of the main resources for the employer. Various incidents on the way to success and coping with failures, and analysis of and learning from such failures. Responsibility towards the natural environment, the consumers, the community and the company owners.