



Module IO5:

Institutionalizing of School Companies in Schools.
Sustainability Models of the School Company Work

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Introduction to the Didactic Purpose of the Module

This module provides conceptual help to teachers about how to intertwine the work in the School Company into the overall school concept. Here the sustainability of the work in the School Company will be addressed in the context of pedagogical sustainability which is equivalent to institutionalizing the School Company in the school life. The authors of the module are convinced that the consistent intertwining of the work in the School Company with the subject of economic education on the one hand and respectively with other school and out-of-school activities such as Professional Orientation of students will create the necessary framework to develop the teaching potential through the student company method. The two mentioned fields (the subject of economic education and Professional Orientation) ideally, from the very beginning, should be oriented to the long-term presence of the School Company in the school and to be tied with the activities of the students in the School Company. The business idea on which the School Company is working at the beginning is of secondary importance - it may change over time. The leading one is the School Company itself and its target engagement and incorporation in the school life, including its transformation into an integral part of the school reality as it should be accepted by the teaching staff and the students.

While in Module M07 we presented how the operation of the School Company can be linked with the subject of economic education in terms of its content, in this module we will offer suggestions and ideas to incorporate the work in the School Company in the school and out-of-school activities, the latter being oriented to the long-term presence of the School Company in the school system (see Figure 1)

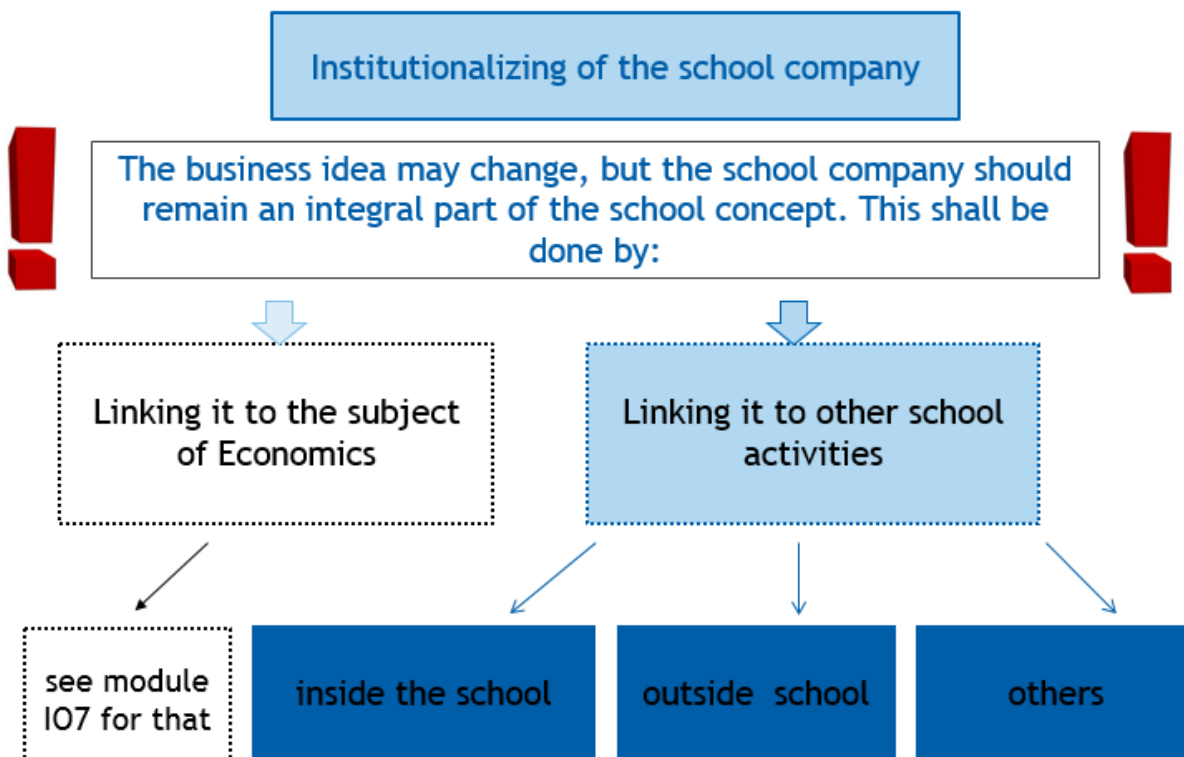


Figure 1: Institutionalizing the Operation of the School Company in the School



The Module IO5 Sustainable Models for Operation of the School Company originated (except the modules listed below) within the framework of WIN² project International Aspect of Economic Education¹, which presents the School Company method in a new perspective:

Module IO1: Founding a School Company

Module IO2: School Company Work and Professional Orientation

Module IO3: School Company and International Economic Relations

Module IO4: Peer Learning within the School Company

Module IO5: Sustainability Models of the School Company Work

Module IO6: Concept of Continuing Learning with the Help of Internet and ICT

Module IO7: Curriculum and Linking Theory to Practice in the Subject of Economic Education

In Modules IO1-IO5 you will find both training and learning materials that have been tested with students and teachers from Bulgaria, Germany and Poland during project meetings and in the course of the work in the schools. This Module also presents examples to implement the sustainability principles in the work of the School Company in the school practice (see Chapter 2).

In Win² project besides Founding a School Company, a central place is devoted to the positioning of the school company in the school life. On this basis, during the monitoring of the processes the conclusion was reached that school companies, often due to their complexity and educational engagement, are rarely integrated in the overall school development concept. (see Kaminski 2017, 154)². The work in the school company is intertwined with the various other and already existing and newly proposed forms of education and has a good potential to be engaged with the school in an integral whole. Reflections in this regard can be considered as an opportunity for further development of the overall school concept. Figure 2 shows only exemplary areas through which the school conceptual development can be encouraged. (Fields marked in gray). The blue fields list areas encountered by students during their work as collaborators in the school company.

¹ The Erasmus + project (2014-2017) is implemented in cooperation with educational institutions as well as schools in Poland, Bulgaria and Germany and is coordinated by the Institute of Economic Education (Germany). The aim of the project is building up school companies in the participating schools and to link them internationally.

² Source: Kaminski, H. (2017): Fachdidaktik der ökonomischen Bildung, Stuttgart: utb/Schöningh

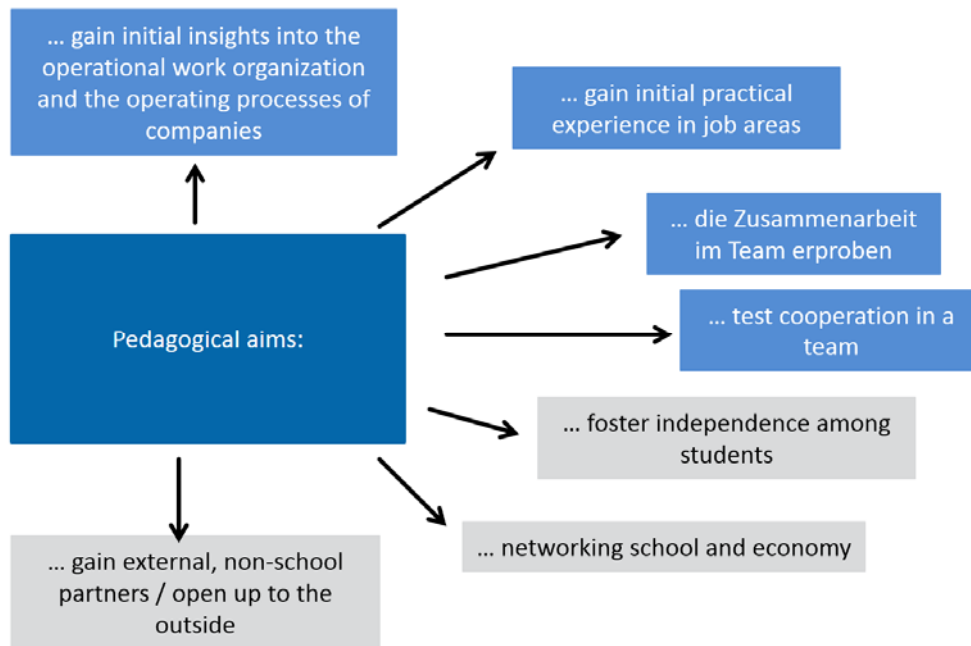


Figure 2: School Company and Its Potential for Further Development of the Overall School Concept

In this Module you will find guidance and directions to other additional materials. These materials should help you develop your concept to bind the school company with other suggestions for activities in your school. This concept should be coordinated with the school management because the provision of sustainability of school company work can be ensured only with the support of the school management.



1. Guidelines for Institutionalization of the School Company in the Schools

To institutionalize the school company in the school it is necessary to develop a concept presenting how the work in the school company will be linked with the school subjects as well as with the other activities in the school (such as Professional Orientation). While binding the work in the school company with the subject of economic education and the measures for Professional Orientation is considered mandatory, binding the work in the school company with the other activities and proposals for work in the school must first be checked and if necessary - united and then linked to the work in the school company. For example, the pedagogical and didactic potential of the school company can be optimally used as well as the school potential as a whole. This concept will make it easier for you to get the attention of the school management to support your initiative as well as to get the attention of the teaching staff who should be involved in the implementation of the School Company project.



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The checklist bellow will help you to develop the concept. There you will find areas that are of particular importance for the long-term linking of the school company work to the school structures. For most of the listed aspects you will also get references to other additional materials.

Therefore you should first go through the checklist and make notes on the individual areas you plan to use for linking the school company work to the school company.



- Premises

Can your school provide premises for the school company where the company's staff to meet regularly and you can store your company's work papers and the school management to consider the premises as the headquarters of the school company?

- • Linking the school company to the existing school activities

below are the areas you should consider while developing your concept:

- Subject of Economic Education

Tip: See Module IO7: Curriculum and Linking Theory to Practice in the Subject of Economic Education and Material IO5_1_1_Teacher in this Module

Which subjects teach economic knowledge in my school? Who is the contact person?

- Other similar subjects

Which are the other subjects where the students are assigned and process tasks that are relevant to their work in the school company? Which are the subjects where the transfer between theory and practice can be ensured and achieved?

See Material IO5_1_2_Teacher in this Module

- School and out-of-school events for Professional Orientation

Tip: See Module IO2: School Company Work and Professional Orientation and Materials IO5_1_3_Teacher in the previous Module

What Professional Orientation events are proposed in my school and what others would be appropriate for the school company?



- Seminars, courses, temporary suggestions for the school

What other school activities would be appropriate to be linked with the school company's activities and could purposefully be of advantage to it and develop it in the long run?

- Creating new activities by the school

Which new proposals of the school originating from the school company work could be developed? Which topics can be the basis for developing new proposals? Are there in your school any persons (senior teachers, pedagogues, etc.) who can assist for the creation of new formats?

- Out-of-school cooperation

Does your school have any connections and cooperation agreements with representatives of the local business (for example: are experts of the real business invited in the school during the school classes as lecturers so that students to be able to get impression of the out-of-school life). Can these partnerships and cooperatives be linked to the school company work and be strengthened and expanded?

- Which new cooperative partners may be suitable for the students' work in the school company? Are there any local representatives of enterprises, organizations or institutions who would engage themselves in consultancy and mentoring activities with the students of the school company, respectively to be willing to support the process of assessment and self-assessment of students for the experienced gained by them in the school company as a form of simulation of their future professional life?



- **Status of the school company in the school life**

The status of the school company and its “visibility” in the school may also be stimulated by:

- Formal agreement between the school management and the school company. See *Material_IO5_1_4_Teacher*
- Targeted approach
 - ✓ Contact with parents to identify their opportunities to support the work in the school company (financially, in terms of content, organizationally, etc.)
 - ✓ Contact with teaching staff to support and conceptually bind the school company and the school life. Here we need the targeted support of the school management which should support the overall concept for development of the school company, thereby stimulating its development.

Tip: Provide the school management a picture of the overall concept of establishing a school company. With the help of the school management try to involve the appropriate teachers and the other relevant persons in the project in a timely manner so that they to be able to support the work on setting common goals and starting up a school company.

- Opening the school company to students who are not engaged in it. For example, these students may be proposed to practice in the school company during which they will be assigned various tasks so that to be able to test their skills.
- Certificate of participation in the school company work (stimulus for internal school and external recognition).

See *Material_IO5_1_5_Teacher* in this Module.

- Presentation of the school company in the school and out-of-school events (e.g. fairs).

Presentation of the school company on the school’s website. Can your school company get a permanent place to present its activity within the school? E.g. on the school’s information board.

What events and undertakings will take place in your school? What are the events and undertakings in which your school is involved on regular basis (e.g. fairs)? In which of them students can be involved, respectively present themselves? Are there any (local, national,



international) competitions which can be attended by your school company? See *Material _IO5_1_6*



Material_I05_1_1_Teacher:

Linking the School Company Work to the Subject of Economic Education

Linking the school company work to the subject of Economic Education is of central importance, because, thus, when using the School Company tool a high added didactic value can be generated:

- For students working in the school company because they meet and familiarize themselves didactically with economic processes in their own school company (e.g. they get familiar with the basic company functions or its operational and organizational structure.)
- For the subject of Economic Education because the examples of the school company work may be classified and respectively critically discussed, e.g. regarding generalization of conclusion and transferability of the results. (See Kaminski 2017, 156)¹. You should present individual examples of the school company work to show the relationship between theory and practice (e.g. marketing mix, market analysis or business plan).

Examples of possible incorporation of the economic content from the school company work into the subject of Economic Education are given in *Module I07: Curriculum and Linking Theory to Practice in the Subject of Economic Education*.

At this point you should think how to actually prepare the integration of the school company work into the subject of Economic Education. To do this, please review the next checklist.

- How can a catalogue of appropriate content /topics/ which can be used to link theory to practice look like?

Tip: Together with your teacher in the subject compose a list of topics on which you can work in the school company and which correspond and may be also examined during the classes in the subject. Divide the topics to:

- Such that you have to develop in class at any cost so that students working in the school company to be able to learn the basic knowledge on the economic relationships they see in their work in the school company,
 - And others that arise during the work in the school company and can be introduced and discussed during the class.
- Consider:
 - What content you should teach during your economic classes before you start certain activities in the school company.
 - What experience gained during the work in the school company can be shared in the economic classes and when.
 - In the second step you should consider together with your teacher how the topics mentioned can be implemented in a methodological-didactic manner.
 - Involving out-of-school partners in the learning process. On what topics would the at-

¹ Kaminski, H. (2017): Fachdidaktik der ökonomischen Bildung, Stuttgart: utb/Schöningh



traction of external partners from the local economy have the greatest value, an advantage for your work?

- Discuss what methodological-didactic approach would be appropriate to apply in the involvement of out-of-school experts from the local economy.

Tip: For your reflections use the teaching materials and ideas from *Module IO1: The Company and Establishment of a Company - Founding a School Company*. The varieties of topics that are of particular relevance to linking the subject of economic education are given schematically in the following figure IO5_1_1_1.

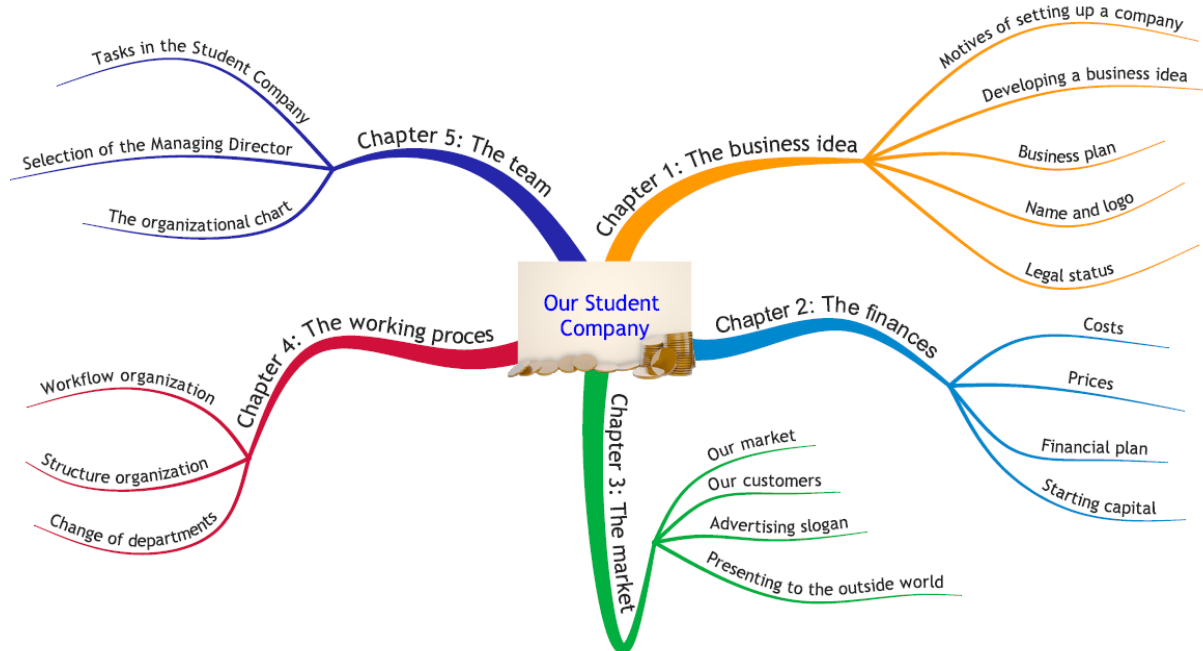


Figure IO5_1_1_1: Founding a School Company: Topics and areas of knowledge. For further information see *Module IO1: The Company and Establishment of a Company. Founding a School Company*

The issues related to the topics in this module will be addressed in details in *Module IO7 Curriculum and Linking Theory to Practice in the Subject of Economic Education*.



Material_IO5_1_2_Teacher:

The Work in the School Company and its Relationship with Other School Subjects

Work in the school company can be bound with the subject of informatics and with other school subjects. For example in art classes students can create posters or in the informatics classes they can prepare digital advertising campaigns, leaflets, photo editing or practice working with excel. It is also possible to create and analyze advertising texts or to practice writing of business correspondence in the subject of German (in Poland - in Polish language classes, and in Bulgaria - in Bulgarian language classes). Other examples of linking the work in the school company to other school subjects can be found in *table IO5_1_2_1*.

Fach	Themenbeispiele
Informatics	Table calculations, photo editing, presentations, graphic programs, preparing business letter forms, etc.
Arts	Logo of the school company, creating advertising media for the school company (posters, advertising products, etc.)
German language	Business correspondence, cover letter for a school company's collaborator, advertising texts related to school company's PR campaigns, etc.
Mathematics	Calculations, calculating percentages, percentage ratios.
Technique	Craft activities, using certain machines and tools
Other subjects ... ?	

Table IO5_1_2_1: Examples of linking the work in the school company to other school subjects

All schools participating in the Win² project link thematically their work in the school company to the economic subjects in the school, proceeding from the main business idea of the school company, to other subjects related to business. The choice of subjects was different for each school, because it was made according to the main business idea of the school company. For example, the school in Poland, which established the “yNot“ school company - an advertising agency, included in the informatics classes an introduction to



graphic programs and making videos. The school in Oldenburg, Germany, with the company “Ecocubes“ (production and distribution of wooden cubes) besides the subject of economic studies attracted to the school company the subject of technique. In the second stage of the project it was followed by combining the subjects and creating the profile of Economics - Technique.

See more on the topic in Chapter 2.



Material_IO5_1_3_Teacher:

Linking the School Company Work to Other School and Out-of-School Activities for Professional Orientation

The work in the school company may make a significant contribution to supporting school-to-work transition because the work in the school company can provide different interfaces from the professional environment. In this regard, in addition to the economic dimension, Hübner und Windels (2008, 248ff.)¹ show three very important levels of the school company model:

- Professional Orientation level
- Stimulating the entrepreneurial start-up level
- Level - personality development and stimulation of independent learning and lifelong learning culture

Through their engagement and work in the school company students get impression not only on intercompany but also on general economic relationships. They can also develop their “personal qualities and behavioral patterns that subsequently will have a high value for them as employees” (ebd. , 247). An example of this could be teamwork, the ability to resolve disputes or showing tolerance to dissatisfaction.

On the other hand, schools must teach students to be self-responsible and to be able to make choices about their future professional career. Many approaches that can encourage students to make the right choices for their future professional career can be derived from the work in the school company. You will find many ideas and materials on the topic in *Module IO2 School Company Work and Professional Orientation* created within the project. The figure IO5_1_3_1 below illustrates some keywords that are of particular relevance when linking the work in the school company to Professional Orientation.

¹ Hübner, M./Windels, G. (2008): Schülerfirmen und Praxistage, in: Jung, E. (Hg.): Zwischen Qualifikationswandel und Markteng. Konzepte und Strategien einer zeitgemäßen Berufsorientierung. Basiswissen Berufsorientierung, Band 1, Hohengehren: Schneider Verlag, 238-256

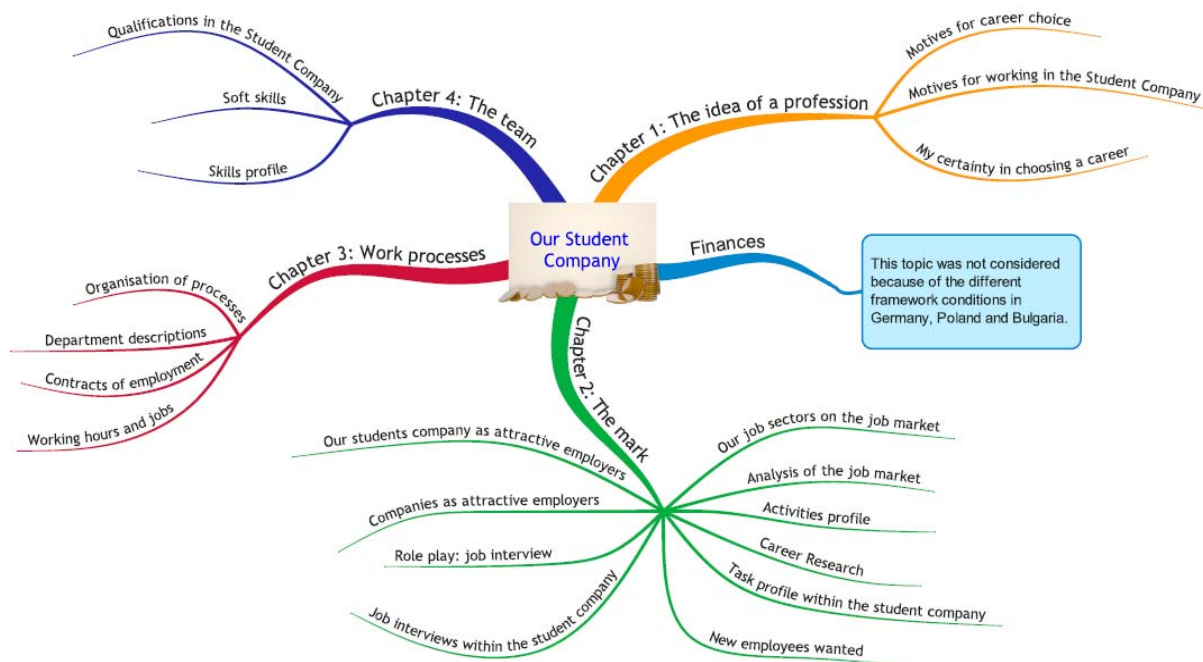


Figure IO5_1_3_1: Content and subtopics in Module IO2: Working in the School Company and Professional Orientation. See more in *Module IO2: Working in the School Company and Professional Orientation*

Under the Win² project, in the field of Professional Orientation the following ideas and materials that were also tested in the work of students from Poland, Germany and Bulgaria, were developed:

- Independence as a professional goal
See the following materials of *Module IO1: Founding a School Company*:
MO1_1_2_Teacher: Grounds to build up a company
MO1_1_3: Why are companies established?
MO1_1_4_Teacher: Successful entrepreneurs
MO1_1_5_Teacher: What are the features distinguishing successful entrepreneurs?
- Reflection of own competences
See the following materials in the above mentioned *Module IO1*
IO1_1_6: My strengths and weaknesses
IO1_9_1: What was our business year? (material from the previous module)
- Professions and work in the school company
See the following materials of *Module IO2: School Company Work and Professional Orientation*
IO2_2_1: Professional fields on the labour market
IO2_2_2: Professional fields



- IO2_2_3: Profile of the activity
- IO2_2_4: Our company's professional mind map
- IO2_2_5_ Teacher: Exploring a profession
- IO2_2_6: Exploring a Profession form
- IO2_2_7: Profile of school company's tasks
- IO2_4_1: The team
- IO2_4_2_ Teacher: key qualifications
- IO2_4_3: Profile of skills

- Decision to choose a profession
See the following materials of Module *IO2: School Company Work and Professional Orientation*
 - IO2_1_1_Teacher: Reasons to choose a profession
 - IO2_1_2: Why do you work in a school company?
 - IO2_1_3: My confidence in choosing an profession
- Job application process
See the following materials of Module *IO2: School Company Work and Professional Orientation*
 - IO2_2_8: Searching new employees
 - IO2_2_9: School company job interview
 - IO2_2_10: Role-playing games: School company job interview
- Employment contracts and employment relations
See the following materials of Module *IO2: School Company Work and Professional Orientation*
 - IO2_3_4: The employment contract as a mutual obligation
 - IO2_3_5: Employment contract content
 - IO2_3_6: Working time and professions

The variety of cross-points between Professional Orientation and the work in a school company is enormous.

All of the above mentioned materials were applied and tested in the work of Polish, Bulgarian and German students under the Win² project. To link the professionally-oriented school events on a long-term basis the following measures should be outlined:

- Job application processes (materials are listed above) and
- Preparing a professional mind map (see above), where the profiles of the activities carried out in the school company are related to real professions.



The cyclic transfer of the school company to the younger generation of students is a good reason to permanently practice the processes of selecting new collaborators. It should be noted that students can examine this topic from two perspectives (from the employer's view and from the employee's view): older generation students searching for followers for the school company, can understand the employee's role in an authentic manner.

For example, developing the profile of vacancies in the school company may be preceded by the development of real job profiles. In the same time both approaches may be linked to the exchange of experience on key competences (professional, social and personal competences) in the professions.

When the school offers professional orientation activities, one may consider attracting school company collaborators as "experts". Compared to other students, they have an advantage in the knowledge gained during their experience as collaborators in the school company as well as their practical experience. (See *Module 04: Mutual learning in the School Company*).

In addition, the development of a mind map may also be used as a basis for assigning tasks and searching profiles and exchange of experience between students about real professions and profiles. Students can also, with the help of the mind maps, make faster connection between key competences, real professions and school company's activities. For example, students can find representatives of the relevant professions directly outside the school environment and name their jobs (company, organization, etc.) (specified in the classification of professions). Here, again, the approach adds value to the didactic work: Thus students expand their knowledge not only in respect to profession but also in the regional economy.

The classification of professions has also proved to be a supporting tool in the development of the profiles of new employees of the school company because one can take a stand on the competences described therein.

The abovementioned approaches to link the school company work to professional orientation can contribute to a real debate between students in a broader context, and support them in making their own choice of profession, respectively further training. These approaches also contribute to making the topic of professional orientation more tangible and representative not only in school theory, but also in school practice (through the school company) in the respective school.

If the school is supported by external persons and organizations in the implementation of the professional orientation events, then further meaningful improvements can be made to make the connection between school company work and their relevance to professional life clearer. For example, the representatives of the professions specified in the mind map, may be invited to the school and asked to tell about the challenges and significance of the competences in their daily routine or to report on the importance of the professionally developed portfolio of job applications or the meaning of the job interview in the professional practice.

Material_IO5_1_4_Teacher:

Contract for Founding a School Company

To support the establishment of the school company by the school management and to give an official and binding nature of the activity, a formal contract can be signed. See the sample form below.

Contract for Founding a School Company

Between school.....

Represented by Mr./Mrs..... (Principal)

And school company.....

Represented by Mr./Mrs.....(School Company Manager)

Content and Principles

This Contract aims to regulate the internal relationship between the school and the school company. The founding and management of the school company is a project launched with the consent of the school and the school management.

Through working in the school company, the students involved in the project need to gain first impressions of working life, to improve their economic competence and to discover their own skills, abilities, strengths and weaknesses.

Contract

1. The school company is a school project and will be managed with the primary responsibility of students involved in the company. The contact person acting as an advisor and mentor shall be Mr./Mrs.
.....
2. The students involved shall inform their parents about their work in the school company.
3. The school company shall be provided with the following premises for rent-free and self-responsible use:
.....



The school company shall be provided with a key under the following conditions:

.....

The premises shall be cleaned by:

.....

4. The insurance of the school company /inventory/ shall be carried out by:.....

The school company shall open its own current account which shall be jointly represented by Mr./Mrs....., and by Mr./Mrs.....

No overdraft (circulating capital credit) shall be opened to the current account.

5. In all transactions and contracts the school company shall make it clear to its partners that it is a school company and therefore - a school project.
6. The school shall issue to all students that have been involved in the school company for at least.... months a Certificate of Participation.
7. This contract shall be concluded for an indefinite duration and shall end..... months earlier provided that the parties have mutually agreed to terminate the project.

(date, signature)

.....(for the School Managements)

..... (for the School Company Representative)

Source:

http://www.schuelerfirmen.de/gruendung_schuelerfirma_mustervertrag.shtml#vereinb



Material_IO5_1_5_Teacher:

Certificate of Participation and Work in the School Company

<i>School Company (name and logo)</i>		
CERTIFICATE		
of participation and work in the school company		

<i>School Company Name</i>		

<i>School Company Address</i>		
The student		

<i>Name and Surname</i>		
<p>Has successfully and devotedly worked in the school company during the school year/s/. Doing so, he/she has gained a realistic view of working situations and economic interrelation that are close to the real environment. His/her participation in the school company contributed to the development of the following competences: teamwork skills, sense of responsibility, autonomy, accuracy and initiative.</p> <p>The student has mainly worked in the following key field:</p> <p>_____</p>		

<i>Place and date</i>		
_____	_____	_____
<i>School Company Manager</i>	<i>School Company Teacher/Mentor</i>	<i>Student</i>

Material_IO5_1_6:

School and Out-of-School Events

You may advertise your school company by attending school and out-of-school events. Inform yourself about the events that will take place in your school and the events in which your school participates regularly (e.g. fairs)

1. Fill-in the calendar with the occasions and events taking place in your school which could be used to advertise your school company. Think about events that will take place in your area and which will be attended by your school (e.g. fairs).

<p style="text-align: center;">School Events Calendar School Year: _____</p>		SEPTEMBER	OCTOBER
		NOVEMBER	DECEMBER
MARCH	APRIL	MAY	JUNE
JULY	AUGUST	Notes:	

2. Think about events at which you can represent your school company, buy or sell products or such that could be arranged by your school company.
3. Think whether you want to arrange an additional information event in your school where to present your work in the school company to your classmates or to students of another school.
4. Think about events corresponding to the activities of your school company you can attend to. To do so, you can use the table below.

Event Organization	
Type of event:	
Date:	
Time:	
Venue:	
Organizer:	
Event topic:	
Leading person:	
Participant:	
Official guests (if invited):	
Further information about the event: What is interesting about the event, why it is important, what distinguishes it from other similar events??	
How our school company will take part in this event?	
Further information about the participants from our school company	

<p>Other</p> <p>(e.g. are there any need for special products/offers/preparation for the event)</p>	
<p>What will we demonstrate?</p> <p>(e.g. main stages of the school company? Our collaborators and their tasks? Our projects and achievements? What do we learn in the school company?)</p>	
<p>How will we demonstrate it?</p> <p>(e.g. posters, multimedia presentations, videos, samples of our products, etc.)</p>	
<p>Who will be involved in the organization of the event?</p> <p>(are there any teachers or persons not involved in the company that will contribute to the event)</p>	

5. Together with your team think about the tasks your company is assigned with and the person that is responsible for their performance. Identify the tasks and responsibilities and the deadline of their implementation.

Task	Responsible person	Deadline
<p>Example:</p> <p><i>Preparing a presentation of the school company for the event</i></p>	<i>Martin</i>	<i>20.10.</i>
<i>Preparing advertising materials</i>	<i>Tamara</i>	<i>20.11.</i>



2. School companies and sustainability models in the Win² project. Examples from the schools in Germany, Poland and Bulgaria

Formulated under the Win² project was the long-term integration of the school companies into the general school concepts as one of the project objectives. It was considered compulsory that the school company work should be related to the economic courses of study. Therefore, teachers from Bulgaria, Germany and Poland have elaborated school concepts for involving the work of the school companies with the respective taught disciplines. They are represented in module IO7 *Connecting the theory-and-practice of the school companies' work with the educational process*.

This chapter presents the approaches to involving the school companies' work with the other school activities, which are aimed at the long-term institutionalization of the school companies at the schools.

2.1 Germany: Secondary school Osterburg (Lower Saxony)

The school company *Ecocubes* was established at the secondary school Osterburg. The company was focused on manufacturing and selling wooden cubes, which could be used by arranging them as shelves, or as a place to sit on. The idea was given by the school students, however, the teachers created the framework of an interesting product, which enabled the school company to include its activity within the Technical profile. The school already had the space and equipment necessary for the realization of the idea.

The realization of the school company work content was done within the framework of the discipline Profile Economics (ninth and tenth grade), which was introduced in the school together with the project (there is a more detailed description in module IO7). The discipline shall be open also for the inclusive students as of 2017/2018. At the same time, such topics as competences and activities at the school company are involved with the school activities oriented towards professional education. The change of the staff is used appropriately in order to focus the efforts on the process of applying for a job, practicing letter writing and drawing up a CV.

Legal form

The subsequent introduction of the school company into the school benefited from the establishing of the cooperative Fuchsbau e.V. This made possible the connection to the network of the sustainable school companies in Lower Saxony: NaSch Genossenschaftsverband e.V., a cooperative within the state, which acquaints the students with the business concept of the cooperatives.

Networking

Joining the NaSch network, the school established contacts with local enterprises. Noted primarily among them should be the company *Wührt Niederlassung Oldenburg* (supporting the school companies with tools and materials), as well as the enterprise from Oldenburg *HolzLand Vogt*, which provides the students with wood and timber.

Within the Win² project, the school also established relations with the Trade Vocational School in Oldenburg. The students from that school helped their counterparts from the school company *Ecocubes* with the accounting (in this connection, see module IO4 Peer Learning).

Transparency and recognition in the social environment

The transparency of the school company is both at the school and outside it.

On the one hand, the school company is presented as an established proposition for education by the school on its Internet website (see: <http://www.obs-osternburg.de/Ecocubes/>). On the other hand, this educational format is presented to a wider circle of students due to its relation both to the Technical specialty, and the profile Economics. The parents of those working in *Ecocubes*, as well as the school leadership support the engagement of the students from the school company in different ways. The school company is being presented also at the school events.

Besides, the work of the students at the school company is certified for the graduates in the form of a certificate (see the Appendix). It can be subsequently useful for the students as part of the application documents.

Competitions, out-of-school activities

Ecocubes takes part in competitions and expositions of school companies, so that recognition outside school be stimulated here as well (eg., third place in the competition “School award for youths in the economy of Northern Germany“ in Schwerin, 2017). Owing to the Eighth International exposition, there was a contact established with a school company (*TakeOff*) from Novosibirsk, which is also involved in manufacturing wooden articles. The form of collaboration with the company from Novosibirsk is still being clarified. Thus, the idea of involving the school company with the topic of internationalization, which was initiated with the Win² project, will remain present even after the end of the project.

2.2 Poland

Two schools from Biala Podlaska took part in the project - the *Secondary School* (it can be compared to a German secondary school, grades 6-9) and the Lyceum (secondary comprehensive education, grades 10-12)

2.2.1 Secondary school

The students from the Secondary School established the school company *StuArt*, a stall for school students' goods.

The school company was formally designed as a long-term form of education as a school project (pl = projekt edukacyjny). Within the framework of the school project, the school company is managed and the economic contents and relationship are taught on the basis of the company's work. Here, we rely on the knowledge from the subject of Social Studies (pl. *Wiedza o społeczeństwie*, see module IO7). The colleagues from the school company are engaged as “experts” on the subject of Social Studies, and they present in the class some examples from their experience in the school company, which are applied in class (eg., Marketing, client analysis, etc.).

The basis of the subject of Social Studies is provided mostly by topics related to pre-professional training. The engagement of outsiders such as the professional consultant from the local Employment Agency is already applied as a practice. At the same time, there are activities offered in the list of the students' tasks, which facilitate professional orientation.

The teachers analyze the individual elements of the school company's work under the subject of *Social Studies* and concerning the professionally oriented activities, which are presented in the table below. They are also discussed by the professional consultant during his/her work with the student's union, for example, to draw parallels with activities from the real professional life. There are also connections made between the various competencies and abilities of actual professions and those from the school company's work.

A professional consultant from the local Employment Agency discusses the following topics (elective) in class	Possibilities to involve the content with the school company work (elective). The colleagues discuss certain topics with the professional consultant before the meeting
Motivation for the choice of a profession	What is motivating me to take part in the school company's work? What tasks have I undertaken and why? Which of my competencies are important to successfully fulfill my tasks? Which are my strengths and weaknesses and what are my abilities? <ul style="list-style-type: none"> • Why do you work in a school company? (Material IO2_1_2)
What kind of skills do employers look for?	Which of my abilities can be developed by working in the school company? <ul style="list-style-type: none"> • Team working (Material IO2_4_1) • Key qualifications (IO2_4_2) • List of the abilities (IO2_4_3)
What kind of professions are there?	What are the activities in the school company? In which professions there are such tasks? <ul style="list-style-type: none"> • Profile of the activities (Material IO2_2_2) • Map of our school company's various professions (Material IO2_2_4) • Profiles of the tasks in our school company (Material IO2_2_7)

The change of school company's staff is another connection to the profession oriented activities. The company advertises the vacancies and the students go through an application process, which is controlled by school company's employees. The teachers supervise particularly the letter writing, the independent drawing up of a CV, as well as the practicing of talking at a job interview.

Transparency and recognition in the social environment

The school company *StuArt* is represented at the school with its own premises, where there are sales organized during each break. It is also represented on the Internet website of the school, as well as on its Facebook profile, where it attracts attention with advertisements and announcements. Some additional independently organized activities in rela-

tion to particular events, such as drawing lottery at a Christmas party, or taking part in school's official holidays (eg., the official opening of the school year) contribute to its further promotion.

The work under the School Company project leads to evaluation with a mark, where the content of the training project is briefly described in the diploma. This provides additional value to the work at the school company and enhances the motivation of those involved into it.

Out-of-school activities and competitions

The performance outside the school at local exhibitions in the region contributes to the positive image of the school company. The third place at the Eight International Exposition in Berlin in the category "Best Company Slogan" was a success, which was covered by the local press as well.

Networking

The school company is in cooperation with local enterprises like, for example, the wholesaler Jedrek, where the students get products at favourable prices, as well as with local grocery stores. At the same time, there are contacts established by the school with banks from the region, which support the school company, while their employees are engaged as experts in the Social Studies classes.

2.2.2 Lyceum

The students at the lyceum established the advertising agency *yNot*. They made some fliers, leaflets, as well as advertising videos for their clients (eg., for the textile factory Bialkon, or for other local businesses). The idea about the activity shall be optimized as of the school year 2017/2018, and the school company shall mostly make videos after that.

The involvement of the school company's work with the educational process at that school concerns many subjects:

- There is economics content taught under the subject of Principles of *Entrepreneurship*, while under the subject of *Practical Economy* the work of the school company is used for acquiring further knowledge. Under the last mentioned subject, the school company is also formally bound (more about the binding of the content in module IO7: *Binding the theory and practice of the school company's work with the educational process*).
- Under the subject of Computer Studies, the students studied the use of the relevant computer programs (graphic programs and video making).

Professional orientation is a core task in this educational form as well. The school mostly uses the change of the staff in the school company's team to draw the attention of the students on the processes in applying for a job. Major importance here is assigned to writing and laying out letters, drawing up a CV, as well as practicing a job interview. On the

other hand, the students can use their creativity in trying to create advertisements and improving their skills in working with the graphic programs. While fulfilling the orders, some abilities are practiced, such as team working, communicating, and time management. The professional consultant draws attention on their importance for the professional living within activities focused on the choice of a profession. They give orientation towards those professions in which there are tasks similar to those in the school company.

Transparency and recognition in the social environment

The school company *yNot* has its own premises, as well as a place on the information panel of the school. It is also represented on the schools' website, as well as on its Facebook profile. Besides, the students created their own school company's website. The *yNot* actively participates in the school events. The engagement of the students is supported by the school's management and the parents. Furthermore, the school company was presented in many articles of the local newspapers in connection to the participation in the Win² project.

Networking

The school did not have any contacts with local businesses or institutions outside the school until the beginning of the project. There were contacts established within the project with banks, which can be used also after the end of the project in the Economics classes (topics: start-up capital and independence, importance of the business plans for the investors, etc.).

At the same time, the cooperation with "Rectus WOC" shall remain also after the project. That is of particular importance for the school company, since the students receive technical support by this enterprise in respect to producing advertisements and videos, as well as in using the new media.

Out-of-school activities and competitions

The school company takes part in educational expositions together with the school and makes videos for that, which are posted on the Facebook profile of the school. It was awarded with the first place for the best video by a school company at the Eighth International Exposition of the school companies in Berlin. That was covered by the local press and was honoured by the Mayor of Biala Podlaska.

2.3 Bulgaria: Trade school

The school company *Event Management* was established at the Bulgarian private Trade school in Varna (grades 10-13). It is specialized in organizing events, such as anniversaries, children birthdays, etc., and trainings (eg., for the secondary school students).

The school company method is introduced in that school in the grades 11 and 12 in view of ensuring the transfer from theory into practice. It is used in the profiling subject “Establishing a Business and Entrepreneurship“, which in the course of the project was further developed conceptually.

Before the start, the students were already taught the topics concerning the enterprise under various subjects, so, within the school company’s work they could directly apply their knowledge. Thus, for example, under the subject of *Information Technologies* there were classes related to the elaboration of offers, websites, on-line marketing campaigns and Social Networking, where that was tested within the school company. Taking the school company as an example, the relevant part of its work is discussed within the subject of *Finance*. This proved to be a successful method and will be further used by the school. Particularly in-depth attention was drawn in class on the topic of the choice of a legal form for the school company *Event Management*. At the same time, making business plans can be analyzed and exercised, while taking as an example the school company. Organizing bigger events, such as children parties, prompted the elaboration of the topics concerning the organization of work and fostering teamwork, as well as developing communication skills. The importance of those skills for the future employers was tackled particularly in the discussions with experts (from the local Employment Agency, and from local businesses), which immediately became part of the syllabus in class. Topics such as the importance of the business plan for establishing a business, or providing start-up capital for one’s own company were also part of the discussions with experts from the local economy.

Popularity in the region

The engagement of the students from the trade secondary school is supported both by teachers and parents. Those, who have distinguished themselves with particularly active work in the school company, shall receive certificates for that. The school presented the innovative teaching method “School company“ with the example of *Event Management* within one summer school, which took place in the summer of 2015/2016 with the assistance of the school company. The school company’s activities were presented to representatives of the local economy in relation to another event at the Chamber of Industry and Commerce. The on-going collaboration with other schools (the Vocational Secondary School in Economics “I. Bogorov“ and the Vocational Secondary School in Tourism, as well as the school in Ignatievo) helped presenting the school company *Event Management* in front of a bigger audience.

Networking

The school established for itself the basis for collaboration with local banks (Postbank, Varna branch, Eurobank, EFG Bank), the Industrial and Tourism chamber in Varna, the insurance company Generali, the court register, as well as with the local customs office. Relations were also established with enterprises such as Conto Trade Ltd., Svetman Ltd., as well as Bogoya-M, whose employees support the school company as experts from the local economy, and are engaged in the respective school subjects. Discussed there are top-

ics such as the importance of the business plan for the establishing of a business or the procurement of start-up capital.

Summary

The framework conditions of schools' locations are particularly important for achieving the goals of the project, part of which is the sustainability of the companies. They are quite different in the three countries. The reason for this is that as early as in the 1980s the first youth companies were established in Germany, which in the mid 1990s were well financed. Such an experience is relatively unknown in Poland and Bulgaria, although unions like "Junior-Achievement", or school companies like BUCT are active and institutionalized in both countries. As a result of that, the introduction of the school companies before the school authorities in Germany is not unfamiliar at all, on the one hand. On the other hand, relations on institutional level are not easy to establish since there are many contacts like that.

Examples for such difference, which are specific for the different countries, are the school companies' expositions: whereas they have established themselves in Germany for a long time, in Poland and Bulgaria they are unknown.

The Win² project has demonstrated, however, that school companies can be established in all the three countries. Economic subjects are taught in all those places. The analysis of the respective subjects has also shown that connecting theory (the respective subject or subjects) and practice (the school companies) is perfectly possible (see module IO7). Thus, the essential prerequisites for the sustainable introduction of the method into the general school concept are present, as well as the method for their use to the benefit of the Entrepreneurship Education. Because, it becomes clear that the involvement of the students in the school company provokes their interest in the economic topics. This effect can be enhanced by engaging experts from the local economy both at the school company, and as an addition to the subject of Economics. It also becomes clear that the work at the school company prompts the students to think about their own career prospects. Thus, it facilitates professional orientation, which is of critical importance for the three countries.

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