



Module 1: Work and preparing young people for the world of work

Main points:

- Work and change in the world of work: from the industrial production of goods and service economy to globalised Internet economy
- Change of occupation and vocational qualification demands: from the industrial worker and service provider to the knowledge-based and information worker
- Work and training employment market in Europe
- Biography planning and career choice behaviour of boys and girls: school learning for life and vocation
- Specific school measures on careers education and guidance and vocational integration of disadvantaged and slow pupils

Methodology:

- Visits to firms and museums, development of mission statements

Module 3: Enterprises and production

Main points:

- Enterprises and entrepreneurial initiatives: legal forms, investments and their significance for regions and countries, technological change and its consequences
- Work and work organisations: division of labour, specialisation, productivity, rights and duties of the employee, representation of interests, training and qualification
- Appraisal of performance, remuneration, wages and social partners
- Situation of women in firms and enterprises, equality of opportunity as a precept
- Enterprises in the circular flow: circular flow, state economic policy
- Enterprises and demanders of work

Methodology:

- Production and marketing projects, business games, simulation of company action, visits to firms, questioning experts

Inset Modules

In EcoLab, four Inset modules are being developed and tested in teaching and Inset sessions:

Module 1 Work and preparing young people for the world of work.

Module 2 Households and consumption

Module 3 Enterprises and production

Module 4 Internationalisation and globalisation

The modules provide teachers with basic academic information and materials for practical teaching work. Examples for lessons and teaching units, case studies and projects are specified. Young people are given strategies on independent learning in the socio-economic area and self-dependent action in their vocational and life planning.

In the modules, the standards in competence which are to be attained (*can-do-statements*) and their evaluation are described.

The modules are published on CD-ROMs and under www.phil.muni.cz/ped/ECOLAB in the language of the partner institutions and English.

Module 2: Households and consumption

Main points:

- Managing money in private households: making income, using income, economic principles
- Types of private households: singles, extended families etc.
- Familial division of labour: role stereotypes, compatibility of family and gainful employment, performance and added value in the household
- Price making and competition in the market economy: function of supply and demand, function of market prices, function of competition, market forms, money and money functions, money policy, ECB
- Consumer politics in the national and European framework: consumer protection and consumer rights

Methodology:

- Role play, video recordings, computer simulations, market investigation, Internet searches, presentation of results

Module 4: Internationalisation and globalisation

Main points:

- From the national market to the European internal market: flow of capital and goods, work migration, relocation of investment
- Economic relations between differently developed countries: difference in prosperity and its consequences, aspects of European economic and social policy
- Qualitative growth and sustainable economies: principles of environmental economy, environmental politics in the national and European framework

Methodology:

- Project work, case studies, mind maps, presentation of results



Economy and the World of Work

Careers education and guidance is one of the most important tasks of school. It succeeds so much better the more it is embedded in comprehensive economic education related to the world of work. Basic economic education with knowledge of the modern world of economy and work facilitates young people's individual and vocational life planning.

That is why EcoLab aims to improve teachers' economic knowledge and action competence in methods and didactics so that they can impart economic fundamentals to young people and support them in the planning of their vocational career and life. The overall didactic concept in the process is that of the European economic citizen.

www.phil.muni.cz/ped/ECOLAB

To this end, a group of experts from Germany, Lithuania, the Czech Republic and Turkey are developing and testing an Inset brief comprising four modules.

Over and above this, school networks are to be formed in EcoLab to promote the exchange and co-operation of teachers and increase the sustainability of the project.

EcoLab is aimed at teachers in secondary levels I (years 5-10) and II (years 11-13) in Germany, Lithuania, the Czech Republic and Turkey in particular with subjects such as economics, social studies, politics and social sciences.



The Inset Project EcoLab

EcoLab (economics and the world of work) is a collaborative project run by North-Rhine Westphalia, Lithuania, the Czech Republic and Turkey. It has been implemented by the State Institute for School / Quality Agency (North-Rhine Westphalia), Süleyman University in Isparta (Turkey) Siauliai University in Siauliai (Lithuania) and Masaryk University in Brno, (Czech Republic) for three years until 2008.



Project Management

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EcoLab is promoted by the European Commission,
Directorate-General Education and Culture.



Economy and the World of Work. The Inset Project EcoLab



Publisher: State Institute for School / Quality Agency, Paradieser Weg 64 59494 Soest
Printed by: Druckverlag Keitler, Robert-Bosch-Str. 14, 559199 Bönnen



State Institute for School/
Quality Agency



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