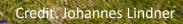
Bundesministerium Bildung, Wissenschaft und Forschung

Future Skills: Was man heute lernen sollte

Prof. Johannes Lindner







EU Framework of Key Competences for Lifelong Learning

- 1. Communication in the mother tongue
- 2. Communication in a foreign language
- 3. Mathematical competence and basic competence in science and technology
- 4. Digital competence
- 5. Learning to learn
- 6. Social and civic competence

7. Sense of Initiative and entrepreneurship

8. Cultural awareness and expression.

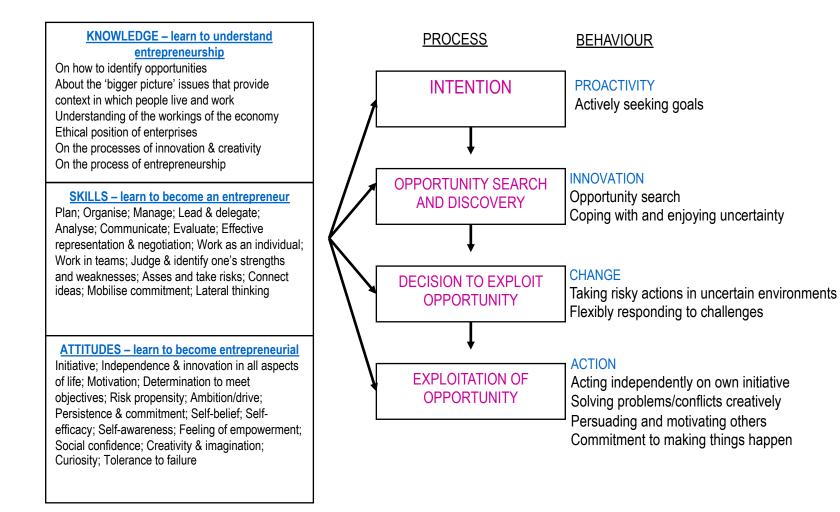
All that individuals need for personal fulfillment and development, active citizenship, social inclusion and employment.





Schlüsselkompetenz für jede/n EU-Bürger:in

Entrepreneurial Competences





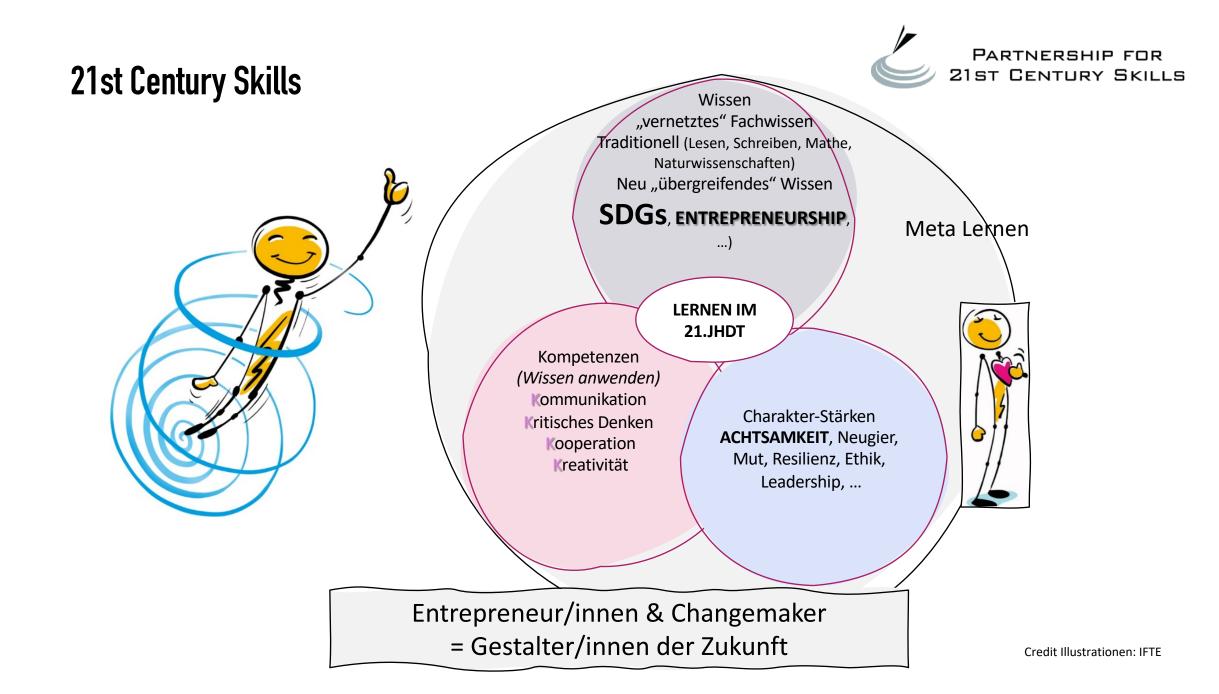
EU Kommission 2005, 2018



European Parliament



Schlüsselkompetenz für jede/n EU-Bürger:in



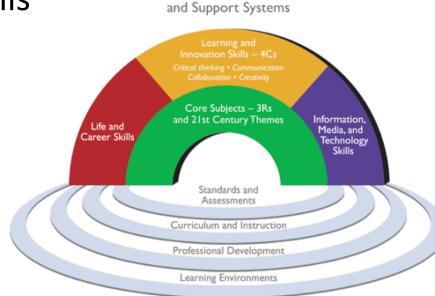


21st Century Learning

Learning and Innovation Skills

The 4Cs

- Creativity
- Critical Thinking
- Communication
- Collaboration



21st Century Student Outcomes

→ Learning and innovation skills will separate learner who are prepared for the complex life and work environments in the 21st century, and those who are not.

21ST CENTURY Themes

- Global Awareness
- •Business, Economic, Financial &

Entrepreneurship Literacy

- Civic Literacy
- Health Literacy
- Environmental Literacy

21st Century Student Outcomes and Support Systems Learning and Innovation Skills – 4Cs Critical thinking • Communication Callaboration • Creativity Core Subjects – 3Rs and 21st Century Themes Core Subjects – 3Rs and 21st Century Themes Skills

> Curriculum and Instruction Professional Development

Learning Environments

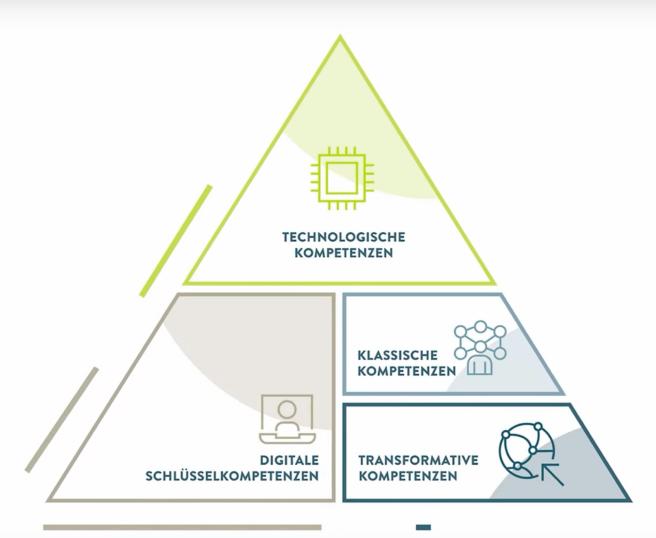


Entrepreneurship—Creativity &Innovation



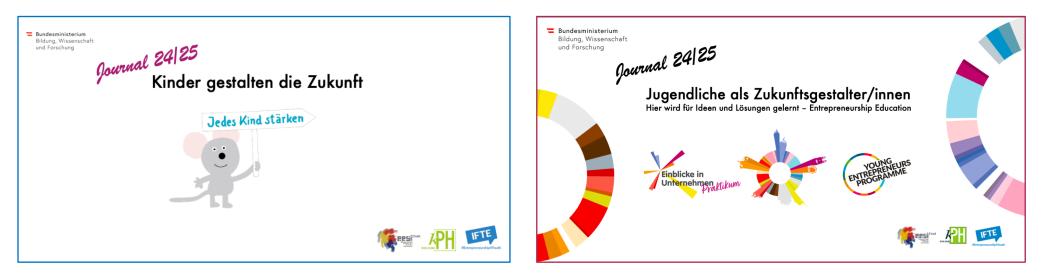
- Elaborate on, refine, analyze and evaluate ideas
- Be open to new and diverse perspectives
- Demonstrate originality and inventiveness
- Understand real world limits to new ideas
- View failure as an opportunity to learn
- Act on creative ideas to make a tangible and useful contribution

Future Skills Framework



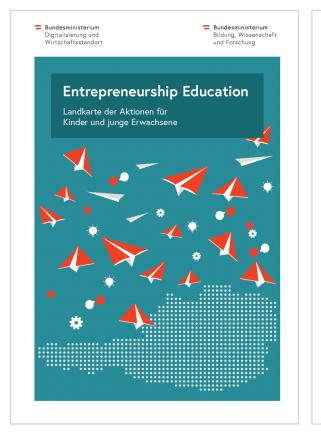
https://www.youtube.com/watch?v=SaOxAUQwcgo&t=17s

Journale der Zukunftsgestalter/innen





Alles auf einen Blick in Sachen Entrepreneurship Education Sekundarstufe II: <u>www.ifte.at/journal</u> Sekundarstufe I: <u>www.ifte.at/journal_sekl</u> Primarstufe: www.ifte.at/journal_primar



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Entrepreneurship Education for a Sustainable Future

Johannes Lindner The University College of Teacher Education in Vienna, Austria

Abstract

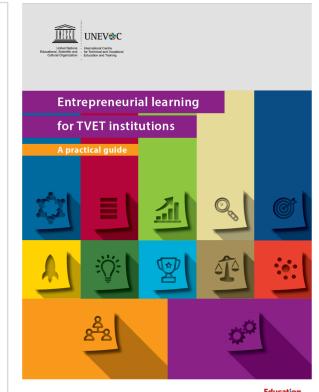
Entrepreneurs keep our economy and society vibrant by implementing new ideas, which is why our society needs people with entrepreneurship competences. The development of our entrepreneurship competences does not begin with the start of our professional lives, but is initiated in earlier phases of our socialisation. Entrepreneurship education can trigger and support this process. A common goal of entrepreneurship education is to strengthen entrepreneurs with value orientation for a sustainable society. All entrepreneurs of the future are in school today, the nature of their value-oriented education and their willingness to participate is shaped by today's learning. This article provides information about entrepreneurship education, with a focus on Entrepreneurshil challenge-Based Learning for a sustainable future. Entrepreneurial Challenge-Based Learning touches on the basic personal and social issues of reponsibility and autonomy and is intended to foster a culture of solidarity in our society.

Keywords: entrepreneurs, entrepreneurship education, entrepreneurial challenge-based learning, social entrepreneurship, TRIO Model for Entrepreneurship Education, Youth Start Entrepreneurial Challenges, Sustainable Entrepreneurial Design, www.youthstart.eu.

Introduction

A socially responsible market economy needs confident and responsible citizens, who take an active role in shaping their own future and that of the society they live in through entrepreneurial and social initiatives. Without people who are willing to become active and implement their ideas, we would now be living in a very different reality. We owe innovations such as the arts, schools, cars, medication, the rule of law and democracy to people who were ready to make continual efforts to implement new ideas and change the rules of society.

Entrepreneurial initiatives are crucial for the development of regions and entire countries. Entrepreneurial thinking and acting can contribute to social cohesion in poorly developed regions and can help improve the situation of unemployed or underprivileged people. This is why the European Union is targeting a renaissance of entrepreneurship (cf. European Council, 2014; European Commission, 2013). In official appeals, economic policymakers and stakeholders are calling for new entrepreneurs, invoking a new phase



Education 2030 O

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