

# NATIONAL REPORT: CZECH REPUBLIC

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Entrepreneurship education in CR



Educational Association, z. s.

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# DEFINITION OF ENTREPRENEURSHIP EDUCATION

- the description of the entrepreneurship competence is defined in the European Reference Framework for Key Competences in Lifelong Learning
- = Sense of initiative and entrepreneurship refers to an individual's ability to turn ideas into action.
- It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives.
  - This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity.
  - This should include awareness of ethical values and promote good governance.

## RELATED STRATEGY

- **the 'Research and Innovation Strategy for Smart Specialisation 2014-2020'** – Ministry of Education, Youth and Sports, which addresses a range of EE actions;
- **the 'National Innovation Strategy of the Czech Republic 2012-2020'** – Ministry of Education, Youth and Sports, Ministry of Industry and Trade Strategy, which includes a part devoted to changes in education content with respect to creativity, entrepreneurship and key competences. It stresses the importance of cooperation between schools and employers and the link between the system of vocational education and the labour market, and underlines the need to respect these elements during curricular reform and the establishment of the guidance system. ISCED levels 1, 2 and 3 are considered;
- **the 'Strategy for Lifelong Learning in the Czech Republic 2007'**, which emphasis increasing the functional literacy of students and the development of key competences;
- **the 'Youth Support Strategy 2014-2020'** – Ministry of Education, Youth and Sports, which includes commitments for the transition of young people between school and work and creating conditions for their smooth integration into the labour market;
- **'Back to the Top: the International Competitiveness Strategy for the Czech Republic 2012-2020'**, which includes a chapter on education, with emphasis on the need for education to address independent creative thinking, the ability to continue learning and the ability to cooperate.

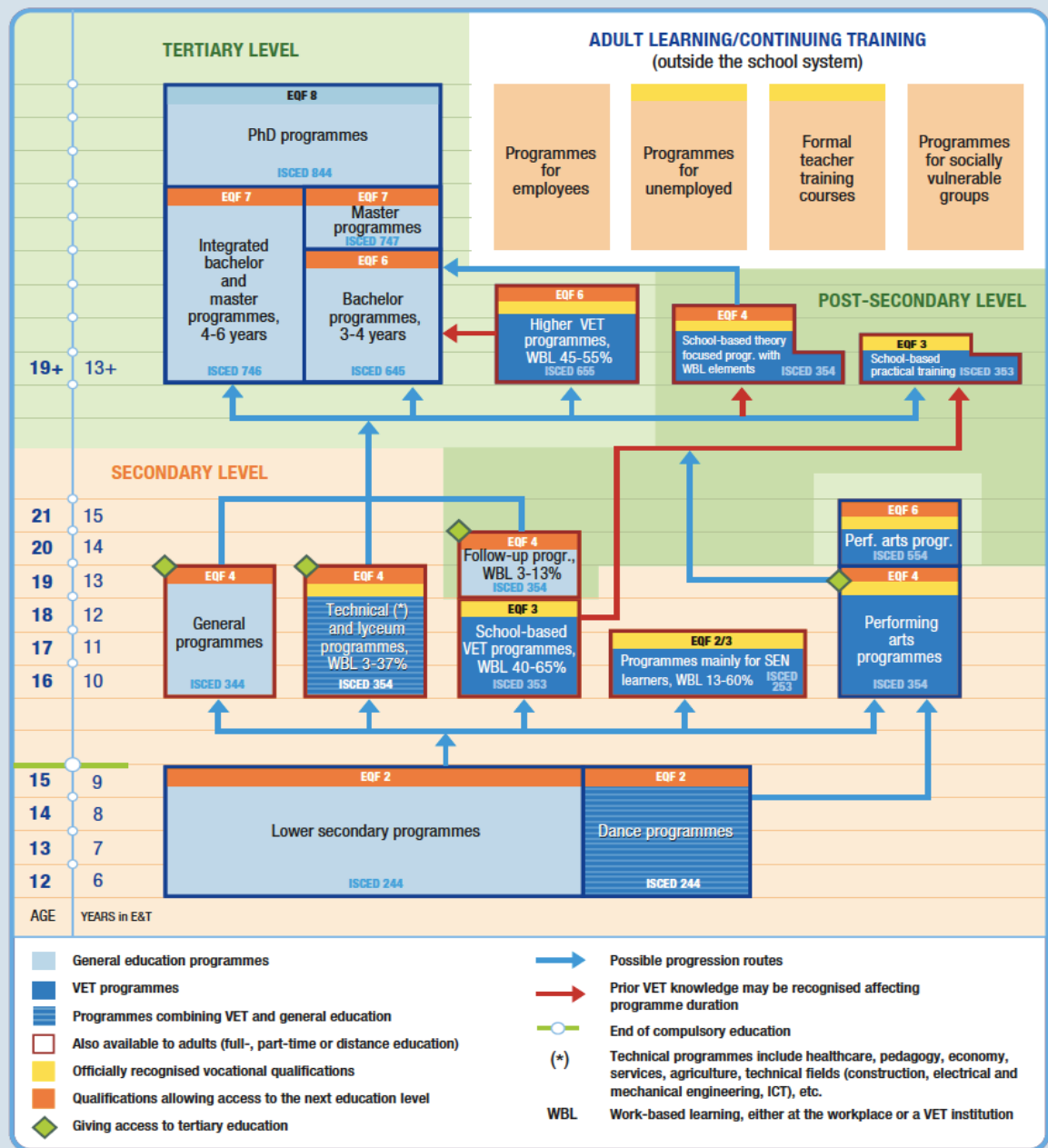
## TWO-LEVEL STRUCTURE FOR EDUCATIONAL PROGRAMMES

- **Framework Educational Programmes** specify the concrete objectives, form, length and compulsory content of education and some general conditions for their implementation, as well as conditions for the education of pupils with special educational needs.
- Each school has to draw up its own **School educational programme** in accordance with the Framework Educational Programme and the school's conditions.

## MAIN FEATURES OF VET IN THE CZECH REPUBLIC:

- The main body responsible for IVET is the Ministry of Education, Youth and Sports.
- Most VET schools are public and founded by regions.
- Early tracking (choosing about general or vocational education is made at age 15)
- IVET is school-based, proportion of practical training and general education depends on the type of programme. But general subjects are very strong part of the educational programmes (about 30 – 70 %)
- Drop-outs - early leaving is very low (about 5,5 %)
- Due to demographic changes is decreasing number of young learners
- Social partners' representatives cooperate with schools, are involved in the development of the educational curriculum, participate at the leaving school examinations, providing practical training to students in real work environment and in the final exam committees of upper secondary vocational programmes (ISCED 353), cooperate at the newly introduced uniform assignments for final examinations (ISCED 353), and profile (vocational) parts of matura exams (ISCED 344, 354)...

# VET in the Czech Republic's education and training system



## VOCATIONAL EDUCATION AND TRAINING IN EQF LEVEL 3

- **Professions obtained** – in the national register of vocational qualifications is now defined about 63 vocational qualifications which can be awarded by authorized entities in accordance with the relevant evaluation standards
- At the level EQF 3 (fields category H) there are **84 Framework Educational Programmes**

## DEVELOPMENT AND TRAINING OF ENTREPRENEURIAL SKILLS IN VET

- **Entrepreneurial skills** are incorporated as subjects of civic education, legal education and economics and, the cross-subject topic Man and the world of work
- **Financial literacy** is included in the subjects: mathematics, economics, civic education – a topic Man and the economy.
- Man and the world of work - prepares for the labour market orientation, the job search, including communication and negotiation to acquire basic business skills, etc.



IN ISCED 3, ENTREPRENEURIAL  
COMPETENCY SHOULD BE DEVELOPED:

- offering students activities that support their ability to make decisions independently, plan, prepare and implement some activities – 'school academies' (students performance and presentation of students activities), graduation ball, textbooks exchange, etc.
- encouraging students to evaluate their own procedures and results of their work
- involving students in group, class or school projects

# LEARNING OUTCOMES

## **Entrepreneurial attitudes:**

- o self-confidence (ISCED 2)
- o sense of initiative (ISCED 1-3).

## **Entrepreneurial skills:**

- o creativity (ISCED 1-2)
- o financial literacy (ISCED 1-3)
- o planning (general ISCED 3)
- o organising resources (school-based IVET)
- o managing/uncertainty risk (general ISCED 3)
- o teamwork (ISCED 1-3).

Learning outcomes for EE, as well as educational areas, are defined in particular framework educational programmes. How the development of the individual outcomes is linked during the learning process is based on the decision of the individual school.

## CONCRETE ACTIONS CAREER COUNSELLING SERVICES

- at the national level, the National Institute for Education (NÚV, [www.nuv.cz](http://www.nuv.cz)).
- research, methodology and dissemination of information related to career counselling, and supports the teaching of subjects dealing with labour market issues.
- the development of an integrated information system (ISA) and the related website [www.infoabsolvent.cz](http://www.infoabsolvent.cz) that (information on the situation and employment of school leavers in the labour market and thus provides useful source of information for career decision making (for students, counsellors and also adults).

CONCRETE ACTIONS  
PROJECT CREATIVE ENTREPRENEURSHIP IN  
SCHOOLS (CENTRES)

- implemented in the Czech Republic (National Institute for Education), Denmark, Estonia, Lithuania, Finland, Poland, Slovenia and the UK.
- target – secondary schools
- an online forum for sharing good practice in creative entrepreneurship education.
- the website of the project (<http://centres-eu.org/>) contains a diverse set of materials, links and references, predominantly from the countries involved. They include a number of best practice examples but also policy recommendations.

CONCRETE ACTIONS  
METHODOLOGICAL PORTAL  
([WWW.RVP.CZ](http://WWW.RVP.CZ))

- portal was created as the main support of teachers and to support the introduction of framework educational programs to schools. The aim was to create an environment in which teachers can inspire each other and can inform on their experiences. In upper secondary VET, there are 15 documents in the area of entrepreneurship education available.

[http://dum.rvp.cz/vyhledavani/prochazet.html?rvp=OL&svp=-&svp\\_ch=off](http://dum.rvp.cz/vyhledavani/prochazet.html?rvp=OL&svp=-&svp_ch=off)

## CONCRETE ACTIONS PRACTICE ENTERPRISES CENTRE (CEFIF):

- The Practice Enterprises Centre – CEFIF – coordinates activities carried out by a network of practice enterprises active in the Czech Republic, provides support and consultation services to pupils and teachers involved in practice enterprises. The centre is a member of the international network EUROOPEN – Pen International gathering practice enterprises from all over the world. Web page
- <http://www.nuv.cz/p/centrum-fiktivnich-firem/o-fiktivni-firme?lang=1>

## CONCRETE ACTIONS JUNIOR ACHIEVEMENT CZECH REPUBLIC

- <http://www.jacr.cz/o-junior-achievement.aspx> - educational programme which uses a simulation programme. These programmes are available for secondary education: JA Firma (JA Firm), JA Etika v podnikání (Ethics in Business), JA Poznej svoje peníze (Know your money), Počítačová simulace (computer simulation), JA TITAN, JA e-Ekonomie.
- Students, which take part, go through a process which shows them the problems of decision-making and introduces them to some of the basic principles of the market, such as finance and competitor analysis.

## CONCRETE ACTIONS YOURCHANCE O.P.S.

- <http://www.yourchance.cz>
- promotes the necessary changes in teaching financial literacy, business principles and entrepreneurship pupils in primary and secondary schools and in the integration of young adults leaving foster care institutions.



## TEACHER EDUCATION AND SUPPORT

- Higher education institutes are autonomous and can choose whether to include entrepreneurship education in ITE study programs.
- CPD courses focused on financial literacy are available to all teachers.
- In August 2014, the Further Education Fund (FDV), an organisation of the Ministry of Labour and Social Affairs, launched the project 'Internships in Companies – Education Practice 2' (Stáže ve firmách – vzdělávání praxí' .
- One of the results of this project, which ended in September 2015, is **the National Catalogue of Internships, an online freely accessible platform**, which aims to offer internship opportunities for potential candidates.
- Guidelines for entrepreneurship education have been developed. The most extensive resource repository is the Methodology Portal ([www.rvp.cz](http://www.rvp.cz)), which aims to inspire teachers to teach in innovative ways and share experience with colleagues.

# HOW ENTREPRENEURIAL SKILLS CAN BE DEVELOPED IN STUDY SUBJECTS

- Practical sessions like fictive firms, mini-businesses
- Junior achievement programmes
- Meetings with successful entrepreneurs
- Mentoring of the students in practical sessions
- Organizing various activities: for example concerts, thematic activities, sport activities, selling events at school (hand made products, clothes and so on)
- Practical training in firms
- Discussion activities
- Counselling
- Strong relationship and identification of the companies with the School;
- Projects developed throughout the course in a real context.
- Learning by doing in small groups