

# Draft of Standard for Educating and Promoting Entrepreneurship Training

**Author: Dáša Zouharová, Kateřina Borovinová – coordinators, editors**

**Regional entrepreneurship council for the South-Moravian region**

The Regional Entrepreneurship Council for the South-Moravian region within KaPoDaV (the project of career counselling, entrepreneurship for sustainable development and other education) was represented mainly by these organisations, institutions and schools:

Lipka – Education Establishment for Environmental Education Brno, contribution-based organization  
The Regional Authority of South Moravia – Department of Education, South-Moravian Region Council, South-Moravian Region city council  
Masaryk University Education Faculty, Department of Education  
National Education Institute, as of 1st January 2020 called the National Pedagogical Institute of the Czech Republic  
Yourchance o. p. s.  
Integrated Automotive Secondary School Brno, contribution-based organization  
Kyjov Vocational School, contribution-based organization  
Vocational Secondary School SČMSD, Znojmo, s. r. o.  
Jedovnice Secondary Polytechnical School, contribution-based organization  
Kyjov Secondary Automotive School, contribution-based organization  
EKO GYMNÁZIUM BRNO o.p.s. (Eco grammar school)  
Boskovice Grammar School, contribution-based organization  
Brno-Řečkovice Grammar School, contribution-based organization  
Višňové Znojmo Regional Primary and Nursery School, contribution-based organization

JA Czech – Junior Achievement  
School Service Centre and Further Education of Teaching Staff Centre Brno, contribution-based organization  
Regional Chamber of Commerce South Moravia, Regional Chamber of Commerce Brno, Regional Chamber of Commerce Hodonín  
Impact Hub Brno  
South-Moravian Interregional Cooperation Office, contribution-based organization  
Hnutí DUHA, an environmental non-governmental organization

This document was prepared through meetings of Regional Entrepreneurship Councils and via correspondence, especially by providing comments on various materials or by sending tips and recommendations. Partakers put various degrees of work into the project. Apart from meetings of the whole Regional Entrepreneurship Council, meetings on shared areas of interest took place e.g., trained coordinators of entrepreneurship with the same type of school they focus on, or by other stakeholders of the South-Moravian region in the area of PIK (Entrepreneurship, innovation and creativity). The Regional Entrepreneurship council meetings were enriched by occasional guests like Soutěž & Podnikej; KoPlac, z. s. and others.

Beside regular contributors of this document, members of a shared area of expertise of Entrepreneurship and Innovation for Competitiveness in the South-Moravian Region, coordinators of entrepreneurship trained in KaPoDaV project, other experienced educators in the entrepreneurship and Innovation for Competitiveness area and a representative of Prototypci club were invited to comment.

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**1. Organization and Contents of Studies**
*Table 1: Change K to C throughout*

<b>Name of the Training</b>	<b>Training for performing specialised activities within entrepreneurship education (E-coordinator specialized training for short)</b>
<b>Regulations</b>	<p>Training for performing specialized activities is specified by § 9 of <a href="#">Ministry of Education regulation No. 317/2005 Coll., other education of teaching professionals</a>, accreditation commission and career system of teaching professionals, as amended. Training provides further qualification prerequisites for performing specialized activities<sup>1</sup>. The training lasting 250 hours at the minimum is concluded by a thesis and final exam.</p> <p><b>Specialized activity within entrepreneurship education is not, as of yet a part of § 9 Ministry of Education regulation No. 317/2005 Coll.</b> Due to urgent demand for entrepreneurial, enterprising and creative graduates, reinforcing entrepreneurship among key competences of life-long learning<sup>2</sup> in European Union documents. Moreover, bearing in mind the goals of <a href="#">Strategies of education politics of the Czech Republic for 2030+</a> it can be supposed that systemic attitude towards development of entrepreneurship in schools guaranteed by trained coordinators of entrepreneurship education (hereinafter E-coordinators) shall be a necessity. Taking these facts in regard, <b>the draft of the Standard is composed for 250 hours of training.</b></p> <p>Note: While composing this Standard, experience gained by training E-coordinators were taken into consideration. Content of E-coordinators training went through pilot verification in the South-Moravian region within an implementation project of the Region Action Plan for Education Development of South-Moravian Region (hereinafter I-KAP I; 2017–2020) through training for enhancing expert qualification (§ 10 Ministry of Education regulation No. 317/2005 Coll.) in the extent of 20 and 60 hours. For</p>

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- 1 Overview of current specialized activities: ICT coordination, creation and coordination of SEP, prevention of socially pathological phenomena, environmental education coordination, specialized activity in the area of spatial orientation of visually impaired pupils.
  - 2 [Recommendation of EU Council from 22nd May 2018 regarding key competences for life-long education \*EntreComp: The Entrepreneurship Competence Framework\*](#).

	the length of I-KAP II (2020–2023) E-coordinator training is prepared for the duration of 80 hours – content will be in accordance with the drafted standard but adjusted to the allotted hours. The assumption is that the content and extent of training will be reassessed in 2023, at the end of I-KAP II period.
<b>Target Group</b>	<p>The training is intended for teaching professionals, who already are or are interested in being authorised to perform specialized activities within entrepreneurship education at school (pre-school, primary school, secondary school and higher education) or in educational establishment (hereinafter school).</p> <p>E-coordinator is understood to be<sup>3</sup> a teaching professional, who was authorised by a school principal to coordinate entrepreneurship education and underwent training for performing specialized activities within entrepreneurship education.</p>
<b>Entry Requirements</b>	The training is intended for teaching professionals at schools and educational establishments with qualification fulfilling requirements of regulation No. 563/2004 Coll. regarding teaching professionals and changes of some regulations, as amended.
<b>Length of Training</b>	250 hours at the minimum, ideally for the <b>length of two years</b> .
<b>Form of Training</b>	<p>Of the total allocated time, a maximum of 20% can be taught through distance learning, i.e., training via e-learning<sup>4</sup> in LMS environment and for internship at a different school. Distance learning must be in accordance with criteria for e-learning courses, which are available at the Ministry of Education website: <a href="http://www.msmt.cz/file/36202/">http://www.msmt.cz/file/36202/</a></p> <p>Individual topics require detailed record of hours realized through e-learning or by in-person training as long as the aforementioned requirements are met.</p> <p><b>The hourly allocation for developing individual areas of competences C1 through C4 of the E-coordinator profile (see below) needs to be balanced.</b></p>
<b>Means of Completion</b>	<p>Specialized E-coordinator training is completed by successfully defending a final thesis and passing an exam in front of an examining committee.</p> <p>The exam will comprise two parts:</p> <ol style="list-style-type: none"> <li>1. defending a realized project, which proves that the participant successfully adopted terminology and methodology of entrepreneurship education, evaluates output of learning in a target group bearing in mind development of competence for entrepreneurship;</li> <li>2. presenting implementation plan by the E-coordinator of gained competences for developing entrepreneurship education targeted on</li> </ol>

<sup>3</sup> In the pilot verification phase of the training content during seminars with limited hourly allocation of 20 or 60 hours within the I-KAP I JMK or 80 hours within I-KAP II JMK graduate of this training is called E-coordinator.

<sup>4</sup> Currently, recommending international e-learning courses can be considered. E.g. [coursera.org](https://www.coursera.org) or creating an overview of recommended international courses, and courses in Czech like Google new generation of founders, as well.

	<p>a specific target group (E-coordinator career development plan and implementing gained competences in their place of work).</p> <p>Questions, or rather <b>topics of the final exam</b>, are set in a way that connect the content of training with the practical side. <b>Topics of theses</b> are set with the consideration as to the needs of the school and the candidate in mind.</p> <p>When at the final exam, the participant shall present a portfolio, which will include the participant's work from throughout the whole of the course, meaning one output at the minimum for each of the competences (see below) Parts of the portfolio may include:</p> <ol style="list-style-type: none"> <li>1. <b>a concise analysis of the current state of entrepreneurship education</b> at the school with accent put on strong and weak points (i.e., opportunities and threats) as a base for creating (or innovation) of entrepreneurship education school programme or updating the school education programme (SEP; competences 4,1);</li> <li>2. <b>innovated (updated) or newly created EE SEP</b> of participants school (competences 4, 1);</li> <li>3. <b>compiled student (mini) project proposal</b> with a budget of costs and income, meaning a draft of sponsorship request for (financial or material) support, prepared in cooperation of the teacher and pupils (competences 2,3); activities regarding problem solving in the area surrounding the school and community – towards civil engagement and locally anchored learning (competences 2,4)</li> <li>4. critical assessment and contextual evaluation of a specific problem or conflict on a global, regional or local scale and a proposal of a solution (competence 2);</li> <li>5. a proposition of a learning unit focusing on a specific contribution of pupils or school towards entrepreneurship education with a connection to sustainable development or solving problems of a school, town, etc. (competences 2, 3);</li> <li>6. plan of personal professional development within the EE area after completing the training (competence 1);</li> <li>7. an essay on the possibilities of developing cooperation in complex EE within teaching staff (competence 4).</li> </ol>
<b>Certificate</b>	Certificate of Training Completion
<b>Graduate Profile – Entrepreneurship Coordinator Profile</b>	<p>The teacher obtains competences<sup>5</sup> essential for enhancing EE in their own school (more information for C1 through C4 below):</p> <p><b>C 1: competence of understanding and accepting entrepreneurship education at school, to anchor the position of entrepreneurship leader in their own school;</b></p> <p><b>C 2: competence of knowledge in entrepreneurship;</b></p>

<sup>5</sup> Graduates of 20, 60 and 80-hour courses continuously evaluate the level of their competences – use the DVPP for enhancing and enriching their skills and knowledge of developing EE after completing the training.

	<b>C 3: competence of implementing effective EE education strategies in practice;</b> <b>C 4: competence of coordination and management for increasing support and effectivity of entrepreneurship education in the school.</b>
<b>Why this standard, why educate entrepreneurship coordinators?</b>	Educating students towards entrepreneurship is a prerequisite for their successful career, active participation in social life and successful coping with personal and family life. Living without entrepreneurship, creativity and initiative is difficult. The teacher, a graduate of this training, understands the principles of entrepreneurship of pupils and students and shall apply the principles in their own teaching approach, thus posing an example in supporting engaged pupils and students and promotes implementing entrepreneurship education into SEP and practical teaching. They shall also coordinate and lead entrepreneurship education at their own school in cooperation with the school management, colleagues, parents and the public.

<b>C 1: competence of understanding and accepting entrepreneurship education at school, to anchor the position of entrepreneurship leader in their own school;</b>	<b>C1</b>
<b><u>Expected results of participants training:</u></b> a) clear idea of the purpose, currency of the need for and goals of entrepreneurship education; b) good overview of fundamental documents and legal basis of EE and of opportunities to use these for the benefit of implementing EE at their own school; c) a concise plan of their personal professional development in regards to EE after completing the specialized E-coordinator training.	
<b>Curriculum / Training Content:</b> <ul style="list-style-type: none"> <li>▪ overview of development of attitude towards entrepreneurship;</li> <li>▪ purpose and goals of entrepreneurship education;</li> <li>▪ definition and development of EE in South-Moravia region, the Czech Republic and the world; approach towards EE from abroad;</li> <li>▪ implementing EE in legislature and other documents, institutional and financial support of EE;</li> <li>▪ interdisciplinary position of formal EE in the educational system, the relationship of EE and key competences, education goals, areas of education and curriculum (common principles of implementing soft skills in curricula of schools in the Czech Republic and worldwide);</li> <li>▪ incorporating EE in framework curricula for preschool, primary school, high school and accredited programmes for educational establishments;{</li> <li>▪ overview of documents: EntreComp: The Entrepreneurship Competence Framework (2016); The Key Competences for Lifelong Learning – A European Framework – an annex of Recommendation of the European Parliament and of the Council of 22<sup>nd</sup> May 2018 regarding key competences for lifelong learning; Education policy strategy of the Czech Republic for 2030+ (hereinafter strategy 2030+); Development continuum of key competences for entrepreneurship; Recommendations</li> </ul>	

for Principals Regarding Promotion of Entrepreneurship Education<sup>6</sup>, Recommended expected results for cross-cutting topics Environmental Education (primary school, grammar school) Personal and Social Education (primary school, grammar school), and Democratic Citizenship Education (primary school);

- self-reflexion procedures, opportunities and possibilities for self-learning of a school E-coordinator.

**Indicators of achieved results of learning:**

**a) clear idea of the purpose, currency of the need for and goals of entrepreneurship education**

- explains and defends the necessity of entrepreneurship school graduates in front of the school management, teachers, parents of pupils and the public;
- looks for, continuously follows, and uses in teaching relevant sources of information about entrepreneurship, goals of sustainable development on local, national, European and global level;
- positively influences the school and their peers through leading by example of an entrepreneurial person, who actively contributes.

**b) good overview of fundamental documents and legal basis of EE and of opportunities to use these for the benefit of implementing EE at their own school**

- is well versed in current school education programmes;
- concisely characterises other fundamental documents, especially EntreComp: The Entrepreneurship Competence Framework (2016); European Reference Framework of Key Competences for Lifelong Learning – attachment of Recommendation of the European Union of 22nd May 2018 Regarding Key Competences for Lifelong Learning; Education policy strategy of the Czech Republic for 2030+ (hereinafter strategy 2030+); Development Continuum of Key Competences for Entrepreneurship; Recommendations for Principals Regarding Promotion of Entrepreneurship Education, Recommended Expected Results for Cross-cutting Topics Environmental Education (primary school, grammar school) Personal and Social Education (primary school, grammar school), and Democratic Citizenship Education (primary school)

**c) a concise plan of their personal professional development regarding EE after completing the specialized E-coordinator training**

- plan their own career development in the area of entrepreneurship and EE didactic methods;
- utilizes current information for their professional development from relevant sources from local through global;
- is aware of the everchanging situation on the job market and changes of lifestyle, the changing emphasis in attitudes towards care for the environment in favour of more responsible consumption;
- reflects their job and uses opportunities for further education of a E-coordinator.

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<sup>6</sup> Applicable only for schools in South-Moravian region – stands in for methodological guidance of the Ministry of Education e.g. for securing Environmental education and edification at their own school.

<b>C 2: competence of knowledge in the area of entrepreneurship</b>	<b>C2</b>
<p><b>Expected results of participants training:</b></p> <p>a) <b>proven knowledge of the fundamentals of entrepreneurship education;</b></p> <p>b) <b>proven fundamental knowledge of legislative documents regarding EE and sustainable development.</b></p>	
<p><b>Curriculum / Training Content:</b></p> <ul style="list-style-type: none"> <li>▪ basic terminology, principles of EE and their interconnectivity (difference between enterprising and entrepreneurship, soft skills, initiative, creativity, etc.);</li> <li>▪ current state and challenges of the society (industrial revolution, digitalization of production, environmental crisis, etc.);</li> <li>▪ educational and informational resources for EE: strategic documents, available literature, etc.;</li> <li>▪ pillars of entrepreneurship (personal, professional and social dimensions) and their cross-sectional social, environmental and ethical elements;</li> <li>▪ areas of The European Entrepreneurship Competence Framework: Ideas and Opportunities, Resources, Into action (15 partial competences);</li> <li>▪ 4 main areas of European framework: basic, medium, advanced and expert;</li> <li>▪ development continuum of key competences for entrepreneurship;</li> <li>▪ overview of topics for EE: how to develop a pupil's personality – strong spots; questions that promote thinking and learning; Out of the box thinking – creativity and coping with mistakes in lessons; creative teaching; facilitation; mentorship and coaching; digital world – addictions and safety; Lean Canvas tool; start-ups; financial literacy; social entrepreneurship, volunteering and others.;</li> <li>▪ overview of specific approaches to extracurricular EE (e.g., interest groups concerned with EE, competitions, entrepreneurship summer camps, start-ups, active citizenship education, locally anchored learning, business incubators, acceleration programmes, etc.);</li> <li>▪ active citizenship – examples, principles and importance;</li> <li>▪ problems – deciphering their cause, consequences, suggestions of possible solutions, choice of realistic solutions and their implementation; problem as an opportunity; entrepreneurship as a means of solving problems and challenges of the modern world, including Sustainable Development Goals by the UN;</li> <li>▪ media, old and new, and utilising them while solving problems;</li> <li>▪ events and public events – their organization, presentation and promotion;</li> <li>▪ Recommendations for Principals Regarding Promotion of Entrepreneurship Education;</li> <li>▪ stories of entrepreneurship (from history and modern era);</li> <li>▪ possibilities and benefits of school networking for EE;</li> <li>▪ possibilities and benefits of networking outside of schools – process of maintaining relationships, mutual exchange of information, tips and support;</li> <li>▪ overview of other competences and topics, which can contribute to effective EE – digital literacy, environmental education, ethics, social and personal education;</li> <li>▪ definition of approaches of education for sustainable development (SDE) and environmental education and edification in connection to entrepreneurship</li> </ul>	

- overview of the evolution of the relationship between the man and environment – changes to intensity of the influence of man on nature in connection with the evolution of science and technology;
- sustainable development and global development education – concept and principles, possibilities and challenges of finding ways towards sustainability;
- principles of protection of the environment, examples of environmentally friendly alternatives in economy, energy industry, technologies, transportation;
- civic and consumer environmentally responsible behaviour, civic engagement, social responsibility of organizations, including schools.

**Indicators of achieved results of learning:****a) proven knowledge of the fundamentals of entrepreneurship education;**

- the trainee presents complex grasp and implementation of key competence for entrepreneurship in the area of Ideas and opportunities, Resources, Into action shown on a specific example;
- example from the trainee's own school gives context to Development continuum of key competence for entrepreneurship – gives reason to its inclusion in the basic, medium, advanced or expert;
- clears up causes, consequences, possible solutions or preventative measures of the chosen issue in personal development, active participation in life of the society, (re)entering the job market as an employee or freelancer and problems of the social and environmental aspects, etc.;
- using the example, the trainee characterises important mutual context of local and global problems;
- describe political, social and ethical obstacles of possible solutions to consequences of the industrial revolution and the current environmental crisis, especially considering digitalization of production and the imminent planetary climactic collapse.

**b) proven fundamental knowledge of legislative documents regarding EE and sustainable development**

- show knowledge of rules for apprentice firms, fundraising, crowdfunding, etc. on practical examples;
- explain the need for awareness of legal education towards sustainable development using examples of laws: regarding the environment (NO. 17/92 Coll., esp. § 16 regarding environmental education), or relevant Czech government resolutions, especially Sustainable development Strategy of the Czech Republic (No. 1242/2004) and the state programme of Environmental education and edification in the Czech Republic (1048/2000), also the Sustainable development goals (2015);
- illuminates fundamental regards of environmental ethics in the context of sustainable business.



**C 3: competence of implementing effective EE education strategies in practice**
**C3**
**Expected results of participants training:**

- a) presents possibilities of formal EE at a given type of school;**
- b) gives examples of possible implementation of non-formal EE within a school including examples of cooperation with out-of-school environment;**
- c) proves practical skills of an EE teacher.**

**Curriculum / Training Content:**

- concept of formal EE in various types and levels of schools – effective strategies and suitable methods;
- interdisciplinary principle of EE – specifics of general and specialized education and examples of possible approaches in various education fields;
- models of active learning and other effective methods suitable for EE;
- possibilities of evaluation of outputs from learning in EE, examples of applicable evaluation methods;
- creation, implementation and evaluation of learning units that typically target EE for education at various levels and types of schools;
- EE in extracurricular activities;
- identification of pupil competences developed through EE;
- formulation of goals and outputs of a specific programme of educational activity, choice of topics, methods, means and ways of evaluating the programme;
- application of various didactic approaches to EE in teaching;
- importance and possibilities of involvement of schools in short-term or long-term education EE programmes – the importance and possibilities of complex interconnecting of formal, non-formal and informal EE, for example: JA Czech, programmes of the South-Moravian innovative centre (JIC), Your chance, programmes of SEV focusing sustainable development education – Ecoschool, School of sustainable life, Civic initiative school, social programmes – Impact Hub, start-up programmes, volunteer programmes, etc.;
- possibilities of solving problems of schools, villages and regions as a part of the EE of the school;
- examples of suitable methodologies, activities and tools for various types and levels of schools and educational establishments that support learning in real environment (e.g., outdoor learning – exploration; companies – shadowing, tours; pupil parliaments and assemblies, etc.);
- implementation of Development continuum key competence for entrepreneurship into curriculum;
- examples of good practice in schools and education establishments, examples of cooperation with villages, non-government and other organizations in EE;
- self-reflexion and possibilities of self-learning of the school E-coordinator.

**Indicators of achieved results of learning:**

- a) presents possibilities of formal EE at a given type of school**
  - lists examples of possible applying EE in content, methods and forms of education in various fields of education;

- suggests a specific example of implementing a chosen topic of EE at their own school, gives reason as to why the topic was chosen and gives an overview of developed partial competences of EE (can utilize experience from other schools);
- analyses a chosen EE topic and its system inclusion at various levels of education or education fields in the context of development continuum key competences for entrepreneurship of the school graduate; gives a logical link of developed partial entrepreneurship competences of a pupil;
- suggests, realizes with students or participates with them in various school programmes and projects promoting EE and responsible behaviour towards the environment and people:
  - presents some specific possibilities of having pupils/schools participate in projects, programmes and solving current problems of a town or region;
  - along with their pupils chooses and prepares topics/problems for a solution, whose solutions would support sustainability in the life of a pupil in professional, social and personal way.

**b) gives examples of possible implementation of non-formal EE within a school including examples of cooperation with out-of-school environment**

- suggests a specific example of implementing non-formal EE within a school (parades, individual work, interest groups, entrepreneurship camp, etc.), gives reason for such choice and gives an overview of partial EE competences;
- gives examples of possible cooperation with out-of-school environment - with environment education centres, free-time centres, local initiatives/ communities, manufactures, companies, etc.

**c) proves practical skills of an EE teacher**

- suggests and at their own school implements and presents a learning unit on a topic of EE fulfilling chosen education goals of EE in the context of European framework of key entrepreneurship competences;
- suggests various ways of including the topic of entrepreneurship into various subjects or its interdisciplinary handling;
- evaluates and describes possible obstacles in solving a chosen problem/topic in lesson;
- performs self-reflexion and lists various means of evaluation of a specific learning unit or methods and forms of EE.

**C 4: competence of coordination and management for increasing support and effectivity of entrepreneurship education in organisation of education and management of school**

**C4**

**Expected results of participants training:**

- a) prepares a concise analysis of the current condition of EE, including an analysis of processes of continuous evaluation of EE and evaluation of benefits of EE for pupils and the society; in**

cooperation with teaching staff at their own school, the trainee shall perform evaluation and subsequent update to the EE school plan, alternatively, they can compose EE school plan including a yearly plan of EE; participates on updating the SEP; following the performed analysis of the initial condition of EE and the evaluation processes, the trainee shall compile a proposal of suitable precautions for increasing the effectivity of EE and methods of their implementation into school life;

- b) composes and presents a project idea (request) with a budget of costs and income, meaning a draft of sponsorship request for (financial or material) support;**
- c) composes and presents an idea for improving edification of the teaching staff, parents of the pupils of the school, in the town – in order to improve informedness of citizens about the activities of the school focused of EE;**
- d) implements Recommendation for principals for promoting entrepreneurship education at their school in incremental steps.**

#### **Curriculum / Training Content:**

- position and role of the E-coordinator;
- position of EE in SEPs, school education programmes and in the reality of everyday learning;
- purpose and methods of analysis of the state of EE at their school;
- purpose of the analysis of continuous evaluation processes of EE;
- purpose of evaluation of EE benefits for pupils and society;
- team planning and enhancing inter-subject cooperation in EE within the school;
- purpose, creation, fulfilment and evaluation of EE school plan;
- searching for and effective usage of financial resources for support of EE school plan;
- importance and possibilities of cooperation between the school and town, town district, microregion and various organizations (companies, specialized workplaces, environmental education centres, etc.) for fulfilling the EE;
- preparation, composing and consultation of the final thesis for the training, e.g., EE school plan;
- presentation of entrepreneurial school activities in front of the school management, colleagues, parents, school authorities, presentation of the activities of the school in the media and in public;
- education and edification of teaching and non-teaching staff of the school regarding EE;
- school and entrepreneurial activities publicity at the level of the town, region, country.

#### **Indicators of achieved results of learning:**

- a) prepares a concise analysis of the current condition of EE, including an analysis of processes of continuous evaluation of EE and evaluation of benefits of EE for pupils and the society; in cooperation with teaching staff at their own school, the trainee shall perform evaluation and subsequent update to the EE school plan, alternatively, they can compose EE school plan including a yearly plan of EE; participates on updating the SEP; following the performed analysis of the initial condition of EE and the evaluation processes the trainee shall compile a proposal of suitable precautions for increasing the effectivity of EE and methods of their implementation into school life;**
- composes an analysis on the initial state of EE (SWOT), focused on evaluating the effectivity of EE at their school in cooperation with colleagues or pupils;

- names key factors (priorities) and suggests strategies for developing EE at their school – based on the analysis performed;
- performs evaluation and implements subsequent update of the current EE school plan in order to increase the EE in cooperation with the teaching staff;
- if there is no EE school plan in place already, the trainee shall compose it in cooperation with colleagues in accordance with schools needs and priorities (long-term and year-long EE plan);
- presents the results of the analysis to the school management and teaching staff and after discussion includes their hints into the EE school plan and proposes precautions in order to ensure effective EE;
- implements the Recommendations to Principals Regarding Promotion of Entrepreneurship Education effectively and in incremental step.
- b) composes and presents a project idea (request) with a budget of costs and income, meaning a draft of sponsorship request for (financial or material) support**
- composes and reasons a request for a subsidy, contribution or grant;
- scouts for possible sponsorship sources by business subjects in the region.
- c) composes and presents an idea for improving edification of the teaching staff, parents of the pupils of the school, in the town – in order to improve informedness of citizens about the activities of the school focused of EE**
- initiates and prepares awareness-raising events for the public in cooperation with the school, these events should help fight against misunderstanding EE by the school management, colleagues, pupils and parents;
- clears up why there is a need for cooperation of the school in EE with various organizations, companies, environmental education centres, etc.
- d) implements Recommendation for principals for promoting entrepreneurship education at their school in incremental steps**
- systematically negotiates with the school management and regularly shares information from further education of teaching professionals with their colleagues regarding EE;
- facilitates programme offers for pupils and opportunities for further education of teaching professionals for their colleagues.

## 2. Appendices

### 2.1. Explanatory notes

- DVPP – further education of teaching professionals, is the focal point of professional development of Czech teachers, follows up on undergraduate education and spans the whole career of a teacher
- KaPoDaV - career counselling, entrepreneurship for sustainable development and other education

- formal education – is implemented in education institutions, usually schools. Its role, goals, content, organization forms and methods of evaluation are defined by the legal code. It includes obtaining subsequent levels of education (primary education, secondary education with an apprenticeship certificate, secondary education with a school-leaving examination, higher secondary education at a conservatoire, secondary vocational education, university education) whose completion is confirmed by a relevant certificate (school certificate, diploma, etc.).
- ICT – information and communication technologies
- informal learning – is understood to be a process of gaining knowledge, acquiring skills and competence in everyday activities at work, in the family and free time – from interaction with the society and the environment. It also includes self-learning where the learner does not have the opportunity to verify newly acquired knowledge (e.g., TV language courses). Unlike formal and non-formal education, it is not organized, usually unsystematic and not coordinated. This type of education is indispensable for further development of EE even in the education system due to its vital importance.
- Lean Canvas – is a concise and clear single-page version of a business plan containing only the most significant information.
- Non-formal education – is focused on acquiring knowledge, skill and competence, which can improve social and work prospects. Non-formal is provided in employer-run establishments, private educational institutions, non-governmental non-profit organizations, in education establishments and other organizations. It includes organized free-time activities for children, the youth, and adults, language courses, computer courses, retraining courses and short trainings and lectures. The requirement for running this type of education is participation of a professional tutor, teacher or trainer supervisor.
- Business incubator – company or institution that helps start-ups at a time when they are most vulnerable – at the beginning of their business.
- start-up – a newly started business with a fast pace of development and big potential.
- Training for performing specialised activities – completing the course means obtaining further qualification prerequisites for performing specialized activities (detailed description in § 9 Ministry of Education regulation No. 317/2005 Coll., further education of teaching staff)
- SEP – school education programme
- SDE – Sustainable Development Education. Is based on principles of sustainable development and significantly draws from environmental education, even uses similar methods. On an international level, it is the current framework for development SDE strategy of United Nations Economic Commission for Europe for education and sustainable development, passed in 2005 in Vilnius. *The Strategy for Education and Sustainable Development for the Czech Republic (2008–2015)* was passed based on it.

## **2.2. Overview of Other Documents Prepared by REC of the South-Moravian Region for the KaPoDaV project**

- Recommendations for Principals Regarding Promotion of Entrepreneurship Education (2020)
- Development of Key Competence for Entrepreneurship (2020)

## **2.3. Sources**

- EntreComp: The Entrepreneurship Competence Framework (2016). [cit. 29. 6. 2020]. Available at: <https://publications.jrc.ec.europa.eu/repository/bitstream/JRC101581/lfna27939enn.pdf>
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