

8.6 Developing entrepreneurial skills through culture

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previous page

[< 8.5 Developing cultural and creative competences](#)

- [Up](#)
- [8.7 Fostering the creative use of new technologies >](#)

On this page

1.

[Developing entrepreneurial skills through cultural activities](#)

2.

[Supporting young entrepreneurs in the cultural and creative sectors](#)

Developing entrepreneurial skills through cultural activities

Formal education

For [International Standard Classification of Education \(ISCED\) 1 and 2 level](#), national curricular documents (Framework Educational Programme) **do not involve creativity as a separate key competence**. The category of creativity is involved in the field of competences for problem solving and the field of competences linked to work. Through the work competences, pupils should be able to adapt to various work conditions. Entrepreneurship is involved in work competences in relation to developing the entrepreneurial thinking of pupils.

For **ISCED 3 level**, Gymnázium type (general education) is **creativity directly involved** in the field of personal and social key competences. **Competences for entrepreneurship are a separate key competence field** connected, among others, to critical evaluation of risks and the skill of bearing the risks and responsibilities.

For Vocational Education and Training, creativity and entrepreneurship are nearly invisible, there is not paid much attention to these. However, the similar contents are partially tackled by other fields such as problem solving and competences for employability and entrepreneurship activities.

At all levels of education (ISCED 1 – 4), there is also a **cross-cutting topic of the 'Human and the World of Work'** where creativity and entrepreneurship can be tackled.

Creative entrepreneurship is seen as a specific concept and as a non-transferable skill, contrary to creativity and entrepreneurship. It could be tackled within the crosscutting topic or by relevant educational programmes

linked to Creative and Cultural Industries (Concept KKP – for details see [Chapter 8.1](#)).

Career Counselling at schools also [works](#) with creativity and entrepreneurship competences and pupils can thus gain individual support.

Teacher support is within their system of Further Education of Pedagogical Workers. The National Institute for Education offers [methodological](#) support brings basic knowledge about the possibilities of supporting entrepreneurship, creativity and initiatives that can be used. That includes [inspiring examples from professional experience](#) and [educational support](#) (further education courses for pedagogical staff focused on entrepreneurship) and [guidelines on entrepreneurship education](#).

Non-formal, informal learning and youth work

There is **no central top-level policy to support creativity, entrepreneurship and creative entrepreneurship in Non-formal learning or youth work.**

Supporting young entrepreneurs in the cultural and creative sectors

There are no central top-level initiatives focused directly on young people in order to support young entrepreneurs in the cultural and creative sectors. Young people can use general schemes and initiatives for the general public e.g. by the [Technical Agency of the Czech Republic](#), [Czechinvest](#) and its project [Support of Start-ups](#) (that support startups and innovative entrepreneurs who bring new thoughts, ideas and technologies) or [Arts and Theatre Institute](#) with its initiative [Creative Czechia](#) (Kreativní ?esko) with the possibilities of [favourable loans from the EU Funds](#). The aim is to support the growth of the cultural and creative industries through soft loans with EU support.