

Possibilities to Support Entrepreneurship in the Czech Republic and Slovakia

Katarína Krpáľková Krelová* , Pavel Krpáľek

Faculty of Finance and Accounting, University of Economics, Czech
*Corresponding Author: katarina.krelova@gmail.com

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Abstract Development of entrepreneurship and stable institution environment are today understood as key elements of sustainable economic development. Many experts in the field of economics and politics anticipate a dynamic increase in entrepreneurship in the 21 century. Realizing that entrepreneurship is crucial for the companies who want to be competitive worldwide, the European Commission pays special attention to support entrepreneurship. Entrepreneurial skills have been included into key competencies in the field of education and training and should therefore be acquired continuously within all stages of education, starting from primary through secondary up to the university institutions, including lifelong learning. Only well trained teachers are able to support the important attributes such as responsibility, creativity, initiative, sense for team work and others. These attributes with knowledge and skills from the area of entrepreneurship are one of the main presumptions that students will be successful at the job market. This is one of the reasons for the change in education system. Teaching process should be focused on entrepreneurship skills. The paper mentions examples of good practice in the form of research results which dealt with development of students' entrepreneurship skills at secondary schools and universities. Surveys were conducted at secondary schools and universities in the Czech Republic and the Slovak Republic. Particular training of future teachers of specific subjects (economic and technical) seems to be very important.

Keywords Entrepreneurship, Research, Entrepreneurship Environment, Entrepreneurship Education, Key Competencies, Skills

JEL Classification: A21, A22

1. Introduction

Promoting of guiding students to entrepreneurship at secondary schools and universities should lead to the overcoming of the obstacles to entrepreneurial skills

development and the innovative potential growth. Membership of the Slovak and Czech Republic in the European Union means to follow the Charter and to implement entrepreneurship into the school curriculum at all levels of education. The Charter recommends implementing special lectures about entrepreneurship at universities. The European Commission emphasized the requirement to enable citizens gaining the abilities which are necessary for their life and work in the new knowledge society. The priority of the current curriculum reform is adopting of educational goals, contents and didactic means into the secondary and tertiary education in harmony with the conditions on the labour market, where graduates of secondary schools and universities belong to problematic groups of applicants for a job. The reason is not only the lack of technical experience in a particular branch, but also low level of self-activity to solve concrete problems and problem situations, insufficient flexibility in making decision, undeveloped communication, personal and interpersonal abilities. The term entrepreneurship education has not become stabilized as a term in pedagogy. We can define entrepreneurship education as formation of positive attitudes towards the entrepreneurship and competences, which are important for entrepreneurship as for example, initiative, creativity, readiness to take the risk, responsibility, know how for establishing a company. Graduates should also be prepared for the change of their professional orientation in the span of the life and for the various retraining. Because of this, it is important to identify world jobs and sphere of the business, which have to be focused on application in the responsible branch of the education and mainly on world jobs at least on the level of the basic orientation (Krpáľková Krelová, Krpáľek, Štúr, 2011).

The European Reference Framework for Key Competences for Lifelong Learning suggests the following eight principal domains of *key competencies*: communication in the mother tongue, communication in foreign languages, competences in science and technology, digital competence, learning to learn, interpersonal competences and civic competence, *sense of initiative and entrepreneurship*, general culture (Chromý, Dvorak, Šedivý, 2012). The sense of initiative and entrepreneurship is an

active attitude; it means the transformation ideas to the actions. Because of that the school system should support this from early ages and should develop and support those activities, which would represent accredited basis.

Development of entrepreneurship and stable institution environment are today understood as key elements of sustainable economic development. Support systems of entrepreneurship at levels of different government resort programmes are created these days. The importance of education is not always fully recognized. The support of entrepreneurship education is a long-term process, but it leads to the most efficient allocation of support sources. The Czech Republic with the Slovak Republic, Poland, Italy, Portugal, Spain, Hungary, and Greece are temperate innovators in the area of entrepreneurship support. It is shown in the results of comparative research and innovations of the Union 2011. The positive element is that a cooperation of private and public sector plays a key role in the innovation area. It is reflected in calls of agencies on current development projects focused on projecting of excellence centres. A support of starting entrepreneurs and a help by processing of their entrepreneurship plan is also the aim of the programme CzechEkoSystem (The programme CzechEkoSystem).

Both main contemporary phenomena– new economy and knowledge economy – study similar processes in a range of world industry and at the level of particular national economies, however from different perspective. Their main feature is the focus on entrepreneurship and a strengthened position of education, knowledge and information in global economy (Majerová, 2012).

Assessment of business activities, needs and attitudes of individuals in many countries is the goal of the Global Entrepreneurship Monitor (GEM). GEM explores the role of entrepreneurship in national economic growth, unveiling detailed national features and characteristics associated with entrepreneurial activity. In terms of methodology and scholarly impact, the Global Entrepreneurship Monitor is possibly the largest cross-national collaborative social science research project in the world. As an example we can mention monitoring of business activities (Global Entrepreneurship Monitor (2014):

- ⇒ Established Business Ownership Rate - Percentage of 18-64 population who are currently owner-manager of an established business, i.e., owning and managing a running business that has paid salaries, wages, or any other payments to the owners for more than 42 months;
For example: Czech Republic 5.3; Slovak Republic 5.4; Germany 5.1; France 4.1; USA 7.5;
- ⇒ Improvement-Driven Opportunity Entrepreneurial Activity: Relative Prevalence - Percentage of those involved in TEA who (i) claim to be driven by opportunity as opposed to finding no other option for work; and (ii) who indicate the main driver for being involved in this opportunity is being independent or increasing their income, rather than just maintaining

their income;

For example: Czech Republic 60; Slovak Republic 40; Germany 56; France 61; USA 57;

The next part is to target education to entrepreneurship. It is the main aim of our research.

2. Education to Entrepreneurship and Phenomenon of Long-term Unemployment

Unemployment belongs to typical aspects of cyclic development of market economy. Certain low level of unemployment is natural and it is typical for all developed countries. A long-term unemployment is dangerous from social and political perspective. Countries with a high rate of unemployment and especially with a significant proportion of long-term unemployed people (especially young people) can be a place of social dissatisfaction and increasing distrust in a democratic system. The long-term unemployment damages economy and society in *more aspects*:

- ⇒ they cause a significant load of public budgets because of a cost increase for social benefits, benefits for health insurance (public sources are paid to registered unemployed people) and active employment policy and influence of tax income,
- ⇒ an effect of unemployment brings economic losses (of individuals and society), especially in the form of lower gross domestic product,
- ⇒ a psychological impact of unemployment when unemployed feel excluded from society as a result of no place at labour market or because they are not allowed to enter this market at all (case of graduates), extremist tendencies grow,
- ⇒ an impact on professional and qualification structure, when a long-term unemployment effects some fields more than others, it will influence negatively a number of students entering the concrete study fields for many years and in case of repeated recovery of these fields employers will see a lack of qualified employees - graduates.

The graduates were always one of the risk groups of economically active citizens which have a problem to find a place on the labour market. Their disadvantages are: lack of practice, missing working habits and a minimum of experience. In years before the industry crises and recession, the situation of graduate employment was improved even though a rate of unemployment of graduates was always higher than a total rate of the unemployment in the whole economy. One of the most significant effects of cyclic economic crises is a reduced flexibility of labour market from the aspect of absorption of new graduates' waves. Graduates need more time to start a new entrepreneurship activity or search a stable employment than before. Since the year 2008 industry crises and recession have been limiting an interest of employers in graduates of secondary education

with vocational certificate, which used to be enormous in the time of prosperity. Other effect is a significant decrease of free positions offered. Economic crisis has also been reflected in a traditional curve showing a number of unemployed graduates' development, especially by groups with lower education level. Instead of every-year number decrease of unemployed graduates the curve had a tendency of slow growth, stagnation or slow decrease during winter and spring months of two years. An unemployment rate of new graduates has increased in all education categories in the last two years (Burdová, Chamoutová, 2011). Another important disproportion phenomenon begins to influence a problem of unemployment of particular graduate categories. This phenomenon is a significant disproportion between quickly increasing number of new university graduates on one side and a lower number of university job positions on the other side. This proportion will be visible for a long time. In the future university graduates will have to reduce their expectations about qualified work and income. They will start to take positions which used to be occupied by secondary school students and those will take positions of students with the lowest education level. The problem of graduates' unemployment will be concentrated on lower education levels and lower reached qualification.

Studying at universities can provide a smooth transfer from school to the world of employment when there is a mutual cooperation in forming study education programmes with employers in regions and the content of these programmes and form of education will follow real needs in a real working environment. The closer the cooperation is, the better school reaction on needs and requirements of local employees is. Education system will prepare graduates with entrepreneurial competence or help to gain a job in dependent activity it means to be able to work fast and to adapt efficiently to working environment and complete working tasks. The project of the Centre for Study of Universities "Analysis of Cooperation of Universities with Product and Service Enterprises" (CSVŠ 2002 –2004) has contributed with significant ideas on a higher quality of education process and cooperation with enterprises within Czech universities. There was a study of cooperation between universities and enterprises in the area of innovation and modification of study programmes, a study of potential development of method and mechanism of innovation of study programmes according to the market needs. The project has approved that a set of competencies and knowledge needed to be successful can be gained only after a certain connection with practical experience and the best way how to reach the goal is taking part in lifelong learning process. There is a good opportunity for universities to enlarge their activity field and also to get a feedback on evaluation of quality and popularity of their own study programmes.

3. Entrepreneurship Education

Modern elements of new standards and a system of quality regulation of the European education are parameters being described in final competencies and a new competence model. Learning of required structures of specific and key competencies of students should become one of the main aims and a decisive component of curriculum at all school types according to recommendations of the EU. Perspective and developing systems of support of small and middle entrepreneurship require a preparation of new generations of entrepreneurs, competent and motivated people who are willing to establish and manage an enterprise (Arltová, Langhamrová, 2010). The school systems were (and still are) oriented more on preparation of employees (specialists who find a job in big industrial and commercial enterprises or in state service), not primarily on preparation of entrepreneurs (how to become self-employed, how to establish and manage an enterprise, how to develop a spirit of entrepreneurship).

Entrepreneurship is understood as a key factor of competition, a source of growth and job positions on European level and in a context of industrial crises. Innovations and creativity are key parameters in a development of company and significant aspects of ability of Europe to solve challenges of international industrial competition and sustainable development (EUROPA.EU.INT, 2010):

The first challenge is to secure that everybody can gain "sectional" key skills, as for example to learn how to teach communication skills, sense for initiative and entrepreneurship, digital skills (including media literacy), cultural awareness and verbalization. These skills and application of new technologies must be reflected in study programs, pedagogical methods and qualifications. More intense cooperation between universities and entrepreneurship sphere by students and teachers supports entrepreneurship.

The second challenge is to secure fully functional knowledge triangle of education, research and innovation. To reach excellent results in area of education and research the European Institute for Innovation and Technology can inspire and implement a change, especially with a support of multidisciplinary and partnerships between institutes of education and entrepreneurship sphere. Partnership between companies and various levels and spheres of education, specific preparation and research can help to reach better focus on skills required on the labour market as well as by support of innovation and entrepreneurship in all education forms.

The European Commission has observed a rate of education support in area of entrepreneurship in 31 European countries and five regions. The European report says that eight countries Denmark, Estonia, Norway, Lithuania, Holland, Sweden, Wales and Flanders part of Belgium have started to implement specific strategies to support education in sphere of entrepreneurship. Other thirteen states: Austria, Bulgaria, Czech Republic, Finland, Greece, Hungary, Island, Lichtenstein, Poland, Slovak Republic, Spain and Turkey

have implemented it as an integral part into own strategies related to life-long education of youths. The half of target countries go through the reform of education connected with support of education in sphere of entrepreneurship. The two thirds accept it as part of syllabus of primary education. However the subject is not as an independent subject at elementary schools, the half of countries defines education to entrepreneurship and skills (initiative, preparedness to risk and creativity) as education aims (EUROPA.EU.INT, 2010). From perspective of secondary education, the half of countries has implemented education as a compulsory subject as well as economy or social sciences. In Lithuania and Romania there is entrepreneurship taught as a compulsory independent subject. There are many possible improvements. Only one third of European countries have a national directives and teaching materials for education in area of entrepreneurship. Twelve countries support initiatives connected with education of entrepreneurship, as for example a support of mutual cooperation between education sectors and entrepreneurship sphere and establishment of small companies led by students. Special specific training for teachers exists only in the Flanders community in Belgium, Bulgaria and Holland (Entrepreneurship in the EU and beyond, Flash Eurobarometer 354 - Entrepreneurship, Summary Report, 2012).

Therefore we can say, if we want to stay an equal competitors we have to invest into skills of students, their ability to adapt and innovate. It means we need to support a real ideological change in Europe leading to entrepreneurship. Learning by doing method is important by leading to entrepreneurship on the base of own experience. Education will be effective only when students gain and develop knowledge and skills on base of own experience.

4. Scientific Research Focused on the Development of Entrepreneurship Skills

The following chapter discusses diagnostic researches processed at selected secondary vocational schools and universities in the Slovak Republic and the Czech Republic.

A. Identification of the Entrepreneurship Potential of Students

Researches were conducted as part of grant project KEGA 3/6216/08 Implementation of the subject "Leading to entrepreneurship" to the study programme Teaching of technical professional subjects at MTF STU (Krpáľková Krelová, 2009). In the Czech Republic the research started in 2012 within the project FRVŠ 1310/2012 Innovation of the subject "Controlled pedagogical practice" in bachelor study programme of teaching at the Department of Economic Teaching Methodology, University of Economics in Prague.

Aim of Research: One of the aims of diagnostic research was to prove results of Eurobarometer from year 2009, which showed that decision to be an independent person from the perspective of financial profit, would be typical for approximately 26 % of respondents in the Slovak and Czech Republic. It is the worst result from all countries of the EU. The most of Slovaks and Czechs (65 %) prefer to be employed and the main reasons are: regular income, stable job position and working hours. Approximately 62 % of Slovaks and Czechs did not consider establishing their own company. The results of Eurobarometer are similar for the Czech and Slovak Republic. The diagnostic research was conducted in the years 2010 - 2012.

Research Method: anonymous *questionnaire* was used and it was translated from Eurobarometer by prof. I. Turek. The questionnaire enabled to find out what the chances to be successful in entrepreneurship were. (Are You Ready to be an Entrepreneur?). The questionnaire had 22 questions, while maximum number of gained points was 43. The age of respondents was in the range from 17 to 22 years old. *Total number of respondents was 1183* (1153 from the Slovak Republic, 30 from the Czech Republic). The entrepreneurial quiz which was focused on determining of entrepreneurial quotient of students showed relatively surprising results. The research results are presented in Table 1.

Table 1. Entrepreneurship Potential

Talent for entrepreneurship		
Interval	%	
+ 35 and more	15	1.26
+15 to +34	138	11.66
0 to +14	403	34.06
-1 to -15	466	39.40
-16 to -43	161	13.63
Total	1183	100

Source: own research

Evaluation of Quiz Score: (Your Entrepreneurship Quotient EQ):

+ 35 points and more: You have all presumptions for being successful in entrepreneurship. You can reach high success in entrepreneurship.

+15 to + 34 points: Your talent, your abilities give you a good chance to become a successful entrepreneur. If you do not have your own company, try to start it.

0 to + 14 points: You can be successful in entrepreneurship if you gain needed skills and you study the field of entrepreneurship.

-1 to - 15 points: You can be successful in business if you try to compensate your own negatives and to be the same like others who have better presumptions to be entrepreneurs.

-16 to - 43 points: Your presumptions, your talent determine that you have to do something else than lead your own company. We do not recommend starting your own business.

Interpretation of Results

As we can see only 1.26% of respondents have reached 35 points and more, so they have all presumptions to start their own business and 11.66% of respondents have a talent and presumptions to be successful entrepreneurs. The results prove and confirm the results of Eurobarometer because 73.46% of respondents can be *successful in doing business, but only when they do their best*; it means these respondents should follow *the important task of education to do business*. Then it is obvious that 13.63 % of respondents do not have entrepreneurship potential and so they are not suitable for having their own business.

The research results of Eurobarometer (2012) show that a majority of respondents say that they would prefer to be an employee. Self-employment is generally more popular among non-EU respondents: in six out of the 13 non-EU countries, a relative majority of respondents favour self-employment over working as an employee. The socio-demographic data, at EU level, show that, men (42%) are more likely than women (33%) to prefer self-employment, while 63% of women are more likely to prefer working as an employee. 45% out of 15-24 year-olds say they would prefer to be self-employed, as opposed to 35-37% of people in the three older age groups. 75% of self-employed respondents say they prefer self-employment, with only 21% saying they would rather be an employee. Similarly, 69% of employees say they prefer to work as an employee, with just 28% saying they would like to be self-employed ("Entrepreneurship in the EU and beyond", Flash Eurobarometer 354 - Entrepreneurship, Report, 2012). The research results are presented in Table 2.

B. Talent for Entrepreneurship

As talent we understand inherited and inborn dispositions to perform in a particular area of psychological activity. If a person does not deal with a concrete activity, talent will not be developed. Many specialists say that there are specific personal attributes which are typical for successful entrepreneurs. There also belong willingness to take the risk, resistance to stress and strength which help going through negative experience.

Aim of Research: the aim of research was to find out if respondents (students) have a talent to lead a business and if research results of entrepreneurship potential were approved. Diagnostic research was conducted in years 2010 - 2012.

Method of Research: non-standardized anonymous questionnaire was used, it was written by Dr. Ivan Sarmány – Schuller from the Institute of Experimental Psychology SAV Bratislava. The questionnaire contains 25 items. The items are formulated in the form of indicative sentences. They are concrete statements and respondents select one out of three answer possibilities: if they agree - 2 points, if they agree partially - 1 point and if they disagree -no point. Respondents can reach a maximum of 50 points, while the chance of being successful in entrepreneurship is possibly already by reaching half of the points. Total number of respondents was 1183 and 786 respondents took part in the survey. The research results are presented below – Table 3.




Table 3. Talent for Entrepreneurship

Talent for entrepreneurship		
Interval	%	
0 to 25	125	15.90
26 to 50	661	84.10
Total	786	100

Source: own research

Table 2. Preference job opportunities

Q1 If you could choose between different kinds of jobs, would you prefer to be... ?

	An employee	Self-employed	None (DO NOT READ OUT)	Don't know (DO NOT READ OUT)
EU27	58%	37%	2%	3%
 Sex				
Male	53%	42%	2%	3%
Female	63%	33%	2%	2%
 Age				
15-24	51%	45%	2%	2%
25-39	60%	37%	1%	2%
40-54	61%	36%	1%	2%
55 +	58%	35%	4%	3%
 Respondent occupation scale				
Self-employed	21%	75%	2%	2%
Employee	69%	28%	1%	2%
Manual workers	62%	33%	2%	3%
Not working	57%	37%	3%	3%

Source: http://ec.europa.eu/public_opinion/flash/fl_354_en.pdf

Evaluation of Score

The higher number of points gained (out of 50), the higher the chance that you will be successful in doing business. If the score is 25 points it is possible to improve it, but less score shows that it is less possible to be successful in doing business.

Interpretation of Results

The results prove that approximately 16% of respondents have no entrepreneurship talent. When we compare the results of the first and the second survey we can see a minimal difference between respondents who do not have entrepreneurship potential and who have no talent (entrepreneurship potential 14% and talent for enterprise 16%). We can state, that 73.4 % of respondents think that implementation of the entrepreneurship education plays an important role in education to gain and use entrepreneurship skills. Only then they can be successful in business. Therefore we recommend emphasizing the importance of topic on development of entrepreneurship skills in education of teachers or in pre-gradual training of teachers of economic as well as technical subjects.

C. Action Research at the University of Business in Prague

There was conducted the action research of students being educated in the field of entrepreneurship according to the appropriate methods and the Eurobarometer as part of the subject Business Economics. This subject was taught as a two-seminar course in spring semester of the academic year 2011/2012 and then in winter semester of the academic year as part of the subject Service of Air Transport. A level of entrepreneurial potential in a form of the Quiz for Entrepreneurial Quotient was tested and the test of financial students' literacy was taken and both evaluated into details. 61 students took part in the quiz focused on evaluation of opinions, presumptions and relation to entrepreneurial activity, knowledge test of financial literacy followed and finally students took part in an additional ad hoc interview managed by teachers. The basic group of respondents consisted of 106 students; a selected group was formed by 58% of the basic group.

The syllabus of the subject Business Economics included not only a lecture content and complete examples of seminars simulating practical processes of real business economics, but also an independently formed and presented simplified company budget and entrepreneurial plan (project) as well as an optional evaluation of completed presentations of current news from the area of real economics and entrepreneurship in this study field. Regarding the fact that this education innovation is relatively new there are no data in time series. Therefore there is no possible detailed comparison, quantification and evaluation of effects and contribution of such education. Results of the first study (conducted in six study groups, 61 students/respondents

tested and evaluated) were interesting and surprising and they became part of this publication. The first positive result was a clear preference of respondents with positive attitude towards entrepreneurship of becoming entrepreneurs after leaving university. More than one third of students (34.2%) agreed to the intention to do business, other 36% of respondents expressed their willingness to gain some work experience being employed as employees and then soon (in five years) to start an independent business. Other very positive signal proving the quality of evaluated students were very good results of the test on financial literacy. These results showed a relatively good level of preparedness for being entrepreneurs from the perspective of their knowledge of basic economic theories as well as making financial decisions and logical estimations. The entrepreneurial quiz focused on determining of entrepreneurial quotient of students. The results were also relatively surprising. Entrepreneurial quotient was in the range from -21 points to +39 points by a total group of tested students. 70.5% of tested students scored in a positive reference range. More than a half of students (50.8%) were in the range from +15 to +34 points where chances to become a successful entrepreneur are very high. Special entrepreneurial presumptions (over +35 points) were found in 5 % of students. Two of them reached +39 points. An interesting fact is that not all students with a high number of points would like to start an independent business, a bigger part of them (40%) would like to gain experience in their field first. 14.7% of students were in the range between 0 to +15 points where success depends on other entrepreneurial oriented education and improvement of entrepreneurial presumptions. Students with above average level of entrepreneurial quotient said they would be willing to spend free time to be successful in business; they would be able to be modest, invest their own savings into their business or to go into debt at the cost of acceptable risk. We can state by certain subjectivity and limited information capability of some quiz and test questions that entrepreneurial presumptions and financial literacy of tested students were proved. The following measurements are recommended for further development and quality increase of vocational preparation by a specific study field:

- ⇒ strengthening of practical part of education, an implementation of higher number of interactive specialized lectures, especially on successful management in real companies, discussions with specialists,
- ⇒ an implementation of a higher rate of vocational work experience in company sphere,
- ⇒ a more significant implementation of elements of project education,
- ⇒ an implementation of elements on entrepreneurship education including results evaluation conducted in conditions of curriculum of evaluated study field via an integration of knowledge and skills of economic, accounting and financial disciplines,

- ⇒ a development of cooperation with real/existing business entities for the purpose of writing bachelor theses
- ⇒ the students will be evaluated not only according to gained knowledge level, but also according to gained level of key competencies,
- ⇒ a formation of e-learning and strengthening of self-education, learning competencies and motivation of students to a lifelong learning.

5. More Opportunities to Develop Entrepreneurial Skills

The development of entrepreneurship education at universities and secondary schools should be an important contribution for removing psychological and specific barriers of a wider entrepreneurship development and a growth of innovation potential. To be a member of the European Union means to implement entrepreneurship into curricula on all education levels.

Possibility of development of entrepreneurship skills at the Faculty of Finance and Accounting at the University of Economics, Prague

We have cooperated with the Department of Economic Teaching Methodology at the Faculty of Finance at The University of Economics in Prague by participating in the above mentioned grant project. The cooperation took place with regard to long-term experience with integration of economic subjects in the form of subject exercises, fictional companies, and work experience in business entities. The model of fictional companies serves as a workplace, a source of information and creative impulses based on education structure. It is a model which is very close to a contemporary definition of fictional companies where students decide about business intention, company concept. The company is established, organized and managed by students only with the supervision of teachers. This model was evaluated and transformed and a subject supporting entrepreneurship education was created. We have used experience of colleagues teaching the subject "Didactics of Fictional Companies" (the subject is currently offered in the curricula at the University of Economics) for creating the syllabus of a new subject "Entrepreneurship Training".

Knowledge of modern pedagogical psychology emphasizes the need of autonomy increase by learning, need of transfer from external regulation to auto regulation. Most of the authors from the area of pedagogy emphasize a dialogue and a wider application of teaching methods, based on activation and cooperation. These methods should support formation of students' knowledge of active processes and communication and not passive acceptance. Students develop their abilities to communicate, cooperate and study. The mentioned reasons show the importance of integrated teaching forms, project-based and cooperative

learning. Teaching future teachers of professional subjects should reflect these trends and accept them as a challenge. To secure a successful process it is important to form a concept from a system connection of integrated teaching forms with teaching of entrepreneurship (Králová, Mohrová, 2011). The implementation into training of teachers of professional subjects helps improve the quality of education programmes containing integrated professional subjects. Integration of teaching process – teaching with activity – is the most efficient method of gaining and application of knowledge and development of entrepreneurship. Topics of integrated teaching forms (especially fictional companies, students companies- the programme of Junior Achievement, training offices, subject exercises, various forms of practical experience in companies and project teaching process) are implemented into training of teachers of professional subjects (Berková, 2010).

The aim of the subject is to prepare students for leading of a fictional company as a specific subject from the perspective of professional economic aspect as well as didactic aspect. The students are able to apply specific knowledge and skills, to use various teaching methods which are needed for teaching of the described subject. "Fictional Company" is a specific practical subject which has been implemented into curricula of Business Academies and other secondary schools since 1992.

After accomplishing of the above mentioned study field the graduates should be ready to develop entrepreneurship skills of students of secondary vocational schools and should be able to support their initiative and entrepreneurship. Reference Framework for Vocational Education and Training defines eight key competencies (Recommendation of the European Parliament and Council from the 18.th December 2006 on key competencies for lifelong learning (2006/962/ES), while initiative and entrepreneurship are among them. All key competencies are important in the same level because each of them can contribute to a successful life in knowledge society. To know key competencies in an effective way, it is important to change a content and method of teaching, new teaching methods and strategies should be implemented. They should lead to an interactive learning and they are based on experience and they are related to real life. Entrepreneurship education cannot be identified with teaching process in economics. This education must be provided at elementary, secondary schools and universities, as well as in lifelong learning considering age aspects in all subjects – depending on curriculum. Leading to entrepreneurship must be implemented into curriculum of all types and grades of schools. Entrepreneurship cannot be learned from textbooks and by memorizing of entrepreneurship definitions. Attitude of action - learning by doing, activity of students (establishment of small companies or fictional companies), presentation of results are important for creation of entrepreneurship. Efficient teaching of entrepreneurship requires a cooperation of schools and companies. (Krpálková Krelová, Krpálek, Štúr, 2011).

6. Proposals and Recommendations

The carried out diagnostic research proved that it is necessary:

- ⇒ to combine theory with practice,
- ⇒ to introduce the topic of entrepreneurship into various subjects or to introduce a specific subject devoted to this topic at secondary schools,
- ⇒ to develop the students and pupils' autonomy, creativity and critical thinking,
- ⇒ to develop students' ability to solve professional issues within the projects such as setting up a fictional company,
- ⇒ to develop the students and pupils' soft skills such as flexibility, risk-taking, self-motivation, stress-resistance etc.,
- ⇒ to support competitiveness.

7. Conclusions

It is important that citizens of countries with market economy principles understand not only leading of households and personal finance, but they should also have an idea about possibilities of their own active contribution to national economies from the view of entrepreneurs as financially independent people. Therefore it is important to provide a quality complex of entrepreneurship education by teaching basic financial and economic skills. The educated and qualified working force and a balance between supply and demand of working force are important conditions to develop entrepreneurship. It is important to develop a cooperation among companies by adapting of graduates preparation to company needs and this change should be implemented from a local level, for example in a range of district secondary school system to university sphere. The development of entrepreneurship has important benefits, both economic and social. Entrepreneurship is not only a driving force for job creation, competitiveness and growth; it also contributes to personal fulfillment and the achievement of social objectives. The qualified contribution of individuals into market processes would not be possible without a developed entrepreneurship. The efficient functioning of national industry is guaranteed in this way.

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