

# ENTREPRENEURIAL SCHOOL CRITERIA



## **Entrepreneurial School Criteria**

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The brochure is a translation from Czech, and therefore the texts in the links are also in Czech.

# INTRODUCTION

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Dear educators, teachers and everyone interested in entrepreneurship education,

The aim of this publication is to provide you with a comprehensive overview of the criteria of an entrepreneurial school. If you would like to become more familiar with the individual criteria or learn more about the certification process, please refer to the separate booklet, **Entrepreneurial School Certification**.

After the six years of Lipka's experience in the practical implementation of entrepreneurship education in schools, we have built the criteria for an entrepreneurial school piece by piece. The coordinators of entrepreneurship education from primary and secondary schools participated in their development and then we piloted them in primary schools, grammar schools, specialised secondary schools and secondary vocational schools. The methodological portal of the Czech School Inspectorate, **Quality School**, was a source of inspiration for us.

Entrepreneurial School systematically creates conditions and is constantly looking for further opportunities to develop the entrepreneurship competences of pupils and teachers. The sub-competences of entrepreneurship are defined by the **European Framework of Key Competences for Entrepreneurship** (2016) and the **Key Competences for Entrepreneurship and Work**, defined in the framework of the major revisions of the Framework Educational Programmes. A glossary of terms and definitions, which can be found in the last pages of this publication, will help you to gain a deeper understanding of each criterion.

The next logical step towards expanding entrepreneurship education and improving systemic support in schools was the introduction of the **Entrepreneurial School certification**. This serves as an individual support tool for motivated schools whose educational strategy includes the development of entrepreneurship competences in their pupils.

Welcome to the group of equally passionate schools!

The Lipka team- Entrepreneurial Minds branch



# ENTREPRENEURIAL SCHOOLS IN FOCUS



*“Entrepreneurship education is not about as many projects as possible or about exhausted teachers. Whether a pupil becomes an entrepreneurial graduate is primarily up to them. You as a team should be confident that you have done your best to work together to create the best conditions and opportunities for them to do so.”*

Hana Šolcová, lecturer and methodology specialist at Lipka,  
Entrepreneurial Mind branch

## Do you want to make sure your school is moving towards becoming truly entrepreneurial?

- **Agree** with your teaching team that you have a good understanding of the nature, purpose and benefits of entrepreneurship education.
- **Set** a clear goal that you want to work towards together- define what the profile of an entrepreneurial graduate looks like at your school.
- **Identify** the key skills and attitudes of an educator who supports students in developing entrepreneurial competences so that you are consistent in your approach to education.
- **Map out** what you are already doing in your daily teaching, long-term projects and other school initiatives to develop the entrepreneurial competences of pupils and teachers.
- **Look for** opportunities to further enhance what you are already doing well, to work together effectively and to plan for the future- all while being mindful of supporting the development of your entrepreneurial graduate profile.



*“An entrepreneurial school is full of life. As soon as you enter, you will know that this is not a classical school with frontal teaching. The corridors are decorated with pupils’ creations, the classrooms have an active atmosphere and are not silent, project-based learning connects subjects and grades. Pupils and teachers work together, communicate and test theory in practice. Such a school prepares pupils not only for further education, but above all for life.”*

Vojta Krmíček, coach, mentor and an entrepreneurship lecturer

# THE FOUR PILLARS OF AN ENTREPRENEURIAL SCHOOL

- ENTREPRENEURIAL LEADERSHIP
- ENTREPRENEURIAL TEACHING STAFF
- ENTREPRENEURIAL TEACHING
- CONNECTION TO THE WORLD



To succeed in creating the conditions for the development of competences for entrepreneurship, a school must stand firmly on four interconnected pillars. The role of representatives and representatives of the **school management** who understand the meaning and objectives of entrepreneurship education is absolutely crucial. In line with these, they formulate the school's vision and set out an action plan for the development of entrepreneurship. This enables them to support the **teaching staff** in a systematic and targeted way. The whole team then jointly defines the profile of an entrepreneurial graduate and looks for ways to effectively develop the entrepreneurial competences of their pupils. **Teaching** activates the pupils and leads them to take responsibility for their own development and learning. The school provides them with the support and space to implement their own initiatives, through which they discover their potential. At the same time, the school must not be an island unto itself. On the contrary, it should be **connected to the world**, actively engaging with businesses, its alumni and the local community. It should pursue collaborative projects and initiatives that will lead to further growth for students and teachers.



**entrepreneurial principal = entrepreneurial teacher = entrepreneurial student**



Picture 1: I am from an entrepreneurial school, Picture 2: Entrepreneurial School

# 1. ENTREPRENEURIAL LEADERSHIP



## Development level BASIC

### 1.1 VISION AND STRATEGY OF AN ENTREPRENEURIAL SCHOOL

The school management and the teacher in charge of entrepreneurship education (hereinafter referred to as EE) have mapped the current situation in the field of supporting entrepreneurship education and the development of competences for entrepreneurship of pupils (according to EntreComp). The **certification questionnaire** is used for the mapping.

### 1.2 ENTREPRENEURSHIP EDUCATION THROUGHOUT THE SCHOOL

The school management and the EE teacher in charge have attended the online induction meeting and are able to **put in their own words what entrepreneurship education is and what its benefits are**. The school management briefed the teaching staff about the process and objective of certification. The teaching staff know who to contact regarding entrepreneurship education within the school.

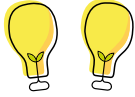
### 1.3 PROFILE OF AN ENTREPRENEURIAL GRADUATE

The school management and the EE teacher in charge have named the **entrepreneurship competences** (according to EntreComp) that they want to develop systematically in the pupils.

### 1.4 CONTINUOUS PROGRESSION OF THE DEVELOPMENT OF ENTREPRENEURSHIP EDUCATION AT SCHOOL AND MONITORING OF THE IMPACT ON PUPILS

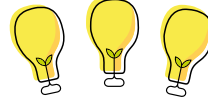
The school management has set goals for creating the conditions for systemic support of entrepreneurship education within the framework of the **Entrepreneurship Education Action Plan** that results from the certification workshop.

In order to achieve a given level within the Entrepreneurial School certification, all criteria must be met.



**Development level  
INTERMEDIATE**

Basic level + Entrepreneurship education is a clearly defined theme for development in the **school's vision**. There is no lack of framing with the terms 'entrepreneurship', 'entrepreneurship education' or 'entrepreneurial competences'.



**Development level  
LEADER**

Intermediate level + Entrepreneurship education is **part of the school's strategy**.

Basic level + **At least two thirds** of the teaching staff can define in their own words what entrepreneurship education is and what it brings.

Intermediate level + **The school management and the teaching staff reflect on the implementation of the school's strategic goals** in accordance with the school's strategic document, which includes the promotion of entrepreneurship education.

Basic level + The teaching staff has a defined **profile of an entrepreneurial graduate** including a link to it in text form.

Intermediate level + The Entrepreneurial Graduate Profile is part of the **school's strategy document**. **Pupils are familiar with the Entrepreneurial Graduate Profile**.

Basic level + **The school leadership team and the entrepreneurship team continuously reflect** on how entrepreneurship education is being developed in the school in line with the **entrepreneurship education action plan**, which is continuously updated. **The teaching staff are kept informed**.

The school **maps and evaluates the impact of entrepreneurship education** on the pupil in accordance with the defined profile of an entrepreneurial graduate and the sub-competences for entrepreneurship (according to EntreComp).

## 2. ENTREPRENEURIAL TEACHING STAFF

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Development level  
**BASIC**

**2.1 TEACHING STAFF MEMBER IN CHARGE OF COORDINATING ENTREPRENEURSHIP EDUCATION**

The school has at least one designated **educator who is actively training and preparing to coordinate entrepreneurship education** (formal studies are not a requirement).

**2.2 ENTREPRENEURIAL TEAM**

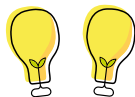
The school leadership meets with the designated EE teacher and together they **look for opportunities and set up processes** to systemically support entrepreneurship education in the school.

**2.3 SKILLS OF AN ENTREPRENEURIAL TEACHER AND THEIR DEVELOPMENT**

School leaders with a designated EE educator have named **skills and educator competencies that lead to meeting the profile of an entrepreneurial graduate.**

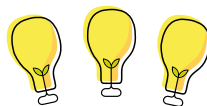
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In order to achieve a given level within the Entrepreneurial School certification, all criteria must be met.



**Development level  
INTERMEDIATE**

The school has a **trained teaching staff member** (study coordinator of EE according to the objectives set by the Lipka Standard for study coordinator of EE) who coordinates the development of entrepreneurship education at the school.



**Development level  
LEADER**

Intermediate + The teaching staff member has a clearly defined capacity to coordinate entrepreneurship education in the school, network with other schools and **share good practice in entrepreneurship education with representatives of teachers from other schools.**

Basic level + **Representatives of teaching staff share** good practice and **define the development of entrepreneurial competences** across education (in everyday teaching and in joint projects).

Intermediate level + **The school involves** pupil representatives in the systemic support of entrepreneurship education and the development of **entrepreneurial competences.**

Basic level + The teaching staff has a defined profile of an **entrepreneurial teacher** who knows the entire teaching staff, including a reference to it in text form.

Intermediate level + The school management is looking for ways to systematically educate the teaching staff in the framework of the other teaching staff towards promoting EE and fulfilling the profile of an entrepreneurial teacher. Through **individual mapping, the leadership reflects on the development needs of each teacher and the setting of conditions/organisation of teaching** with the aim of developing the profile of an entrepreneurial graduate.

# 3. ENTREPRENEURIAL TEACHING



Development level  
**BASIC**

3.1 **SHORT ENTREPRENEURIAL ACTIVITIES/ACTIVATION METHODS IN EVERYDAY TEACHING**

**At least 10 % of teachers** use short entrepreneurial activities/activation methods in their daily teaching.

3.2 **FORMS OF TEACHING FOR SUPPORTING THE DEVELOPMENT OF PARTIAL ENTREPRENEURIAL COMPETENCES**

The overall **organisation of teaching in the school is 10 % devoted** to forms of teaching that develop partial entrepreneurial competences.

3.3 **PUPIL MINI-PROJECTS AS PART OF TEACHING/OPPORTUNITY TO EXPERIENCE THE JOURNEY FROM IDEA TO IMPLEMENTATION**

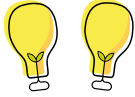
During the school year, **at least one class** implements a student miniproject.

3.4 **ELECTIVE SUBJECTS AND CLUBS SUPPORTING THE DEVELOPMENT OF PARTIAL ENTREPRENEURIAL COMPETENCES**

The school offers **at least one course or club** that aims to develop partial entrepreneurial competences.

3.5 **STUDENT PORTFOLIO**

**In at least one class**, pupils map the development of partial entrepreneurial competences in a portfolio as part of the search for and development of personal potential in the context of the entrepreneurial graduate profile.



**Development level**  
**INTERMEDIATE**

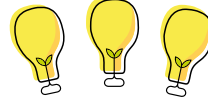
**At least 30 % of teachers** use short entrepreneurial activities/activation methods in their daily teaching.

The overall **organisation of teaching in the school is 30 % devoted** to forms of teaching that develop partial entrepreneurial competences.

During the school year, **at least half the classes** implement a student miniproject.

The school offers **more than one** course or club that aims to develop partial entrepreneurial competences.

**In at least 20 % of classes**, pupils map the development of partial entrepreneurial competences in a portfolio as part of the search for and development of personal potential in the context of the entrepreneurial graduate profile.



**Development level**  
**LEADER**

**At least 60 % of teachers** use short entrepreneurial activities/ activation methods in their daily teaching.

The overall **organisation of teaching in the school is 50 % devoted** to forms of teaching that develop partial entrepreneurial competences.

During the school year, **every class** implements a student mini-project.

The school offers a **range of elective courses or clubs** that aim to develop partial entrepreneurial competences.

**In at least 40% of classes**, pupils map the development of partial entrepreneurial competences in a portfolio as part of the search for and development of personal potential in the context of the entrepreneurial graduate profile.

3.6 INDEPENDENT STUDENT  
ACTIVITIES AND INITIATIVES

The school maps opportunities to enable pupils to implement their own ideas and initiatives; **at least one** entrepreneurial activity primarily initiated and implemented by pupils takes place at the school each year.

3.7 INDEPENDENT DEVELOPMENT  
OF THE PUPIL'S POTENTIAL

The school **maps out ways** to support the potential of the individual pupil; it considers how to create conditions and opportunities for the individual development of the pupil's potential and selffulfilment.

3.8 EXTERNAL ENTREPRENEURIAL  
ACTIVITIES

**At least one class** takes advantage of external programs offered by other institutions where the class travels or whose program it implements within the school. This gives pupils the opportunity to develop partial entrepreneurship competences.

3.9 PROMOTING SUSTAINABILITY  
AND ENVIRONMENTAL THEMES

In implementing all activities, the school **thinks** about its impacts with regard to sustainability and responsible behaviour towards nature, people and the climate. It considers other options and alternatives.

At least 6 criteria must be met in order to achieve a given level within the Entrepreneurial School certification. Of these, criteria 3.1, 3.2 and 3.3 are mandatory.

**Development level  
INTERMEDIATE**

The school maps opportunities to enable pupils to implement their own ideas and initiatives; **at least three** entrepreneurial activities primarily initiated and implemented by pupils takes place at the school each year.

The school has a **defined process** to support the potential of individual pupils; it thinks about how to create conditions and opportunities for individual development of potential and self-realisation.

**At least 20 % of classes** take advantage of external programs offered by other institutions where the classes travel or whose program it implements within the school. This gives pupils the opportunity to develop partial entrepreneurship competences.

Basic level + The school has a **student initiative** (Student Parliament, Eco-team...) or a **class activity** that actively contributes during the school year (education, organization of activities) to spread awareness of the need to promote sustainability and responsible behaviour towards nature, people and the climate.

**Development level  
LEADER**

The school maps opportunities to enable pupils to implement their own ideas and initiatives; **at least five** entrepreneurial activities primarily initiated and implemented by pupils takes place at the school each year.

Intermediate level + The school **knows the pupils who want to take advantage of the support** offer, works with them and offers them further opportunities and possibilities for self-development; creates **space for the presentation** of the individual development of the pupil's potential and self-fulfilment.

**At least 40% of classes** take advantage of external programs offered by other institutions where the classes travel or whose program it implements within the school. This gives pupils the opportunity to develop partial entrepreneurship competences.

Intermediate level + Students **actively follow the principles** of sustainability and responsible behaviour towards nature, people and the climate during all projects or learning activities. **This attitude is reflected in the life of the whole school.**

# 4. CONNECTION WITH THE WORLD



Development level  
**BASIC**

## 4.1 COOPERATION WITH ALUMNI

The school **engages entrepreneurship alumni** in the classroom to motivate students to further their education and personal development.

## 4.2 INCORPORATING THE COMMUNITY

The school works with the community and takes advantage of opportunities in its neighborhood; **provides opportunities for parents/public to become actively involved** in the entrepreneurial activities of the school's students.

## 4.3 PRESENTING EDUCATION FOR ENTREPRENEURSHIP

The school presents the purpose and content of entrepreneurship education on the **school's website**, including the contact details of the EE teacher in charge.

## 4.4 COMPANIES AND EXPERTS

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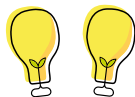
## 4.5 CONNECTING FORMAL AND NON-FORMAL EDUCATION

x

## 4.6 ABROAD

x

In order to achieve a given level within the Entrepreneurial School certification, all criteria must be met.



**Development level  
INTERMEDIATE**

See the basic level.

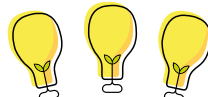
Basic level + The school **presents to parents the vision and plan to support the development of entrepreneurship competences** of pupils (class meetings, cafés, joint meetings, e-messages) and informs them about their benefits.

Basic level + The school presents its own examples of lessons, projects and initiatives that **support the development of students' entrepreneurship competences** (on the school's website and social networks). This is explicitly stated in the paper.

The school has established **follow-up cooperation with at least one company**, entrepreneur or expert from industry. This cooperation is reflected in the teaching.

The school **actively informs pupils and parents about the possibilities of non-formal education activities** and other activities beyond the regular curriculum.

x



**Development level  
LEADER**

Intermediate level + The school **regularly** collaborates in teaching with alumni who share their personal experiences with the need to develop entrepreneurship competences.

Intermediate + The school **shares a vision and plan to support the development of students' entrepreneurial competencies with the establisher** and actively identifies opportunities for collaboration and community opportunities.

Intermediate level + The school regularly **shares and presents the practice of entrepreneurship education outside the school** (i.e. outside the school network); e.g. local periodicals, regional TV, meetings with teachers, conferences, Association of Enterprising Czech Republic. **Pupils will create an Entrepreneurial School profile.**

The school **cooperates with several companies**, entrepreneurs or practitioners. These collaborations are reflected in the teaching.

Intermediate level + The school has established **at least one active cooperation** with a non-formal education institution.

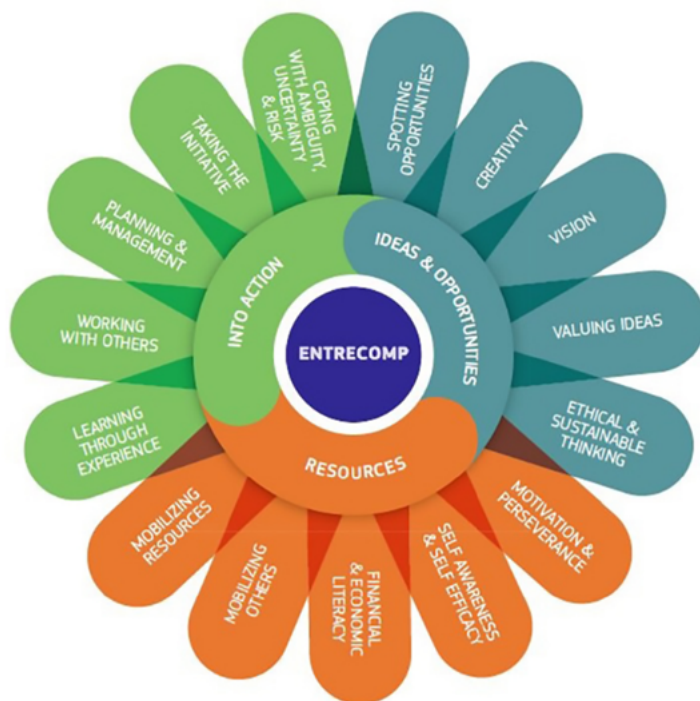
The school is **involved in activities with schools/institutions abroad**. It takes advantage of opportunities for foreign programmes with trips.

## GLOSSARY

### Entrepreneurship

Entrepreneurship is the ability to see opportunities and create value for others from them. An entrepreneurial person has their own ideas, evaluates them, secures the necessary internal (motivation, strengths, etc.) and external (co-workers, finances, etc.) resources to implement them, and is not afraid to take action. Entrepreneurship is key to success on a personal (family life), social (active citizenship), professional (entrepreneurial employee, entrepreneur or civil servant) and environmental level. Entrepreneurship is not the same as business, but it is important for its prosperity.

The definition of the term 'entrepreneurship' is based on **EntreComp: The Entrepreneurship Competence Framework, 2016** and the **key competences for entrepreneurship** and work defined in the major revisions of the Framework for Educational Programmes. Education leading to the development and support of competences for entrepreneurship is provided by **Lipka** – school facility for environmental education Brno, the workplace of the **Entrepreneurial Mind**, and at the national level by the **Association of Entrepreneurial Czech Republic**.



Source: *EntreComp: The Entrepreneurship Competence Framework*

## **1. ENTREPRENEURIAL LEADERSHIP**

### **Entrepreneurship Education Action Plan**

A set plan for the systemic support of entrepreneurship education at school with defined substeps in each area for a given period of time. If the school is involved in the process of certification as an Entrepreneurial School, the school management, the designated entrepreneurship coordinator and the certification guides cooperate in its development. The action plan is the outcome of a joint workshop and serves as a follow-up reflection on the implementation of the sub-steps. It can be integrated into existing school plans and is designed as a “living” document that is continuously evolving.

### **Entrepreneurship competences**

According to the **European Framework of Key Competences for Entrepreneurship (EntreComp)**, entrepreneurial competence is the ability to seize opportunities and ideas and create value for others from them. EntreComp defines fifteen sub-competences for entrepreneurship. They are based on creativity, critical thinking, problem solving, initiative, perseverance and the ability to work with others to plan and manage projects that have cultural, social or commercial value. The sub-competences for entrepreneurship are applicable to life in rapidly changing conditions in the civic, professional and personal spheres. They include, for instance, building selfconfidence, gaining awareness of one’s own strengths and weaknesses, strengthening the will and courage to take healthy risks, developing ethical principles, sustainability, awareness of responsibility and social compassion. **Key competences for entrepreneurship and work** are also defined in the framework of the major revisions of the Framework Education Programmes.

### **Entrepreneurship Education (EE)**

Education for entrepreneurship aims at the development of partial competences for entrepreneurship. It connects education with practical life, breaks down the boundaries between education, work and active citizenship; it trains general skills that can be applied cross-sectionally across all disciplines (also called soft skills). The aim of entrepreneurship education is to develop the competences needed for a sustainable active life as a school leaver in the rapidly changing conditions of civic, professional and personal life.

### **Vision**

A brief statement of the expected and ideal state of the school in the near future, towards which the school management wants to move. The school vision clearly includes at least one of the following terms: ‘entrepreneurship’, ‘entrepreneurship education’ or ‘entrepreneurship competences’.

### **Strategic document of the school**

The school’s strategy document (generic title) represents the specific strategy that the school is developing. It sets out the strategic objectives and the sub-steps to achieve them over a period of time. In practice, we can meet e.g. School Strategy, School Development Plan, School Concept Plan, School Development Concept, etc. This document works with terms such as ‘entrepreneurship’, ‘entrepreneurship education’ and ‘entrepreneurial competences’. When putting the strategy into practice, the document may refer to the action plan for entrepreneurship education.

### **Profile of an entrepreneurial graduate**

The profile of an entrepreneurial graduate defines the educational goals of the school in the field of entrepreneurship development. It should be based not only on the competences of the EntreComp framework and the definition of the key competences for entrepreneurship and work, but also on the views of the pupils and the specific needs of the school. The profile of

an entrepreneurial graduate focuses on all areas of entrepreneurship: family, civic, professional, social, environmental and cultural. It should clearly define the skills, knowledge and attitudes of an entrepreneurial school leaver, specifying them for the different grades: for primary school grades 9 and 5, for secondary school graduates and for secondary school diploma and apprenticeship courses.

## **2. ENTREPRENEURIAL STAFF ROOM**

### **Coordinator of entrepreneurship education at school**

A teaching staff member responsible for coordinating and leading the promotion of a systemic approach to entrepreneurship education in school. Their key attribute is understanding the nature of entrepreneurship education and interpreting its meaning to other colleagues. At the same time, he or she should understand the EntreComp competency model and the notion of the key competencies of entrepreneurship and work defined in the major revisions of the Framework Educational Programmes. They know the criteria of an entrepreneurial school and can map where the school stands in entrepreneurship education. The study of an enterprise education coordinator according to the objectives set by the Lipka Standard for the study of an enterprise education coordinator can support their skills.

### **Entrepreneurial team**

A collaborative team of teaching staff interested in developing themes of enterprise education in their teaching and disseminating them across the school. Individual colleagues are open to sharing experiences, planning and (self)development within the theme of entrepreneurship education. The team is mapping and reflecting on existing activities and looking for opportunities to link teaching to support effective collaboration across the school. The topic of systemic support for entrepreneurship education may be part of regular meetings or may be addressed in special sessions. The school management may designate an entrepreneurship education coordinator to report regularly on the suggestions that emerge from the entrepreneurship team meetings.

## **3. ENTREPRENEURIAL TEACHING**

### **Short entrepreneurial activities/activation methods in everyday teaching**

Activities that promote independent thinking, evocation, development of divergent thinking, active learning, critical thinking, evaluation of ideas, working with resources, formulating research questions, and more. The aim is to lead students to understand the connection between what they have learned in school and real everyday situations. These activities continuously develop pupils' ability to make effective use of various information resources and skills needed for successful employment in modern society (e.g. brainstorming, brainwriting, mind maps, Fishbone Diagram, open discussions, vision board, Lean Canvas, Six Hats Method, prototyping, etc.). For inspiration, you can search for examples of good practice on the Lipka website.

### **Forms of teaching supporting partial entrepreneurship competences**

Forms of teaching that activate pupils and promote active learning. This may include teaching in multi-hour blocks, practical and field-based learning outside school, integration of several disciplines into one subject, linking subjects with practice, project-based learning, researchbased learning, cross-curricular cooperation, cross-year learning, activity centres, etc.

### **Pupil mini-project**

An activity that is carried out by the pupils themselves from start to finish. The aim of the pupil mini-project is to promote and develop sub-competences for entrepreneurship, ideally through real projects that are linked to school life or extend into the community. Within the project,

pupils work with ideas, allocation of roles and implementation teams, planning, scheduling, actual implementation and final reflection (including budget and promotion if necessary). Pupil companies may also be involved. The ideal student mini-project should support the development of all fifteen sub-competences of the EntreComp competency model.

## RESOURCES AND INSPIRATIONAL LINKS

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**[www.lipka.cz/podnikava-mysl](http://www.lipka.cz/podnikava-mysl)** – Entrepreneurial Mind website

**[www.kvalitniskola.cz](http://www.kvalitniskola.cz)** – methodological portal of the Czech School Inspectorate

**[www.podnikavcesko.cz](http://www.podnikavcesko.cz)** – website of the Association of Entrepreneurial Czechia

**EntreLearn: Entrepreneurial learning toolkit for teachers, I-LINC project, 2017**

**EntreComp: The Entrepreneurship Competence Framework, 2016**

### Entrepreneurial School Criteria

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