

# Strategy for economic literacy and entrepreneurship education

Strategy – “live” process:

- include changes  
(stipulated by national & global trends)
- include additional institutions & documents

# History

- There is no long history and roots of such education
- Demand

Inventory (studies in 2001, 2002, 2005)

Goals:

- To explore demand in the education community
- To find needs education community for the effective delivery
- To bring findings to the official documents

# Inventory: example

## Teachers background (year 2002)

<b>Mathematics &amp; informatics</b>	<b>11%</b>
<b>Mathematics</b>	<b>32%</b>
<b>History</b>	<b>6%</b>
<b>Geography</b>	<b>10%</b>
<b>Physics</b>	<b>7%</b>
<b>Economics</b>	<b>15%</b>

# Evolution

Understanding:

- the content of education
- how and what need to be done

From:

economic literacy for graduating students

**Ministry of education level documents**

To:

entrepreneurship education of all young people at all grades

**Governmental level documents**

# Main documents

**Strategy of Economic Literacy and Entrepreneurship Skills Development (Ministry of Education)**

**National education strategy in education for the years 2003-2012 (Parliament):**

*“at all levels of education attention to the education for the entrepreneurship and financial literacy is strengthened...”*

**National strategy for stimulating youth entrepreneurship for the years 2007-2011 (Government)**

# Strategy

Curriculum



*Each student graduating basic school will have basic entrepreneurship skills and will have basic knowledge of the market economy, will know what personal skills are needed and how to develop them in order to take advantages of the market economy*

Educational materials



Human resources



Environment





# EU & National documents

Parallel development

Positive impact:

- foster decision making
- checking importance of main points
- adding national specifics

Examples – teachers, cooperation with nonprofits