

Table 3.1 A Progression Model for Entrepreneurship Education Ecosystems in Europe

Stage	Pre-strategy (based on individual initiative)	Initial Strategy Development	Strategy Implementation and Consolidation & Development of Practice	Mainstreaming
Indicative timeframe	Starting position	0- 2 years ...	c. 2-5 years ...	c. 5 years +
National ²⁸ strategy, frameworks	<p>No formal strategy in place. Entrepreneurship education covered – if at all – in disparate policy documents.</p> <p>Little or no effective inter-ministerial cooperation.</p> <p>No or rudimentary platforms for dialogue with relevant social partners.</p>	<p>Development and promulgation of strategy, with identification and agreement of entrepreneurship education objectives and of competences, roles and responsibilities of key players.</p> <p>Mechanisms being established for cooperation between key ministries.</p> <p>Platforms being established to include wider stakeholders.</p> <p>Vision (and intended outcomes) in process of being determined, which may involve reconciling competing agendas within government and between public and private sectors etc.</p> <p>Mapping and analysis of entrepreneurship education. Good practice examples being identified.</p> <p>Collection of effective teaching methods and materials.</p>	<p>Specification of learning outcomes, objectives, indicators and targets.</p> <p>Methods being developed for assessing learning outcomes; and development of appropriate qualifications.</p> <p>Regular cooperation mechanisms being embedded at various levels of system, with relative roles and responsibilities of different stakeholders clearly defined and accepted.</p> <p>Development of funding streams: allocation of dedicated resources.</p> <p>Implementation support mechanisms being put in place. Resource banks of teaching materials available, Dissemination and broad-based application of the effective teaching methods identified.</p> <p>Research base being developed.</p>	<p>On-going monitoring and regular evaluation of entrepreneurship education in terms of quality of activity and learning outcomes being achieved.</p> <p>Implementation support mechanisms part of everyday teacher and school development; entrepreneurship education fully integrated into initial teacher training for every teacher.</p> <p>Continuous application and refinement of effective teaching methods.</p> <p>Robust funding mechanisms established.</p>

²⁸ Or regional strategy and frameworks depending on governance structures

Stage	Pre-strategy (based on individual initiative)	Initial Strategy Development	Strategy Implementation and Consolidation & Development of Practice	Mainstreaming
Indicative timeframe	Starting position	0- 2 years ...	c. 2-5 years ...	c. 5 years +
Schools	<p>Penetration of entrepreneurship education highly variable; much ad hoc activity. Tends to be an 'add on' to the mainstream curriculum with emphasis on 'entrepreneurship' as running a business.</p> <p>Tends to be focused in secondary education and in specific subjects.</p> <p>No or sporadic formal assessment of learning outcomes. Use of (unaccredited) prizes and awards to recognise achievement.</p>	<p>Launching of communications campaigns to stimulate interest of business community. Awareness raising with teachers.</p> <p>Role of schools articulated in strategy – recognition of central role</p> <p>Entrepreneurship education starting to be developed across the curriculum as an embedded set of competences, not just as a separate subject.</p> <p>Development of entrepreneurship education beyond secondary level especially, e.g. at primary level; and school clustering.</p>	<p>Entrepreneurship education being made available in every school, embedded within the curriculum as part of the overall teaching concept and also as a separate subject.</p> <p>Progressive establishment of partnerships with businesses in all schools (e.g. through pilots).</p> <p>Links being developed between schools at different levels, moving entrepreneurship education out of secondary schools into primary and post-secondary provision (e.g. pilots).</p>	<p>High quality entrepreneurship education being made available to every student in every phase/type of education.</p> <p>Clear linkages established between different phases/types of education.</p> <p>Progressive development of wider linkages as part of development of local entrepreneurship ecosystem</p> <p>Learning outcomes assessed.</p>
Teachers	<p>Strong reliance on individual teacher's enthusiasm.</p> <p>Entrepreneurship education often delivered outside core school hours as extra-curricular activity.</p> <p>Teacher training very limited. No or little in-service training.</p>	<p>Role of teachers articulated in strategy – recognition of central role.</p> <p>Good practice examples being identified of: teacher training; teaching materials.</p>	<p>Teachers making increasing use of national/regional and local support mechanisms (e.g. training or exchange platforms).</p> <p>Use of pilots to spread good practice and increase numbers of teachers engaging with entrepreneurship education agenda.</p>	<p>All teachers receiving entrepreneurship education as an integral part of their initial and their continuous in-service teacher training.</p> <p>All teachers teaching entrepreneurship education as integral part of the curriculum.</p>

Stage	Pre-strategy (based on individual initiative)	Initial Strategy Development	Strategy Implementation and Consolidation & Development of Practice	Mainstreaming
Indicative timeframe	Starting position	0- 2 years ...	c. 2-5 years ...	c. 5 years +
Regional and local authorities ²⁹	Patchy involvement: some authorities involved in development of local partnerships; others not involved at all.	(Potential) role of local authorities considered in strategy development process. Development of good practice examples of schools clusters and education-business partnerships at local level.	Initial or in-service training on entrepreneurship made available to all interested teachers. Local authorities playing an increasingly important role in school cluster development and education-business links.	Full participation of local authorities in organizing entrepreneurship education. Possible establishment of statutory requirement for organisation of partnerships based on municipality geography.
Businesses, private associations and organisations	Involvement of businesses tends to be patchy, unstructured, and often reliant on individual initiative by parents. Use of programmes developed by private organizations (e.g. JA-YE) tends to be ad hoc on individual school basis ... but plays vital role in providing essential experiential and 'hands-on' learning.	Key role of businesses and private organisations articulated in strategy Businesses (increasingly) involved through social partner organisations in policy development and in delivery of entrepreneurship education in schools.	Consideration of potential to upscale the role played by businesses and private organisations in entrepreneurship education: extension and deepening of that role. Businesses being more systematically engaged at local level – movement away from ad hoc approaches to establishment of mechanisms for brokerage and establishment of long-term, sustainable relationships with schools.	Full participation of businesses in entrepreneurship education in all schools/universities. Businesses support for entrepreneurship education at all levels increasingly delivered through structured channels, e.g. education-business partnerships, organised brokerage.

²⁹ The role of **regional and local authorities** depends on the distribution of responsibilities between tiers of government.