



2. ACTORS:

Providers, Authorities and other Agents

Actors can be *national, regional or local authorities, schools, ITE providers, teacher educators and teacher candidates* etc. In the following, they will be described with regards to their function and relevance as well as their interactions (e.g. collaboration between schools and TTCs).

General agents

As teacher training does not happen in isolated regional or national contexts, a consideration of general agents is useful. General agents are actors, which become relevant at different levels, with different purposes, and at different stages of the process of ITE. Also here we first have to identify these actors and define their specific roles and responsibilities. Then we need to allocate their influence and explain their interconnectedness with the main actors of ITE.

A first category of agents are organizations for **further training and development**. Once in service, which offers of professional development do teachers have? This question is especially interesting with respect to EE, as in many countries EE is not an integral or compulsory part within ITE, rather an option as part of teachers' continuing professional development. As most offers of EE are organized externally, they remain outside the scope of TTCs. "The dominant modes of incorporation of entrepreneurship education are through external actors and as part of specific programs organised by ministries of education." (EC, 2011, p. 17f.) This means that, once they are in service, teachers (and schools) rely on the support from other stakeholders to develop such competencies.

Another category of general agents are **labour unions** (e.g. the Teacher Union in Austria and its strong political influence) and **professional organizations** (e.g. the European Association for Quality Assurance in Higher Education). Next to that, we have the relevance of NGOs and private businesses on national and international level. Especially the influence of **corporations** has increased in some respects, as they cooperate with TTCs, organize business visits, internships and other opportunities of non-formal learning. Then there is the role of **media**: media coverage and media institutionalization are important indicators for the public discourse on ITE.

Finally, there is a range of international organizations whose agendas have influence on ITE on national level. Examples are the **OECD** and its comprehensive research on teaching and learning (e.g. TALIS-surveys), the **UN** and its Sustainable Development Goals, the **EU** and its strategies for Lifelong Learning. Even more compulsive are initiatives for general educational standardization like the Bologna Process, the framework of the European Higher Education Area, the European Qualifications Framework and other transnational processes (see Symeonidis, 2018).