



3. ARTEFACTS: Curricula, Standards and Strategies

There is a category in our analysis which highlights those elements of ITE, which are not represented by organizations or individuals but still have important influence. These elements are materialized as *artefacts* and thus can “act” in the same sense as human actors.

National Strategies and Initiatives of Entrepreneurship Education

In this section, we ask for existing national strategies and initiatives to promote EE. Are there any national strategies, action plans and initiatives, which promote EE, encourage its integration and thus may have influence on the current situation on educational reforms? Different levels of strategies are possible (Eurydice, 2012, p. 7):

- specific strategies/action plans focused exclusively on the integration of EE,
- broader educational or economic strategies which incorporate objectives for EE (e.g. strategies for lifelong learning, youth, employment, formal education),
- individual or multiple initiatives related to EE.

As these strategies and initiatives mainly materialize in official documents, we ask for the levels and modes in which EE is currently being addressed in national educational steering documents in terms of general approaches, guidelines, obligations and/or recommendations.