EAST

ENTREPRENEURSHIP AS SELF-EMPLOYMENT TOOL
SKILLS AND QUALIFICATIONS WITHIN ECVET

Guidance Recommendations.
Bridges between VET and Higher education systems focused on entrepreneurship

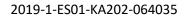### SUMMED UP BY DR DOROTA NAWRAT-WYRAZ
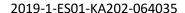
June 2020

Content

INTRODUCTION

The presented report is the second of the results of the intellectual work (IO no2) of the project **Entrepreneurship as Self-employment tool. Skills and qualifications within ECVET**.

This report is the result of an analysis of the situation in partner countries regarding the possibility of developing and confirming entrepreneurial competences in individual countries in the context of the national qualifications framework. The report is a continuation of the analyzes that were developed in IO1 "Entrepreneurship in the European Area of Skills and Qualifications" and is a continuation of the implementation of the goals and tasks set in the project.

The main purpose of the work undertaken in IO 2 was to prepare basic assumptions and recommendations for the development of the handbook Guidance Recommendations Manual bridges between VET and Higher education systems - focused on entrepreneurship.

Partners also focused on searching for bridges between individual education systems and entrepreneurship competence training programs in high schools and colleges in partner countries and the possibilities of confirming and certifying qualifications. An analysis of non-formal and informal educational opportunities related to the development of entrepreneurial competences and the acquisition of qualifications outside formal systems was also carried out.

The report on the work carried out in IO 2 was divided into two parts. In the first part, basic assumptions were developed and important and useful knowledge on the functioning of VET / ECVET and NQF systems in individual countries was gathered, with particular emphasis on entrepreneurial competences. Then, practice in this area in individual partner countries was discussed, with examples given. Attention has been paid to and describes how learning outcomes in individual countries are confirmed, and what institutions deal with this. An important part of the report are interviews with managers and their analysis regarding the acquisition of entrepreneurial competences and the need for confirmation. The analyzes were used to formulate recommendations regarding the validation of entrepreneurial competences.

The second part of the report concerns validation. It discusses the assumptions for conducting validation, describes the validation methods as well as persons and institutions that deal with confirmation of qualifications - on the example of the system functioning in Poland. This part also contains recommendations regarding the validation of entrepreneurial qualifications in individual partner countries. The whole is crowned with a summary as well as bibliography and netography with links to expand knowledge on validation and confirmation of entrepreneurial competences. In addition, the annex includes links to examples of solutions that already exist in some countries.

GLOSSARY

ACCUMULATION

collecting confirmed (as a result of validation) sets of learning outcomes that are part of the requirements specified in the description of qualifications.

ACHIEVEMENT

a separate set of learning outcomes, the achievement of which has been confirmed in validation, which is part of the requirements for a given market qualification.

CERTIFICATION

the process by which a person applying for the award specific qualifications after obtaining a positive result validation, receives from the approved certification body, a document confirming the assignment of specific qualifications

CERTIFYING INSTITUTION

institution, which obtained the right to conduct validation and certification.

COMPETENCES

widely understood ability to take certain actions and tasks with the use of learning outcomes and their own experiences. Competences cannot be equated with learning outcomes

CREDIT EUROPEAN CREDIT SYSTEM FOR VOCATIONAL EDUCATION*(ECVET)*

ECVET allows learners to accumulate, transfer and use their learning in units as these units are achieved. This enables building a qualification at learners' own pace from learning outcomes acquired in formal, non-formal and informal contexts, in their own country and

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

3

abroad. The system is based on units of learning outcomes as part of qualifications that can be assessed and validated.

EUROPEAN QUALIFICATIONS FRAMEWORK (EQF)

acts as a translation device to make national qualifications more readable across Europe, promoting workers' and learners' mobility between countries and facilitating their lifelong learning. The EQF aims to relate different countries' national qualifications systems to a common European reference framework. Since 2012, all new qualifications issued in Europe carry a reference to an appropriate EQF level.
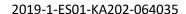
EUROPEAN CREDIT TRANSFER SYSTEM (ECTS)

is part of the European Higher Education Area for comparing study programs. The system allows recognition of academic qualifications obtained abroad and periods of study abroad, as well as crediting points obtained at another university as part of the study program at one university. The ECTS credits system is based on specific learning outcomes and specific activities carried out as part of the studies.

FORMAL LEARNING

is official, guided by a formal curriculum, organised by public organisations or recognised private institutions and results with formal certification and formal level of qualification which is recognised by relevant national educational authorities. TFormal education is usually organised as full – time education and is organised as a continuous process with defined stages. Formal education encompasses primary, lower and upper secondary education, higher and university education that culminate in the achievement of a degree or a professional qualification or diploma or a recognised certification as well as adult education programmes.

INFORMAL LEARNING

is the education that goes on outside of a traditional formal learning environment like university, school or college. It is an education that is seen as a learning which goes on in our daily life or learning projects undertaken by us to teach ourselves. It is developed whether or not there is a deliberate choice and is realised in the performance, by any person, of activities in everyday situations and interactions that take place in them, within the context of work, family and leisure, i.e. it is without external support and is not institutionalised. In other words, oftentimes informal learning involves learning things without realizing the

learning process. This may include picking up information from TV, over the internet, films, direct interaction with individuals or any other informal way.

LEARNING OUTCOMES

knowledge, skills and social competences acquired in the learning process. Learning outcomes can be confirmed (and accumulated) only as separate sets specified in the description of qualifications.[1]

MARKET QUALIFICATIONS

qualifications not regulated by law, which are awarded on the basis of the freedom of economic activity.

NATIONAL QUALITY FRAMEWORK (NQF)

A national qualifications framework is a formal system describing qualifications. 47 countries participating in the Bologna Process are committed to producing a national qualifications framework. Other countries not part of this process also have national qualifications frameworks. The framework contains descriptions of the levels of qualifications distinguished in each country corresponding to the relevant levels of the European Qualifications Framework, referred to in Annex II to the Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning, formulated with the help of general characteristics of learning outcomes for qualifications at particular levels, included in the categories of knowledge, skills and competences.

NON-FORMAL LEARNING

is any type of structured and organised learning which is institutionalised, intentional and planned by an educational provider, but which does not lead to formal level of qualification recognised by the relevant national education authorities. People of all age groups can participate in non - formal education which can be offered through courses, workshops, seminars.

NQF LEVEL

the scope and complexity of the required learning outcomes for a given level of qualifications, formulated using general characteristics of learning outcomes.

TRANSFER OF ACHIEVEMENTS

---

[1] Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning.

recognition by the certifying authority of a positive validation result of individual sets of learning outcomes that has been carried out by other institutions.

VALIDATION

an assessment whether a person applying for the award of a specific qualification achieved a part or all of the learning outcomes required for the given qualification, regardless of how the learning was acquired. Successful passing of validation is completed by confirmation of possession of certification in the form of a certificate.

VOCATIONAL EDUCATION AND TRAINING (VET)

Education and training which aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly in the labour market.

QUALIFICATION

a set of learning outcomes in terms of knowledge, skills and social competences acquired in formal education, non-formal education or through informal learning, in accordance with the requirements set for a given qualification, the achievement of which has been assessment in validation and formally confirmed by an authorized certifying entity.

ACRONYMS AND ABBREVIATIONS

VET vocational education and training

ECVET European Credit System for Vocational Education

EQF European Qualifications Framework

NQF National Quality Framework

ECTS European Credit Transfer System

PART I. Basic assumptions and recommendations regarding the confirmation of competences in the field of entrepreneurship

Part 1 contains comparative analyzes of qualification confirmation systems in partner countries, analyzes of entrepreneurship education systems, comparative research based on interviews with managers to identify the need for confirmation of entrepreneurial competences, and recommendations for their validation.

1.1. Synthetic information on ECVET and NQF systems in partner countries

Cyprus	*1. What is the system (name)?*
	Cyprus Qualifications Framework (CyQF).
	2.Since when does it work?
	A decision to create an NQF was taken by the Council of Ministers in 2008. A first NQF draft, with detailed timetable for implementation, was presented in April 2010 and consultation with various stakeholders took place in spring 2011. In Autumn 2012, the Council of Ministers approved the implementation of the NQF in Cyprus based on the 8 Levels of the EQF.
	3.How does the system work?
	The adoption and implementation of the European Qualifications Framework is voluntary and hence legally non-binding to the European Union or other Member States. However, in case a Member State decides to adopt it, it will be bound to implement it and relate it to its own National Qualifications Framework. The European Qualifications Framework is a reference framework whose aim is to relate the qualifications systems of various countries. In order to facilitate this effort, each Member State is expected to develop a National Qualifications Framework. Therefore, the Council of Ministers, with the Decision number 67.445 of the 9th of July 2008, decided the appointment of a National Committee for the Development and Establishment of a National Qualifications Framework in Cyprus, which consists of the General Director of the Ministry of Education and Culture (President of the Committee), the General Director of the Ministry of Labour and Social Insurance and the General Director of the Human Resource Development Authority or their representatives.
	The National Committee has appointed a three-member Working

Committee for the preparation of an Interim Report on the development of a National Qualifications Framework in Cyprus, which consist of representatives of the three members of the National Committee. Their role is to:

• Study the examples of other countries that have already developed and established National Qualifications Frameworks.

• Develop the National Qualifications Framework of Cyprus based on the eight levels of the European Qualifications Framework in order to ensure the smooth referencing of the NQF to the EQF.

• Take into account the traditionally and socially acceptable norms and frameworks of Cyprus, as well as the reservations regarding the validation of informal and non-formal learning.

The National Committee and the Working Committee, based on the priorities of the Republic of Cyprus and the special characteristics of the Cyprus reality, and after reviewing the good practices of other European countries that have already established National Qualifications Frameworks, as well as studying the international relative bibliography, have determined the goals and objectives, the educational sectors that will be included in the National Qualifications Framework of Cyprus, the degree of monitoring the design and quality of qualifications, the degree that the various subsystems will be connected to one another, as well as other policy measures that may be necessary in order to achieve its objectives, the necessary actions and the regulations that will govern its operation and the bodies that will manage it.

Objectives and Targets of the National Qualifications Framework of Cyprus

- The recognition and validation of Qualifications
- Mobility
- Quality assurance of education and training programmes
- Promotion of lifelong learning

Recognition and validation of qualifications:

The recognition and validation of qualifications, through the development and implementation of a National Qualifications Framework, ensures the upgrading of the quality of human resources and prevents the inclusion of unqualified individuals in a professional group. Furthermore, it ensures international recognition of qualifications through the European Qualifications Framework.

Stakeholders should proceed to reference the qualifications (certificates / diplomas etc) they award to the levels of the proposed National

Qualifications Framework and subsequently to the levels of the European Qualifications Framework. It is very important to define the main goals/objectives that the National Qualifications Framework will serve.

4. Advantages of the system.

The system takes into consideration several aspects to maximise the quality of the system as a whole.

→It recognises and validates skills and qualifications

→It *supports greater mobility of workers and learners. It makes it easier for learners to describe their broad level of competence to employers in other countries. This will help employers interpret the qualifications of applicants and so support labour market mobility in Europe.*

→With the development and establishment of a National Qualifications Framework, quality assurance of the education and training provided will be promoted through the existing competent authorities. In order for a programme of education and training to be recognised and certified through the National Qualifications Framework, it should satisfy a specific set of criteria for achieving predefined levels of learning outcomes

→It enables the promotion of Life-long Learning.

5. Is it integrated with non-formal education (confirmation of learning outcomes in lifelong learning)?

The system takes into account the traditionally and socially acceptable norms and frameworks of Cyprus, as well as the reservations regarding the validation of informal and non-formal learning.
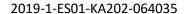
Greece	*1. What is the system (name)?*

The National Organisation for the Certification of Qualifications and Vocational Guidance **(EOPPEP)**, is the main administration body of the National Network for Lifelong Learning in Greece. This is the institutional body for the development and implementation of the **National Qualifications Framework (HQF)** and the body responsible for the correspondence or HQF with the European Qualifications Framework **(EQF).**

2. Since when does it work?

Since 2010, steps have been taken in Greece towards the validation of non-formal and informal learning, with developments in the National Qualifications Framework (HQF).

In December 2015, Greece completed the procedure of referencing of the HQF to the EQF as a significant first step towards the development of a

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

9

framework for validation of non-formal and informal learning. Since then, the phase of classification of qualifications awarded by the Greek non-formal education system has begun.

3. How does the system work?

The HQF comprises of eight levels, as the EQF, defined in learning outcomes for knowledge, skills, and competences. A broad range of qualification types have been identified and integrated within the Framework. This is expected to allow for the differentiation of qualifications that have been grouped under the same HQF level. The Framework has been designed to incorporate all formal qualifications.

Following European education policies, since 2006 Greece has developed – by Ministerial Decree 110998 – a methodology for analysing occupational profiles (standards) incorporating the learning outcomes approach. This was an early effort to create a methodology for modularising VET curricula and part of a broader strategy aimed at upgrading VET. It was also seen as a precondition for setting up a system for validating informal and non-formal leaning and for accrediting training programmes. The decision was taken to shift from task (used in the past) to function, as it has been argued that function provides a broader perception for the content of the outcomes.

Authorities developed 202 job profiles based on learning outcomes; updating and renewing outcomes in occupational profiles is a necessity, according to labour market research, surveys, and evaluation of existing curricula. This is a major task for all stakeholders, most importantly for social partners. The relevant legislative framework is under development. Working groups were formed under the auspices of the Ministry of Education to draft learning outcomes of qualifications provided in subsystems of formal education, and to suggest their allocation to the eight levels of the HQF. Reforms in general education and VET were initiated under Law 4186/2013 on restructuring secondary education. Higher education qualifications are included in the HQF register and general descriptors of HE programmes have been developed in cooperation with higher education institutions.

The reforms that were initiated with Law 4186/2013 brought about developments in curriculum reform on the basis of learning outcomes. These developments have intensified over the last two years, starting from the post-secondary year/apprenticeship class. The ministry of education cooperated with the Finnish organisation OMNIA under an EU structural reform support services joint project, for the implementation of the national strategic framework for the upgrading of VET and apprenticeship in Greece. One of the project deliverables was the training of counsellors and teachers to reform curricula based on learning outcomes. In 2017, a ministerial decision on a quality framework for VET curricula was adopted.

2019-1-ES01-KA202-064035

Co-funded by the
Erasmus+ Programme
of the European Union

	The content of the decision included the definition of learning outcomes, the connection with occupational profiles, and issues regarding the design of VET curricula. Other ministerial decisions taken were related to the curricula of the apprenticeship classes, based on learning outcomes, the apprenticeship certification scheme and assessment of apprenticeship courses. Currently the development of vocational education curricula (400 subjects) based on learning outcomes is a major task to be undertaken by the Institute for Educational Policy. *4. Advantages of the system.* - The shift to learning outcomes represents a significant change in the Greek system, which, until now, has mainly relied on an 'input' approach. - The outcomes-based HQF is expected to support design of outcomes-based qualifications. - One anticipated benefit of the HQF is to promote open dialogue and collaboration among a wide range of stakeholders; - It will also help clarify and reinforce the relationship between education and training and the labour market. - *Enables the qualifications comparability internationally, and thus increases the occupational mobility of employees.* *5. Is it integrated with non-formal education (confirmation of learning outcomes in lifelong learning)?* The system aims to create a methodology for modularising VET curricula and upgrade VET. It was also seen as a precondition for setting up a system for validating informal and non-formal leaning and for accrediting training programmes. The decision was taken to shift from task (used in the past) to function, as it has been argued that function provides a broader perception for the content of the outcomes.
Italy	*1. What is the system (name)?* The Italian system of Vocational Education and Training is quite complex, since competency is shared among different authorities. Qualifications are managed within the framework of Operative Framework for the national recognition of the regional qualifications and competences, according to the national repertory of qualifications. For what specifically concerns ECVET, There has been no official adoption of it as a framework of reference. *2. Since when does it work?* In Italy the years 2012-2014 have been marked by significant reforms, both of lifelong learning policies (e.g. the reform of centres for adult education)

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

11

and systems and tools for transparency of qualifications (through the legislative decree 13/13 focused on drafting the framework for the validation and certification of competences acquired from experience). Legislation on certification and validation of competences was introduced in 2012 (Legge Fornero) and in 2013 the Decree 13/2013 defined the standards.
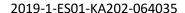
3. How does the system work?

As already stated, there has been no official adoption of ECVET as a framework of reference. The key impact of ECVET in Italy is in the context of transnational mobility, while within the context of lifelong learning, ECVET had a smaller role to play. In fact, there has been no official adoption of ECVET as a framework of reference.

However, VET and HE structures are compatible with ECVET principles. Most reforms included designing learning outcomes-based curricula and units. The Ministry of Education, University and Research issued guidelines for ET providers that include learning outcomes. Higher technical education and training is organised in modules and units; training credits are recognised by HE institutions and are ECTS-compatible. In principle, the ET system enables switching between learning pathways.

Following the definition of indicators and procedures to certify competences and to develop a credit system for IVET and CVET compatible with ECVET, has State-region agreement, January 2015, certification and validation system have been set up in the regions.

Since 2016 it is also available an online tool: The Atlas of Labour and the Repertory of Qualifications. At the end of 2016, national guidelines for validation and certification of Non-Formal and Informal Learning (NFIL) were also defined. Further, a proposal for referencing those qualifications not included in the First Italian Referencing Report, together with the definition of the Italian NQF (correlated to EQF and to Regional repertories) was forwarded in 2016 by the Technical Group to the responsible Ministries.

All regions are implementing the above-mentioned provisions and all these actions are in line with the requirements of the worldwide innovations and challenges to encourage the development of visible and demonstrable qualifications, skills and competences. All the Italian regions have their own catalogue of professional qualifications. It means that, to introduce a new qualification or to modify an existing one, the request has to be submitted to each single region, in order to design a training programme following specific guidelines. It enables the association of the new competences identified to the specific "area di attività" (area of activity, acronym ADA). The association to the ADA is aimed to match the qualification to a similar one in the other regions, gathering together the similar ones into groups

identified according to the existing similarities. Each qualification has national legal importance.

Therefore, ECVET do play an indirect role, since ECVET principles have been implicitly adopted, however, especially with regard to the recognition and validation of LO acquired through non-formal or informal learning, however without explicit reference being made to ECVET. ECVET is also attributed a significant role in promoting the principle of structuring qualifications into units of LO.

4. Advantages of the system.

Apart from the general advantages coming from the introduction of the ECVET systems that are shared by the whole EU, in Italy we found that ECVET has had a strong impact on improving the quality of international mobility of leaners and on facilitating the recognition of LO achieved in transnational mobility in Italy: the use of MoU, LA and personal transcript is widespread. The National Agency (INAPP) promotes the use of ECVET principles and tools in the context of transnational mobility.

5. Is it integrated with non-formal education (confirmation of learning outcomes in lifelong learning)?

The Country has taken several steps towards a qualification systems that can be flexible enough to be a bridge between formal and non-formal education but,   in general, there are only very few possibilities to validate a part of qualification as such and to accumulate different units of LO to reach a formal qualification. A summative final exam is the norm.

Poland	*1. What is the system (name)?*
	ECVET is the second, after ECTS, system of accumulating and transferring achievements developed in Europe. The work on ECVET is inscribed in the wider context of work on qualification systems in EU Member States, support for educational and professional mobility, and the implementation of policies for lifelong learning. The implementation of ECVET is voluntary, it is up to each country and responsible institution to determine the rules and scope of this system. This system has not been formally implemented in Poland, but its assumptions are implemented as part of vocational education and training, in Integrated Qualifications System (IQS) and in educational mobility projects (under the Erasmus + program).
	2. Since when does it work?
	On 22nd December 2015 Poland adopted the Act on the (IQS), which describes all qualifications awarded in Poland by authorised entities – it came into force on 15th January 2016.

3. How does the system work?

A new national qualifications system encompasses the eight-level Polish Qualifications Framework (PQF) and the Integrated Qualifications Register. An important element of this system is the possibility of validating learning outcomes achieved outside the school and higher education systems, including through non-formal and informal learning. It is accompanied by the implementation of general, binding rules and standards for validation that apply also outside the formal education system. The law also introduced a definition of qualifications and their distinction into: full qualifications – awarded exclusively within the formal systems of school and higher education (e.g. a matriculation certificate); and partial qualifications – awarded by training companies. The Act on the IQS also introduced market qualifications, which are awarded by Certification Institution, in which validation of learning outcomes and certification is carried out. Legal changes took place also in the higher education sector that aimed at reinforcing the principle of lifelong learning as well as the recognition of learning outcomes acquired outside of the formal education system. The Act also specifies the requirements for bodies carrying out validation and certification, the rules for obtaining the permit to carry out certification, the principles for quality assurance in validation and certification, as well as the rules for monitoring of both processes.

These central regulations address validation as a systemic solution, developed from a national perspective. The Act on IQS organises the already functioning validation arrangements and makes the system more coherent. This refers, above all, to the two main validation frameworks that have already been in place covering vocational education and training in school and in the craft system. The newly established national qualifications system creates the possibility of a broader consideration and formal documentation of new competences acquired in very different ways throughout life. IQS increases the comparability of individual arrangements and assure quality of validation processes. The new system imposes, in a formalised way, a number of obligations on validating institutions in order to ensure consistency and – at least in theory – a high quality of validation processes.

The system covers all types of qualifications functioning in Poland - both qualifications from formal education systems, as well as the so-called regulated and market qualifications. Regulated qualifications are established by separate legal regulations (but not educational acts). Examples of such qualifications are driving license or diver's diploma.

Market qualifications are not based on separate legal provisions, most often they are qualifications developed by communities (social organizations, associations, corporations and other entities) based on their experience. In this case, the term 'marketable' means that these qualifications have arisen

and are functioning on the 'free market' of qualifications. Market qualification can be obtained by anyone who meets the requirements specified for a given qualification. These requirements are found in the so-called description of qualifications. On the one hand, they concern the accession to validation (e.g. age, professional experience, health condition), and on the other hand, knowledge, skills and social competences that should be demonstrated during validation.

4. Advantages of the system:

- Integrating all qualifications awarded in Poland in one system.

- Establishment of an Integrated Qualifications Register - a publicly available system in the form of a portal on which all qualifications are posted.

- Enabling entrepreneurs to describe and integrate into the system market qualifications that are needed on the market and which are missing in formal education.

- Enable confirmation of lifelong learning outcomes in non-formal learning.

- Assigning a PRK level to all qualifications in the system, which enables their comparability also internationally, and thus increases the occupational mobility of employees.

- Quality assurance. The validation conducted by Certifying Institutions is supervised by Ministries and specially appointed institutions (PZZJ).

- System availability, dissemination to various stakeholder groups (education, bines, labor market institutions, training companies, associations and NGOs).

- IQS creates the possibility of gradual collection (accumulation) of achievements, i.e. proven and confirmed learning outcomes acquired at different times and places. This will undoubtedly increase access to qualifications for working people.

5. Is it integrated with non-formal education (confirmation of learning outcomes in lifelong learning)?

The system aims to link formal, non-formal and informal education. Market qualifications give the opportunity to improve qualifications in the process of lifelong learning and regardless of the level of formal education. It is important that you can confirm individual learning outcomes to gain a given qualification. This means that anyone who wants to get a qualification can validate individual learning outcomes. Also facilitated the acquisition of qualifications to adults outside the formal education system.

2019-1-ES01-KA202-064035

Co-funded by the
Erasmus+ Programme
of the European Union

Spain	*1. What is the system name?*
	Qualifications in Spain for VET education are managed, according to the Spanish Law, by the National System of Qualifications and VET education (<u>INCUAL</u>).
	Also, a national framework (MECU) was designed to manage the qualifications of all education in the country (including VET education).
	2. Since when does it work?
	The INCUAL was founded in the country in 2002 and it is established by the "Ley Orgánica 5/2002".
	The MECU was approved in 2011 following the Recommendation from 2008 by the European Parliament for the creation of a European Qualification Framework (EQF)[2].
	3. How does the System work?
	The EU developed different systems of qualification such as ECTS and ECVET, as a method to facilitate the validation of knowledge among the European countries. Both systems are currently used in Spain; in the case of VET education, ECVET is the one used. ECVET does not substitute the Spanish qualification systems but complements them to ensure Spanish studies are recognised in other EU countries. [3] The INCUAL it is part of the Minister of Education, and it is in charge of elaborating and updating the National Catalogue for Professional Qualification.
	It is also relevant to mention that in 2017 the European Parliament approved a new Recommendation regarding the European Qualification Framework (EQF), which should be applied in all partner members, as accepted in the Treaty of Lisbon in 2015. However, the MECU has not been yet ammended by the Spanish Government, being this improvement currently a "Project" (Proyecto de Real Decreto).[4]
	Although the law maintaining qualifications is relatively old, the INCUAL is constantly updating the education opportunities under VET education (for example, in 2019 there were 13 new projects proposed, some related to business management). However, qualifications in Spain remain the same as in 2003, and so do the descriptions and definitions used, provided by the

---

[2] BOE Núm. 185, July 2011, available online at https://www.boe.es/boe/dias/2011/08/03/pdfs/BOE-A-2011-13317.pdf

[3] ¿Qué es ECVET? Spanish Ministry of Education, available online at http://www.todofp.es/en/profesores/europa/fp-europa/ecvet/que-es-ecvet.html

[4] PROYECTO DE REAL DECRETO POR EL QUE SE ESTABLECE EL MARCO ESPAÑOL DE CUALIFICACIONES PARA EL APRENDIZAJE PERMANENTE, available online at https://www.educacionyfp.gob.es/gl/dam/jcr:1aab317b-35dd-453b-b5d8-ed91c16fa401/prd-mecu.pdf

mentioned law.

According to the Spanish systems, **Vocational qualification** is the set of professional skills with significance in employment that can be acquired through modular training or other types of training, as well as through work experience. Qualifications are dependent on the competences of the person. **Competence** is defined as the set of knowledge and skills that enable the exercise of professional activity in accordance with the requirements of production and employment. There is a difference between technical competences (those specific to a certain qualification), and key competences (those that allow individuals to adapt to a changing work environment). [5]

In Spain we can find 3 different levels of VET education qualifications, depending on the degree of complexity, autonomy and responsibility required to overcome them.

At the same time, each qualification is divided in competence units, which are linked to learning units where a minimum amount of knowledge is required to obtain them. Through the appropriate accumulation of competence units, it is possible to obtain a Title of VET education.

The same law also made a division of levels according to the competences owned. [6]

4. Advantages of the system.

The advantages of the ECVET system are quite general all over Europe. Some of the most important are:[7]

- Unification of all qualification systems
- Facilitation of transfers between learning results and units
- Enhancement and motivation towards the associations between institutions
- Elimination of repetitive evaluations: before this system, it was necessary for students who wanted to change from one institution to another to be evaluated again in the areas they had already been evaluated.
- Movement between general and professional education systems.

5. Is it integrated with non-formal education?

[5] INCUAL, Gobierno de España, available online at: http://incual.mecd.es/las-cualificaciones
[6] BOE núm. 223, September 2003, available online at http://www.icuam.es/c/document_library/get_file?uuid=804d6925-0a10-4636-b574-57e7ef12669a&groupId=10137
[7] Oportunidades y retos para el ECVET, el sistema de transferencia de créditos para la FP, available online at https://www.cedefop.europa.eu/files/9080_es.pdf

EAST

2019-1-ES01-KA202-064035

Co-funded by the
Erasmus+ Programme
of the European Union

	The main aim of the system is to integrate the different education levels and the way of evaluating them, facilitating the change from one to another. To this fact, the ECVET system is expresely presented in Spain as a way to certify and record the outcomes of a person's learning in different contexts, both abroad and through a formal, informal or non-formal learning pathway.[8]

1.2. Confirmation of learning outcomes in the field of entrepreneurship in partner countries

Experience and good practices in partner countries in the national context. Presentation of examples of validation of entrepreneurial competences.

Cyprus	**SECONDARY EDUCATION / HIGH SCHOOL**
	Ideodromio
	The Pedagogical Institute of Cyprus, in collaboration with the Departments of General and Secondary Technical and Vocational Education, the CEDAR Entrepreneurship Center and with the support of UCLan University Cyprus, KPMG Cyprus and USB Bank, launched the "Ideodromio" program and the realization of the First Training Meeting for the school year 2018 - 2019.
	The Ideodromio Program aims to instill and promote creative and innovative thinking - the development of 21st Century life skills and lifelong learning skills that compose Youth Entrepreneurship. It addresses secondary school students (Gymnasiums, High Schools, Technical Schools, Contemporary Apprenticeships) in Cyprus. The program is not compulsory; it is up to each school to implement it.
	Junior Achievement
	Junior Achievement Cyprus is a member of Junior Achievement Worldwide, the world's largest non-profit organization dedicated to addressing fundamental social and economic challenges of young people by educating and empowering them to transform their future and own their economic success.
	JA Cyprus was established in 2011 and, two years later, introduced the flagship Company Program – endorsed as a best practice by the European Commission – in high schools across the island. Today, JA offers five educational programs that target approximately 2500 students per year.

---

[8] Sistema Europeo de Transferencia de Créditos para la Educación y la Formación Profesionales (ECVET), available online at
http://publications.europa.eu/resource/cellar/942726dd-6218-4784-a3f8-bc8040ed96af.0006.02/DOC_1

JA Cyprus is a partnership between the business community, educators, mentors, volunteers and alumni — working together to inspire young people to dream big and reach their potential. Through the delivery of cutting-edge, experiential learning in financial literacy, work readiness, and entrepreneurship, JA Cyprus effectively broadens the canvas of possibility for young people and enriches their ability to both engage in their own economic development and contribute to the strength of their families, communities, and economies.

Entrepreneurship for Kids

Its main purpose is to create new skills and also enhance the already existing social and emotional skills of children, such as communication, problem solving, resilience, confidence, detailed thinking, creativity, and so on. The program will take place during the afternoon and will be offered once a week, for 1.5 hours, in small classes.

BUSINESS

CyprusInno

CyprusInno is the largest database of startups of all kinds in Cyprus and the first and only project to map startups on either side of the island, both north and south. CyprusInno empowers entrepreneurs, giving them greater access to co-founders, employees, advisors, and potential investors. We've gone even further to create a startup job board (part of an effort to battle high unemployment among youth). We've even created an events calendar filled with startup and innovation events across the island. Finally, we're introducing "Challenges," a forum that poses challenges faced by the entire island.

ARIS

ARIS (AReallyInspiringSpace) is a startup accelerator, founded by Deloitte and the Bank of Cyprus with the sole purpose of offering entrepreneurs with the structure, mentorship and network needed to launch successful business ventures. The acceleration program has been designed and is being curated by Deloitte's Innovation and Entrepreneurship Centre.

The accelerator targets startups that want to speed up the execution time of their projects and accelerate their go-to market speed. As a result, ARIS is looking for startups with an existing proof of concept or prototype and ideally an MVP, and which are serious about building a scalable and investable business.

The acceleration program has been specifically designed to enable startups speed up their go-to-market strategy. As such, the program is built on four pillars and provides entrepreneurs with a practical roadmap to design, test

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

19

and launch their product and/or service offering.

IdeaCy

IDEA is the only non-profit, comprehensive innovation centre in Cyprus that implements the entire cluster of activities and develops the entrepreneurial skills & mindset of our country's youth.

It hosts start-up companies offering them the highest quality of training and services, so as to turn their innovative ideas into viable businesses with a global outlook. In the 4 years of our life, we have hosted 48 start-ups with over 100 entrepreneurs. Specifically, it provides aspiring entrepreneurs all the tools to gradually turn their idea into a profitable business.

CEL (Cypriot Enterprise Link)

The Cypriot Enterprise Link (CEL) is a youth-led organization aimed to connect and support the Cypriot entrepreneurial talent in order to form a local and a global entrepreneurial network supported by events, meetups, workshops and projects.

ACE – Center for Applied Entrepreneurship

The Center for Social Innovation is formalizing an already successful initiative; ACE - The Applied Center for Entrepreneurship. ACE is the result of many years of work in the areas of Business Forensic Consulting, Entrepreneurship, Entrepreneurship Skills Development, Youth Work, Academia to Industry Liaison, Business Incubator Development and Management and formal and informal Training and Career Development in Cyprus, Europe and the USA through our presence as well as through our business, academic and personal relationships. . Our first action is that every Thursday, beginning from Dec. 12th 2019, we will have A Totally Free ACE Clinic where anyone interested to engage with us, will have access to make an appointment on a FCFS basis, to identify if there is an opportunity to work together and to develop an Action Roadmap moving forward.

Startups4Peace

Startups4Peace is co-funded by the Embassy of Finland and the Innovative Entrepreneurship project, implemented by NI-CO and funded by the European Union. The initiative is in partnership with the Cyprus Chamber of Commerce and Industry and the Cyprus Turkish Chamber of Commerce and is implemented by Startup Cyprus.

Greece	**SECONDARY EDUCATION**
	In Greece, entrepreneurship education is included as part of the strategy for the New School (2010). This strategy links entrepreneurship to the learning

objectives connected to the enhancement of innovation, creativity and the entrepreneurial spirit. Primary schools in Greece widely recognise the need to include entrepreneurship, through creativity and problem solving. At upper secondary level, pupils are introduced with subjects such as the Basic Principles of Organisation and Business Administration which explicitly deal with managerial and administrative functions within companies. In addition to formal education opportunities, Junior Achievement Greece works with pupils through non-formal and extracurricular teaching and learning methodologies. Since its establishment in 2005, the organisation has been supporting entrepreneurship development and helping young people create their own jobs.

HIGH SCHOOL

1. THE BUSINESS SKILLS CERTIFICATE: The Business Skills Certificate, set up in 2015, adds to the existing initiatives of Junior Achievement in Greece. The programme is part of the Virtual Enterprise initiative through which young people in upper secondary education gain essential skills for developing ideas to market products, as well as how to use modern technology in their presentations. The Business Skills Certificate allows programme participants to capture and validate their knowledge and skills through a scheme that is recognised throughout Europe.

2. SOCIAL ENTERPRISE 360: Social Enterprise 360 is a collaboration between eight European countries, and is co-funded by the Erasmus+ programme. Social Enterprise 360 focuses on learning about social entrepreneurship and involves experiential learning approaches. It is aimed at students and teachers in upper secondary schools. Similar to other entrepreneurship education programmes, Social Enterprise 360 supports the development of entrepreneurial skills, but with a particular focus on social and environmental issues and problems in the students' immediate surrounding as well as worldwide. The programme runs from September 2014 to August 2016 and will involve 450 teachers and more than 5,600 students from 300 secondary schools.

3. VIRTUAL ENTERPRISE: Virtual enterprise is an educational programme based on the principle of "learning by doing" aimed at students in upper-secondary education in Greece. The programme provides participants with the opportunities to create their own company and understand the stages of operation and liquidation of a business. Students learn how to use their talents and how to employ them in developing marketable products. The programme is approved by the Ministry of Education and Religious Affairs and can optionally be run as a part of the national curriculum.

4. ENTREPRENEURIAL SKILLS PASS: As a part of the global Company Programme, Junior Achievement Greece has adopted the new panEuropean educational certification programme named Entrepreneurial Skills Pass (ESP). The programme is developed as a three-year plan approved by the

European Commission with the aim of creating an internationally recognisable skillset for upper secondary students (aged 16-18). ESP includes a mini-company experience, a self-assessment of entrepreneurial competences and an examination. ESP includes a full package of support for schools and teachers to embed the entrepreneurial learning outcomes in the programme. Students obtain a certificate which they can add to their CV and use to highlight their experiences gained during the process. In Greece, they have established National Focus Groups (NFG) to support the implementation and communication activities of ESP and organise networking activities at the national level.

BUSINESS

- **VET EDUCATION**

VET sector in Greece, following the EU Priorities and the requirements of Greek National Organization for the Certification of Qualifications and Vocational Guidance–EOPPEP, provide training to their students with a constant emphasis to enchasing entrepreneurial skills and attitude. Training subjects usually include:

- start Ups and Young Entrepreneurs support,
- market research and Business Plan Development,
- enter self-Employment,
- team work and leadership,
- trouble solving and Work Development Plans,
- communication and Negotiation,
- self-development.

VET Education system in Greece also offers individual support to learners facing specific challenges, tailored to their individual needs with services including: 'coaching', 'mentoring', counselling, career guidance, career development, personal action planning through a Supporting Guidance System to increase the employability of learners.

- **NON-FORMAL EDUCATION**

There are a lot of non-formal entrepreneurship programmes available nowadays in Greece, offered by private training centres, enterprises or by cooperation's between national bodies and businesses. Such examples are national training programmes including theoretical training and internships, under the supervision of the Greek Manpower Employment Organization (**OAED**).

The training activities aim at maintenance, renewal, upgrading and modernization of the professional knowledge, competences and skills of the unemployed, who need expertise in order to seek work/job and of the employees, employers, people in labour market who want professional

	development. 1."**Training Voucher**" programme, which aims to achieve a structured path for the entry of unemployed in the labour market, which will potentially lead to a placing in the private sector of the economy. The main Implementation Body of this Programme is Ministry of Labour, Social Security and Social Solidarity. 2."**Strengthening the human resources of small and medium-sized enterprises in the field of extroversion in 8 convergence regions of Greece**" programme, which is training unemployed people in the field of Innovation, Extraversion and Entrepreneurship.
Italy	**SECONDARY EDUCATION** At upper secondary education (ISCED 3) and IVET Entrepreneurship Education is included in the specific content of a subject named "Law and Economics", as there is a skill which refers to Entrepreneurship Education. Moreover, in the first two years of the technical institute (economic and technological sectors), the acquisition of entrepreneurial competences is also fostered through project management, management of production processes related to business functions and implementation of national and European regulations, in particular in the field of environment safety and protection. One of the skills that students should acquire is "to recognise the legal and economic aspects that characterise entrepreneurial activity". Entrepreneurship Education is also covered through Alternanza scuola – lavoro, which is a means of introducing elements of work-based learning into school curricula (dual learning). It was introduced officially in 2015 and can be found in all upper secondary pathways, as well as post-secondary technical pathways and in academic and non-academic tertiary technical education (ITS). The shape it takes may vary significantly due to school autonomy in curriculum design. For example, it can take the form of a simulated training business set up in the school and be run by the students, particularly in technical schools to support economics and finance. It can also take the form of contract-based apprenticeships (company-based). The minimum standard for the alternanza scuola-lavoro programme in the last three years of upper secondary education has been recently introduced. It foresees a minimum of 200 hours in schools and a minimum of 400 hours in technical and vocational schools. Some new trends started to emerge in the recent years: for instance I-Start-up is a project of "Galilei-Costa" High School in Lecce and it is an innovative educational program aimed at introducing the Education to Self-Entrepreneurship in the ordinary programs of the Business sector starting from the 1st year (age 14). All with a special eye to the new digital professions (3D printing, web marketing, internet of things, sharing economy).

HIGHER EDUCATION

Generally, entrepreneurship is intended as a part of broader universities programmes; for instance, there are useful subjects for the potential entrepreneur in fields of study like economics, management, industrial engineering, and obviously in MBAs: e.g. accountability, industrial organisation, innovation economics and management, strategy.
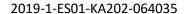
However, more and more Universities have recently started to implement specific curriculum about entrepreneurship.

The University of Milan "La Statale" offers a Master in Management of Innovation and Entrepreneurship, which aims at providing students with theoretical knowledge and analytical tools to identify and exploit entrepreneurial opportunities for innovation, change management and organizational transformation. It has a length of 3 years plus an optional programme year. The course structure is meant to strengthen the acquisition of knowledge and skills concerning the analysis and interpretation of business decision-making processes, with a specific focus on the design, implementation and evaluation of entrepreneurial and innovation processes taking place in a variety of industrial sectors where goods and services are produced. The program adopts an interdisciplinary approach to the study of entrepreneurial phenomena and innovation. Digging deep into management disciplines (management control, strategic planning, corporate finance, business planning, marketing channels management, relations with the financial sectors and public sector organizations), economic disciplines (industrial economy, company history), legal disciplines (business law), and quantitative methods (market forecasting tools and advanced data analysis), students will acquire knowledge and skills useful to guide the entrepreneurial and innovation process both in newly founded entities and in already existing organizations.

The International Master in Innovation and Entrepreneurship (IMIE) from **MIP Politecnico di Milano** is entirely taught in English and has a duration of 12 months, starting in September with a foundation block of generalist content, taught via videoclips and sessions delivered in digital form via MIP's distance learning platform. Then, the core courses in Innovation and Entrepreneurship are introduced on campus, students can also attend elective courses and finally do the Project Work — an opportunity for students to put into practice what they have learned over the previous months by carrying out a professional thesis or an internship. The course also allows students to interact with the Polihub, the incubator of the Politecnico di Milano.

NON FORMAL EDUCATION AND TRAINING

Entrepreneurship promotion-related initiatives in non-formal training are

becoming more and more common in Italy. At the national level, it is possible to mention the VET initiative Growing entrepreneur's education project, financed through the **SELFIEmployment** fund, aims at improving access and use of financial resources and training opportunities offered by the Youth Guarantee measures. The project is promoted by the Ministry of Labour and Social Policy, as the Youth Guarantee programme management authority, in cooperation with Unioncamere, the national network of the chambers of commerce, industry, handicrafts and agriculture. The project is jointly funded by ESF and foresees support to approximately 6 200 young people.

The first step of the project foresees the participation in self-assessment of entrepreneurial attitudes, through an online test, available through the web portal WIRE provided by Unioncamere. Based on self-assessment test results, participants are selected and directed to the particular chamber of commerce, where they can register for training courses aiming to help them develop their business plan. These activities last for a maximum of 45 days for a total of 80 hours divided into:

- 60 hours of basic educational activities in groups (also remotely via live streaming),
- 20 hours of specialised individual technical assistance. All sectors of production of goods, provision of services and trade are available for individual business plan ideas: tourism, cultural and recreational services; personal services; ICT services; the environment; energy saving and renewable energy; business services; manufacturing and craft; associations and professional societies; and companies processing and marketing agricultural products.

The **project E.QU.A.L- Enhancing Qualifications for Adult Learners through the implementation of Upskilling Pathways**, leaded by INAPP aims to take stock of existing policies, practices tools and resources for the implementation of the Upskilling Pathways Recommendation in Italy. It also aims to identify and analyse in depth the different categories of low skilled adults as well as to increase the capacity of stakeholders responsible for the provision and coordination of Upskilling Pathways by developing a model to be implemented with regional and local partners. These objectives will be achieved through a wide range of activities: mapping of existing policies, analysis of European Best Practices, analysis of relevant data, identification of relevant existing upskilling pathways for in-depth study, developing three case studies

At the local level, there are different regional strategies supporting entrepreneurship education. For Instance, Hot Spirits is Puglia's programme for Youth Policy. It encourages the young people of Puglia to participate in different initiatives throughout all aspects of community life with an emphasis on talent and energy generation. The programme is developed as

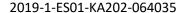|	
	a framework programme with several initiatives under its umbrella.
Poland	**SECONDARY EDUCATION** In Poland all students in secondary school have course on Basics of entrepreneurship. In teaching the basics of entrepreneurship, the most important thing is to combine theory and practice and show students how much the competences they acquire in entrepreneurship basics are useful in everyday life. In Poland, all high school students have the course "Basics of Entrepreneurship" in the number of 60 hours throughout the entire education cycle. In teaching the basics of entrepreneurship, the most important thing is to combine theory and practice and show students how much the competences acquired in the basics of entrepreneurship are useful in everyday life. The course includes theory and practice. The entrepreneurship course is part of general education. It only ends with a grade on the certificate and students do not receive any additional certificate. The content and goals of education are defined in the general education curriculum prepared by the Ministry of Education. The method of conducting classes and the method of assessing learning outcomes depends on the teacher. In the Polish general education curriculum, the formation of entrepreneurial competences as the key learning effect on other teaching subjects was indicated as key goals and tasks in education. As part of vocational training (VET), students no longer have an entrepreneurship course but have the course "Conducting a business" (in technical school) where they learn to run a business. This course focuses on legal and formal aspects of business activity and does not develop competence. As part of the professional exam, students earn a qualification in a given profession, but entrepreneurship is not part of the exam. The subject " Basics of Entrepreneurship " is specially conducted by teachers who have completed postgraduate studies in this field or have specialized education (eg completed studies in Management). The "Basics of Entrepreneurship" course develops the entrepreneurial competences of students to a small extent due to the insufficient number of hours, therefore graduates are not optimally prepared to start their own entrepreneurial activity.
	HIGH SCHOOL At higher education level, the main goal should be to develop skills and entrepreneurial spirit. Entrepreneurship education programs usually have different purposes, such a developing entrepreneurial passion among students (increasing awareness and motivation), • training students to the extent necessary to establish a company and

manage its growth,

• developing entrepreneurial skills needed to recognize and use business opportunities.

Entrepreneurship courses are offered primarily at the so-called business faculties, much less often in technical, exact and artistic faculties. So, the real challenge is shaping the approaches interdisciplinary, making entrepreneurship education available to all students, and, where appropriate, creating teams for the development and implementation of business ideas, connecting students from economic and management faculties with students from other fields of study and different backgrounds.

The Ministry of Science and Higher Education placed the subject of entrepreneurship in the education standards for the field of management, in second-cycle studies, in the group of subject content. The effect of education in this subject is to be to understand the importance of entrepreneurship in management and to have the ability to formulate and implement entrepreneurial solutions. The proposed content of education includes, among others: the concept of entrepreneurship, types of entrepreneurship and entrepreneurial organizations, presentation of the entrepreneur's profile, its desired characteristics and methods of operation, presentation of the infrastructure supporting entrepreneurship development.

An important role in developing entrepreneurial competences of students is played by apprenticeships that students take during their studies. Especially on the practical profile, during the first-cycle (bachelor) studies, students take 780 hours and 26 ECTS credits of internships in enterprises - in accordance with the major and specialization studied. This is very important in gaining work experience. Universities cooperate with entrepreneurs so that the study programs are adapted to the requirements of the labor market and that students can have internships in accordance with the education program. Companies cooperating with universities sometimes also offer paid internships to students. Quite popular methods of working at Polish universities are projects that students prepare for specific companies. Projects are a good form of cooperation because students can prepare specific solutions for the company and at the same time learn and develop their competences. Academic Career Offices play an important role at universities, and they must act at every university. These offices organize internships for students, help them get a job and organize courses, trainings and vocational counseling. Often these are trainings on developing social and entrepreneurial competences.

However, students do not have a compulsory entrepreneurship course during their studies, so they do not receive confirmation of the level of their competence in this field. Exceptions are business directions such as

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

27

2019-1-ES01-KA202-064035

Co-funded by the
Erasmus+ Programme
of the European Union

management and entrepreneurship.

BUSINESS

People who want to start their own business in Poland and do not have completed university studies in Management or Entrepreneurship can participate in courses and trainings that are organized by business environment institutions. These courses are usually paid or sometimes co-financed from EU funds. Business Incubators also help aspiring entrepreneurs prepare for business. There are also many training institutions and companies that offer paid entrepreneurship training. These trainings are of different quality, which is not verified because there are no standards that would determine the quality. An example of good quality training is the training carried out under the European Entrepreneurship Certificate (ECC) system, which gives a certificate of competence in the field of entrepreneurship. These trainings have standardization and the ability to compare acquired qualifications on the international labor market. Classes are run by accredited trainers who are practitioners. Training in the "Foundation" version covers a minimum of 50 hours and consists of 12 modules. Particular emphasis is placed on workshops and the activation of training forms and methods. By discussing selected examples, training participants acquire skills and acquire the necessary tools for everyday practice. The school ends with an exam which confirms the acquisition of competences in the field of broadly understood entrepreneurship and entitles to receive a certificate with a supplement containing the range of mastered skills together with a percentage indication of results in individual areas. The supplement meets the standards of a document common to all EU countries - Europass - Diploma supplement confirming professional qualifications. It contains a detailed description of skills and competences given in a way that allows recognition and comparison of professional qualifications by employers on the international labor market.

A IQS system is developing in Poland, giving the opportunity to acquire high-quality qualifications, including entrepreneurship. Currently, work is underway in Poland to describe market qualifications and incorporate them into the IQS system. More and more entities are submitting to the system proposals of qualifications that I want to certify.

An example is The INNEO Training and Research Centre is an association operating in Rzeszów, whose applied for the formal recognition of the qualification "**Entrepreneurship in the creative sector**" and including this qualification in the Integrated Register of Qualifications. Qualification may interest people who work in the creative sector and want to improve their qualifications, as well as people planning to work in this sector. Proposed level of the Polish Qualifications Framework – 4. The proposal waits for the approval.

Innym przykładem is SWPS Uniwersytet Humanistyczno-Społeczny (SWPS

University), chich has applied for the formal recognition of the qualification "**Supporting entrepreneurs in developing business projects**" and including this qualification in the Integrated Register of Qualifications. A qualified person designs and implements activities aimed at minimizing threats to new business projects resulting from insufficient experience, contacts or skills of new business founders, especially in the field of assessing the environment, resolving conflicts in the founding team, building relationships with investors and managing business project.

People interested in obtaining qualifications are primarily active or former entrepreneurs and managers, academic staff from business departments, employees of various institutions that participate in the implementation of support programs for the development of new companies financed from government, local and private funds (incubators, accelerators, European programs, VC and CVC funds, private grants etc.). New business support programs often provide funding for the work of the person responsible for supporting new business founders in developing their business project. Due to the very high level of responsibility that lies with such an adviser, many institutions and organizations require candidates for this role to confirm that they have qualifications that allow them to effectively complete the tasks facing the adviser. A certificate confirming the Integrated Qualifications Register having a qualification included in the Integrated Qualification System will facilitate the recruitment process and allow for effective and simple application for employment in such a position. Proposed level of the Polish Qualifications Framework – 6.

Another example is the qualification that awaits inclusion in the system is "**Advising on establishing and running a business**", submitted by the VCC Foundation. The qualification is dedicated to people who are to support future and existing entrepreneurs on the market in setting up, running and developing various forms of business activity. Proposed level of the Polish Qualifications Framework - 5. The VCC Foundation also submitted the "**Implementation and coordination of business processes (Lean Office)**" qualification, which is addressed to people who independently implement Lean Office tools in companies and institutions that optimize business processes in the company . Proposed level of the Polish Qualifications Framework - 6.

As you can see, more and more business-related qualifications are described and reported to IQS. This gives hope that the qualifications acquired will be standardized and of high quality, as well as a link between education levels will be created.

Spain	**SECONDARY EDUCATION** In Spain, the subjects included in primary and secondary education are divided in three levels: main subjects, specific subjects and subjects free to the region decisions. This means, each region has the possibility of selecting

part of the compulsory subjects, so it is not always easy stating that one subject is provided in the country, as in some regions it can be compulsory and in other non-existent.

Looking at entrepreneurship in compulsory secondary education, entrepreneurship does not appear as a compulsory subject. However, it is possible to find an optional subject devoted to entrepreneurship called "Initiation to the Entrepreneurial and Business Activity" at the third and fourth year of compulsory secondary education. The Government provides a list of optional subjects and the schools can decide which 4 will be offered to the students, which means it is not necessary to even provide the entrepreneurship subject as an option.

Looking again at entrepreneurship in secondary education, it is a transversal competence considered a "key competence" by the Government, which means it should be further developed in other subjects. All educational administrations should encourage the obtention of information regarding entrepreneurship by students. It even appears as an objective of compulsory secondary education, as stated by the Government: "Develop entrepreneurship and self-confidence, participation, critical thinking, personal initiative and the ability to learn to learn, plan, make decisions and take responsibility".[9]

HIGHER EDUCATION

Universities in Spain are slowly beginning to offer entrepreneurial courses, although less than half of the universities in the country currently have studies on the subject. There are currently some examples of master's degree focused on Entrepreneurship, such as Universidad Complutense de Madrid, Universidad de Vigo or University of Valencia.

Taking a closer look at one of those examples, the University of Valencia has a master called "Creation and Management of Innovative Companies". It is a one-year course with 60 ECTS and heavily focused on teaching entrepreneurship to the students from an innovative point of view. This way, the master's degree offers subjects devoted to:

- Creation of innovative entrepreneurship
- Management of technology-based enterprises
- Management of R&D Projects
- Management skills
- Direction skills
- Seminars devoted to transversal competences and entrepreneurial opportunities
- Technology, innovation and strategy

This master aims at allowing students to learn how to make a business plan,

how to understand the different innovations available in a company, or how to wake the entrepreneurial mindset. More information can be found in their website.

VET EDUCATION

Following the directions of the EU, in Spain all VET centres have as a key competence promoting the entrepreneurial culture among the students. With this aim on mind, a module called "Enterprise and entrepreneurial initiative" was created, as a method to explain VET students how to create and manage a business. More concretely, the aim of the module is to know about:
- the creation and basic management of companies,
- self-employment,
- the development of corporate social responsibility,
- to promote entrepreneurship,
- innovation and creativity among all the students in our courses[10].

Furthermore, higher VET education has a second module available called "Professional module for a Project".

NON-FORMAL EDUCATION

There are different options of non-formal education related to entrepreneurship in Spain. One of these examples are the courses offered by the SEPE, the Spanish Public Service for Employment. This organism is in charge of managing employment and especially unemployment in Spain, providing training courses to improve the options of job searchers.

In the SEPE website it is possible to find different training content related to entrepreneurship. The courses available are:

- The job of being an entrepreneur: a basic course to learn what is the meaning of entrepreneurship and how can a person become an entrepreneur
- Learning by becoming an entrepreneur
- SWOT analysis of entrepreneurship
- Meaning of accelerators and incubators of businesses, and importance of these places for entrepreneurs.

Through this content, the SEPE aims to help people who are currently searching a job, find an alternative channel to quit being unemployed. The content is available for those people applying for the course.[11]

---

[10] Specific training about entrepreneurship in VET http://www.todofp.es/profesores/formacion-innovacion/emprendimiento-en-fp/formacion-emprender.html
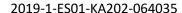[11] Entrepreneurship course for unemployed people, https://www.sepe.es/HomeSepe/Personas/encontrar-trabajo/ayudamos-buscar-empleo/emprender-un-negocio.html

1.3. Assessment of how the training fits into national qualification framework (NQF) in partner countries

Cyprus	From the aforementioned solutions / programmes / trainings, only the first one fits the National Qualification Framework. More specifically, the programme "Ideodromio", which addresses secondary school students (Gymnasiums, High Schools, Technical Schools, Contemporary Apprenticeships) in Cyprus, falls within the National Qualification Framework and, more specifically, Level 2, 3, and 4. *The rest of the aforementioned programmes do not fall within the NQF.*
Greece	The current phase of development covers the integration of the titles awarded by the formal education system into the NQF. All training offered through the secondary education system is part of the official national curriculum, hence in line with national framework. In VET and non-formal education, all national training programmes including theoretical training and internships, are under the supervision of the Greek Manpower Employment Organization (OAED). There are a lot of non-formal entrepreneurship programmes available nowadays in Greece, offered by private training centres, enterprises or by cooperation's between national bodies and businesses. All these providers are officially accredited by the state accreditation body EOPPEP. The final target, however, is to bring all the certificates of education or training awarded in the country within the NQF. The objective of the HQF is to recognise and correlate the learning outcomes of all forms of formal and non-formal education and informal learning offered in Greek titles, so that they can be certified and classified and referenced to the levels of the EQF.
Italy	All the trainings delivered within the framework of formal education and VET fit the national qualification framework. This is due to the fact that all the training delivered as part of formal education have to be approved and recognized by the competent national authority, namely the Ministry of Education, University and research. Furthermore, for what concerns VET education, it must be stressed that to deliver professional training the Italian system requires a regional accreditation, which defines the criteria of the body, the location, the educational resources and the technology which will be provided. The accredited body can deliver training and provide qualifications only if the qualifications are registered in the Regional Catalogue (Repertorio Regionale). For instance, the Regione Lazio provides a Regional Catalogue that is regularly updated, where the competences and professional profiles are included, as well as the regulated and approved trainings that accredited bodies can deliver. The Catalogue also includes characterising activities for each qualification and competences expected that must be acquired to fulfil

	the relevant profile. The competences are generally divided into "units". Each unit specifies the capacities and knowledge required to carry out the relevant professional activities. Furthermore, each profile is assigned a level within the European Qualification Framework.
Poland	The solutions implemented as part of secondary education and higher education fit into the system of national qualifications framework (NQF), while there is no link between the ECVET system and the higher education system (ECTS) as well as the needs of the business environment and the labor market. There is also a lack of uniform standards in the area of acquiring entrepreneurial competences at individual stages of education. In addition, in secondary school, young people attend a basic entrepreneurship course of general education for 60 hours throughout the course, which is not too high a dose. Students do not receive any additional certificates that they have completed such a course, only the grade on the secondary school leaving certificate. High school graduates have only this course in the program. In vocational education, students also have the idea of "Running a business", which is part of the professional qualifications (ECVET). However, the subject "Entrepreneurship basics" is not part of the vocational school level (VET) examinations. Graduates have developed entrepreneurial competences in accordance with the program (general education core curriculum). Although "developing entrepreneurship and creativity among students" is one of the main learning objectives and is in line with the learning outcomes of other school subjects, it is difficult to determine what specific entrepreneurial competences students develop during the entire learning process. At the level of higher education, there are no clear legal regulations regarding the training of entrepreneurial competences for all students, not just those studying business faculties. Some universities run subjects such as "Designing your own enterprise" or entrepreneurship in the form of university-wide classes, as part of elective courses or as additional training. Learning outcomes achieved by students are determined by ECTS during the course of the studio and compliant with NQF. In addition, universities can run academic entrepreneurship incubators and technology transfer centers. The academic entrepreneurship incubator is created to support the business activities of university employees, doctoral students and students. The technology transfer center is created for the purpose of direct commercialization, consisting in selling the results of scientific activity or know-how related to these results or putting them to use those results or know-how. The solutions that fall under NQF are market qualifications described by employers, other entities and included in IQS. They give the opportunity to gain qualifications in the process of lifelong learning and build specific and

	transparent standards. Qualification descriptions also contain detailed sets of learning outcomes as well as indicated validation methods and certification options.
Spain	All content included in formal education (secondary, tertiary, higher and VET education) fit to the national qualification framework. More concretely, since all formal education needs to be approved by the Government, it is required for them to establish an official fit of the course to the national qualification framework, allowing the trainees to know the level of qualification they are currently working in. In the case of secondary education, it is part of compulsory education of the student. In the case of the higher education level, it is expressed in ECTS; and all levels are expressed in EQF levels, or the national version, MECU levels. Regarding the solutions implemented in the education levels in Spain, it has been possible to stablish different aims regarding the training in entrepreneurship during the studies carried out by the project, such as the provision of voluntary subjects regarding entrepreneurship in secondary education, or the inclusion in some universities of subjects regarding entrepreneurship in their degrees even if they are not directly business related; but there si no common, compulsory subjects in the Spanish education system, which leaves many students without knowledge of entrepeneurship.

1.4. Comparative research

Section 3 presents recommendations for bridges between entrepreneurship education at high school and university level in relation to labor market and business needs.

To better identify these bridges, each partner conducted three interviews with entrepreneurs on the most important entrepreneurial competences, the possibilities of acquiring and confirming these competences, and on the need to certify entrepreneurial qualifications. Based on interviews, each partner developed recommendations regarding these bridges.

Interviews from Cyprus

Interview 1

1. What are the key entrepreneurial competences?

- *Problem solving*

- *Organizational skills and planning*

- *Persistence*

- *Communication skills*

- *Taking initiative*

- *Leadership skills*

- *Risk assumption*

- *Self confidence*

In my opinion, the aforementioned competencies are important and influential for achieving entrepreneurship effectiveness.

2. Can entrepreneurship competences be confirmed and how?

While I am not aware of any substantial processes that confirm entrepreneurship competencies, one can validate them through training. This may include seminars, workshops etc. Also, from what I am aware, there is not a way to validate or even to teach entrepreneurship competencies in school, something that is necessary to learn from a very young age.

3. Is there a need to confirm entrepreneurial competence and gain certificates?

I believe they should definitely be confirmed in order to provide a coherent entrepreneurship framework.

4. Which entrepreneurship validation methods have been indicated by entrepreneurs?

I am not aware of any entrepreneurship validation that have been indicated by entrepreneurs to be honest.

5. What is the demand for a qualification in the field of entrepreneurial competence?

Personally, I believe that there is definitely a demand for qualification in the field of entrepreneurship education because this is often overlooked. Entrepreneurship is often taught in the context of other fields but not as a stand-alone.

6. Who may need certificates?

Aspiring entrepreneurs mostly / people who would like to set up a business at some point in their life.

Interview 2

1. What are the key entrepreneurial competences?

These can be divided into 2 core sectors: Personal skills such as imagination, creativity in regards to developing an idea and in further extend, interpersonal skills such as

communication and charisma. Business skills such as vision, resource management, negotiating skills.

2. Can entrepreneurship competences be confirmed and how?

I guess the firmest confirmation is the proof that it works. However, specific skills such as resource management or negotiating skills can have clear indicators that can be assessed.

3. Is there a need to confirm entrepreneurial competence and gain certificates?

I am a firm believer that any competence is apparent and most evident during its application and therefore it must be assessed through the portfolio of successes that an individual has or the core competences needed for a specific objective. Certificates are an indicator alas an insufficient one in my opinion.

4. Which entrepreneurship validation methods have been indicated by entrepreneurs?

At the end of the proof of concept and success. As simple as that.

5. What is the demand for a qualification in the field of entrepreneurial competence?

This depends on each field, especially given the increase of competitiveness and it ranges from soft skills to a glorified CV.

6. Who may need certificates?

Individuals looking to surpass any barrier to entry, whether that is a job opening, an application for funds or even a collaboration between entities. On the other hand, the trend seems to be going towards assessing the individual rather than their certifications. However, the truth is that when there is a plethora of supply you need a filtering system and this is where certificates could be a sufficient indicator.

Interview 3

1. What are the key entrepreneurial competences?

These are also known as soft skills or necessary skills or critical skills and they are:

1. Critical Thinking
2. Financial Literacy
3. Innovation
4. Creativity
5. Empathy (what I say is to have LQ – Love Quotient)
6. Confidence
7. Collaboration

8. *Time Management*

9. *Communication*

10. *Negotiation*

11. *Curiosity*

12. *Decision Making*

13. *Commitment*

14. *Networking*

2. Can entrepreneurship competences be confirmed and how?

There is no quantitative methodology to ascertain the level of competence for soft skills. There are qualitative observational methods however, that can give a sense of competency level (more as a social adjustment and adaptation confirmation). Also, success is the ultimate acid test that determines if a skill has been understood, absorbed, implemented and yielded results.

3. Is there a need to confirm entrepreneurial competence and gain certificates?

Not really ☺ nobody gets cookies for understanding and leveraging soft skills. As mentioned above the best indication of embedding soft skills in one's daily functions is the results that yield from that. There is no certificate that can confirm that level of competency in a sustainable manner.

Maybe a certificate of participation in such awareness training can be more appropriate.

4. Which entrepreneurship validation methods have been indicated by entrepreneurs?

Success…. Did someone build a business, are they successful, did they have problems which they addressed and from that they grew and settled their business, did someone invest in their business…. A validation can be a due diligence report from a potential investor but even then each investor has different success matrices. So, even that it is not reliable and fixed enough from which to develop a formal validation methodology that can be applied to all cases.

5. What is the demand for a qualification in the field of entrepreneurial competence?

I do not know but I am not aware that people or organizations need or require a formal qualification in entrepreneurship competencies for the above reasons that I mentioned. PLUS again, there is no way to quantify such skills' competency level.

6. Who may need certificates?

See above…. Again, maybe you should consider a Certificate of Attendance.
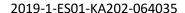
Analysis of Interviews of Cyprus

1.What are the key entrepreneurial competences?

Under this question, the respondents gave a variety of answers, mentioning traditional entrepreneurial competences as well as competences that can be considered "soft skills". More specifically, the respondents mentioned:

- Problem solving

- Organizational skills and planning

- Persistence

- Communication skills

- Taking initiative

- Leadership skills

- Risk assumption

- Self confidence

- Critical Thinking

- Financial Literacy

- Innovation

- Creativity

- Empathy (what I say is to have LQ – Love Quotient)

- Confidence

- Collaboration

- Time Management

- Communication

- Negotiation

- Curiosity

- Decision Making

- Commitment

- Networking

In addition, a respondent mentioned that such competences can be divided into 2 core sectors: Personal skills such as imagination, creativity in regards to developing an idea and in

further extend, interpersonal skills such as communication and charisma. Business skills such as vision, resource management, negotiating skills.

2.Can entrepreneurship competences be confirmed and how?

According to the answers provided by the interviewees, it becomes clear that they are uncertain whether entrepreneurship competences can be confirmed and in which way. One interviewee said that they are not aware of any substantial processes that confirm entrepreneurship competencies, but thinks that validation can be achieved through training. This may include seminars, workshops etc. Also, from what they are aware, there is not a way to validate or even to teach entrepreneurship competencies in school, something that is necessary to learn from a very young age.

Another respondent answered that the firmest confirmation is the proof that it works. However, specific skills such as resource management or negotiating skills can have clear indicators that can be assessed.

Finally, an interviewee mentioned that there is no quantitative methodology to ascertain the level of competence for soft skills. There are qualitative observational methods however, that can give a sense of competency level (more as a social adjustment and adaptation confirmation). Also, success is the ultimate acid test that determines if a skill has been understood, absorbed, implemented and yielded results.

3.Is there a need to confirm entrepreneurial competence and gain certificates?

This question prompted the provision of separated opinions. While one respondent simply answered that entrepreneurial competences need to be confirmed in order to provide a coherent entrepreneurship framework, the other two interviewees disagreed with this approach. One mentioned that any competence is apparent and most evident during its **application** and therefore it must be assessed through the **portfolio of successes** that an individual has or the core competences needed for a specific objective and that certificates are an indicator alas an insufficient one in their opinion. Similarly, the other interviewee mentioned that there's no need for entrepreneurial competencies to be confirmed and to gain certificates, saying that the best indication of embedding soft skills in one's daily functions is the **results** that yield from that. There is no certificate that can confirm that

level of competency in a sustainable manner. Maybe a certificate of participation in such awareness training can be more appropriate.

4.Which entrepreneurship validation methods have been indicated by entrepreneurs?

In this question, a respondent mentioned that they're not aware of any entrepreneurship validation that has been indicated by entrepreneurs. Another interviewee mentioned success. "Did someone build a business, are they successful, did they have problems which they addressed and from that they grew and settled their business, did someone invest in their business…." They emphasised that a validation can be a due diligence report from a potential investor but even then, each investor has different success matrices. So, even that it is not reliable and fixed enough from which to develop a formal validation methodology that can be applied to all cases.

5.What is the demand for a qualification in the field of entrepreneurial competence?

Question 5, which concerned the demand for a qualification in the field of entrepreneurial competence, appeared to divide the opinions of the interviewees. One of them answered that they believe that there is definitely a demand for qualification in the field of entrepreneurship education because this is often overlooked, and that Entrepreneurship is often taught in the context of other fields but not as a stand-alone. However, another respondent mentioned that this depends on each field, especially given the increase of competitiveness and its ranges from soft skills to a glorified CV. Finally, the last interviewee mentioned that they are not aware that people or organizations need or require a formal qualification in entrepreneurship competencies for the above reasons that they mentioned. They added once again that there is no way to quantify such skills' competency level.

6.Who may need certificates?

In this question, an interviewee answered that aspiring entrepreneurs mostly / people who would like to set up a business at some point in their life may need such certificates. Another answer we got in this question was individuals looking to surpass any barrier to entry, whether that is a job opening, an application for funds or even a collaboration between entities. On the other hand, the trend seems to be going towards assessing the individual rather than their certifications. However, the truth is that when there is a plethora of supply you need a filtering system and this is where certificates could be a

sufficient indicator. Finally, the last respondent mentioned that maybe we should consider a certificate of attendance for the reasons they mentioned above.

Interviews from Greece

Interview 1

1.   What key competences did the entrepreneurs indicate?

One of the key competences for a new entrepreneur is the ability to develop and deliver an innovative business idea. In other words to be creative, inventive, innovative, have the ability to undertake risks and at the same time manage to deliver business plans with precision and according to specific targets. A successful entrepreneur will also always need basic knowledge of marketing and sales strategies.

2.   Are they compatible with the learning outcomes indicated in the secondary and university education programs?

The level of knowledge provided by most secondary and university education programmes, although it covers the above mentioned areas, it does not offer a good match for the realistic needs of the market and it does not cover the distinct characteristics of each business activity. Vocational Training seminars and Postgraduate Studies which have as their main aim, practical training in "real time" and "situations", will offer to the entrepreneur the ability and the knowledge to cope within the competitive business reality.

3.   How can entrepreneurial competence be confirmed?

The best way for entrepreneurial competence to be confirmed is through the successful application of knowledge and business planning within the daily operation of an existing business organisation.
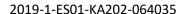
4.   Which entrepreneurship validation methods have been indicated by entrepreneurs?

The validation method that will best serve each time is related to individual business cases. In particular it depends on the business service or the actual business product that needs to be promoted. Often it is a combination of both experience and theoretical models (marketing- business management and basic finance rules).

5.   What is the demand for a qualification in the field of entrepreneurial competence?

The proficiency is defined by the market needs, the specific entrepreneurial activity and by the competition within the business environment. Hence it does not have a given identity.

Never the less, the more skills and knowledge one has in his/hers entrepreneur's armour, the easier it is to achieve their targets.

6.   Who may need certificates?

Certificates can provide the "guidance", knowledge and security that a young entrepreneur could feel within a business environment. Having degrees and certifications is always an advantage, but this is by no means the certain route to success. Experience, continuous training, business planning and marketing as well as entrepreneurial certificates are all components of a recipe to success in enterprising.

Interview 2

1. What key competences did the entrepreneurs indicate?

Most of the Greek enterprises are still small or medium sized organisations where the entrepreneur will be either self employed, owner of the business, or will be employed not only as a sector specialist, but often as a multitasking professional. This environment makes it imperative for the entrepreneur, apart from any technical knowledge, to also have social skills and interpersonal communication competences.

2. Are they compatible with the learning outcomes indicated in the secondary and university education programs?

Some of these competences can be compatible with learning outcomes. For example the ability to write or orally communicate your views and business ideas with clarity to others, or to develop clearly structured delivery plans. Most of the "soft" social skills that can be very useful for a future entrepreneur though, are not part of most current education programmes. These are: good motivation skills, the ability to inspire and support team work, negotiation skills, inclusion and participation of all members of the team according to their role.

3. How can entrepreneurial competence be confirmed?

Through proven past experience, and an up to date business portfolio. Certificates and degrees offer a validation of gained knowledge, which can always be useful, but in real working terms, it is only during the implementation of knowledge in the actual running of a business that competence can be truly confirmed.

4. Which entrepreneurship validation methods have been indicated by entrepreneurs?

As I have mentioned previously, "soft" communication skills are always harder to be validated. Perhaps through targeted and certified VET training regarding effective communication, motivation and negotiation skills.

5. What is the demand for a qualification in the field of entrepreneurial competence?

Personally I believe that there is scope for such a qualification, because although many university and VET institutions offer financial business administration, sales and marketing programmes, a complete qualification in entrepreneurial competence would be very useful, as it would also offer the confidence to an entrepreneur to search for employment internationally.

6. Who may need certificates?

Although a certificate on its own it does not guarantee the ability of the entrepreneur to successfully run a business, it is always useful, especially when it is internationally recognised.

Interview 3

1. What key competences did the entrepreneurs indicate?

A number of competences are fundamental:

- *Flexibility and adaptability*
- *Creativity*
- *Resourcefulness and problem solving ability*
- *Ability to take risks*
- *Ability to take initiative and follow through*
- *Ability to work as part of a team*

2. Are they compatible with the learning outcomes indicated in the secondary and university education programs?

Most of the above competences are abilities that can be both developed and proved in the job. So education programmes through theoretical knowledge and in some cases practical training, may offer the basis and create the conditions for such a development later.

3. How can entrepreneurial competence be confirmed?

Real competence cannot be confirmed through degrees and certificates. These can only indicate level of knowledge and training.

4. Which entrepreneurship validation methods have been indicated by entrepreneurs?

As far as I know there are no validation methods especially for entrepreneurship. There are only some elements of entrepreneurial activity (eg. Accounting, financial management, marketing and sales strategies), that can be validated as gained knowledge.

5.   What is the demand for a qualification in the field of entrepreneurial competence?

An officially recognised qualification would build young people's confidence in order to enter the enterprises arena. It is interesting that in Greece, where the economy is very difficult for new enterprises, there is still a higher than the European average number of young people who want to become self employed entrepreneurs.

6.   Who may need certificates?

People who enter the enterprise sector for first time, or people who want to move to a different enterprise area, or develop their business further.

Analysis of interviews of Greece

1. What key competences did the entrepreneurs indicate?

A mixture of skills were mentioned, which covered both the "traditional" competences of financial and marketing management, but also the so called "soft" skills, such as social and interpersonal skills. In particular:

- Marketing and sales techniques
- Financial management
- Flexibility and adaptability
- Creativity and innovation
- Resourcefulness and problem solving ability
- Ability to take risks
- Ability to take initiative and follow through
- Ability to work as part of a team

It was interesting that the ability to cope with unforeseen problems, be resourceful and adaptable and be able to take risks was highlighted, especially under the influence of the unstable market conditions that the COVID 19 crisis created.

2. *Are they compatible with the learning outcomes indicated in the secondary and university education programs?*

It is obvious from the last two interviews that when it comes to "soft" skills, -social and communication competences-, the interviewees believe that these are abilities that are difficult to be covered by theoretical educational programmes.

Even the first interviewee who made reference to competences such as financial management and knowledge of marketing and sales strategies, was of the opinion that existing programmes only offer basic and general knowledge which does not enter into the specifics of individual entrepreneurial activities.

3. How can entrepreneurial competence be confirmed?

All three interviewees agree that entrepreneurial competence can only be confirmed in the real process of successfully running a business and it cannot be proved in a theoretical basis.

4. Which entrepreneurship validation methods have been indicated by entrepreneurs?

The first interviewee, who prioritised business organisation as well as marketing and financial management competences, was of the opinion that different validation methods should be used each time according to different business activities or products and services and they should be a combination of experience and existing theoretical models. The other two interviewees who valued higher, competences such as motivation, leadership and interpersonal and social skills, both agreed that it is difficult to indicate validation methods for "soft" competences. Targeted certified VET training and validation of gained knowledge in entrepreneurial activities were mentioned.

5. What is the demand for a qualification in the field of entrepreneurial competence?

It seems to be an agreement that although a qualification on its own does not offer a guaranteed success in enterprises, it could build new entrepreneurs' capacity and confidence to enter the enterprising arena. The merit of an internationally recognised qualification especially for entrepreneurship, was mentioned by the two of the three interviewees, as it would facilitate mobility of entrepreneurs.

6. Who may need certificates?

All three agreed that a certificate, can always be useful, to young people who first enter the enterprising sector, or people who want to move to a different enterprise area, or develop their business further and throughout an international area.

Interviews from Italy

Interview 1

1. What key competences did the entrepreneurs indicate?

Of course, some competences are strictly related to the type of entrepreneurship we want to create: in some sectors you need very specific competences (for example, technical competences), in some others you don't. It is fundamental to be flexible and be ready to adapt to what the market asks, as far as possible. Another very important skill is to be ready to take decisions when necessary: as an entrepreneur you have the responsibility to take decisions, sometimes difficult ones. Also, you need to be very good at public relations, at least in the first years of your entrepreneurship, afterwards if you are lucky enough, you can delegate.

2. Are they compatible with the learning outcomes indicated in the secondary and university education programs?

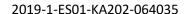*Usually, excluding some professional high schools, I think that they are not included in learning outcomes of high schools and universities.*

3. How can entrepreneurial competence be confirmed?

Probably the most effective way to confirm competences is through practical experience and confronting with everyday problems.

4. Which entrepreneurship validation methods have been indicated by entrepreneurs?

The only validation methods I know are those that are available in ECVET or professional courses, but I am not sure that they can be considered as effective validation methods for entrepreneurial competences. Also, I think that some skills, that are so personal, are very difficult to validate.

5. What is the demand for a qualification in the field of entrepreneurial competence?

The demand is not very high at the moment, but probably it also depends on the fact that such a professional qualification in many countries is not incorporated in the educational system. I think that a demand for a qualification could exist when it comes to very specific competences, e.g. if you are going to set up an entrepreneurship that has international outreach, you might want to be good at some languages, so probably linguistic competences should be tested and validated, but nothing more.

6. Who may need certificates?

2019-1-ES01-KA202-064035

Co-funded by the
Erasmus+ Programme
of the European Union

Probably employees are more in need of certificates than entrepreneurs. Of course, if a certification for entrepreneurs existed, it could probably be useful as a preliminary step to set up an entrepreneurship.

Interview 2

1. What key competences did the entrepreneurs indicate?

I think that being an entrepreneur is more challenging than many people think. It is not just about earning money, but it's all about having managerial skills, being able to be fair and honest with your employees, you need to be well organized and to be ready to work hard.

But often this is not enough anyway, because the market and the choices of people evolve very quickly. So, you need to be flexible and learn from experience to predict how changes might take place.

And also: be patient, especially if you deal with the public!

2. Are they compatible with the learning outcomes indicated in the secondary and university education programs?

Some skills can be acquired in degrees and other educational programmes. I am referring to the most technical aspect of the business you want to run. For example, as you need to be very competent in what you are doing, educational programmes are useful to set up your own business because they help you learn the technical aspects of your job. But most of the competences you need, you learn on field.

3. How can entrepreneurial competence be confirmed?

Well you can take courses, probably very specific ones, to learn context-related problems. For instance, in my case, I fix telephones, so often people come to me very angry or frustrated, and you have to be very good at dealing with people and their problems, reassuring them. In this case, we take courses to better know how to deal with customers, but I believe that a confirmation of an acquired competence comes only from real-life experience.

4. Which entrepreneurship validation methods have been indicated by entrepreneurs?

I don't know really any method to validate the entrepreneurial skills that are mostly required, such as capacity to adapt and to take risks when necessary. Probably there are methods through which you validate very specific competences and quantitative

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

47

competences, such as accounting or administrative knowledge, but I am not aware of any other method.

5. What is the demand for a qualification in the field of entrepreneurial competence?

I am not sure of the demand for a qualification. But I am sure that, especially in Italy where bureaucracy is so pervasive, you need to know beforehand all the documents that are necessary to set up an entrepreneurship, so probably a good course concerning administrative steps to set up an entrepreneurship and validate your competences in this field can be very useful.

6. Who may need certificates?

If you work for a very big company, like I do, even if you have your own entrepreneurship, you might be asked to provide certificates or to take courses on very specific topics, so it could be useful to have them beforehand. But in other cases, there is not a very significant need of certificates.

Interview 3

1. What key competences did the entrepreneurs indicate?

It is necessary to have a strong commitment toward your company: if you do not care about your company, nobody will do it for you. Also, it is fundamental not to be scared by problems, be always ready to work on difficulties, do not be discouraged and train on problem-solving. Finally, be also very well organized and quality oriented: if you want to stand out, you must be ready to work hard to achieve excellent results and have products of high quality.

2. Are they compatible with the learning outcomes indicated in the secondary and university education programs?

Only in part. Some competencies relate to very personal entrepreneurial skills and attitudes. Some other competences can be learned: for instance, management skills or problem-solving.

3. How can entrepreneurial competence be confirmed?

Work-based learning is crucial. I think that training wanna-be entrepreneurs through real experience on field is very important. They must be put before real problems and see whether they are able to solve them. This will help them to understand if they can

successfully manage their own company or if they get scared at the first difficulties, so I think that other than practical experience, a work-based learning approach can be very useful.

4. Which entrepreneurship validation methods have been indicated by entrepreneurs?

Unfortunately, I don't know any validation method.

5. What is the demand for a qualification in the field of entrepreneurial competence?

It depends on the level in which such qualification is asked. For sure, it is very important to have a qualification if you are looking for an employment and want to be part of another company or to work for someone who doesn't know you and needs to have some evidence of your competences. Employers or managers tend to ask for certifications of competences, but I am not sure if entrepreneurial competences are included as well.

6. Who may need certificates?

I think that a certificate is not essential. It is more important what you are actually able to do and how you can solve problems, both if you are an employee and if you are an entrepreneur. What really counts is how people show their skills. Of course, a certificate for entrepreneurs could be useful, for example, when they need to build trust in their customers, this means especially at the beginning of their career.

Analysis of interviews – Italy

1. What key competences did the entrepreneurs indicate?

The entrepreneurs indicated the following competences:

- Organizational skills
- Accounting and finance
- Administrative notions
- Problem solving
- Social skills (public relations)
- Personal skills: flexibility, capacity to adapt to market challenges and innovations.

From the interview it is clear that many competences are very personal but also that some specific competences can be acquired through courses (for instance, administration and accounting).

2. Are they compatible with the learning outcomes indicated in the secondary and university education programs?

Only in part: there are some skills that can be acquired through training and education, wither secondary or high school (for instance, problem solving or organizational skills). However, some competences are very personal so it is not possible to identify education programs that can teach you how to be flexible and adapt to market's changes.

3.   *How can entrepreneurial competence be confirmed?*

The interviewed entrepreneurs were generally unanimous in explaining that experience on field is essential to confirm competences. Therefore, ways mentioned by the interviewed entrepreneurs to confirm competences include:

- Work-based learning (if not possible to get real experience)

- Solving real problems

- Effective experience in managing a company

Generally, courses are not seen as a way to confirm competences, but they are deemed necessary anyway.

4. *Which entrepreneurship validation methods have been indicated by entrepreneurs?*

Unfortunately, no specific validation method was presented by entrepreneurs. One of them mentioned professional courses, but nothing more specific. This seems to show that a validation method for entrepreneurial competences is not perceived as essential for people running entrepreneurships but at the same time this also shows a gap that cou*ld be filled through the proposal of new validation methods for entrepreneurial competences.*

5. *What is the demand for a qualification in the field of entrepreneurial competence?*

The general perception that entrepreneurs put forward is that the demand for a qualification in the field of entrepreneurial competences is not particularly high.

6. *Who may need certificates?*

Here the three entrepreneurs answered differently. For some of them, certificates may be useful both for entrepreneurs and for employees. For others, it is more important to be able to demonstrate your skills than to have certificates. In general, they believe that certificates can be useful, especially for employees.

Interviews from Poland

Interview 1

1. *What are the key entrepreneurial competences?*

Nowadays, what seems to be the most important is creativity. But we should remember, that creativity should not be perceived as thinking out new things. It is more like a skill to adapt what is around us. So I think that even more important that creativity is flexibility. It can be regarded as ability to open-minded approach: it requires a lot of soft skills: ability to fast learning, communication skills, empathy.

2. Can entrepreneurship competences be confirmed and how?

Of course the best indicator of the skills mentioned in the response to first question is the effect, i.e. success in business. But softs skills are possible to be gained by trainings and courses, so there are big needs on this issue. And I think that this is a big challenge. Certification of hard skills or knowledge is easy: we have a lot of methods for it. But to think out tools for validation soft skills is a very important need. Such validations gives also very important information to the subject on the level of his/her skills – what is good and what needs to be improved. We have to shift our thinking about education even in business. If we live in an information age, we need not to teach knowledge – it is everywhere. But to achieve soft skills by oneself is very hard, so the need is here to educate.

3. Is there a need to confirm entrepreneurial competence and gain certificates?

As I said previously – it is very important for people to validate their competences. It is not only in the case of certificates that can be a part of a system of qualification assurance, but also it is important for the stakeholders to point out what qualifications or skills they should improve. So the need is for all the stakeholders: employers, employees, as well as people who want to develop their own business.

Interview 2

1. What are the key entrepreneurial competences?

I think there are several key skills. In fact, it is the market and the environment that constantly dictates conditions to the entrepreneur. Therefore, I think that soft skills are much more important than knowledge and hard skills nowadays. I'd like to focus on them. The entrepreneur must be very flexible and adaptable to the environment. It should be creative, in order to be able to look for different solutions and often to turn a disadvantage into an opportunity for the development of the company. Besides, it is very important for him to be able to cope with stress and be able to take risks. He won't get away with it. It's part of running his own business. Being an entrepreneur means constant decision making, risk,

searching for new solutions. You never really know if everything's gonna go well. However, there is one more important skill that can help - analytical thinking. This helps to analyse the situation, think ahead, prevent many disadvantages and solve problems in the best possible way. The last skill that is just as important as the previous one is interpersonal skills - good communication with customers and employees is the basis for success that you work together!

2. Can entrepreneurship competences be confirmed and how?

As far as I know, there are courses on entrepreneurship which test skills at the end of the course, but only theoretical knowledge about the content of the training. It's hard to test soft skills. In fact, it verifies the life and situation of the company on the market. If the company is growing, if our employees are satisfied with the cooperation and do not lay off after a few months, if we have regular customers, etc., that means that our entrepreneurial competence is good. There are also many EU projects where I have encountered a form of assessment tool. I think it's a good way to test that kind of skill. But there are still shortcomings in this regard.

3. Is there a need to confirm entrepreneurial competence and gain certificates?

I think there is a need to confirm entrepreneurial competence. I don't know what form this would take, but certainly certificates are one option. It is very easy to test your expertise, just a short test, a task to do. However, there are no forms of validation of soft skills to have a complete picture of entrepreneurial competences. It would certainly help some people to decide to start their own business. Many people, before taking action, wonder whether they are suitable for an entrepreneur, whether they can cope, etc. But not only in this situation. Many entrepreneurs who run their businesses have different problems precisely because of the lack of these soft skills. There are courses to improve them, but they need to know what they should work on. So a tool to verify these skills is very much needed.

4. Who may need certificates?

I think that both entrepreneurs/employers and employees. Many of the skills that are necessary for an entrepreneur are required from an ordinary employee. The certificate would certainly be a confirmation of the employee's skills for the employer.

Interview 3

1. What are the key entrepreneurial competences?

The world has changed and probably will not be the same as before. Even before the outbreak of the pandemic, many management experts and specialists pointed to the need to re-evaluate the importance of key competences in companies.

They started to focus on (again) soft competences, the ability to socialize and cooperate, team-building (often in dispersed environments), and if we talked about independent positions, most of them treating people as "teamleaders". Company owners or managers become advisers in the process at the expense of losing the position of "all-knowing" gurus. New technologies in the context of their geometrical growth and development force somehow to shape new competences. Both on the service side of new gadgets and their location in work and private life.

It is about the ability to quickly learn understood as adaptive skills began to be treated equally with the ability to quickly "unlearn", correct habits and patterns of action (such as a larger area of remote work, etc.)

Volatility, dynamics and, at the moment, a completely new post-pandemic reality will have an even greater impact on key competences in companies.

2. Can entrepreneurship competences be confirmed and how?

When it comes to confirming new competences, I can only say about my thoughts and observations than based on hard statistical data and research. It seems to me that at the moment we are dealing with high specialization at every competence level in the company.

This applies to both small businesses, and is best seen in large and large companies. The so-called. the "handyman" is going out of the picture. The availability and multiplicity of specific solutions in each industry and profession requires that you focus on narrow specialization in your field.

On the one hand, this results from the diversification of the offer on the side of suppliers who intentionally avoid the unification of products and services by pointing to their own values of their offer. On the other hand, the demand for consumer manifestation determines the right supply. Because of this or thanks to what you prefer, it seems natural that solution providers take the burden of confirming competences at every stage of a product or service development, up to customizing the final effect at the customer's / recipient's request. This applies to both production machines and products that are made on these machines.

When it comes to the question of whether it is worth and whether it is necessary to confirm position / entrepreneurial competences and certify them, the answer is one - yes.

3. Is there a need to confirm entrepreneurial competence and gain certificates?

The system determining the usefulness, scale, impact of a given competence on processes taking place in enterprises was and will be needed. It is due to the fact that, as I mentioned above, we are currently dealing with in-depth diversification of skills even in similar-looking areas of work, e.g. electrical installations or construction works. Someone else with a different skill baggage is a construction worker as a steel structure fitter and someone else a construction worker as a bricklayer. They both work in the construction industry but their competencies are completely different. Going further, a construction worker himself as a steel construction fitter can specialize in special and unique construction systems developed by companies specializing in given solutions, such as girder structures, cold-bent or hot rolled profiles, or truss, etc. Or, for example, an IT specialist specializing in certain types of programming language, or performing certain scopes of work at various stages of code development, e.g. frontdeveloper, enddeveloper, etc.

4.   Who may need certificates?

Answering the last question, who needs it. Each of these competences must be confirmed and practically tested in order to select the right employee for the position and help the job seeker himself using a certificate specifying his competences.

Analysis of interviews of Poland

Interviews with three managers have shown that there is a need in Poland to develop and confirm entrepreneurial competences. Managers have highlighted such important competences as: social skills, flexibility, decision-making skills and risk management - particularly important nowadays. The interviews also highlighted the need for new qualifications because of ever narrower specialization and the development of science and modern technologies. The employee must now specialize and be able to confirm qualifications. Therefore, certification is needed for both employees and employers who need evidence of the learning outcomes of the employee or candidate.

Interviews from Spain

Interview 1

1. What key competences did the entrepreneurs indicate?

Being resourceful is a quite important competence when becoming an entrepreneur; most of the times resources are going to be limited and it will be necessary to solve many problems with them. When talking about resources, I don't mean economic resources, ubt making the most out of what we have. For example, in the current situation there are some factories that have changed their production towards things to fight COVID-19; that way they have made the most of the resources they have to stay in business.

2. Are they compatible with the learning outcomes indicated in the secondary and university education programs?

From what I have personally seen, there are not much programs devoted expressly to soft skills for entrepreneurs, which are essential to become successful. If the person studies something related to business, maybe, but otherwhise, I have no knowledge of this.

3. How can entrepreneurial competence be confirmed?

The most realistic way is seeing if the business is a success or not; otherwise, maybe through case studies abouy past experiences.

However, one of the most important features of entrepreneurship is risk. And the risk makes almost impossible to confirm any competence until it has been necessary to use it, I think.

4. Which entrepreneurship validation methods have been indicated by entrepreneurs?

There are some validation methods that are very famous lately, like the Business Model Canvas, or testing the hipotetical products through a group of testers to find out their opinion. I think it depends a lot on the resources of the entrepreneur; doing a Canvas can be "cheap", doing a testing with enough people to acquire a realistic opinion can be more difficult.

5. What is the demand for a qualification in the field of entrepreneurial competence?

Most times there is no demand for qualifications expressely refered to entrepreneurship. More like business management, or actually nothing. If the entrepreneur is creating its own business, there is no one on top of them asking for a qualification.

But it is always good to certificate your qualifications, as a measure to show the external world your abilities. You never know when you will need to make an agreement, and the importance that the other part will give to said qualifications.

6. Who may need certificates?

Certificates are useful for anybody, and entrepreneurs among them. But they can also be useful to show the knowledge already owned and let other people with more experience

indicate which new learning could be useful. Also, certificates are useful to generate a good image to stakeholders. And of course, the knowledge behind them will always be useful.

Interview 2

1. What key competences did the entrepreneurs indicate?

- *Analysis and self-criticism capacity*
- *Organization*
- *Management and accounting skills*
- *Establishing goals and the desire to improve*
- *Social skills*

2. Are they compatible with the learning outcomes indicated in the secondary and university education programs?

Some of them are compatible with what is taught at the university or the vocational training, such as management knowledge, accounting or organization, but others, such as social skills or the desire to improve, are part of the personality of each person

3. How can entrepreneurial competence be confirmed?

Most of the skills needed to run a business are demonstrated and confirmed once you have it, I don't think they can be confirmed any other way.

4. Which entrepreneurship validation methods have been indicated by entrepreneurs?

I don't personally know any validation methods. From what other colleagues have told me, there are such things tought in business school, but we made use of business plans and business models to create our business, nothing different.

5. What is the demand for a qualification in the field of entrepreneurial competence?

I believe perseverance is the main "qualification" required, nothing else.

6. Who may need certificates?

I don't think it's necessary.

Interview 3

1. What key competences did the entrepreneurs indicate?

It is necessary to know about the topic you are going to work on. Even if you are not an expert, you either have some knowledge of it, or you have some partner with that knowledge.

Apart from that, soft skills are necessary, beginning with decision making, leadership… but it is very important to have management and financial skills also. Entrepreneurs are business owners up to some point and they need that.

2. Are they compatible with the learning outcomes indicated in the secondary and university education programs?

I don't think soft skills are taught on school per se, maybe it is improving lately. However, many other skills are. The thing is students learn them for something different, not entrepreneurship itself, so maybe they do not realise they have the skills, even if they have learnt them,

3. How can entrepreneurial competence be confirmed?

I don't think there is any confirmation apart from being an entrepreneur and managing to help your company survive.

4. Which entrepreneurship validation methods have been indicated by entrepreneurs?

There are validation methods for the more "hard skills", like university and VET degrees… for other skills it is not that easy, I personally don't know any method.

5. What is the demand for a qualification in the field of entrepreneurial competence?

It would be interesting, having a qualification on entrepreneurship. Maybe it would help people learn the basics that they may need regarding business ownership, and also ease the fear that Spanish people often have regarding entrepreneurship.

6. Who may need certificates?

Everyone needs certificates at some point. You never know when a certificate is going to be a plus.

Analysis of interviews - Spain

1. *What key competences did the entrepreneurs indicate?*

Entrepreneurs indicated mainly soft skills as the key competences for an entrepreneur. More concretely, the following skills were highlighted:

- Creativity
- Flexibility
- Analysis and self-criticism capacity
- Organization
- Establishing goals and the desire to improve

- Social skills

- Decision making

- Leadership

But there were also comments regarding hard skills. Management and accounting, as well as financial knowledge, were mentioned by the interviewed entrepreneurs. Furthermore, a comment on the need to know about the topic you are working on was also mentioned.

2. *Are they compatible with the learning outcomes indicated in the secondary and university education programs?*

There is a very similar opinion regarding this topic by the three entrepreneurs. They all think that the soft skills mentioned are not taught in school, and there is even a respondent stating to have no knowledge of entrepreneurship training in any way in Spain. However, there is also a comment that expresses that the more hard skills are currently being taught.

3. *How can entrepreneurial competence be confirmed?*

The three respondents answered the same: the only confirmation of entrepreneurial competences is managing to make the business survive.

4. *Which entrepreneurship validation methods have been indicated by entrepreneurs?*

In this question, one of the respondent said to have no knowledge on the topic. The other two answered differently, one mentioning education degrees, while the other indicated methods such as the Business Model Canvas or product testing.

5. *What is the demand for a qualification in the field of entrepreneurial competence?*

In this case, we see again a swift of opinion. Some of the respondents believe it would be positive to have a qualification, that it would be demanded, while other does not believe it is necessary.

6. *Who may need certificates?*

Two respondents thought certificates could be useful to anybody, even if there is no specific reason why, so it is good to have them. Contrarily, one respondent did not consider them necessary.

1.5. Recommendations for validation

In section 4 there are recommendations of each partners for the system of assessment and validation of learning outcomes in the area of entrepreneurship. The chapter also contains

proposals of a bridges between VET/ECVET and Higher education systems - focused on entrepreneurship.

Cyprus

A lot of progress has been observed in Cyprus with regards to the recognition and validation of entrepreneurship skills, but the progress mainly focuses on programmes that are not compulsory. In other words, there is *no coherent, substantial and compulsory programme* that allows students from a young age to develop and acquire key entrepreneurship skills and to later on **validate** these skills within the National Qualifications Framework.

This is needed for a number of reasons. First of all, entrepreneurship education from a young age prepares students to identify and address challenges and opportunities. Using this framework, educators at all levels can help young people **engage** with the world around them and **envision** what might be different; experiment with creative solutions to the problems they encounter; hone their ability to reframe problems in order to come up with unique ideas; and then work persistently to scale their ideas by inspiring others to support their effort.

Secondly, entrepreneurship knowledge is a life skill that equips students with better understanding of how to access the labour market. A major gap observed in higher education especially is that many students graduate with insufficient knowledge of how the labour market works. Thus, we see a mismatch between higher education and the labour market, a challenge that can be addressed with entrepreneurship education in schools. In this way, students will be better prepared to face the realities of looking for a job and become more prepared for it.

For these reasons, we recognise the need to validate entrepreneurship skills as early as primary education, established within the National Qualifications Framework.

Greece

While entrepreneurship is considered as an important skill for job and economic development, there is still not a comprehensive framework of introducing entrepreneurial courses in the Greek educational system. Most importantly there is not a complete validation system for entrepreneurial learning outcomes that could offer the opportunity to the student to collect knowledge and competences and gradually build an entrepreneurial

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

59

profile through his/hers years of studying, regardless if this is in formal education, VET education or non- formal education.

In Greece, within the last decade, entrepreneurship education is included as part of the strategy for the New School (2010). This strategy attempts to link entrepreneurship to the learning objectives connected to the enhancement of innovation, creativity and the entrepreneurial spirit. At upper secondary level, pupils are introduced with subjects such as the Basic Principles of Organisation and Business Administration.

Entrepreneurship Education should be part of a strategic design of University curricula in order to provide graduates with entrepreneurial and management skills that will help modify their profile in accordance with the new requirements of the knowledge based economy. As far as the Higher Education Institutions curricula are concerned, there is an inadequate level of offered knowledge in economics and management and the development of non-technical skills. The Ministry of Education has adopted a top-down approach to promote introduction of entrepreneurship courses in all Greek Universities. This was a totally new initiative as none of the Academic Institutions, not even Business Schools had entrepreneurship courses.

Fostering entrepreneurial education in Higher Education could also improve Greek economy which has the highest EU unemployment level in young graduates and a relatively high number of graduates who aim to become self employed entrepreneurs or managers in small sized firms.

As with all learning outcomes, from all learning sectors, entrepreneurial qualifications should be included in the NQF which is compatible with the EQF. In this way, entrepreneurial qualifications could be collected in different stages of training and lifelong learning. Should also be transferable and accumulative to different degrees, so that to help the trainee entrepreneur to upgrade its skilsl and reach a desired level of proficiency, which would be recognisable, in different enterprising activities and international labour markets.

Italy

Having analysed the overall situation of the entrepreneurial education In Italy, we can say there isn't a clear and organized entrepreneurship education strategy, except for technical and vocational pathways. A concrete step has been taken only in 2018, with the launch of a

project to promote an educational path for entrepreneurship education in state-run secondary schools. When it comes to higher education, we have witnessed that only a few universities have courses or specific curricula dedicated to entrepreneurship.
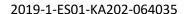
On the other hand, in terms of assessment and validation of learning outcomes, we can say that the shift to LOs has been widespread in the country: almost all VET qualifications have been described in terms of learning outcomes. As we noticed in the previous sections, ECVET had a significant role in promoting this principle of structuring qualifications into units of LOs.

With specific regard to entrepreneurship, however, we may say that Italy is in the early stages of implementing assessment tools and can therefore only refer to basic regulations, even though official guidelines for primary and lower-secondary schools have been issued and would establish a certificate of transversal competences, among them "initiative and entrepreneurship attitudes". At the moment, Youthpass is the most prominent tool for reflecting and describing learning outcomes of entrepreneurial learning as reported by Italy.

Bridging the two concepts, interesting discussions emerged about the use of ECVET principles to promote progression between VET and higher education institution; unfortunately, the proposal got stuck and it is currently not a policy priority. However, it may be a good suggestion to further investigate with this regard, since it may lead Italy to develop a more consistent framework to assess entrepreneurship learning outcomes, while developing a stronger connection between VET and higher education on the other hand.

Poland

Analysis of current solutions has shown that there is a need to develop a coherent framework system for the entire education process in the field of entrepreneurial competence. These competences are very important for finding graduates in the labor market and achieving professional successes. Therefore, they should be shaped in primary school and gradually developed at subsequent educational stages. It is particularly important to develop entrepreneurial competences in secondary school and university - students should be prepared to enter and deal with the labor market. They have to make educational and vocational decisions regarding their lives. Entrepreneurship helps to manage both tangible and intangible resources, solve problems and act actively. Students
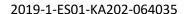
and graduates should have the opportunity to check the level of their entrepreneurial competences to learn their strengths as well as competency shortcomings. Therefore, it is important to specify - a detailed description of learning outcomes at individual educational levels as well as the manner and possibilities of their validation. It would be optimal to describe and incorporate entrepreneurial qualifications into the IQS system that would specify NQF levels. Defining standards, describing qualifications and validation would allow employees to test their competences in the lifelong process. Validation should be possible and available regardless of formal or non-formal education systems - regardless of whether or not someone has used organized forms of education and training. Validation can also be spread over time, and the candidate does not have to confirm all effects immediately same time. Validation should enable cumulative and transferable achievements and be tailored to the needs of different audiences. This may apply, for example, to Higher Education - where a person who already has professional experience or other experience giving the opportunity to develop entrepreneurial competences could confirm them, e.g. by documenting their skills and experience. Also this should lead to a situation in which a larger group of people interested in obtaining qualifications will be able to proceed to check and confirm obtained learning outcomes.

Spain

After analysing the Spanish situation regarding learning of entrepreneurship in the education system, it is possible to state that, although there is an improvement of the situation with respect to previous years, there is still a lot of work that could be done in this matter. The studies carried out not only asked trainers or entrepreneurs to get their opinion on this matter, but students of secondary and VET education were asked as well to get a more focused idea of the actual learning they feel they have on entrepreneurship.
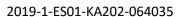
The results were that, although there are chances to study subjects related in some way to entrepreneurship and business in general, they are always optative and students are not provided with "compulsory" studies that will later on give them some base to get a coherent idea of the real meaning of entrepreneur. Some of the students asked did not even know what the term entrepreneur means, and as a potential, job road for them it would be interesting for their future to make sure they have a clear idea of what entrepreneurship is.

It is seen that a higher number of students are aware of the term, however, in comparison to previous years or education systems. But there is still a lot of potential work that could be carried out not only to make them understand the term but to make them consider it a potential future for them. In this sense, the current work that is being done with the validation of studies in the different steps of the education system is a good way to ensure this improvement, although as mentioned in the Polish review, it would be interesting to describe and incorporate entrepreneurial qualifications into the IQS system that would specify NQF levels, which would in turn facilitate the validation of said competences. This would in fact also facilitate the interchange between education types, and would even make it more attractive to potential users to expand their education if they feel there is a falicity to go from one place to another.

PART II. VALIDATION METHODOLOGY.

Evaluation and validation of learning outcomes in the area of entrepreneurship

Validation is checking whether an applicant for a given qualification, regardless of the person's learning method, has achieved a separate part or all of the learning outcomes required for that qualification. The assessment and confirmation of learning outcomes can be independent of how they are acquired (educated). In the EQF it should be possible to recognize learning outcomes achieved in non-formal education and through informal learning. Entrepreneurial competences are very complex, therefore their assessment requires a very thoughtful process and the use of many assessment methods. Soft competences are difficult to measure and require specific assessment methods.

2.1. Approaches to validation

Validation – assumptions:

- validation should be available regardless of whether anyone has used organized forms of education and training
- validation can be spread over time, i.e. you do not have to confirm all the learning outcomes required for the qualification at the same time
- validation can take place in various places, e.g. at the employer's
- various methods selected according to the needs and limitations of persons entering validation can be used to check learning outcomes.

The validation is to ensure:

- the quality of qualifications awarded,
- the possibility of recognizing learning outcomes achieved in non-formal education and through informal learning,
- the possibility of accumulating achievements in stages and recognition of achievements,
- the ability to compare qualifications obtained in the territory of PL with qualifications awarded in other Member States of the European Union (EQF).

Validation is a process that should be characterized by:

➤ simplicity: it should be clearly defined and understandable to recipients;

➤ matching: to the needs of individual recipients, groups of recipients, specific learning outcomes;

➤ quality: quality must be assured and checked at every stage;

➤ effectiveness: methods and conditions for conducting validation must lead to an adequate assessment of individual learning outcomes.

Conditions for conducting validation

For proper validation it is not only necessary to: prepare an appropriate validation scenario, choose the right methods and tools, entrust validation to persons with appropriate competences. It is also necessary to ensure appropriate organizational, housing and technical conditions for conducting validation. For some qualifications, requirements for validation conditions can be very high and thus difficult to meet. Identification and verification of many skills requires access to specialized equipment, including technologically advanced simulators and other devices. This means that some qualifications will only be awarded by a small number of certifying authorities. Validation requirements in the description of qualifications that relate to organizational and material conditions should only include the necessary requirements, without which the validation result cannot be reliable.

2.2. Validation process

Validation can consist of three stages:

- identification,
- documentation,
- verification of learning outcomes,
- certification.

IDENTIFICATION

Determining and analyzing knowledge, skills and social competences that have already been achieved. It can be carried out alone or with the support of a validation advisor. Review completed: existing learning outcomes that have already been formally confirmed; achieved learning outcomes that can be confirmed; competence gaps that are worth or should be

filled. Developing an individual development plan or undertaking learning. Documenting selected learning outcomes or, if possible, subjecting them to verification immediately.

DOCUMENTATION

Collecting evidence of achievement of selected learning outcomes (e.g. in the form of certificates, certificates of completed internships, work samples, video recordings, recommendations, description of work performed, etc.). It can be carried out alone or with the support of a validation advisor. Prepare the collected evidence in a way that allows it to be presented to a third party. Evidence gathered in one place in paper or electronic form is often called a "portfolio". Preparation of an individual development plan. Take learning. Beginning of verification.

VERIFICATION

Checking with the use of appropriate methods, whether specific learning outcomes have been achieved. In the case of validation to give a specific qualification - compare these results with the learning outcomes required for that qualification. Confirmation of verified learning outcomes. The participant in the validation process should receive information on learning outcomes that have not been confirmed and the justification for such a decision.

CERTIFICATION

is a process whereby an applicant for a specific qualification, after obtaining a positive validation result, receives from the authorized certifying entity a document confirming that the given qualification has been granted. Issue of a document confirming obtaining only a part of the learning outcomes that have been verified. Awarding of ECTS or ECVET points. Preparation of an individual development plan. Take learning.

It is a comprehensive solution whose goal can not only be to acquire qualifications, but also to broadly identify the knowledge, skills and social competences of the candidate.

At the identification and documenting stage, it is important to support a professional advisor who will help determine your competences and gather the appropriate evidence to possess them. The effect of joint work of the advisor with the person joining the validation may be better preparation for the verification stage or development of a plan for further educational and professional development. At the verification stage, the assessor or a commission consisting of assessors plays a decisive role. They make the final decision to

issue the certificate. The course of validation depends on the specific market qualification. Some requirements are already included in the description of the qualification itself, which can be found in the Integrated Qualification Register. However, it is the certifying institution that plans the thorough checking process and presents it on its website.
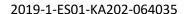
At each of the validation stages, both institutions and participants should have access to information and advice, including but not limited to: qualifications that can be applied for, conditions for joining the validation to obtain the selected qualification, deadlines, costs, procedures, methods used for validation which allows you to obtain the selected qualification, etc., available forms of suport. The time during which qualifications have been awarded only subject to participation in a specific training program ends. The general rule is to carry out credible validation, whose positive result is a sufficient premise for qualifying or confirming a set of learning outcomes. Persons who have not completed the education program but have obtained the learning outcomes required for a given qualification in other ways - through non-formal education or informal learning can aspire to obtain qualifications. In their case, the checking process should be accompanied, where necessary, by support in the form of advice, aimed at diagnosing acquired competences and collecting evidence of their possession.

2.3. Validation methods[12]

One of the key aspects of validation is the methods used to check learning outcomes. Most people only learned about the traditional examination methods commonly used in schools or colleges, such as a written test, oral answer or "practical part".Validation of learning outcomes is not a typical exam, however, taking into account the age of the people who can benefit the most and who most often enter this process. Often these are not young people but adults with work experience. Therefore, validation uses not only conventional knowledge checking methods, but also more innovative ones that are easily adapted to the needs of adults. The catalog of validation methods is a source of information on selected methods of validating learning outcomes, used at all its stages, and choosing methods in such a way as to maintain validity, accuracy and adequacy.

---

[12] Based on: http://walidacja.ibe.edu.pl/metody/pl/

The basic methods used in validation can include: tests, interviews, debates, presentations, observations, simulations, analysis of the declaration of the person who proceeded with validation, and analysis of evidence provided by that person.
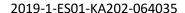
TESTS

The theoretical test involves asking the candidate questions or performing specific tasks in the field of cognitive knowledge and skills, and analyzing the results of these activities. Tests with closed or open questions are a recognized and trusted method of checking learning outcomes in the knowledge category. Theoretical tests run under controlled conditions and can be used to check many people at the same time. Theoretical test results can be easily referred to external standards. At the same time, they themselves are subject to standardization. Tests should generally measure the quality of knowledge, not its quantity.

The theoretical test is one of the most commonly used verification methods. Such a test should not only be a test of remembered knowledge, but above all a tool to assess the skills of using this knowledge. It allows the use of clear assessment criteria, and the design of tools and organization of verification ensure impartiality and reliability of checking.

In addition, the specificity of the theoretical written test means that the candidate can remain anonymous and his personal data can be encoded to increase the objectivity of the assessment. The written test should consist of an appropriate number of questions / tasks covering a wide range of selected issues regarding qualifications.

Tests intended for more candidates should be standardized tools. In other words, they should allow an objective measurement of the level of learning outcomes, and their relevance and reliability has been previously tested and confirmed in research on a large number of people. The assessor should follow the instructions on how to complete the tools used to assess responses. If open-ended questions are used in tests, then the answers should be carefully considered. With oral responses, there is a risk that the information contained in the candidate's statements will be reduced. This can be prevented, among others by the assessor preparing a descriptive assessment, which contains fragments of responses that indicate achievement of given effects.

UNSTRUCTURED DEBATE

involves exchanging arguments on a specific topic. It takes place in a group and the participants have a lot of freedom, because they are not assigned specific functions or impose a way of presenting positions. The topic of discussion or problem to be solved is imposed in advance by the moderator. The course of the unstructured debate is influenced by ideas, suggestions or solutions arising during the discussion.
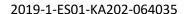
All candidates participate in the debate on an equal footing and are free to speak. Contrary to the structured debate, there is no division into roles and there is no specific scenario. However, some techniques (e.g. brainstorming) have certain workflow patterns. Sometimes participation in the debate requires prior preparation, both by the participants and the moderator (e.g. in plenary debate). The participants of the debate may be e.g. creative solution of problems or assessment of facts and phenomena.

The facilitator (moderator) watches over compliance with the principles of discussion (e.g. gives the floor to participants) but does not interfere in its course.

The assessor and his competences in the objective interpretation of participants' behavior during the discussion play a key role in the unstructured debate as a method used in validation.

This method gives the opportunity to observe the behavior of candidates in various situations (e.g. coping with stress in problem situations and under time pressure). A participant in a unstructured debate should demonstrate, among others: in-depth knowledge on a given topic, the ability to comprehensively interpret phenomena, events and facts, the ability to communicate (including the ability to present one's own position and create coherent statements), as well as the ability to assess the position of others.

Some techniques (e.g. brainstorming) allow candidates to demonstrate, among others creativity in problem solving, ability to analyze and select the best / most beneficial solutions in a given situation and effective cooperation in not many teams.

This type of debate does not require large organizational and material resources and standardization of tools. However, its results may be different each time.

It should be remembered that when the candidate's statement is verified, any disruption in communication (e.g. change of subject by the moderator) may affect the final result. This is particularly harmful when the new thread concerns learning outcomes that were not included in the validation scenario. The assessor who acts in this way does his job unreliably. However, even in the case of less significant disturbances, the effect of this procedure may e.g. change the checking atmosphere. As a result, the candidate may reduce his or her participation in the discussion, stop responding in such detail or honestly. It also causes stress for a person approaching validation, which may result in a worse result.

Compliance with the rules resulting from the assessor, candidate and additional roles (imposed by a given method and technique) is one of the factors helping to maintain neutrality and objectivity of validation. An important role in the debates is played by the moderator, who is to ensure the freedom and equality of expression of all participants and to raise all topics of discussion at the designated time.

STRUCTURED DEBATE

relies on organized and moderated (directed) discussion in a group of people by exchanging arguments about a selected topic. It can run according to a specific scenario.

The topic of structured debate is predetermined. It should be formulated in such a way as to involve participants in the discussion. At the same time, it cannot be easy or quick to resolve, because the debate will not bring the expected result.

Many structured debate techniques require specific roles to be assigned to participants. In some situations, it may be necessary to prepare in advance the people participating in the discussion - to obtain the necessary information and to prepare arguments to support the accepted theses.

The participants of the debate may, for example, be actively involved in solving problems and answering problem-based questions based on joint inquiries, considerations and conclusions.

The facilitator of the structured debate (the so-called moderator) introduces the topic of the discussion and supervises its course (including maintaining the division into roles), giving the floor to participants. Each debate should end with a brief summary of the results and a discussion of the main conclusions - as a rule, it is also the responsibility of the moderator.

Using this method, you can verify the candidate's cognitive skills and social competences (e.g. how to relate to people presenting different positions or coping in different contexts and imposed roles). A participant in a structured debate should demonstrate, among others: in-depth knowledge on a given topic, the ability to present their own position (including the ability to communicate and create coherent statements), as well as the ability to assess the position of other people.
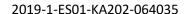
The assessor listens to the debate and verifies the learning outcomes of individual candidates. His competences in the ability to interpret participants' behavior during discussions, as well as the ability to use tools to verify the debate are important.

The results obtained with this method are usually reproducible regardless of the place and time of validation.

Compliance with the rules resulting from the assessor, candidate and additional roles (imposed by a given method and technique) is one of the factors helping to maintain neutrality and objectivity of validation. An important role in the debates is played by the moderator, who is to ensure the freedom and equality of expression of all participants and to raise all topics of discussion at the designated time.

UNSTRUCTURED INTERVIEW

involves exchanging questions and answers in the form of an unstructured conversation between the interviewer and the person entering the validation.

Unstructured interview may be more or less targeted. Its goals are predetermined, while the course is not structured and depends on the response and attitude of the person entering the validation. The interviewer only knows the general plan of issues that should be addressed when interviewing the candidate.

The questions are open, prompting the creation of longer, multi-threaded answers. They are spontaneously formulated during the conversation - there is no pre-prepared list of questions, and the order in which they are asked is not imposed. Depending on the needs, individual threads can be developed by the interviewer by asking questions that deepen or clarify.

Unstructured interview may be conducted e.g. by an advisor or assessor. The results of using this method largely depend on the skills of the teacher (including obtaining relevant information through in-depth questions, proper direction of conversation).

Unstructured interview is recommended mainly as an auxiliary method, complementary to others. It can also be used to pre-identify a candidate's learning outcomes. For this reason, it is particularly useful at the stage of identifying knowledge, skills and social competences (e.g. in connection with the analysis of evidence and declarations).

The lack of standardized questions makes it impossible to directly compare the results of interviews conducted with different candidates and hinders their objective verification. On the other hand, the low degree of formalization makes it easier for the teacher to adapt the scope, type and difficulties of the issues raised to the needs and capabilities of the person entering the validation. Compliance with the rules resulting from the assessor, candidate and additional roles (imposed by a given method and technique) is one of the factors helping to maintain neutrality and objectivity of validation. The assessor conducting the interview is responsible, among others taking care of freedom of expression and raising all discussion topics.

STRUCTURED INTERVIEW

it is most often used as a complementary method, deepening the information on the knowledge, skills and social competences of the person entering the validation, and as a

method of verifying learning outcomes. Interview - regardless of its variety (structured, free) - is considered the most appropriate method at the stages of verification and identification of learning outcomes. It is also a frequently used and accepted method.
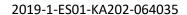
OBSERVATION

allows checking learning outcomes that are difficult to verify with other methods and allows for a high level of reliability of validation results. In addition, it allows you to check several learning outcomes at once. It allows you to verify the effects of learning without the stress of putting the person who has begun validation in an artificial situation. However, the validation result determined on the basis of observations may be significantly affected by various circumstances related to the specificity of the place where the observation is made. The method is also relatively time consuming**.**

OBSERVATION IN REAL-LIFE CONDITIONS

consists in analyzing the candidate's performance in real-life conditions of the tasks specified in the description of qualifications. It enables verification of specific learning outcomes based on the manner in which the person who has started the validation performs certain activities (usually in the workplace). The person making the observation - usually an assessor - has a limited impact on the conditions in which the observation is conducted, because it is provided by someone else (e.g. employer). The observer, however, has a great impact on the processes of collecting and analyzing information about the learning outcomes obtained by the candidate. Most often, the observations cover the activities of the candidate in the workplace or part of his work if specific activities are relevant to the qualification. Observation in real-life conditions allows the collection of information on learning outcomes from all three categories: knowledge, skills and social competences. However, the most relevant is in the case of those effects that can be observed directly (skills). To identify other learning outcomes, it is recommended to combine observations with other methods.

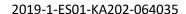**OBSERVATION IN SIMULATED CONDITIONS (SIMULATION)**

it consists in verifying the achievement of learning outcomes by the person who has begun validation while performing specific tasks under conditions that imitate a real situation. The simulation is used if observation in real situations is impossible. It consists in analyzing the candidate's operation in close to real conditions created for the validation process. The person designing the validation develops and provides checking conditions, which allows, among others to observe the candidate's behavior in unusual or hazardous conditions. Thanks to the simulation, it is also possible to check the social competences needed to build and maintain proper relationships in the workplace or skills related to the performance of tasks using specialized (often expensive) equipment, which further supports its use.

Observation in simulated conditions is suitable for checking a wide range of learning outcomes. These include interpersonal, analytical, communication and organizational skills and competences, and the knowledge necessary to use them. This method can be used to identify and verify learning outcomes needed to create products or achieve specific results (e.g. technical, manual, artistic, fitness), as well as those that are not directly observable (abstract, hidden), but about achieving them can be inferred, e.g. on the basis of the results of the work done.

The simulation method is relevant for effects that are directly observable (skills and some social competences). It is also recommended for checking complex skills. Checking under simulated conditions requires that the observation be designed in such a way that it is possible to control the process and respond to undesirable events that are not subject to evaluation. To this end, before using simulation techniques, a scenario should be prepared that includes:

• the type of learning outcomes checked,

• conditions ensuring that security principles are maintained or ethical standards are followed,

• procedures related to responding to events that go beyond the method's scenario.

In addition, before applying the method, make sure that the candidate understands what his job is and make available to him all the necessary tools or aids that are necessary to

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

75

perform it. Information on learning outcomes achieved in simulated conditions is collected using the same tools that are used as part of observations conducted in real conditions (notes, work samples and scales). Taking into account the results of the quantitative tools used, including performance scales (e.g. possible and correct final result - for a practical task, simulation game or project; average time - for a fitness test), increases the likelihood of reliable validation.
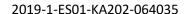
During observations in simulated conditions, it may happen that the practical task can be solved in several ways, and the scenario of the method application will not point to the right one. The assessor should impartially examine the solution method, even if he prefers a different one than the one used by the candidate.

THE ANALYSIS OF EVIDENCE AND STATEMENTS

provided by the person who has commenced the validation - consists in analyzing the person's documents and products in terms of how they can be evidence of the candidate's achievement of selected learning outcomes. Declaring that you have specific learning outcomes can never be the only basis for a positive validation result. However, it can be taken into account, especially if it is certified by third parties. Where possible, such declarations should be supported by evidence. Statements of achievement of learning outcomes are included in some documents, e.g. in the competence booklet, CV, Europass.

Evidence and statements to be analyzed should be:

• relevant to the learning outcomes that will be confirmed - this means that activities that allow the generation of evidence and the candidate's declarations should relate to specific knowledge, skills and social competences, and if the purpose of the analysis is to verify the learning outcomes contained in the qualifications - indicate meeting the verification criteria set out for them;

• authentic - they should apply to or be developed by the candidate; if the evidence presented has been created in collaboration with others, it should be clearly indicated which elements (or to what extent) are the product of the candidate;

• sufficient - evidence and statements should relate to all learning outcomes that have been selected for analysis; at the same time, they should provide enough information to base their judgment on the candidate's knowledge, skills and social competences;

• current - in principle, evidence and declarations should allow the candidate to demonstrate his / her current ability to take action, and therefore should, if possible, be newly obtained.

To be able to analyze evidence and statements at the verification stage, the certifying institution should specify:
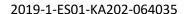
• what kind of evidence is acceptable and in what form it should be presented,

• what additional criteria they should meet (if needed),

• what are the assessment rules (on what basis the decision will be issued).

The purpose of analyzing evidence and declarations may vary depending on the stage of validation at which it is carried out:

• At the identification stage, it can help the candidate or validation advisor to determine the learning outcomes of the candidate.

• At the documenting stage, it serves the candidate or adviser to select appropriate evidence in a form that allows it to be presented to a third party.

• At the verification stage, it serves the validation assessor to determine whether the learning outcomes achieved have been sufficiently confirmed.

One of the assessor's most important skills with this method is the correct interpretation and assessment of evidence and statements. They can take various forms, e.g. documents, audiovisual materials, photos, work samples.

Consider only what points to having assessed learning outcomes. The same proof (statements) can be used for several qualifications. It may also relate to various uc effects

An indication of own achievements by a person who has commenced validation may improve the course of validation by better adapting it to the needs of that person. Identifying the knowledge, skills and social competences that you have already acquired can contribute to in-depth self-reflection in a person who enters the validation.

This evidence is collected and prepared alone or with the support of a validation advisor. Collected evidence usually takes the form of a portfolio, an individualized booklet of competences or similar. Evidence provided by a person can be very useful at both the identification and documenting stages, as well as at the verification stage.

The analysis of specific products enables a relatively reliable assessment of whether a person has achieved learning outcomes.
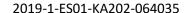
PORTFOLIO

in the context of validation, it can mean a way to identify and document your competences or provide evidence of specific learning outcomes. You can create and use a portfolio in a variety of ways.

SKILLS AUDIT

involves identifying and analyzing a person's knowledge, skills and social competences, including his talents and motivations, in order to develop a professional development plan or further learning.

The skills audit is a collection of methods, including various types of structured interviews. Structured interview involves asking a series of standardized closed questions and analyzing the answers. The structure of structured interview is subordinated to the goals set by the person designing the validation. The choice of topics covered is imposed in advance and serves to obtain specific information. The questions are usually identical for all candidates and are asked in the same order.

Due to the type and method of collecting information, structured interviews can be divided into:

• biographical (partly structured),

• competence / behavioral (partly structured),
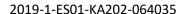
• questionnaires (usually fully structured).

Conducting the skills audit in the first place allows you to determine the strengths and weaknesses of a person and indicate possible paths for further development. It can also be the first step in the validation process because it allows you to identify and document (i.e. provide evidence of confirmation) learning outcomes.

An important role in choosing the skills audit to identify and document learning outcomes is played by the goal that the candidate wants to achieve. The skills audit will be especially useful for people who are not sure of their potential or feel that they need the right direction for further development. It can also be useful for those who want to return to the labor market or retrain.

The skills audit requires cooperation with an advisor, self-reflection, honest answer to questions and effort to collect evidence to achieve competence. It is therefore crucial to build the right relationship between the counselor and the candidate and to agree on the goals set by the candidate and the ways in which they are to be achieved.

A skills audit can therefore be considered as part of the validation process. in Poland, a concept of a tool has been created that allows the learning outcomes obtained (including those achieved outside formal education) to be determined, as well as to identify competence gaps. It is to be a tool intended mainly for vocational counselors and people managing human resources.

The methods listed above can be used for all qualifications - both those obtained in formal education and elsewhere. When designing validation, consider using several methods. The use of various methods in validation is becoming increasingly common. For example, the combination of analysis of evidence gathered in the portfolio and interview, gaining popularity, is supplemented by the analysis of statements about the learning effects of the person who proceeded with validation. It is recommended to use different methods for the

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

79

same qualification, e.g. depending on whether validation takes place as part of formal education or after-the-job training. The methods used to validate learning outcomes can be more or less applicable at all stages: identification, documentation and verification. For example, the interview can be useful at any stage, while the simulation is primarily related to the verification stage. Designers validating a particular qualification should decide which methods are appropriate for each individual case.

2.4. Validation advisors

Individuals carrying out validation are:

VALIDATION COUNSELLORS – their task is to support individuals intending to undergo validation at all stages of the process. A validation counsellor who examined the application submitted by the candidate acts as an intermediary between the candidate and other individuals taking part in the validation process, i.e. assessors. These include teachers, coaches, counsellors and other experts.

VALIDATION ASSESSORS – they verify learning outcomes of individuals undergoing validation. They are well familiar with standards of professional qualifications in their areas. Assessors are often teachers, employees and employers participating in the proceedings of consultation committees, the role of which is to create, modernise and revoke diplomas.
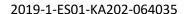
In both cases, individuals responsible for the assessment of learning outcomes must have adequate competence and must be experts in their fields. Counsellors who meeting apropiate requirements will provide effective support in the course of the validation process. A well prepared counsellor may take on the responsibilities of a validation assessor. Yet, a counsellor who verifies learning outcomes must not play the role of a validation assessor for the person applying for a given qualification. What is more, individuals related to the candidate undergoing validation must not perform the function of a counsellor or an assessor.

2.5. Certifying institutions

A Certifying institutions fulfilling the function Awarding Body (AB) - is an entity with the right to grant specific market qualifications included in the IQS, i.e. to issue documents (e.g. Certificates) confirming the possession of qualifications. Such an institution usually

describes the market qualification that is needed on the labor market and can also perform the function of AB, which means that it carries out the validation process and is fully responsible for its highest quality.

High demands are also placed on to individuals who prepare assessment supporting tools and scenarios for validation of learning outcomes, that is requirements to be met in order to be awarded a given qualification. This guarantees credibility. A professionally prepared scenario with adequately selected tools will allow a more thorough assessment of learning outcomes. This makes the validation more credible and the candidate applying for a given qualification can be certain that his/her competences are complete, which gives a confidence boost on the labour market. For these reasons, only experts in a given field are entrusted with the task of validation. A well conducted validation process yields measurable benefits also for employers, as it verifies the skills of their potential employees and prepares them for work on a given position.

2.6. Quality assurance of validation

High demands are also placed on to individuals who prepare assessment supporting tools and scenarios for validation of learning outcomes, that is requirements to be met in order to be awarded a given qualification. This guarantees credibility. A professionally prepared scenario with adequately selected tools will allow a more thorough assessment of learning outcomes. This makes the validation more credible and the candidate applying for a given qualification can be certain that his/her competences are complete, which gives a confidence boost on the labour market. For these reasons, only experts in a given field are entrusted with the task of validation. A well conducted validation process yields measurable benefits also for employers, as it verifies the skills of their potential employees and prepares them for work on a given position.

Validation requirements that apply to human resources may include various information, including:

- the functions provided for in the validation preceding the granting of a specific qualification, in particular the functions of advisor and validation assessor,

- competence and possibly formal requirements,

- the principles of selection of persons performing validation, including conditions excluding them from performing individual functions (e.g. affiliation with a person entering the validation),

- ways of verifying or evaluating the competence of validators,

- updating or improving the competence of persons performing validation.

The quality of validation, i.e. the reliability of its results, can be discussed if:
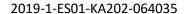
- the learning outcomes that should be checked are exactly checked,

- the result will be independent of the place, time, methods and people carrying out the validation.

Therefore, the quality of validation depends on adapting its course, methods and conditions in which it is carried out to the specifics of the qualification. It is also necessary to adapt validation to the way a person has achieved learning outcomes. Consequently, the quality of validation means the comparability of validation results carried out by different certifying authorities.

2.7. Recommendations

Section 7 contains recommendations of each partners regarding the validation of entrepreneurial competences.

Cyprus	An approach that can be applied regarding the validation of entrepreneurial competences is the development of a profile of entrepreneurship competencies where each competency is described according to its constituent attitudes and skills. This can further be developed to be a tool for designing entrepreneurial training and later implementing it, establishing educational goals as well as methodological proposals in order to meet them.
	In addition, we recommend the creation of scaled behavioural indicators, used as a basis for providing concrete feedback to the students (instead of the common Likert-scale surveys). We can divide the sub-competencies of entrepreneurship into various behavioural indicators that form the basis for creating an evaluation instrument. The validity and reliability of the instrument can be tested through a combination of qualitative and quantitative techniques.
	This type of evaluation instrument can be sufficiently reliable and valid to warrant further application in the coaching of entrepreneurship education. Such tool can provide numerous opportunities for fostering entrepreneurship education especially in students.
Greece	In December 2015, Greece completed the procedure of referencing of the

Hellenic Qualifications Framework (HQF) to the European Qualifications Framework (EQF) as a significant first step towards the development of a framework for validation of non-formal and informal learning. Since then, the phase of classification of qualifications awarded by the Greek non-formal education system has begun.

The HQF comprises of eight levels, as the EQF, defined in learning outcomes for knowledge, skills, and competences. A broad range of qualification types have been identified and integrated within the Framework. This is expected to allow for the differentiation of qualifications that have been grouped under the same HQF level. The Framework has been designed to incorporate all formal qualifications described in terms of learning outcomes and competences.
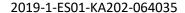
Regarding the entrepreneurial competences, Greece has developed a methodology for analysing Occupational Profiles (standards) incorporating the learning outcomes approach. This was an early effort to create a methodology for modularising VET curricula and part of a broader strategy aimed at upgrading VET. It was also seen as a precondition for setting up a system for validating informal and non-formal leaning and for accrediting training programmes.

The National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP), has developed the National System for the Certification of Outputs, which ensures that the certified outputs correspond to the requirements of the relevant certified Occupational Profiles. The National System is still under development, and it aims to allow all interested individuals to certify their qualifications, regardless of the learning pathway they have chosen.

Authorities developed 202 job profiles based on learning outcomes; updating and renewing outcomes in occupational profiles is a necessity, according to labour market research, surveys, and evaluation of existing curricula. This is a major task for all stakeholders, most importantly for social partners. Working groups were formed under the auspices of the Ministry of Education to draft learning outcomes of qualifications provided in subsystems of formal education, and to suggest their allocation to the eight levels of the HQF.

There has been slow progress in Greece in developing a framework for validation that can encompass non-formal and informal learning gained through work experience. Once the national system for the certification of outputs is completed, certification of learning outcomes/outputs should follow criteria and processes that will also allow for certification of competences gained through work experience.

Entrepreneurial education and training involves the development of a range of skills and attributes including, apart from core economics and marketing skills, also personal and social skills such as the ability to think creatively, to work in teams, to manage risk and handle uncertainty. This proves that the

development of a certain entrepreneurial mindset is fundamental.

Entrepreneurship programmes can be delivered at different stages of the education system, as well as by private and state organizations. Can also be delivered in a variety of forms within different countries, often ranging from programmes delivered nationally, to individual events delivered locally. Through education, or through work experience, or through apprenticeships. Additionally, entrepreneurial skills and competences can be applied in work but equally in non-work settings, such as voluntary or social activities.

This is the reason why entrepreneurial competences need to be validated using a uniformed system which will be transferable, accumulative and compatible to the EQF, so that to allow for a young individual to build upon a valid entrepreneurial profile from an early stage (secondary education), and enrich its competences throughout its professional development, adding qualification in entrepreneurship through not only education, but training, work experience, observation and personal achievements.

Validation of entrepreneurial competences needs to incorporate both: Quantitative indicators for "hard" skills which are mostly knowledge based such as finance, economics, marketing and business planning, and additional qualitative tests for the perception of acquiring "soft" skills such as social and interpersonal competences.

At present, in Greece the main way for acquiring a valid Certificate is through written exams organised by EOPPEP or institutions certified by EOPPEP.
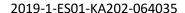
Validation procedures should involve, according to individual cases, not only written exams, but also interviews (formal or informal), proof of previous experience, observation by certified assessors, practical tests, on the job assessments and other. All of these procedures should allow for the acquisition of certified entrepreneurial competences, which will be valid in all European labour markets, recognised and valued by employers internationally and across different business sectors, as much as possible.

Italy	In Italy, the national and regional institutions involved in the qualification system (Ministry of Education, Universities and Research, Ministry of Labour and Social Policy, Regions) have tried on several occasions to establish a legal set of standards to share and harmonise validation practices.
	As seen above, entrepreneurship skills in Italy are defined by referring to the European reference framework on key competences for lifelong learning. With the law 107/15 - and its implementing decrees which reformed the education and training system - alternating school work becomes mandatory, providing for more favourable conditions for entrepreneurship education in the school.
	In March 2018, the Ministry of Education of the university and research

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

84

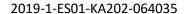|	
	published the document "Syllabus for education in entrepreneurship in secondary school".
	The document is aimed at secondary schools of the second grade and aims to make entrepreneurship education structural by accompanying other disciplines. Taking the EntreComp model as a reference, the Syllabus provides teachers with examples of possible teaching methods and themes to be proposed to students ranging from understanding students' attitudes to managing ideas, and to realizing these ideas.
	Students will be able to realize their ideas through innovation, creativity, self-evaluation and the development of an entrepreneurial spirit. The skills acquired will be useful to students not only for a possible future in the business sector, but also in their working life and in all their actions of active citizenship.
	Considering the overall framework, we may say that several steps have been made during the last years, but there is still a lack of a concrete "qualification" linked to entrepreneurial competences. We may recommend the introduction of a "entrepreneurial qualification" which includes a set of specific skills and competences usually acquired in different environment (through formal and non formal education and training). This would be a mean to include a comprehensive entrepreneurial training in the Italian context and also create a bridge between different forms of training.
Poland	Market qualifications emerge as a response to the needs of the market and define the required skills necessary on a particular position. They can be submitted for inclusion in the Integrated Qualifications System (IQS) by any entity, which determines the need for a given qualification due to, e.g., a competence gap on the market. Such entities may include small and medium enterprises, large corporations, industry organisations, associations as well as companies offering training services.
	Each market qualification consists of learning outcomes or sets of learning outcomes, i.e. knowledge, skills and social competences needed to confirm a specific qualification and by the same token to perform a particular task or profession.
	A description of a market qualification provides information on the profile of the qualification, who the qualification is intended for, required initial qualifications, the demand for the qualification, qualifications or a similar type, typical uses of the qualification as well as the requirements applicable to validation. Furthermore, the description provides information on the benefits resulting from the given qualification as well as the prospects it offers on the labour market.
	Vocational qualifications are acquired through non-formal and informal education. Informal education encompasses all types of courses, workshops and training, i.e. learning organised by institutions and conducted according to curricula not included in the scope of the formal education (schools and

universities). Non-formal education encompasses gaining knowledge and skills throughout one's whole life by performing everyday activities. This includes self learning at home, at work, over the Internet as well as learning from one's colleagues and co-workers.
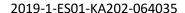
In line with the idea of validation, it is not relevant how you have gained your knowledge and skills in a given field, what matters is that you can demonstrate the possession of knowledge/skills. Analysing the requirements relating to the qualification is the way to go to ensure a successful validation result.

Each certificate issued under the Integrated Qualifications System bears the Polish Qualifications Framework trademark. The symbol indicates whether the qualification is a full or a partial qualification as well as the level assigned to it. The levels facilitate comparing qualifications awarded in Poland with those awarded in other EU states. Particular levels refer to the level of advancement and self-reliance as well as the scope of knowledge, skills and social competences of the person with the qualification of the given level. A PQF level is assigned to a particular market qualification by the minister relevant for the qualification. With the PQF trademark, each certificate is recognised both home and abroad.

To confirm the learning outcomes in terms of entrepreneurial competence, it is recommended to describe the market qualification and indicate validation methods adequate to assess learning outcomes. This competence should be certified by the appropriate authorized Awarding Body (AB). Graduates and employees should be able to validate and obtain a certificate confirming the learning outcomes achieved in the field of entrepreneurship. A certificate confirming the learning outcomes in the field of entrepreneurial competences may enable high school or university graduates to work in various business-related professions. The certificate can also strengthen their position and self-confidence when running their own business. The possibilities of confirming the learning outcomes acquired in various forms of learning should be indicated: in formal, informal and non-formal education. Entrepreneurship competences should be better described in a lifelong learning perspective, especially in the formal education system. Schools should pay more attention to developing the entrepreneurial competence of students and that educational programs at individual educational stages are compatible with each other. Students and graduates should be able to develop entrepreneurial competences to a greater extent, as well as confirm and obtain certificates, which will motivate them to further development but also be feedback on the level of their competences.

Spain	The professional, Vocational qualifications serve to describe the professional skills with significance in employment that can be acquired through modular training or other types of training, as well as through work experience. According to the Spanish law, the professional competences

have been gathered to give response to job offers that are relevant in the market, and they are all gathered in a document made available by the Government. However, these vocational qualifications are not defined as a training plan, but a reference, a set of knowledge and skills that would allow the person to carry out the professional ability that is being studied.

Said qualifications are made of competence units, identification data and training modules. The structure is created to evaluate and certify the working person in each competence unit, and facilitates the gathering of qualifications that are can in turn become a VET certificate if the person goes through all the competence units comprising the VET degree.
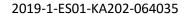
In this aspect, the competences catalogue available in Spain is created following six steps, in which it should be highlighted that the definitions of the catalogues are created through working groups in the professional families of the Catalogue that integrate training and productive sector experts, based on the proposals of the organizations represented in the General Council of Vocational Training. The qualifications are specific to specific market environments, bearing in mind the needs of the labour force and the effective adjustment to the productive systems that can benefit from them.

The qualifications description also includes information on the profile of the qualification, who the qualification is intended for, required initial qualifications, the demand for the qualification, qualifications or a similar type, typical uses of the qualification as well as the requirements applicable to validation.

Vocational qualifications can be acquired through three modalities: face-to-face courses, online courses and free tests. They are divided in three different levels (basic, intermediate and high), and in order to access each of them the previous one is required. Furthermore, there is an additional type known as specialisation types, which require specific titles depending on the course. These qualifications can be acquired through formal, non-formal and informal education, depending on the type of qualification.

Qualifications are not validated according to the place where you gained the knowledge, but the possibility of proving you own said knowledge. This means that a successful validation encompasses the effective testing of the competences agreed in the qualification, through an analysis that demonstrates the requirements are met. When studying a qualification approved by the Spanish government in a certified center, the certificate acquired will be official and will include a trademark by the Spanish Government. This will indicate the officiality of the certificate, and it will also facilitate the comparison between qualifications, as they will follow the same certification levels explained at the beginning of this report. Each qualification has an assigned EQF level (MEC in Spanish).

As a way to confirm the outcomes obtained in an entrepreneurial competence, it is then recommended to produce and describe a vocational
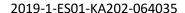
qualification in which the learning outcomes considered essential are included. Said certificate would enable graduates and employees validate and confirm the ownership of said learning outcomes related to entrepreneurship, and it would promote students who are currently unaware of entrepreneurship begin to consider it a potential road in their future. A certificate on entrepreneurship would also facilitate the entrepreneurs' different activities, acting as a confidence stone in different ways, for example, investors' trust.

Then, as expressed in Poland's review, schools would pay more attention to developing the entrepreneurial competence of students, as well as confirm and obtain certificates, which will motivate them to further development but also be feedback on the level of their competences.

SUMMARY

This report: "Guidance Recommendations - bridges between VET and Higher education systems focused on entrepreneurship", was developed for the needs of the project as IO 2. However, it can also be a database of useful information for various countries and entities interested in developing and confirming entrepreneurial competences. What's more, it can be a starting point for developing new vocational training programs in entrepreneurship or improving existing ones and encouraging professional environment to take up the topic of describing and incorporating entrepreneurship qualifications. Analyzes and comparative studies carried out between partner countries for the purpose of this project have shown that, despite the wide variety of existing systems in each country, the development of entrepreneurial competence is important and undertaken as part of the national systems for confirming qualifications ECVET and NQF. Experiences and good practices from various countries described in this guide may be examples of solutions for designing education paths and designing system solutions for the comparability of qualifications.

The inclusion of new qualifications and the ability to quickly confirm learning outcomes in the lifelong learning process is a requirement of current times. Rapidly developing industries, changes in the labor market and its unpredictability make entrepreneurship a necessary and desirable competence for everyone but especially for entrepreneurs. They must flexibly adapt to rapid changes in the economy and business and constantly take on new challenges. Entrepreneurs are currently facing particular challenges - not only the changing conditions of the business environment but also the impending pandemic crisis

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.
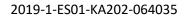
88

forcing them to innovation, risk management and quick decision making. Entrepreneurs also include social competences (e.g communication, cooperation, building relationships) as key competences in running a business, along with typical "hard" skills related to running a business.

An important memorandum of the NQF idea is to promote lifelong learning. Confirmation of learning outcomes and NQF systems provide the opportunity to acquire qualifications throughout life, regardless of completed schools, courses and training, as well as self-education and confirmation of skills acquired in work. The ECVET and NQF system enables confirmation of learning outcomes based on possessed knowledge, skills and social competences. Validation is important for everyone in this process - based on clearly defined conditions and procedures and confirmed by high quality. The validation process requires precise definition of learning outcomes for a given qualification, which leads to the standardization of the entire process and facilitates the recognition and readability of the qualification description. Thanks to this, qualification descriptions can be bridges between different education systems. In addition, qualifications included in the NQF system will enable their transnational comparability thanks to the comparability of ERK systems.

REFERENCES

Greece

- https://www.eqavet.eu/eu-quality-assurance/case-studies/designing-qualifications-based-on-learning-outcome

- https://www.schooleducationgateway.eu/downloads/entrepreneurship/Greece151022.pdf

- http://dime-liee.ntua.gr/

- https://www.researchgate.net/publication/264822065_Identifying_tomorrow's_entrepreneurs_entrepreneurship_education_in_Greece

- http://www.wbltour.eu/wp-content/uploads/2018/07/WBLT-Template_final-Greece-EN.pdf

- http://uil.unesco.org/lifelong-learning/recognition-validation-and-accreditation/matching-needs-and-competencies-labour
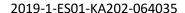
- https://www.cedefop.europa.eu/files/3073_en.pdf

- https://www.eoppep.gr/index.php/en/qualifications-certification-en

- https://eacea.ec.europa.eu/national-policies/eurydice/content/validation-non-formal-and-informal-learning-32_en

- https://www.cedefop.europa.eu/files/greece_-_european_inventory_on_nqf_2018.pdf

Italy

- INAPP et al. (2016). Vocational education and training in Europe – Italy. Cedefop

- Directorate-General Education, Youth, Sport and Culture, Taking the future into their own hands: Youth work and entrepreneurial learning, 2017

- REFERENCES ITALY

- Guida all'utente per il riconoscimento delle qualifiche professionali:

- http://www.politicheeuropee.gov.it/it/attivita/riconoscimento-qualifiche-professionali/guida-all-utente-per-il-riconoscimento-delle-qualifiche-professionali/

- Sistema europeo di crediti per l'istruzione e la formazione professionale. Un sistema per il trasferimento, la capitalizzazione e il riconoscimento dei risultati dell'apprendimento in Europa: https://www.edscuola.it/archivio/norme/europa/ecvet07.pdf

- Imprenditorialità nell'istruzione e nella formazione professionale:

- economia.unicampania.it/images/didattica/FIT/imprenditorialita_nell_istruzione_e_nella_formazione_professionale.pdf

- Repertorio nazionale dei titoli di istruzione e formazione e delle qualificazioni professionali

- https://atlantelavoro.inapp.org/repertorio_nazionale_qualificazioni.php

- Che cos'è l'ECVET: https://www.isfol.it/ecvet/ecvet-1/che-cose

- Definizione delle norme generali e dei livelli essenziali delle prestazioni per l'individuazione e validazione degli apprendimenti non formali e informali e degli standard minimi di servizio del sistema nazionale di certificazione delle competenze:

- https://www.gazzettaufficiale.it/eli/id/2013/02/15/13G00043/sg

- Istituzione del Quadro nazionale delle qualificazioni rilasciate nell'ambito del sistema nazionale di certificazione delle competenze di cui al decreto legislativo 16 gennaio 2013, n. 13 https://www.gazzettaufficiale.it/eli/id/2018/01/25/18A00411/sg

- Quadro europeo delle qualifiche per l'apprendimento permanente (EQF): https://ec.europa.eu/ploteus/sites/eac-eqf/files/broch_it.pdf

- Formazione permanente:

- https://www.lavoro.gov.it/temi-e-priorita/orientamento-e-formazione/focus-on/Formazione/Pagine/formazione-permanente.aspx

- Opportunità e sfide per l'ECVET, il sistema di trasferimento di crediti per l'istruzione e la formazione professionale: https://www.cedefop.europa.eu/files/9080_it.pdf

- Riconoscimento delle qualifiche:

- http://www.lavoro.gov.it/temi-e-priorita/ammortizzatori-sociali/focus-on/riconoscimento-delle-qualifiche/Pagine/default.aspx

- Articolazione del processo di certificazione delle competenze:

- http://www.regione.lazio.it/rl/clarice/articolazione-del-processo-di-certificazione-delle-competenze-2/

Poland

- Integrated Qualification System in Poland https://www.kwalifikacje.gov.pl/

- Integrated Qualifications Register https://rejestr.kwalifikacje.gov.pl/

- Validation methods http://walidacja.ibe.edu.pl/metody/pl/

- Recognition of professional qualifications in Poland https://prk.men.gov.pl/uznawanie-kwalifikacji-zawodowych-2/and https://www.gov.pl/web/nauka/uznawanie-kwalifikacji-zawodowych-1

- Coordination Point for the Polish and European Qualifications Framework https://prk.men.gov.pl/polska-rama-kwalifikacji-prk/

- Act on the Integrated Qualifications System in Poland http://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WDU20160000064&type=1

- Qualifications for teaching the basics of entrepreneurship http://oswiataiprawo.pl/porady/kwalifikacje-do-nauczania-podstaw-przedsiebiorczosci/

- System ECVET in Poland http://www.eksperciecvet.org.pl/ and https://erasmusplus.org.pl/inicjatywy/zespol-ekspertow-ecvet-polska/

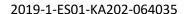- Curriculum of entrepreneurship (secondary school program)

https://www.gov.pl/web/edukacja/nowa-podstawa-programowa-dla-liceum-technikum-i-branzowej-szkoly-ii-stopnia-podpisana

Spain

- ¿QQué es ECVET?. Retrieved 7 January 2020, from
  http://www.todofp.es/en/profesores/europa/fp-europa/ecvet/que-es-ecvet.html

- BOE.es - Documento BOE-A-2015-37. (2015). Retrieved 9 January 2020, from
  https://www.boe.es/diario_boe/txt.php?id=BOE-A-2015-37

- CORRECCIÓN de errores del Real Decreto 1086/2003, de 1 de septiembre, por el que se convocan elecciones locales parciales. (2003). Retrieved 10 January 2020, from
  http://www.icuam.es/c/document_library/get_file?uuid=804d6925-0a10-4636-b574-57e7ef12669a&groupId=10137

- Emprender un negocio. Retrieved 7 January 2020, from
  https://www.sepe.es/HomeSepe/Personas/encontrar-trabajo/ayudamos-buscar-empleo/emprender-un-negocio.html

- Formación específica para emprender en FP. Retrieved 8 January 2020, from
  http://www.todofp.es/profesores/formacion-innovacion/emprendimiento-en-fp/formacion-emprender.html

- La Cualificación Profesional - Incual. Retrieved 2 June 2020, from
  http://incual.mecd.es/las-cualificaciones

- Oportunidades y retos para el ECVET, el sistema de transferencia de créditos para la FP. (2013). Retrieved 26 May 2020, from
  https://www.cedefop.europa.eu/files/9080_es.pdf

- PROYECTO DE REAL DECRETO POR EL QUE SE ESTABLECE EL MARCO ESPAÑOL DE CUALIFICACIONES PARA EL APRENDIZAJE PERMANENTE. (2008). Retrieved 8 January 2020, from https://www.educacionyfp.gob.es/gl/dam/jcr:1aab317b-35dd-453b-b5d8-ed91c16fa401/prd-mecu.pdf

- Qué, Cómo y Dónde estudiar. Retrieved 2 June 2020, from http://www.todofp.es/que-como-y-donde-estudiar.html

- Real Decreto 1027/2011, de 15 de julio, por el que se establece el Marco Español de Cualificaciones para la Educación Superior. (2011). Retrieved 25 May 2020, from https://www.boe.es/boe/dias/2011/08/03/pdfs/BOE-A-2011-13317.pdf
- Real Decreto 1128/2003, de 5 de septiembre, por el que se regula el Catálogo Nacional de Cualificaciones Profesionales. (2020). Retrieved 2 June 2020, from https://www.boe.es/diario_boe/txt.php?id=BOE-A-2003-17588
- Sistema Europeo de Transferencia de Créditos para la Educación y la Formación Profesionales (ECVET). (2015). Retrieved 10 May 2020, from http://publications.europa.eu/resource/cellar/942726dd-6218-4784-a3f8-bc8040ed96af.0006.02/DOC_1

APPENDIX

Some examples of validation of qualifications from partner countries.

Appendix 1.

Information to be included in the validation master plan.

- Example of validation in Spain: explanation of the Spanish Government on the validation process of a new VET course. Information available in this link.

Appendix 2.

Credit transfer options - confirmation of learning outcomes in the ECVET system and higher education - examples of solutions.

- Spanish regulations for the transfer and recognition of credits, explained by a public university in Spain. Information available in this link.
- Explanation of credit transfer in Spain, according to a public university. Information available in this link.