



ENTREPRENEURSHIP
AS SELF-EMPLOYMENT TOOL
SKILLS AND QUALIFICATIONS WITHIN ECVET

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

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INTRODUCTION

The presented report "Guidance Recommendations - bridges between VET and Higher education systems focused on entrepreneurship", 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 each countries in the context of the national qualifications framework (NQF). 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.

Partners focused on searching solutions for bridges between individual education systems and entrepreneurship competence training programs in high schools and colleges in their 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. 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.

Report 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 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 mission 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.

Comparative research - interviews with entrepreneurs in partners countries

As part of the research carried out while working in IO 2, the partners interviewed entrepreneurs. Research questions concerned, among others, such issues as: how can entrepreneurial competences be validated and is confirmation of such competences important?

Most respondents said that confirming entrepreneurial competence is important. However, most of the interviewees also believed that entrepreneurial competence can be confirmed primarily in the "real" process of successful running a business and this cannot be proved theoretically. Respondents also stated that different methods should be used in the validation process depending on different business activities or products and services, and that they should combine experience and existing theoretical knowledge of models. Some mentioned targeted training with VET certification and validation of acquired knowledge in the field of entrepreneurial activity. Respondents noted the importance of competences such as motivation, leadership and interpersonal and social skills. They agreed that it is difficult to indicate methods of validating such "soft" competences. One of the respondents also pointed to the Canvas business model or product testing - as validation methods.

Entrepreneurs interviewed were generally unanimous, explaining that field experience was necessary to confirm competence. Therefore, the methods of confirming competences mentioned by the surveyed entrepreneurs include:

- Workplace learning (if real experience cannot be obtained)
- Solving real problems
- Effective experience in company management

In general, courses are not seen as a way of confirming competences, but are still considered necessary. It is clear from the interview that many competences are very personal, but also that some specific competences can be acquired through courses (for example, administration and accounting).

Regarding the demand for qualifications in the field of entrepreneurial competence, respondents believed that although qualifications alone do not guarantee success in enterprises, they can build the potential and confidence of new entrepreneurs to enter the

entrepreneurial arena. Several interlocutors mentioned the advantages of globally recognized qualifications, especially in the field of entrepreneurship, as this would facilitate the mobility of entrepreneurs.

Respondents agreed that the certificate can always be useful for young people who are starting their business in the entrepreneurial sector, or for people who want to move to another area of entrepreneurship or further develop their activities in the international area.

This seems to indicate that the method of validating entrepreneurial competences is not seen as necessary for people running entrepreneurship, but at the same time shows a gap that can be filled by proposing new methods for validating entrepreneurial competences.

Half of the entrepreneurs expressed the view that the demand for qualifications in the field of entrepreneurial competence is not particularly high. However, the other half answered differently. They believed that certificates could be useful for both entrepreneurs and employees. For others, the ability to demonstrate skills is more important than having certificates. In general, they believe that certificates can be useful, especially for employees.

Interviews with three managers have shown that in Poland there is a need to develop and confirm entrepreneurial competences.

Managers have highlighted such important competences as social skills, flexibility, decision-making skills and risk management are particularly important these days. 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.

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.

Recommendations for validation

Based on research and analysis, partners also formulated recommendations for the validation of entrepreneurial competences. Below are recommendations formed by individual partners.

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.

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

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 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 skills and reach a desired level of proficiency, which would be recognisable, in different enterprising activities and international labour markets.

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 learning 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

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.

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 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

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.

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

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.

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

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 more difficult to measure and require specific assessment methods.