INQUAL

Imprinting Quality to Entrepreneurship Education

Baseline European Report

Guidelines for the implementation of a Quality Assurance system in entrepreneurship education

May 2019

Project information

Project Title:	Imprinting Quality to Entrepreneurship Education
Project Acronym:	IN-QUAL
Grant Agreement Number:	2018-1-PT01-KA202-047332
Coordinator:	Instituto Pedro Nunes
Project Website:	www.in-qual.com

INQUAL
Imprinting Quality to Entrepreneurship Education

Baseline European Report

Contents

INQUAL

Imprinting Quality to Entrepreneurship Education

Executive Summary

The Baseline European Report is one among the products of Intellectual Output 1, Activity 1 of "IN-QUAL - Imprinting Quality in education" project. The first Intellectual Output aims to set the basis, tools, and methodologies for the development of the other two that will be implemented after that. The aim of this first deliverable is to set the basis on which to create the Common Reference Framework and the Guidelines (activity 2 and 3).

This Baseline European Report stems from the collection of all the Baseline National Reports, in which project partners gathered data from two main activities: a **desk research** and the **interviews** with quality managers of cVET providers of entrepreneurship education.

Three topics have been selected to be the focus of the desk research:

1. Legal framework and definition of entrepreneurship education (EE) in national context;
2. National provisions, legislations, rules for the implementation of EQAVET criteria and indicators on QA mechanisms applied by cVET providers (with specific focus on providers delivering EE, if any).
3. Availability of existing training materials/tools specifying: title, owner of the material/s, target group (professionals, age groups, etc.), phase of training (plan, delivery, assess and review), year of design/implementation, accreditation (if any), range of application, description, impact and benefits, opportunity to transfer in other contexts, possibility to be used by the project (IPR, license).

A deep analysis of the results of the Baseline National Reports detected a complex situation that has exposed some differences, but also a common ground. The desk research showed that entrepreneurship education is a general concern, and that there are plans and actions put into place to implement it in every country. Some have implemented more concrete actions than others with different methodologies and tools.

In parallel with the desk research, partners carried out **interviews** with the aim to investigate which are the actions taken for the implementation of quality assurance mechanisms by entrepreneurship education organizations, what kind of tools and methodologies are used for this purpose, which are the practices for the effective engagement of providers and the staff as a whole and, finally, which is the strategy set to reach relevant stakeholders.

Moreover, interviewees have been required to provide some example of good practices of EQAVET or similar principle of quality assurance implementation in cVET providers of entrepreneurship education as well as of successful evidence-based practices to measure to what extent quality assurance mechanisms are applied by VET providers of entrepreneurship education.

The interviews' results showed that Quality Assurance is taken into high consideration from providers and Quality Assurance is considered a relevant topic. As for the EQAVET principles, though, not many of the respondents had a good level of knowledge, although the desk research showed that partners' countries are very interested in implementing them within their own organisations.

1. Introduction

1.1. Project aims and objectives

The overall aim of the project is to address the challenge toward the improvement of quality assurance (QA) mechanisms in vocational education and training and work-based learning pathways, most particularly in the field of entrepreneurship education in continuing VET (cVET).

In this regard, project Partners are invited to identify as much entrepreneurship education VET providers as possible interested in quality issues in order to be able to present them a range of instruments, methods and tools they can benefit from to establish a wide culture of quality to improve entrepreneurship education offer.

Ultimately, the project aims at bringing VET providers to reflect on their quality assurance approaches in comparison to the principles and indicators of the Reference Framework for European Quality Assurance in Vocational Education and Training (EQAVET), and at finding out areas for further development within entrepreneurship sector.

At this regard, the Project is expected to develop the following results:

Output 1: Guidelines for the implementation of a Quality Assurance System in entrepreneurship education;

Output 2: The Quality Manager: training plan, contents and tools;

Output 3: Recommendations for the implementation of Quality Assurance system in entrepreneurship education.

The IN-QUAL Partnership is composed by a good mix of organizations with experience in the field from 6 different European Countries (Portugal, Greece, Italy, The Netherland, Belgium and United Kingdom) providing the necessary plurality of views which should endeavour the creation of a shared vision on quality for entrepreneurship education and all the necessary tools to implement it. In particular, the Consortium is composed by:

Project Coordinator:

IPN - Instituto Pedro Nunes - PT

Project Partners:

Eurocrea Merchant S.r.l. - IT

Idec - EL

Stichting Business Development Friesland - NL

Associazione Effebi/CRESfb - IT

Lifelong Learning Platform - BE

Civic Computing Limited – UK

1.2. Methodological Approach

The design and development of the **Baseline Report** resulted from two main activities: a **desk research** (at national level) and the **conduction of interviews** with quality managers of cVET providers of entrepreneurship education.

The **desk research** was managed with a collaborative approach within the Partnership, which has guaranteed a good flow of cooperation and distribution of tasks. Project Partners were invited to gather detailed information on the following topics:

1. Legal framework and definition of entrepreneurship education (EE) in national context;
2. National provisions, legislations, rules for the implementation of EQAVET criteria and indicators on QA mechanisms applied by cVET providers (with specific focus on providers delivering EE, if any).
3. Availability of existing training materials/tools specifying: title, owner of the material/s, target group (professionals, age groups, etc.), phase of training (plan, delivery, assess and review), year of design/implementation, accreditation (if any), range of application, description, impact and benefits, opportunity to transfer in other contexts, possibility to be used by the project (IPR, license).

In parallel with the desk research, they carried out **interviews** - in the form of open interview (in person or virtual), according to partners' and interviewees' availability and preference - aiming at investigating which are the actions taken for the implementation of quality assurance mechanisms by entrepreneurship education organizations, what kind of tools and methodologies are used for this purpose, which are the practices for the effective engagement of providers and the staff as a whole and, finally, which is the strategy set to reach relevant stakeholders.

Moreover, interviewees have been required to provide:

- Some example of good practices of EQAVET or similar principle of quality assurance implementation in cVET providers of entrepreneurship education;
- Some example of successful evidence-based practices to measure to what extent quality assurance mechanisms are applied by VET providers of entrepreneurship education.

2. Desk research

2.1. Portugal

2.1.1. Definition of entrepreneurship

Often the term entrepreneurship is associated exclusively with the practice of starting new organizations. However, entrepreneurship also occurs within existing organizations (intrapreneurship) that can even include the civil service. Therefore, entrepreneurship education is not merely about

teaching students about business, but it is about building a broader set of knowledge, skills and attitudes for turning ideas into action, taking place both in formal and non-formal education.

2.1.2. Legal framework of entrepreneurship education

The Portugal Ministry of Education implemented a four-year project on entrepreneurship education (*Projecto Nacional de Educação para o Empreendedorismo*) to prepare the ground for the national implementation of entrepreneurship education. Today, entrepreneurship education is an integral part of the curriculum at all school levels in Portugal, as one of the core components of "Civic Education", which is defined as a cross-curricular competence. The curriculum guidelines for civic education define the aim of entrepreneurship education as "promoting the acquisition of knowledge, skills and attitudes that encourages and ensures the development of ideas, initiatives and projects, in order to create, innovate or make changes in the sphere of action of the individual depending upon the challenges set by society."

To further strengthen the national entrepreneurship education drive, a multi-stakeholder national working group (from the government, education sector and NGOs) created a guideline for effectively implementing entrepreneurship education as a cross-curricular competence in schools, which is not prescriptive, but serve as a support tool that can be used by schools and teaching staff. This working group (GTREE – *Grupo de Trabalho para o Referencial em Educação para o Empreendedorismo*) includes the Directorate General of Education (Ministry of Education and Science), the National Agency for the Qualification and Vocational Education, the General Direction of Schools, AIP (Portuguese Association for Industry), the Portuguese Institute of Sport and Youth (Secretary of State for Sport and Youth), the Ministry of Economy and the Portuguese Platform for Entrepreneurship Education (PEEP). Teacher training is planned to follow this stage.

Portugal has also a range of initiatives for promoting entrepreneurship education such as the Platform for Entrepreneurship Education in Portugal (PEEP). PEEP is an NGO that works with other stakeholders on research, capacity building and public policy development, and has organized the first national conference on entrepreneurship education.

On the other hand, universities offer complete educational programs for post-graduates (continuing education/certificate programs) fully dedicated to the subject of entrepreneurship. Since 2003, there has been a sharp increase in the number of new entrepreneurship courses offered at Portuguese universities. Educational services provided by universities can also be supported by other initiatives such as centres for entrepreneurship and/or innovation, incubators, and business plan competitions.

In complement to these, some municipalities developed local strategies to promote entrepreneurship with youngsters – in this case education levels involved were primary as well as secondary education, depending upon the initiatives implemented, such as: campaigns in schools, contests, workshops, business advisers, etc.

Another important actor in this field is the National Association of Young Entrepreneurs (ANJE). In this context, it was by itself established the Academy of Entrepreneurs in 1997, which has developed as from that date, together with universities and other institutions on the employment area, the evangelizing

mission in favour of entrepreneurship. This mission, broadly speaking, consisted in mobilizing the Portuguese young people to the need for a culture of initiative and risk, by setting up several initiatives such as the Young Entrepreneur Award, the Entrepreneur Fair, the Ideas Competition and the Road - Shows (ANJE, 2014).

Recently, has been proposed a plan in which entrepreneurship education is also generically considered, being implemented since year 2011/12, named as *Programa Estratégico para o Empreendedorismo e a Inovação + E, + I*, which has been launched in 2011. For this, learning outcomes resulting from entrepreneurship education are still not known.

2.1.3. National provisions, legislations, rules for the implementation of EQAVET criteria and indicators on QA mechanisms applied by cVET

The major actors in the administration of the education and training system in Portugal include three Ministers: Ministry of Labour and Social Solidarity, Ministry of Education and Ministry of Science, Technology and Higher Education. Their intervention is made predominantly by three Directorates: Directorate-General for Employment and Industrial Relations, Directorate-General for Innovation and Curricular Development and Directorate-General for Higher Education. Additionally, the National Qualifications Agency and Institute for Employment and Vocational Training performs an important role in Portuguese VET system.

In Portugal, the National Agency for the implementation of EQAVET is DGERT - Directorate General for Employment and Labour Relations. EQAVET policy in Portugal is provided by the certification that VET providers are obliged to achieve. The body that certifies VET providers is also DGERT. VET providers must be certified by DGERT or be considered by themselves as an Equivalent Entity.

In order to become certified by DGERT, the VET providers must submit a process for their Initial Certification that has eight different stages. This process was created by DGERT and is updated whenever necessary. Currently, certification is based on the Decree No. 851/2010 on 6 September, in which EQAVET standards are implicit.

A certified VET provider shall always assure the conditions that supported the certification, as well as the duties associated with this recognition. Once the certification is not associated to validity period, its maintenance implies that the practices and resources of VET providers are regularly evaluated object. This process is ensured by DGERT in two ways: Carrying out maintenance audits; Performance evaluation based on indicators.

The indicators for ensuring quality in VET in Portugal are described on the manual "*Guia do Sistema de Certificação de Entidades Formadoras*" from DGERT, that certifies training providers. The quality framework consists of requirements, sources of verification and assessment criteria of the same and is organized in six groups:

- Structure requirements and internal organization
- Human resources, space and equipment
- Process requirements in the development of training

- Planning and management of training activities, design and development of training, rules operation, organization of technical and pedagogical dossiers, establishment of contracts and processing complaints
- Results requirements and continuous improvement
- Analysis of results of activity of the post-training monitoring and continuous improvement.

In general, the VET providers include public, technological and professional schools; universities and other tertiary institutions; training centres of direct management and training professional centres of participated management (both related to the Institute for Employment and Vocational Training); non-public operators). Additionally, the Comprehensive Law on the education system institutionalizes the social partners' participation in vocational education and training. The partners are involved in the general definition of policies and in their pursuance within advisory and social coordination bodies: Economic and Social Council, the National Vocational Training Council and the National Education Council.

Quality assurance in VET is a transversal issue that has gathering a higher relevance nowadays, not only to achieve important changes (like guaranty the efficacy of VET systems, make easy the access into VET and reinforce the relation between VET and labour) but also to enhance the process of monitoring the results obtained (by reference to the objectives proposed).

Facing the complexity of the VET system different entities are involved in the quality assurance process, either in the dependence of the Ministry of Labour and Social Solidarity (MTSS) or in the dependence of the Ministry of Education (ME). There are also entities regulated by both Ministries.

The most relevant entities in this matter are the following:

Directorate-General for Employment and Industrial Relations (DGERT) – MTSS: central service, directly administrate by the state whose mission is to support the conception of the policies related to employment, training and professional certification and certification of training entities by one hand and to professional relations, job environment and health in workplace by the other hand.

Institute for Employment and Vocational Training (IEFP) – MTSS: public service of national employment whose mission is promote the creation and quality of work, fighting the unemployment with active policies of employment and vocational training.

Cabinet for Strategy and Planning (GEP) – MTSS: has the mission of guaranty the technical support to the formulation of policies and to sustain the operational planning. It is also responsible for the monitoring and evaluations of the execution level of the policies, planning instruments and results of the management systems in articulation with other services of the MTSS.

Observatory for Employment and Vocational Training (OEFP) – MTSS: is an advisory entity whose mission is contributing to diagnose, prevention and solution of problems in the scope of employment and vocational training.

Inspectorate-General of Education (IGE) – ME: has the competence to act directly on the education settings in the services of the ME. It has the responsibility of monitoring, controlling, evaluation and audit technical-pedagogical and administrative-financing activities of the education establishments.

Cabinet for Education Statistics and Planning (GEPE) – ME: has the mission of guaranty the production and analysis of the statistics about education, concerning the technical support to the policies formulation, operational planning and the observation and evaluation of the global results obtained in the educational system.

Directorate-General for Innovation and Curricular Development (DGIDC) – ME: has the mission of assuring the concretization of the policies related with the pedagogical component of the education and to guaranty the technical support to the formulation of these policies related with curricular innovation and development.

National Qualifications Agency – MTSS/ME: is a public institute integrated in the indirect administration of state. Regulated by the MTSS and ME has the mission of coordinating the execution of the educational and vocational training policies related with young people and adults and assuring develop and management of the RVCC system.

All these organizations have a main part in the VET quality assuring.

Decree-Law no. 92/2014, of July 20, amended by Law 69/2015, of July 16, approves the legal regime applicable to professional schools, public and private. In this diploma it was established not only that professional schools must implement these Quality Assurance systems, as they must be articulated with EQAVET. By means of the publication of Decree-Law no. 92/2014, of June 20, ANQEP, I.P. promote, monitor and support the implementation of the quality assurance systems of the training processes and the results obtained by the students of the vocational schools, and certify them as EQAVET systems.

2.1.4. Availability of existing training materials/tools for the implementation of Quality Assurance in entrepreneurship education

Guide to the Alignment Process with the EQAVET Framework
Guide to the EQAVET Framework Compliance Process

http://www.qualidade.anqep.gov.pt/documentacao.asp

2.2. Italy

2.2.1. Definition of entrepreneurship

"Sense of initiative and entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance".[1]

According to the Eurydice Report Entrepreneurship Education at school in Europe (2017), Italy do not have a national definition for entrepreneurship, but it refers to the description of entrepreneurship used in the European Reference Framework for Key Competences in Lifelong Learning[2].

---

[1] KEY COMPETENCES FOR LIFELONG LEARNING European Reference Framework, 2007, European Commission.
[2] https://publications.europa.eu/en/web/general-publications/publications

2.2.2. Legal framework in national context

There is no current national strategy related to entrepreneurship education (EE) in Italy. Regardless, on 28 March 2018, the MIUR (the Italian Ministry of Education, University and Research) published the first syllabus to make entrepreneurial education a structural subject into secondary school education. The syllabus states that schools will be supported in building learning path towards ensuring that students develop the abilities and competencies to transform their ideas into action, increasing their creativity, innovation and risk-taking behaviour. The syllabus is divided into 5 areas:

1. Business Opportunity;
2. Idea development, context and social needs;
3. From the idea to the market: resources and competencies;
4. Market analysis;
5. Economic citizenship[3].

For what it concerns instead the Vocational Education and Training at ISCED 3 and IVET, a specific area related to the development of "sense of initiative and entrepreneurship" is included in the subject *Law and Economics* and within Work Based Learning activities.
In particular, the activities related to the *alternanza scuola-lavoro*, which allows students to alternate school with practical experience (apprenticeships, internships and/or through activities in school contexts with external experts). One of the most important programmes related to entrepreneurial education is Junior Achievement, and its Italian branch.

2.2.3. National provisions, legislations, rules for the implementation of EQAVET criteria and indicators on QA mechanisms applied by cVET

According to the report *Italy: Brief description of the context of the VET system in Italy[4]* developed in 2016 by the EQAVET - the European Quality Assurance in Vocational Education and Training, in Italy there are two main pathways for the Italian C-VET system:

1. A **C-VET offer provided by the Sectoral Training Funds** *(Fondi Paritetici Interprofessionali per la Formazione Continua[5])* managed by the Social Partners and the Italian Ministry of Labour. These types of funds have been introduced for the first time in 2000, but they became operative since 2004. They are usually promoted at national level by the central employer organization along with the trade union;

2. A **C-VET offer organized and promoted by the Regions and the Autonomous Provinces for adults, employed and unemployed**. This kind of C-VET form is organized with the same regulation of the i-VET training offers, which implies that the QA (Quality Assurance) Framework is almost the same for both: I-VET and C-VET.

---

[3] ST BANK- Student Talent Bank 2017-1-FR01-KA201-037170, 2017, Analysis of policy context: entrepreneurial education in the secondary education. National framework in the partner countries (pg. 30)
[4] https://www.eqavet.eu/what-we-do/implementing-the-framework/italy
[5] http://www.isfol.it/temi/Formazione_apprendimento/formazione-degli-adulti/fondi-interprofessionali

As reported by EQAVET – Italy: "For adults, employed or unemployed, there is a CVET system that is publicly funded, together with a large range of courses in almost all sectors provided by private providers"[6].

In Italy there is no a common framework for QA, Quality Assurance, in continuous VET by the sectoral Training Funds. Indeed, each fund have its own regulation for QA according to the organization that has emitted the tender.
As the training providers are usually private bodies there is no specific regulation for QA at regional level in C-VET provider, apart from what it's provided during the accreditation system.

As for the I-VET, also the C-VET has several tools to implement QA and according to the EQAVET the most useful system for quality assurance is the Accreditation of VET providers organizations which ensure high quality standards for course delivery. All the public and private providers must be accredited to deliver publicity funded training in I-VET and C-VET. The Regions and the Autonomous Provinces in accordance with the rules set by the national legislation.
The agreement for the definition of the minimum standards of the new accreditation system of VET institutions for the quality of services, signed on the 20th of March 2008 by the State-Regions Conference, is the most recent measure adopted in this field[7].

The competent authorities for QA, Quality Assurance, are the Regions and the Autonomous Provinces. And, at regional level, the accreditation system is organized also through a quality support mechanism, in particular:
- *Ex- ante* (as the lowest requirements to be assessed before the performance);
- *In Itinere* (which means and collect all the requirements during the performance);
- *Ex post* (how to measure the results achieved).

In order to identify the training needs, the Regional VET planning have been analysed in collaboration with the social partners. Furthermore, the Ministry of Labour has been financing for years a project, Excelsior[8] (*Sistema informativo per l'occupazione e la formazione*) implemented by the Chambers of Commerce (*Unioncamere*). The project makes forecast about the labour market trends and occupational needs of the enterprises. In addition to Excelsior, also the NUP has been created, NUP stands for Classification of Professional Units (*Nomenclatura e Classificazione delle Unità Professionali*). NUP allows to have a common language and reference for all the occupations with a common reference of quality.

The competent body for the certification of the vocational qualification are the Regions and Autonomous Provinces. All the certifications are included into one register, which is the Regional Register. In C-VET usually only parts of the course are certified, not all the competences indeed follow the same process.

"The EQAVET process is becoming a reference point for quality assurance in the Italian system, Although the Recommendation is non-binding, it was able to further legitimise all the efforts made to develop a single approach to quality assurance in VET. Its existence, in a way, allowed all relevant institutional stakeholders (ministries, regions, provinces) to engage in a steady discussion on quality assurance and

---

[6] https://www.eqavet.eu/What-We-Do/Implementing-the-Framework/Italy?page=2
[7] *Italy: Brief description of the context of the VET system in Italy* ,2016, EQAVET - the European Quality Assurance in Vocational Education and Training
[8] https://excelsior.unioncamere.net/

to start mentioning it in a number of prescribing acts, thus starting a deeper action for the acknowledgment of its principles in the Italian VET system As a consequence, all the actors in the VET system (mainly the school system and the vocational training agencies/providers) were further encouraged to continue the voluntary work started in the field of quality assurance and saw their efforts recognised and used as examples"[9].

2.2.4. Availability of existing training materials/tools for the implementation of Quality Assurance in entrepreneurship education

There are various sources of training materials and tools, usually developed by universities or associations as internal material for their own Quality Management Plan, and then spread to the public. Sometimes they are not directly directed to entrepreneurship in CVET, but it's used for implementing QA during the implementation of courses related to secondary students and entrepreneurship They are:

1. *Sistema di Assicurazione Qualità* – Università Bocconi
   The University has created an internal system to implement quality assurance in their daily activities, in relation to:
   - Policy of the educational organization (link);
   - Quality Assurance as a process, with a direct link to all the items that the university takes into consideration about 7 different areas: *Pianificazione strategica e politiche generali, Programmi formativi offerti; Studenti/partecipanti; Corpo docente; Ricerca; Risorse fisiche, finanziarie e infrastrutturali; Rapporti con gli stakeholders e con la comunità di riferimento* (link).
   - Quality assurance and procedures (link).
   Link:https://www.unibocconi.it/wps/wcm/connect/Bocconi/SitoPubblico_IT/Albero+di+navigazione/Home/Chi+siamo/Ateneo+e+organizzazione/Quality+Assurance/

2. Dream Coach: The Junior Achievement Initiative
   The JA programme is aimed at developing activities in class with students related to entrepreneurial activities, in order to provide real experience and contact with the job market. JA Programme provides also meeting with external experts that act as JOB COACH and work with teachers in classes. JOB COACHES are professionals that mentor students on a specific topic. To become a JOB COACH, each external expert needs to apply to the position. The application form requires experiences in the field and information about the JOB COACH profile and soft skills.
   Link: https://www.jaitalia.org/dream-coach/

3. Dream Coach: The Junior Achievement Initiative
   Once that the job coaches have been selected to support the students in delivering their business plan, the schools prepare a "*Patto di servizio*" which is an agreement to state the guidelines on behaviour, responsibilities and good practices to adopt by the job coaches while they are in classes (developing the educational activities with students). The agreement is signed by the school, the job coach and if present, the enterprise representing the job coach.
   Link: https://www.jaitalia.org/dream-coach/

---

[9] *Italy: Brief description of the context of the VET system in Italy* ,2016, EQAVET - the European Quality Assurance in Vocational Education and Training

2.3. Greece

2.3.1. Definition of entrepreneurship

As a concept, entrepreneurship is considered to be totally connected with prosperity, the creation of new businesses and jobs, and the economic development. It can also be defined as a detailed process during which opportunities arise and are being exploited as well as values are appraised. This process may involve the foundation of young people's businesses that did not exist in the first place and that now display some elements of innovation.

Small businesses constitute the overwhelming majority of businesses in many countries and occupy a significant proportion of the world labour force potential. In Greece SMEs account for 98.6% of all businesses in the country and create the 85% of jobs in the private sector. Most of them are very small enterprises with fewer than 10 employees. Therefore, SMEs are a very important factor for economic growth and wealth for the majority of Greek citizens.

2.3.2. Legal framework in national context

Entrepreneurial education in Greece is separated in to two basic VET center categories:

1. **Upper secondary vocational education and training (EPAL)**

The vocational upper secondary schools (EPAL) are educational centers that actually do not belong to the compulsory education. A student can choose to enroll in the Daily School, as long as he/she is at least 15 years old, has a High School Certificate or is joining the Evening School, and he/she is working. The courses in the EPAL are classified in the following core areas:

- General Education and Basic Skills courses,
- Elective Courses,
- Special Courses.

In some of these special courses, students specialize in working as officers in Travel Agencies, Advertising Companies etc. and are taught about Business Administration, Marketing and Management, Public Relations, Logistics and Supply Systems.

2. **Post-secondary vocational education and training (IEK)**

Entrepreneurial education in Greece, with an emphasis on VET level, is implemented in a number of courses in vocational training institutes' (IEK) curriculum. The Institute for Vocational Training, also known as IEK, is a post-secondary Public or Private Institute for Vocational Education in Greece. The aim of it, is to provide students with vocational education and training. IEK schools in Greece divide their studies into guidance groups, which are re-divided into sectors. Besides the Administration and Economic Guidance Group, students specialize in management and finance in the fields of shipping, tourism and marketing. Management and marketing courses are taught in many other guidance groups as well.

2.3.3. National provisions, legislations, rules for the implementation of EQAVET criteria and indicators on QA mechanisms applied by cVET providers

EOPPEP (National Organization for the Certification of Qualifications and Vocational Guidance) aims at implementing a national quality system in the area of non-formal education drawing upon European and international experience. Availability of adequate and consistent data and indicators is the key to understanding the components of Vocational Education and Training, in order to strengthen lifelong learning and to assess in qualitative terms the progress in LLL development and promotion. The design of the National Framework for Quality Assurance in Lifelong Learning ($π3$) is in alignment with the recommendation of the European Parliament and Council 2009/C155/01 of June 2018 in order to establish a European Reference Framework for quality assurance in Vocational Education and Training. EOPPEP is the National Reference Point for Quality Assurance in VET and represents Greece in the European network for Quality Assurance in Vocational Education and Training (EQAVET). The European Network EQAVET is a community of practice where members and national experts exchange information and experience in open discussions, initiate a process of mutual learning and consensus building for the development of common principles, reference criteria, indicators and tools for quality improvement in VET, as well as the implementation of the Reference Framework, reach shared results and solutions in the development of guidelines and criteria for quality assurance, embedding a culture of quality improvement and a sense of ownership in implementing across Europe the Reference Framework (EQARF), which was created with the Recommendation of the European Parliament and Council in June 18, 2009. This community of practice leads to higher levels of cooperation and synergy within and across EU Member States on quality assurance related issues.

European Quality Assurance in Vocational Education and Training (EQAVET) brings together the EU Member States, the Social Partners and the European Commission to develop and improve quality assurance in European VET systems within the context of the implementation of the European Quality Assurance Reference Framework by:

- Assisting the Member States in developing effective approaches to support the implementation of the Reference Framework,
- Developing a culture of quality, to be embedded at European level and other levels with the help of the Quality Assurance National Reference Points and other Network members,
- Supporting the Member States and the European Commission in the monitoring and implementation of the Reference Framework within the context of the Education and Training 2020 Strategy,
- Supporting the quality assurance dimension of work in EQF and ECVET.

2.3.4. Availability of existing training materials/tools for the implementation of Quality Assurance in entrepreneurship education

Some of the training materials and tools that are developed and used are actually the deliverables of European projects, usually Leonardo da Vinci and Erasmus+ programmes. In some of these deliverables there are materials and tools that either deal with Quality Assurance or with entrepreneurship education in general.

1. YET – Young Entrepreneur's Training: The handbook targets young entrepreneurs and aims to provide them the basic entrepreneurial competences (communication, project management, leadership, negotiations, human resources, marketing and sales, financial, intellectual property, ICT, etc.) (2007).

2. Qual4t - Quality culture through effective instruments for Teachers and trainers (2013). In this project, tools were created aiming at the development of a culture of quality that reaches and influences the actions of teachers and trainers, so that they can improve the Quality of learners' experiences in VET. Indicative tools include tools for raising awareness, planning for action, quality assurance in teaching, quality assurance at institution level, evaluation and feedback, cooperation with companies (2015).

3. Quality assurance in adult learning – Implementation Guide of Quality Management Systems (ISO 9001, ISO 29990). This handbook refers to the development of a quality assurance system based on ISO 9001 and ISO 29990. There is brief mention also of EQAVET (European Quality Assurance Reference Framework), EFQM (European Foundation for Quality Management model of excellence) and CAF (Common Assessment Framework) (2014).

4. Qual4t2 – Further Quality Improvement for VET, guiding teacher Teams in Europe in strategic planning. The handbook targets teachers' teams in VET schools and provides tools for building quality culture, planning for quality assurance and development of an annual plan (2016).

2.4. Belgium

Belgium is a federal state composed of three Regions (Flemish Region, Walloon Region and Brussels Region) and three language-based Communities (Flemish Community, French-speaking Community/Wallonia-Brussels Federation, German-speaking Community).

Map of the Regions
Brussels-Capital region (in **blue**)
Walloon region (in **red**)
Flemish region (in **green**)

Map of the communities
Deutch-speaking community (in **green**)
French-sepaking community (in **red**)
Brussels-Capital region (where both communities
have competences, streaked in **green** and **red**)
German-speaking community (in **blue**)

Competence areas are distributed among Regions and Communities, e.g. the sector of formal education, due to its naturally close connection to languages, is administered by the three Communities. Continuous VET does not fall exclusively within the competences of Regions or Communities but actors from both play different roles, as do other internal stakeholders. For the sake of clarity, the present

report will offer two perspectives for each question: the Flemish perspective and the perspective of the French-speaking Community (Wallonia-Brussels Federation).

2.4.1. Flanders

2.4.1.1. Definition of entrepreneurship

The policy framework for entrepreneurship education is currently contained in the Action Plan for Entrepreneurship Education 2015-2019 (*Actieplan Ondernemend Onderwijs 2015-2019*[10]).

In order to understand the definition of entrepreneurship education provided by the Action Plan, a distinction in terms needs to be drawn. The English term "entrepreneurship" has two equivalents in Flemish: *ondernemingszin* and *ondernemerschap*.

Ondernemingszin is defined in the Action Plan as

> "the ability to take initiative and to develop ideas in a certain context, as well as a sense of perseverance, responsibility, daring, creativity and self-direction which allows ideas to be translated into action"[11].

Under this definition, entrepreneurship (*ondernemingszin*) offers an added value to each individual in their daily life at home and in society, but it also contributes to seizing opportunities in the work environment.

The second definition of entrepreneurship (*ondernemerschap*) is more strictly work related and it is described as

> "starting up your own company and all phases that an entrepreneur goes through subsequently; this applies to a wide range of sectors, including the private and no profit spheres"[12].

With this understanding, entrepreneurship (*ondernemerschap*) has an added social value which goes well beyond its natural financial added value: the Action Plan stresses the need to strive for socially responsible entrepreneurship as a way for companies to voluntarily and systematically integrate economic, social and environmental considerations in their business, also in consultation with stakeholders.

The relationship between entrepreneurship understood as *ondernemingszin* and entrepreneurship understood as *ondernemerschap* lies in the fact that the first is considered an essential requirement for the second.

Coming to the actual definition of entrepreneurship education, the phrasing offered by the Action Plan is the following:

---

[10] *Actieplan Ondernemend Onderwijs 2015-2019*, Vlaamse overheid (2016); retrieved from: http://www.hogeronderwijsonderneemt.be/actieplan-ondernemend-onderwijs-2015-2019-officieel-van-start.
[11] *Actieplan Ondernemend Onderwijs 2015-2019*, Vlaamse overheid (2016), p. 11.
[12] Ibidem.

"Entrepreneurship education is the overarching term for a type of education which stimulates entrepreneurship [understood as *ondernemingszin*] and/or entrepreneurship [understood as *ondernemerschap*]. The concept of entrepreneurship itself is a combination of entrepreneurship [as *ondernemingszin*] and entrepreneurship [as *ondernemerschap*]"[13].

2.4.1.2. Legal framework in national context

In Flanders, the policy framework for entrepreneurship education is currently contained in the Action Plan for Entrepreneurship Education 2015-2019 (*Actieplan Ondernemend Onderwijs 2015-2019*[14]). Based on a predecessor Action Plan covering the years 2011-2014[15], the document was jointly developed by the Minister for Economy, Science and Innovation, Employment and Professional Training (Philippe Muyters), the Minister of Education (Hilde Crevits) and the Minister for Agricultural Polyc, Sea Fisheries and Rural Policy (Joke Schauvliege).

The 2015-2019 Action Plan focuses on two main aspects: on the one hand fostering an entrepreneurial attitude among students, and on the other equipping them with the necessary competences and drive to consider entrepreneurship as a realistic choice for their future.

The current Action Plan is part of a wider policy framework named *Pact 2020*[16], which sets general development goals for the Region to be achieved by the year 2020. As far as entrepreneurship is concerned, the targets set for Flanders include the development of a stronger entrepreneurial culture and a constant positive trend in the number and rating of enterprises, which would place the Region among the first highest-ranking regions in Europe.

2.4.1.3. National provisions, legislations, rules for the implementation of EQAVET criteria and indicators on QA mechanisms applied by cVET[17]

The demarcation between IVET and CVET is not always clear cut in Flanders. The assumption behind this reality is that qualifications obtained in IVET and CVET should have exactly the same value; while this is forward-looking in principle, the practice shows that building and adopting shared approaches to VET, including in terms of quality assurance, becomes a long and difficult process due to the high number of stakeholders involved.

In Flanders, CVET can be provided by public authorities, companies, social partners or individuals. The ministries involved in CVET are the Ministry of Education and Training (covering secondary adult education, higher vocational education and part-time artistic education), the Ministry of Employment (covering vocational training for jobseekers and employees as well as entrepreneurial training), the

---

[13] *Actieplan Ondernemend Onderwijs 2105-2019*, Vlaamse overheid (2016), p. 12.

[14] *Actieplan Ondernemend Onderwijs 2015-2019*, Vlaamse overheid (2016); retrieved from: http://www.hogeronderwijsonderneemt.be/actieplan-ondernemend-onderwijs-2015-2019-officieel-van-start.

[15] See https://www.werk.be/sites/default/files/actieplan_ondernemend_onderwijs_2011-2014.pdf.

[16] See https://www.vlaanderen.be/nl/publicaties/detail/pact-2020-een-nieuw-toekomstpact-voor-vlaanderen-20-doelstellingen.

[17] See *EQAVET Report for Belgium (nl)*, 2016; retrieved from: https://www.eqavet.eu/what-we-do/implementing-the-framework/belgium.

Ministry of Agriculture (covering agriculture training) and the Ministry of Culture (covering the socio-cultural work sector). More specifically:

- Formal vocational education for adults is provided by CVOs (*Centrum voor Volwassenenonderwijs*) within 13 regional working areas, each coordinated internally by a consortium.
- VDAB: agency of the Flemish government under the competence of the Department of Work and Social Economy, managed on a joint basis by its social partners and supervised by the Flemish Community. The VDAB provides vocational training and skills enhancement for adults, both in their own training centres and in cooperation with partners.
- SYNTRA: another Flemish governmental agency set up by the Department of Work and Social Economy. SYNTRA supports the development of education and training programmes with a focus on stimulating entrepreneurial spirit. Entrepreneurial training programmes are offered by the 'Syntras', training centres comparable to schools.

As far as quality assurance is concerned, a distinction needs to be drawn between *internal* and *external* assessment.

Internal reviews (self-assessment) are the responsibility of each VET provider: the quality of the services provided must be monitored systematically but the method is up to each provider to define. The 'Syntras', for instance, carry out in-depth internal evaluation using a specific EFQM-based instrument[18]. The VDAB also works with the EFQM framework but is also monitored by the *Audit Vlaanderen* (internal audit of the Flemish administration) and through other means such as client satisfaction surveys, complaint management etc.

In terms of external assessment, the Flemish part of Belgium has an integrated quality framework which unifies quality assessment at regional level for all pathways leading to a vocational qualification. The framework is known as Flemish Qualifications Framework (*De Vlaamse kwalificatiestructuur*)[19] and is inspired by the EQAVET framework. It has proven difficult for Flanders to adopt EQAVET descriptors and indicators as they are, since everything needs to be adapted to the Belgian multifaceted national and regional context. Despite this, the EQAVET framework was perceived as a useful way of bringing information together and was used as guideline and inspiration for the development of the Flemish Qualifications Framework.

Flanders' National Reference Point is AHOVOKS (*Agentschap voor Hoger Onderwijs, Volwassenenonderwijs, Kwalificaties en Studietoelagen*), an autonomous agency set up by the Ministry of Education and Training in 2009. AHOVOKS plays the leading role in the quality assurance of qualifying pathways in Flanders, and is in charge of the following main responsibilities:

- Formulating endpoints (*einddoelen*) for education, VET and prior acquired competences leading to certificates or recognised qualifications;
- Guaranteeing clear and unambiguous certification processes;
- Providing a close link with EU-level developments.

---

[18] See https://www.efqm.org/.
[19] See http://vlaamsekwalificatiestructuur.be/en/.

INQUAL

Imprinting Quality to Entrepreneurship Education

The person responsible for the NRP role also fulfils the role of EQF NCP[20], which provides an added value in the form of a stronger link between the two EU instruments and their implementation in Flanders.

2.4.2. Wallonia-Brussels Federation

2.4.2.1. Definition of entrepreneurship

One of the resources developed by the *Agence de stimulation économique* – ASE[21] is a guide for entrepreneurial education named *Petites leçons d'enthousiasme et de créativité[22],* where we can find a simple but effective definition of entrepreneurship (*esprit d'enterprise*, "spirit to undertake"):

> "Entrepreneurship (*esprit d'enterprise*) is essentially a desire to take action in
> order to create change and innovation and to realize projects"[23].

The document argues that entrepreneurship (*esprit d'enterprise*) requires the mobilisation of three types of resources: emotional, cognitive and relational and interactional – all of which can be taught through entrepreneurship education, either in class or in company training.

2.4.2.2. Legal framework in national context

In the French-speaking Community, guidelines for entrepreneurship education form part of the Marshall Plan 4.0 (*Plan Marshall 4.0*), a wider five-year strategy for economic redeployment aiming to form an effective industrial policy based on innovation. The Plan covers five main priorities:

1. Turning human capital into as asset;
2. Supporting the development of industry through a policy of innovation and business growth;
3. Mobilising the territory for economic development;
4. Supporting efficiency, energy transition and the circular economy;
5. Supporting digital innovation[24].

The priority dealing with entrepreneurship education is the first. While the Plan does not provide an explicit definition of entrepreneurship education, an understanding of the concept can be derived from the actions foreseen under priority 1, namely:

1.1. Promoting sandwich courses[25] as a measure for providing access to the employment market or a return to work;
1.2. Developing lifelong guidance for learners;
1.3. Updating the equipment in the training centres;

---

[20] European Qualifications Framework National Coordination Points.
[21] Dissolved in 2015, it was the predecessor of the actual Walloon governmental agency in charge of entrepreneurship and innovation.
[22] *Petites leçons d'enthousiasme et de créativité*, Agence de stimulation économique (2009-2014); retrieved from: https://www.wallonie.be/sites/wallonie/files/publications/guide_de_pedagogie_entrepreneuriale.pdf.
[23] Ivi, p. 6.
[24] *Plan Marshall 4.0*, Walloon government (2015-2019); retrieved from: https://www.wallonie.be/sites/wallonie/files/pages/fichiers/pm4__complet_texte.pdf.
[25] Sandwich courses (*formation en alternance*) are usually defined as training courses which alternate periods of formal instruction and practical experience.

1.4. Continuing and improving the "Language Plan"[26];

1.5. Improving access to higher education and lifelong training;

1.6. Raising awareness of entrepreneurship.

The Plan clearly looks at entrepreneurship education from a wider perspective and aims to support learners throughout their training path, from the guidance/counselling stage to the formation itself, understood in a lifelong perspective.

While the Marshall Plan 4.0 only sets general guidelines for entrepreneurship education, more detail can be found in the working documents of the *Agence pour l'Enterprise & l'Innovation* (AEI), the Walloon governmental agency in charge of entrepreneurship and innovation. The initiatives of the *Agence pour l'Enterprise & l'Innovation* are directed towards the development of a strong entrepreneurial culture among current and future generations of Walloon entrepreneurs[27]. In order to achieve this objective and within the context of the Marshall Plan 4.0, the AEI recently launched a programme named "*Générations entreprenantes 2015-2020*". The programme intends to invest in four main pillars:

1. Entrepreneurship education: supporting the development of entrepreneurship schools to encourage entrepreneurial vocations;

2. Continuous training and teacher support[28]: supporting teachers in adapting their teaching practice to include more creative and entrepreneurial elements;

3. The students' entrepreneurial journey: enabling each student to participate in a minimum number of activities meant to develop their entrepreneurial attitude before completing their education;

4. The "students-entrepreneurs" ("*étudiants-entrepreneurs*"[29]): encouraging students to develop their projects, supporting them in the process and facilitating the transition to entrepreneurship as part of their education[30].

This strategy is only part of the work of AEI, which has been striving to raise awareness of entrepreneurship and entrepreneurship education since 2007. Since then, it has developed several tools and field actions meant to foster young people's desires to become entrepreneurs, as well as to develop a set of related skills such as self-confidence, sense of responsibility, creativity, team spirit, perseverance and initiative.

---

[26] The "Language Plan" ("*Plan Langues*") is an initiative funded by the Walloon government which awards different types of grants to students of foreign languages.

[27] See https://www.aei.be/fr/que-faisons-nous/nos-missions/un-programme-dactions-pour-des-generations-wallonnes-entreprenantes/.

[28] *See Formation Continuée des Enseignants en Entrepreneuriat : troi parcours de formation, soutenus par un accompagnement de terrain et des activités de réseautage accessibles à l'ensemble des enseignants de Wallonie*, Agence pour l'Enterprise & l'Innovation; retrieved from: https://www.aei.be/fcee/.

[29] See *Cap sue des étudiants-entrepreneurs et des enseignants entreprenants*, Agence pour l'Enterprise & l'Innovation (May 2016); retrieved from: https://www.aei.be/wp-content/uploads/2015/12/Dossier-de-presse-%C3%A9tudiants-entrepreneurs-enseignants-entreprenants1.pdf

[30] Ibidem.

2.4.2.3. Legal framework in national context

In the French-speaking Community, CVET includes CVET for adults and VET schemes specifically designed for job seekers (promoted by public employment services) and for workers (promoted by VET providers focusing on specific sectors).

CVET for adults falls within the competences of the Wallonia-Brussels Federation, but while the government is responsible for general policy on continuing education for adults, the provision of CVET is responsibility of the Regions.

The main actors at regional level are the following:

- Le Forem: VET agency and the public employment service for the Wallonia-Brussels Federation (except the city of Brussels). *Le Forem* aims to support individuals in managing their career plans and enterprises in managing their human resources. Within the Wallonia-Brussels Federation, *Le Forem* is responsible for the coordination of its own centers and of the entire job market.

- Bruxelles Formation: VET agency and the public employment service for the city of Brussels.

Two other important actors in the CVET scenario of the Wallonia-Brussels Federation are:

- IFAPME (*Institut wallon de Formation en Alternance et des Indépendants et Petites et Moyennes Enterprises*): provider of trainings adapted to the specific requirements of SMEs and of the self-employed.

- SFPME (*Service Formation PME*): IFAPME's counterpart in the Brussels-Capital Region.

Overall, in the Wallonia-Brussels Federation the majority of CVET is provided via a partnership between *Le Forem, Bruxelles Formation* and IFAPME. The Region, however, does not present unified provisions nor unified quality arrangements: due to the variety of actors in play and the scattered distribution of competences, each of the actors listed above adopted their own measures to ensure quality in the VET area under their responsibility. More specifically:

- *Le Forem* developed a quality assurance system based on ISO 9001 requirements. In 1997 *Le Forem* received the ISO 9001 certification with a focus on its training courses, particularly on the procedures that apply when partner organizations or external trainers operate at *Le Forem* (training guidelines, monitoring of trainees etc.). The indicators[31] used by *Le Forem* feed into a monitoring database updated on a monthly basis; they mainly relate to training, integration of trainees, trainee satisfaction, human resource development inside *Le Forem* (training department) as well as budgetary and financial aspects of the organization.

- *Bruxelles Formation* adopted the same standard. More specifically, it collects indicators31 at three levels: activity-level indicators, process-level indicators and management-level indicators, with the latter being dedicated to strategy and management of CVET in the Brussels area.

---

[31] For more information about EQAVET indicators in the Wallonia-Brussels Federation see here: https://www.eqavet.eu/Eqavet2017/media/Documents/BR-Indicators.pdf.

Bruxelles Formation also uses the EFQM Excellence Model[32] for self-assessment among its VET providers.

- IFAPME has also obtained the ISO 9001 certification and all its training centers have received the Qfor label[33].

Despite such deep divisions, the idea of a joint Belgian quality assurance agency has been discussed before, triggered by the Belgian education and training advisory body (Conseil de l'Éducation et de la Formation – CEF). The resulting discussion, however, did not yield encouraging results at the time: the Wallonia-Brussel Federation was going through an intense phase of ECVET reforms which pushed quality-related priorities lower in the agenda. Moreover, Belgian VET providers appeared generally reluctant to give up their own approach to quality assurance in exchange of a new joint one.

One of the triggering factors for such discussion was indeed the adoption of the EQAVET standard in 2009. While quality assurance in the Belgian VET sector is still considered a priority, its European dimension under EQAVET is not so high in the agenda. The adoption of the EQAEVT Recommendation in 2009 was indeed one of the triggering factors of the discussion on a joint Belgian quality assurance system, but its influence remained confined within CEF's publications without ever being seriously taken into account at policy level.

A survey conducted by the EQAVET Secretariat in 2016-2017 shows that, out of all EU member states, the Wallonia-Brussels Federation was the only country which still hadn't devised a national (i.e. regional, in this case) approach to quality assurance in line with EQAVET standards. It was also the only respondent to declare that the establishment of a common quality assurance approach for VET providers compatible with the EQAVET framework was planned but needed more time to be actually devised[34].

At the time of writing, the Wallonia-Brussels Federation is the only EU region which has not established a National Reference Point (NRF).

2.4.2.4. Availability of existing training materials/tools for the implementation of Quality Assurance in entrepreneurship education

The Lifelong Learning Platform was not able to identify any training material or tools for the implementation of quality assurance in entrepreneurship education in Belgium. This is likely due to the fragmented nature of the country and of its administrative structure (particularly in the Wallonia-Brussels Federation), which is reflected at organizational level with respect to quality assurance mechanisms.

---

[32] See http://www.efqm.org/index.php/efqm-model-2013/.

[33] See https://qfor.org/over-de-qfor-label/. The Qfor model is a modular system of quality evaluation and certification of training institutes and consultancy firms, based on two kinds of quality control:
- Client satisfaction: clients' past experiences (based on the assumption that if past clients were satisfied there is a high possibility that future clients will also be satisfied);
- Processes: conformity of the business processes and resources to specific quality criteria focusing on the appropriateness of tools and methods for each situation in order to ensure effectiveness).

[34] *Supporting the implementation of the European Quality Assurance Reference Framework*, EQAVET Secretariat (2016-2017); retrieved from: https://www.eqavet.eu/Eqavet2017/media/Documents/Report-implementation-of-EQAVET-Results-EQAVET-Secretariat-Survey-2016.pdf.

INQUAL
Imprinting Quality to Entrepreneurship Education

However widely adopted, no quality assurance system reaches regional not national distribution in a unified manner, therefore each VET provider or group of providers conducts internal staff trainings pertaining to their chosen system. Training materials might be distributed among employees but are not publicly available, neither on the website of the training center nor on that of the organization or company that developed the specific quality assurance system.

2.5. Netherlands

2.5.1. Legal framework in national context

Entrepreneurship education in the Netherlands is divided amongst different categories. On the one hand, full educational programmes exist focused on entrepreneurship. On the other hand, much of entrepreneurship education is integrated in regular education. This type of entrepreneurship education can be divided in two categories: 1) promotion of entrepreneurial behavior and 2) promoting becoming an entrepreneur (Van der Linden & Gibcus, 2011).

In 2009 an action programme called 'Education and Entrepreneurship' has started by the Ministry of Economic Affairs & Climate and the Ministry of Education, Culture and Sciences. Hereby they want to support entrepreneurship skills, attitudes and entrepreneurship within education. Besides that, it's seen as very important to close the gap between education and business. This is something the Dutch Enterprise Agency supports. One of the action lines was focused on certification of entrepreneurial education, but there are no concrete measurable results.

In the Netherlands the VET institutes (*MBO scholen*) can offer optional parts ('*keuzedelen*') on entrepreneurship: Orientation on Entrepreneurship and Entrepreneurship VET. These are approved by the SBB (Foundation for Cooperation on Vocational Education, Training and Labour Market). At the moment these are not part of the official certification of VET institutes, so passing or not passing these optional parts do not influence whether students will get a diploma or not. From the beginning of the 2019/2020 academic year this will change, then these optional parts will compose the diploma and students need to have a sufficient grade to receive it.

One way of filling the '*keuzedeel*' is by using a programme of *Stichting Jong Ondernemen. Stichting Jong Ondernemen* (Foundation Youth Entrepreneurship, learning by doing) is a foundation offering practical entrepreneurship programmes for schools. Because of the programmes of *Jong Ondernemen* (JO), education fits well with current society and business. The economy requires entrepreneurial employees and pioneering entrepreneurs. Therefore, JO programmes offer the youths the opportunity to get to know their entrepreneurial talents. JO is expert in developing practical programmes and cooperates with experts in preparing exams. By this cooperation, the JO programmes perfectly fit the way of examination of amongst others ESS.

2.5.2. National provisions, legislations, rules for the implementation of EQAVET criteria and indicators on QA mechanisms applied by cVET providers

In all countries there are National Contact Points, in the Netherlands this is CINOP. Anyone who would want to implement EQAVET can ask them for support and advice. There are no specific national rules other than the European rules.

In the Netherlands, entrepreneurship education in VET is primarily offered by official VET institutes. Entrepreneurship education is in most cases not part of the obligatory programme, but it is offered in the *keuzedelen* (optional parts). If a VET provider wants to design a new *keuzedeel*, a proposal should be submitted to the SBB, which will judge the programme based on a certain set of criteria for the qualification. In the final stage of the development, the ministry of Education, Culture and Sciences will determine the qualification. The SBB has from that moment on a monitoring role and checking whether the providers meet the requirements from the qualification.

2.5.3. Availability of existing training materials/tools for the implementation of Quality Assurance in entrepreneurship education

Regarding the official training in the VET institutes, the quality of the entrepreneurship education is monitored by the SBB.

Other quality monitoring is taking place by collaborating with multiple partners who are always up to date on the latest news regarding entrepreneurship education. E.g. Friesland College in Leeuwarden is regularly in one room with the people from *Neth-ER*, Netherlands house for Education and Research, which has been established to inform the Dutch knowledge field about European policy developments in the area of research, innovation and education. The team of *Neth-ER* focuses on three priorities: Erasmus+, Horizon2020 and the European Research Area (ERA) and the European Structure and Investment funds.

The entrepreneurship coordination of the Friesland College indicated that the implementation of EQVET in their education is more informal than formal. They don't use any specific QA tool for this.

Inqubator Leeuwarden doesn't use a specific QA tool either. They make sure that their offer meets the demand of the *inqubatees*. The most important part of the support of *Inqubator* is that it's tailormade. What they do, is that they use lean model canvas/business model canvas as starting point of the incubation programme. This is a recognized model for strategic management and lean start-ups to create a new business model or map a current business model.

2.6. Overall results and conclusions

The first thing one can notice is the different ways in which the various countries defined the word 'entrepreneurship', that sometimes can have multiple meanings and translations in the respective national languages. They don't differ much though, since they are often based on the description of entrepreneurship used in the European Reference Framework for Key Competences in Lifelong Learning. There is often a differentiation between entrepreneurship education intended as a way to become an entrepreneur, or as a way to learn an entrepreneurial mind-set that could also be useful in many aspects of life or in other employment environments.

Usually it is defined as the practice of starting a new business, but many included in the definition of entrepreneurship education also a sense of building a broad set of knowledge, skills and attitudes for turning ideas into action. It especially encourages creativity, innovation, and risk taking.

As for the national legal frameworks in which entrepreneurial education is taught, they are also much varied, but they also retain some similarities.

Imprinting Quality to Entrepreneurship Education

Usually the Ministry of Education in the different countries is committed with supplying some sort of entrepreneurial education, either through a formal and structured course or a project that spanned many years, or through a less formalized promotion of entrepreneurship education.

In some of the countries it is a standard subject taught in schools, and it is seen as a way to develop the personal skills of the students, or to change their mind-set. In other countries it is not a structural subject in compulsory schools, but actions have been taken in that direction.

Often universities offer a vast range of entrepreneurship education, both in the frame of degrees, or as stand-alone courses, usually dedicated to post-graduates.

Finally, entrepreneurship education is usually carried out by different organisations such as by VET providers, incubators, and promoted through private initiatives such as business plan competitions.

Sometimes guidelines were developed, either by private or public actors, or even by working group composed by various organizations, with the aim to promote entrepreneurial education.

All of the countries have some private organization or association that promotes entrepreneurship education, but they differ greatly in methods and reach.

With regards to the EQAVET principles, in some countries there is a national agency responsible for the implementation of EQAVET, usually at the dependencies of the Ministry. VET providers usually can get a certification of their compliance with the EQAVET principles though these national agencies, who are in charge of the certification process and of monitoring that the VET providers will continue to assure the conditions that supported the certification. But since the EQAVET principles are not-binding, many countries don't have a common reference framework for Quality Assurance, and in many cases, there are also a great deal of differences between regions inside one country.

As for existing training materials and tools, there are huge differences between too. In general, there is not much widely available material, or it is not well known. Sometimes this material is supplied by public authorities, sometimes it's internal material from a private organization that is made public and circulates outside its borders.

3. Results of interviews – analysis of data and findings

3.1. Portugal

3.1.1. Description of profile of the respondents and the organization involved

The majority of the organisation which took part to the interviews were private, with only one public body. Their size ranged from less than 10 staff members to more than 50. However, the number of trainees was almost always under a 1000 per year. The respondent roles were varied, but in any case, they had coordination responsibilities.

3.1.2. Quality assurance

All the above-listed entities have a Quality Assurance System implemented within their organization. With the exception of CEARTE, all respondents are certified by DGERT – General Directorate of Employment and Vocational Training. Three of the respondents also have a Quality Certification attributed by APCER, within the scope of ISO 9001:2015.

The most common instruments and procedures for the implementation of Quality Assurance mechanisms applied by interviewees are the following:
- the development of a quality assurance manual;
- the nomination of a quality manager/officer responsible for the quality assurance system;
- the adoption of specific QA procedures for work-based learning activities;
the integration of quality assurance objectives in the organization's mission and vision.
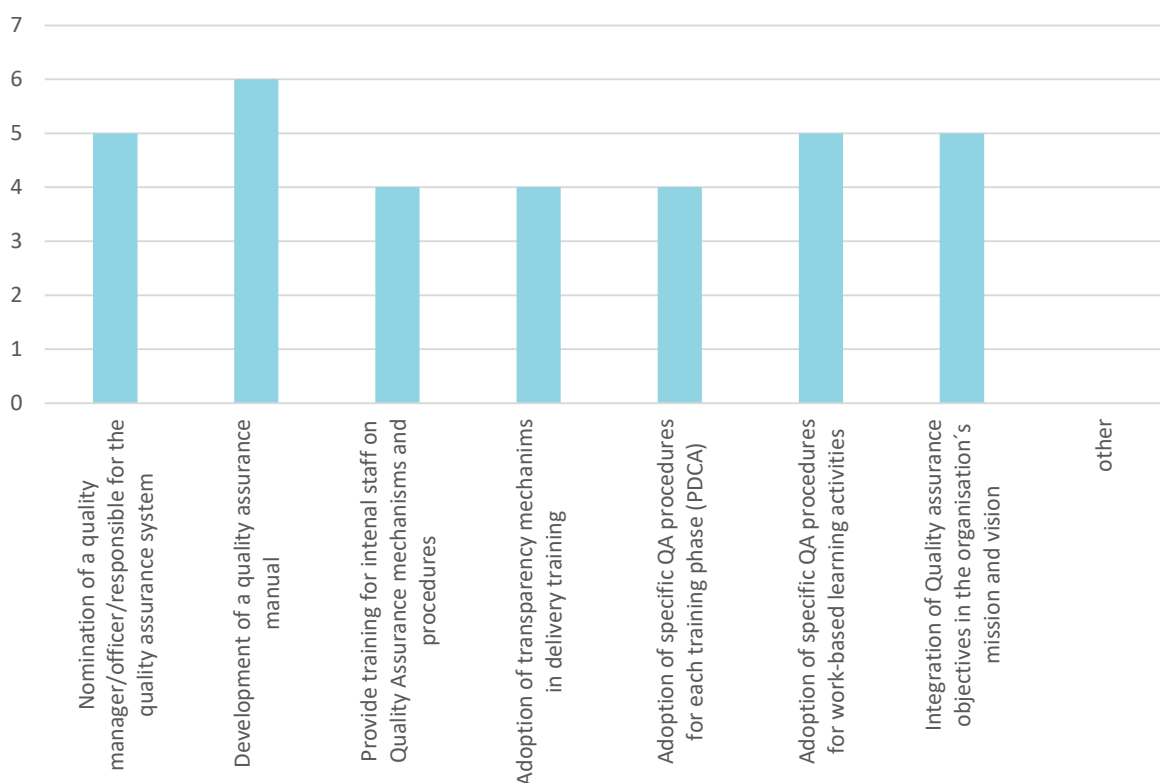
Regarding the competences a Quality Manger should possess, all respondents agreed in communication skills. Most of the respondents also recognized leadership as an important competence. Management skills were also appointed as to process, planning and team. Finally, some competences were suggested by one/two respondents: proactive, sense of mission, pedagogical skills, accuracy, discipline and computer skills.

All the respondents with the exception of B10 organization, answered positive when asked about their interest in acquiring competences and skills to become a Quality Manager. B10 didn´t answer this question.

Every respondent declared to have quality measurements criteria within its own organization. These measurements are based on a PDCA cycle, except in the Gestluz and ANJE organization from BE.

The most mentioned quality assurance criteria and indicators are: training volume, number of trainees, customer satisfaction, number of complaints, number of training actions and trainees´ satisfaction. Three of the respondents have good confidence with the EQAVET indicators and principles while other three admit to have very poor knowledge about.

3.1.3. Stakeholders engagement

The most common stakeholders to involve for the implementation of Quality Assurance mechanisms indicated by respondents are: learners, trainees, tutors, mentors and trainers. Also "business (companies and SMEs)" has been identified as a relevant stakeholder by the majority of them. None of the respondents mentioned "policy makers" or "Trade unions".

Regarding the phases of quality assurance implementation, all the organisations which took part to the interview declared to involve stakeholders in the implementation phase. Almost all are as well involved in the Plan and Check phase. Only few in the Review phase.

The strategies and practices used by the organizations to engage the stakeholders are very different. However, we can highlight the following: the annual survey of training needs, and the satisfaction questionnaires.

Finally, the internal trainers and the staff are engaged through a certain structure and coordination, through training and also through evaluation process by the trainees.

3.2. Italy

Thanks to the interviews conducted (13 in total) and direct contact with cVET providers, there is now a clearer picture about the Quality Assurance System related to the implementation of entrepreneurship courses and training and/or structure within the different organizations in Italy.

As a general consideration, partners may not be aware about the QA mechanism even if they are implementing them daily. Furthermore, interviewed organizations states that for them all these activities related to quality assurance are done to improve the quality of their services, even if they may call them differently.

Indeed, most of the answers suggested to provide a brief description of QA system, others related QA to standard operational activities (at the beginning of the training courses, *in itinere* and at the end) and to Guidelines, questionnaires, reviews and improvements.

Organisations identified were different for their sizes and type and quantity of trainees reached, but they had similarities regarding the way in which they approach Quality Assurance. The majority of them reported having a Quality Assurance certification (of the UNI ISO system). Many affirmed to have a strong interest in Quality Management, since it offers them the possibility to meet a higher level of satisfaction from both client companies and students, and to consider this process in term of added value for their organizations.

3.2.1. Description of profile of the respondents and the organizations involved

During the phase of interviews, different people have been asked about the Quality Assurance system they implement in their daily activities and in relation to the project topic. The interviewees were mainly project managers, administrative staff and trainers who work in organizations dealing with Entrepreneurial education and continues vocational educational training.

Organizations involved have on average less than 50 people as average staff and less than 1000 trainers/year, but there are also representative of larger organizations, with more than 50 staff and/or more than 5000 trainees per year.

3.2.2. Quality assurance

Five of the interviewees declared to have a certification of their Quality Assurance system according to the UNI ISO standards, but all of them declared to have an internal Quality Assurance system in place, which involves mainly the creation and distribution of guidelines, questionnaires, reviews.

The great majority of the respondents identified the nomination of a quality manager/officer/responsible as one of the procedures applied for the implementation the Quality Assurance mechanisms. Moreover, the majority of the organisations interviewed also indicated some additional instruments and procedures indicated to develop QA mechanisms such as the development of a quality assurance manual, and training for internal staff.
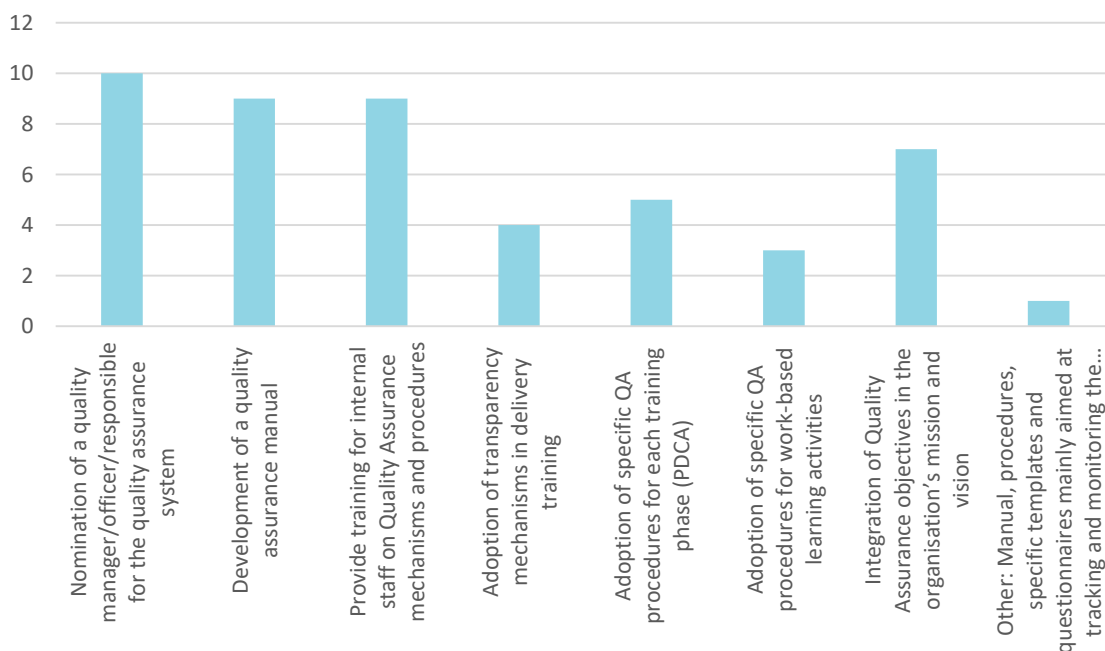
As for the competences a Quality Manager should possess, the main one identified is the knowledge of methodologies and techniques of the Quality Assurance. It is closely followed by management skills, communication skills, analytical skills, problem solving ability, and an entrepreneurial mind-set.
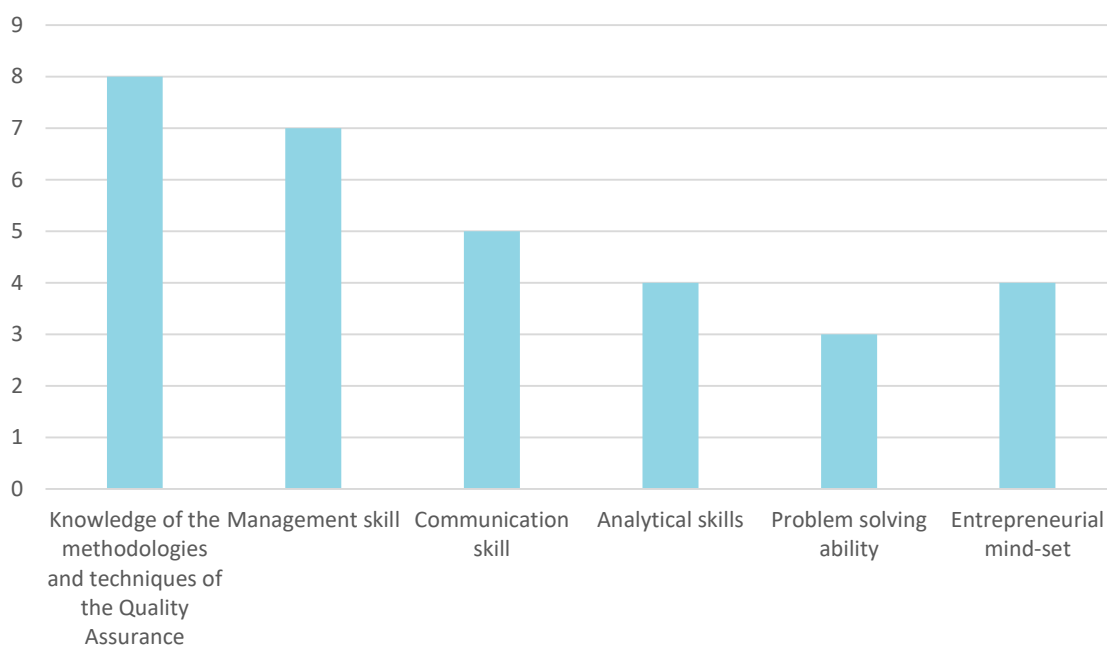
The great majority of the interviewees answered positively when asked if they would be interested in acquiring the competences to become a Quality Manager.

Almost all of them declared that there were existing quality measurements criteria in their respective organizations, but only some of them were based on a PDCA cycle.

As for the criteria and indicators used, they are quite varied, but the majority were based on questionnaires and reviews measuring the satisfaction of trainees, of the staff, of client companies, integrated with quantitative indicators such as the number of graduates and their employment rate.

The majority of the respondents declared their confidence with the EQAVET indicators and principles to be from poor to very poor.

3.2.3. Stakeholders engagement

The most relevant stakeholders involved by the organizations participating to the interviews are, respectively, learners and trainees, tutors, mentors and trainers, and business (companies and SMEs). Few of the interviewees also identified, as relevant stakeholders, public institutions entitled of quality assurance mechanisms, social partners working in close collaboration with VET providers of entrepreneurship education, public authorities, and other VET providers of entrepreneurship education.

The stakeholders are mainly involved with the Implementation phase of the Quality Management Cycle, immediately followed by the Check phase, then the Plan phase, and finally the Review phase.

Among the strategies and practices used by the organizations to involve the stakeholders there are, mainly, their constant involvement in training projects and periodical update on results. Moreover, many organizations have declared to have some measure of networking with other organizations, SMEs, companies, trade associations and territorial institutions. Especially the relationship with companies and

businesses is valued and they are involved both in the analysis of the training needs and in the evaluation of the competences acquired by trainees.

Trainers and staff are engaged in the Quality Assurance mechanisms especially through use of social media and communication strategy, but also through dedicated portals and advertisement. Moreover, their training needs are often identified and met thank to internal seminars and specific meetings. They are involved also in the didactical planning and evaluation in many forms, from the creation of a didactical planning document (a quality system document that asks the trainer to indicate the objective of the intervention, the didactic program, material and timing), or a student evaluation form (to measure the effectiveness and impact of training.

3.3. Greece

During April 2019, IDEC carried out an e-mail campaign to invite vocational and entrepreneurship education providers for the scheduled surveys. Some agreed to be interviewed. The interviews were all conducted by phone.

3.3.1. Description of profile of the respondents and the organizations involved

A total of 13 people has been interviewed. Seven of them are educators and trainers in Public VET Centers, three are working in Private Training Institutes, one is working in the University, one in a Public Further Educational Organization and one in an NGO.

Types of organisation of respondents

- ■ Public Further Education Organisation ■ University
- ■ Public IEK (VET Centre) ■ NGO
- ■ Private Training Institute
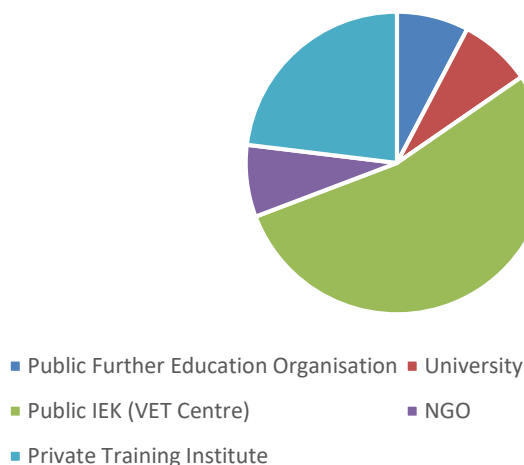
3.3.2. Quality assurance

Brief description of the Quality Assurance system implemented within the organization

One interviewee stated that ISO 29990 is implemented in the VET organization that he is teaching in. The rest of them are implementing some Quality Assurance Mechanisms in their Organizations without a systematic approach.

Instruments and procedures for the implementation of Quality Assurance mechanisms

The nomination of a Quality Manager was the most common choice. Some respondents chose this answer, while others replied that theare not authorized to deal with these instruments and procedures. Few indicated the training for internal staff on Quality Assurance Mechanisms or chose the development of a quality assurance manual. Others indicated the Integration of Quality Assurance objectives in their organization's mission and vision. Few people also suggested the adoption of transparency mechanisms in delivery training. Only one person indicated the adoption of specific QA procedures regarding PDCA as well as work-based learning activities. Finally, some did not know about the instruments and procedures their organization is applying for the implementation of Quality Assurance mechanisms.

Instruments & procedures
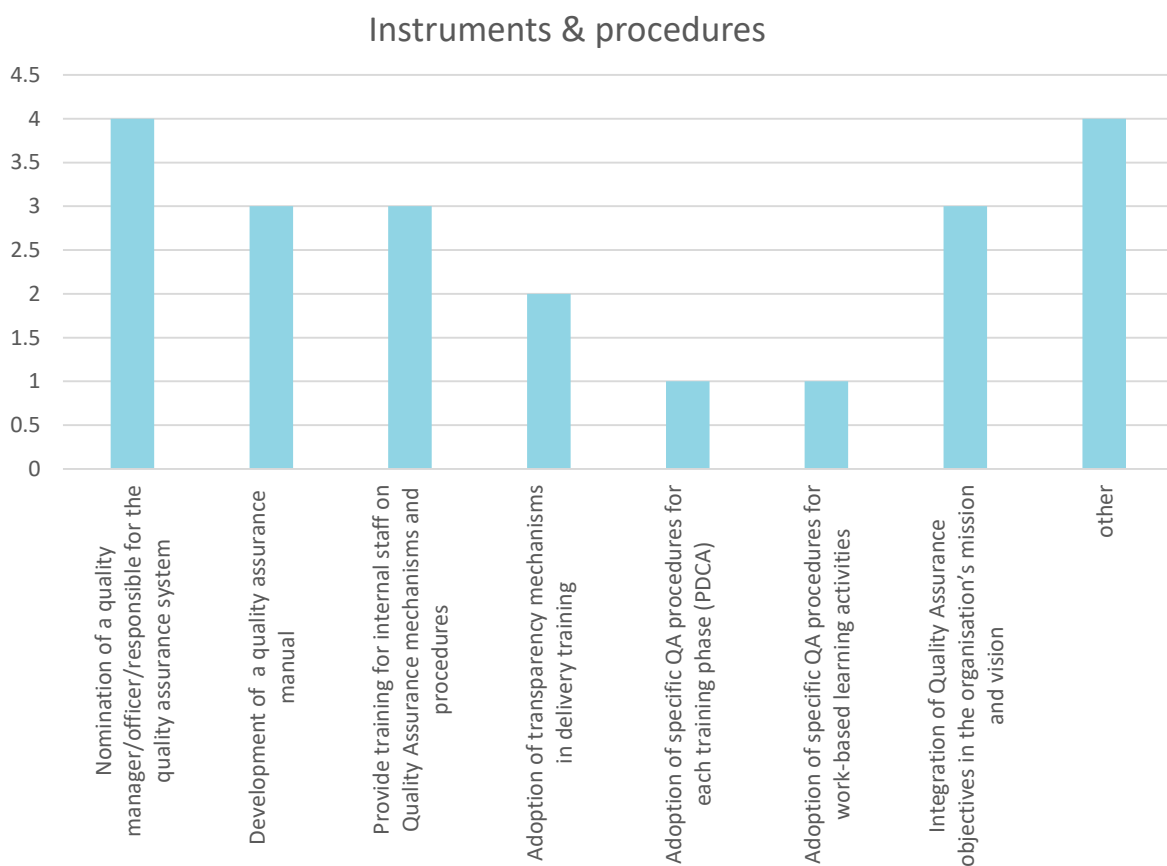
Key competences a Quality Manager should have

Interviewees' answers mainly focused on the following hard and soft skills:

- ✓ management skills
- ✓ entrepreneurial capabilities
- ✓ communication skills
- ✓ entrepreneurial mindset
- ✓ conflict resolution
- ✓ desire for creation

Baseline European Report

- ✓ vision
- ✓ self-knowledge
- ✓ business thinking
- ✓ effective control and follow up
- ✓ patience
- ✓ sense of responsibility
- ✓ delegation
- ✓ perseverance
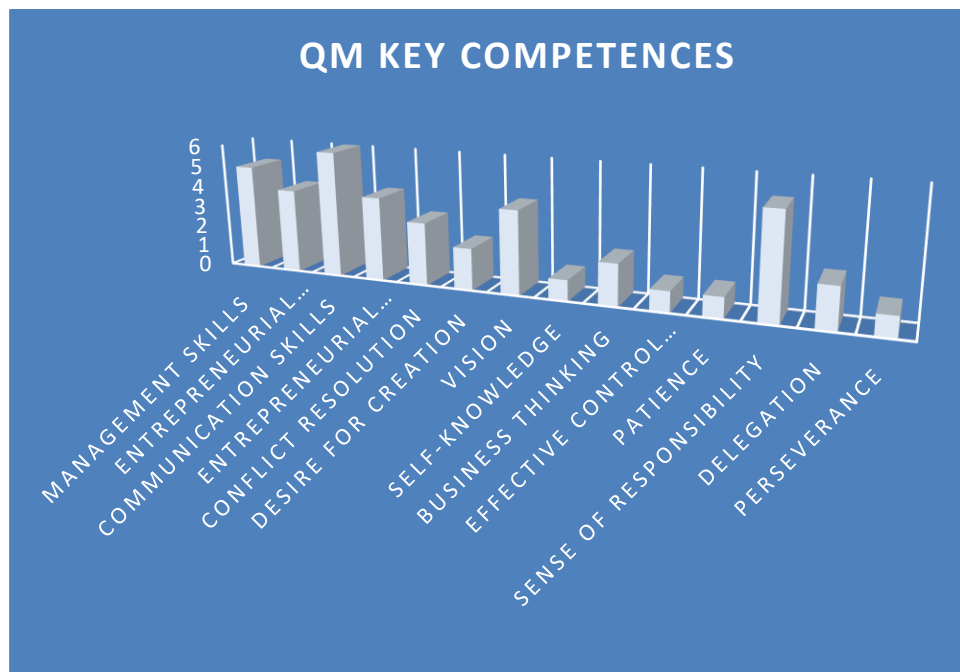
Finally, all of the interviewees declared their interest in acquiring the appropriate competences and skills to become a Quality Manager.

Quality measurements criteria within the organization.

More than half of the interviewees confirmed that there are Quality measurements criteria within their organization.

Quality measurements criteria

Baseline European Report

Q̲uality measurements criteria based on a PDCA cycle

The same number of interviewees mentioned that they have Quality measurements criteria based on a PDCA cycle.

Quality measurements criteria based on PDCA

■ Yes ■ No
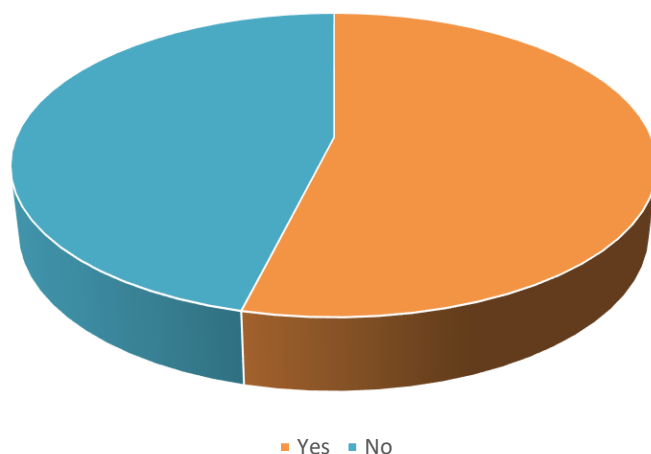
Quality Assurance criteria and indicators implemented within the organization.

Slightly less than half of the interviewees answered that they can't define Quality Assurance criteria and indicators within their organization, while othe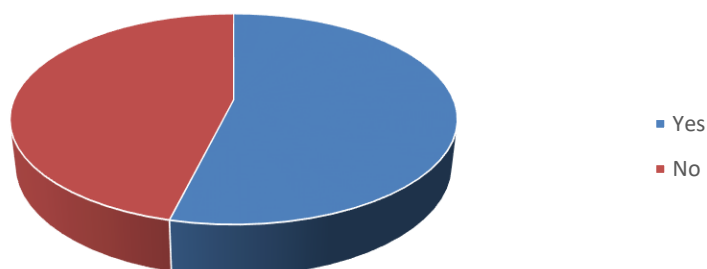rs did not answer the question at all. Only one said the following: "Employee training. Monthly meetings with employees for a job review" and another one the Plan, Do, Check, Act, Feedback cycle. The Quality Assurance manual and self-evaluation has also been mentioned.

Confidence with EQAVET indicators and principles

The majority of interviewees answered that they don't feel confident at all, while only few were in the 'poor' position or felt quite confident with EQAVET indicators and principles.

Confidence with EQAVET indicators and pinciples

■ How confident are you with EQAVET indicators and principles?

■ 1 (Very poor)

■ 2 (Poor)

■ 3 (Good)
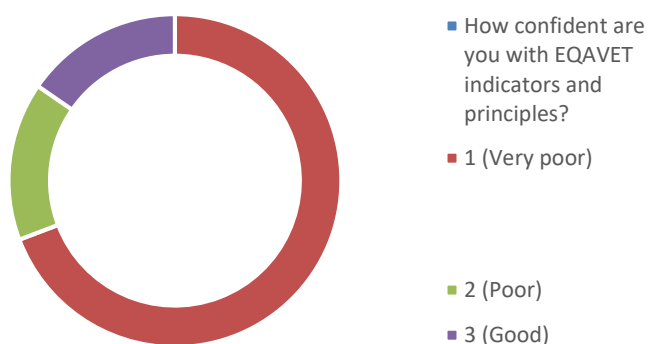
An example from your own organization of EQAVET or other QA system that you want to share as good practice

Most interviewees could not give an example of a good practice implementation in their organization. Only few of them gave a positive answer but only one mentioned a public cVET center, where tourism and computer science are taught as well as applied art. The example of good practice provided is the following: At the end of the academic year there is a big, open event, in which students present their work, answer to visitors' questions and give information about their lifelong experience within the cVET Center.

3.3.3. Stakeholders engagement

Most of the interviewees said that the relevant stakeholders their organization has been involving are students, their parents, companies that offer internships, ministries and national government in general, EOPPEP (National Organization for the Certification of Qualifications and Vocational Guidance), GMEO (Greek Manpower Employment Organization). This engagement has been done via questionnaires.

3.4. Belgium

The Lifelong Learning Platform managed to obtain two interviews with cVET education providers, one based in Flanders (Qrios vzw, Genk) and one in the Wallonia-Brussels Federation (Technifutur asbl, Seraing).

3.4.1. Description of profile of the respondents and the organizations involved

The two interviews were conducted respectively with *Qrios*' Education Manager (*Manager Onderwijskunde*, currently taking over Quality Manager tasks until a new one is recruited) and with the person in charge of Project Investment and Innovation for *Technifutur*. Both training centres are private non-profits organisation under Belgian law (*Vereniging zonder winstoogmerk* and *Association sans but lucrative* respectively); they both employ over 50 staff members and train over 5000 students per year.

3.4.2. Quality assurance

The two organisations interviewed apply different systems of quality assurance.

Technifutur (Wallonie) manages internal quality assurance through an **ERP system** (Enterprise Resource Planning), a complex and comprehensive digital planning tool which covers a variety of sectors from course planning and management all the way to HR, finance and quality assurance. Since the effective implementation of an ERP system requires scrupulous input of data at all levels, all Technifutur employees receive specific training on the sections of the planning tool which pertain to their field of work. As way of example, some basic information that is collected and fed into the system when evaluating a training course includes:

- Signature list;

- Trainees' identification forms (including personal data, years of professional experience, highest level of education achieved, type of contract and current position within the company);
- Satisfaction survey completed by the trainees (a 1-to-5 evaluation of the training course, the trainer and training materials, the usefulness of the training course and the organisation as a whole);
- Evaluation form filled out by the trainer (consisting of a personal evaluation of the implementation of the training course, what training materials were used and which difficulties were encountered).

In line with the findings presented in section 2.2, Technifutur adopts ISO norms 29990 and 29993 (for the management of the training center and for the quality of the trainings themselves, respectively).

Qrios (Flanders) adopts a different approach to quality assurance. The main external quality assurance instrument is represented by the **EQFM Excellence Model**, a comprehensive management framework developed in 2013 by a non-profit foundation and widely adopted both in Flanders and internationally. The EFQM Model includes three integrated components:

- *The Fundamental Concepts of Excellence*: a series of eight underlying principles driving organizational excellence; they include Adding Value for Customers, Creating a Sustainable Future, Developing Organizational Capability, Harnessing Creativity and Innovation, Leading with Vision, Inspiration and Integrity, Managing with Agility, Succeeding through the Talent of People and Sustaining Outstanding Results.
- *The EFQM Model itself and its nine criteria*: the five "Enablers" criteria cover what an organization does and how it does it (Leadership, People, Strategy, Partnerships & Resources, Processes, Products & Services), while the four "Results" criteria cover what an organization achieves (People Results, Customer Results, Society Results and Business Results). The underlying rationale is that "Results" criteria are caused by "Enablers" and that "Enablers" should be improved using feedback from "Results" in a circular fashion.
- *RADAR logic*: an assessment framework that provides a structured approach to questioning the performance of an organization. Based on a circular structure, the RADAR logic requires the organization to: determine the results it aims to achieve; plan and develop an integrated set of approaches to deliver said results presently and in the future; deploy the approaches to ensure implementation; assess and redefine said approaches based on the accomplished results.

In the case of Qrios, quality assurance criteria are imposed by the Minister of Education and the organization does not implement any other QA system besides the EGFM Model; however, it does employ the PDCA cycle internally.

The first interviewee was not in a position to answer any of the other questions concerning quality assurance, while the second offered a list of three crucial **Quality Manager competences**, namely:

- Good communication skills;
- Good data management skills;
- Entrepreneurial mindset.

Quite significantly, none of the interviewees had ever heard of the **EQAVET Framework**.

3.4.3. Stakeholders engagement

Both organizations involve a wide network of stakeholders in their quality assurance mechanisms, namely trainees, trainers, businesses, public institutions and public authorities, policy makers and trade unions. In addition, Technifutur involves social partners and research institutes, while Qrios does the same with other VET providers of entrepreneurship education and chambers of commerce.

Stakeholders are generally involved in all stages of the quality assurance process, except occasionally for the planning phase. Their continued engagement is ensured by means of regular formal and informal meetings, yearly stakeholder events and evaluation questionnaires.

3.5. The Netherlands

3.5.1. Description of the profile of the respondents and the organizations involved

In the Netherlands, 7 different organizations active in the field of entrepreneurship education were interviewed for the purpose of IN-QUAL. They have quite various professional positions which are all related to entrepreneurship education or entrepreneurship itself. One of them is a teacher which teaches Entrepreneurial craftsmanship at a VET institution, another one is a Coordinator Entrepreneurship at the same VET school, which provides education to approximately 10.000 students. Some other people from smaller organisations were also interviewed. They support (starting) entrepreneurs and VET with entrepreneurship workshops. Furthermore, there was one interviewee from Dutch Enterprise Agency. This agency has tried to come up with and still researches the possibilities for a quality assurance system for entrepreneurship education.

3.5.2. Quality assurance

None of the respondents was able to specifically mention quality assurance measures. Only one interviewee shared that he doesn't know of any formal quality assurance. The minor he is teaching has been approved by the ministry of Education. If this is not the case, it cannot be part of the formal education. On the other hand, they do have some kind of informal quality monitoring. They are regularly in contact with fellow teachers to assess the quality of their lessons. However, there are no standardized tools they use for this evaluation.

Another one adds to this that his organization is in regular contact with for example the NCP EQAVET and the Council for VET to make sure that the entrepreneurship education of Friesland College is in line with EQAVET.

At EMS they use the methodology of the Venture Mentoring System from Boston, which guarantees high quality. Also, they have a strict selection programme for their mentors which also contributes to the quality of the mentoring programme.

IPF, SFO and Inqubator Leeuwarden work together to provide entrepreneurship education to different target groups. Respondents indicate that they don't use any quality assurance tools. The most important thing is that their entrepreneurial education is tailor-made. They need to make sure that the training fits the needs of the entrepreneurs (to be). Also, for the support for the participants in the facilitator

programme there is no formal quality assurance in place. Every year there is an evaluation with the IND, but that does not focus on the quality and content of the support programme.

The national action programme which had ended already, also tried to design some kind of quality assurance for entrepreneurship education. Unfortunately, the DEA is a very large organisation and nobody that actually worked on this subject during the programme could have been reached.

All in all, it can be concluded that in the North of the Netherlands there are no quality assurance tools in place for entrepreneurship education. For formal education there is the inspection of education and the programme needs to be approved by the ministry of education.

Other providers of entrepreneurial education use other recognised methodologies or use peer review and self-evaluation as tools for monitoring the quality.

3.5.3. Stakeholders engagement

Because none of the interviewees could tell specifically about quality assurance tools, it was also difficult for them to share some insights on stakeholder engagement.

The formal entrepreneurship education provider (Friesland College) involves their peers in some informal quality assurance. They do not engage for example the students in quality assurance. Since the programme is approved by the minister and inspected by the educational inspection, they don't have any other involvement of stakeholders.

EMS uses a recognized methodology from a professional organization from Boston, in the US. It can be that the application of this methodology will be assessed by the professional organization, but so far this hasn't taken place. The programme has started one year ago, so it's quite new.

Inqubator Leeuwarden, SFO and IPF tend to help each other in assessing and monitoring the quality of their entrepreneurship education, but they also involve the entrepreneurs (to be) themselves. E.g. they often make an inventory of to what extent their education meets the needs of the students/entrepreneurs.

3.6. Overall results and conclusions

The majority of the organizations from the Partners' countries which took part to the survey were private, with only some public bodies.

Organizations involved have on average less than 50 people as average staff and less than 1000 trainers/year, but there are also representative of larger organizations, with more than 50 employed staff and/or more than 5000 trainees per year.

The interviewees were mainly project managers, administrative staff and trainers who works in organizations dealing with Entrepreneurial education and continues vocational educational training. During the phase of interviews, they have been asked about the Quality Assurance system they implement in their daily activities and in relation to the project topic.

The great majority among them declared to have an internal Quality Assurance system in place in their companies, which concerned mainly the creation and distribution of guidelines, questionnaires,

reviews. Some of them also declared to have a certification of their Quality Assurance system according to the UNI ISO standards, with great differences between the countries.

As for the most common instruments and procedures applied by the respondents, the most frequent answer in all the countries involved have been the development of a quality assurance manual and the nomination of a quality manager/officer/responsible for the quality assurance system. In many cases,the integration of Quality assurance objectives in the organization's mission and vision was also perceived as fundamental.

Regarding the competences a Quality Manger should possess, all respondents agreed in communication and management skills. Also, many interviewees recognized as important skills such as analytical thinking, problem solving, team work, proactive, sense of mission, and an entrepreneurial mind-set. On this theme there were almost no differences from one country to another.

The great majority of the respondents answered positive when asked about their interest in acquiring competences and skills to become a Quality Manager.

As for the presence of quality measurements criteria in the various organizations, the answers were very different, and they especially varied between countries. In some cases, all the respondents had quality measurements criteria in their own organization, and many are based on a PDCA cycle. In other cases, the interviewees declared that no quality measurement criteria were in place. Other had more mixed situation, with some kind of existing quality measurements criteria, but not based on a PDCA cycle.

As for the criteria and indicators used, they are quite varied, but the majority were based on questionnaires and reviews measuring the satisfaction of trainees, of the staff, of client companies, integrated with quantitative indicators such as training volume, number of trainees, customer satisfaction, number of complaints, number of training actions and trainees´ satisfaction.

Regarding the confidence with the EQAVET indicators, there were a great difference between countries, but in general the majority of the respondents declared not to have a good confidence with these principles.

The most common stakeholders involved for the implementation of Quality Assurance mechanisms indicated by respondents are: learners, trainees, tutors, mentors and trainers and "business (companies and SMEs)". Few of the interviewees also identified, as relevant stakeholders, public institutions entitled of quality assurance mechanisms.

Regarding the phases of quality assurance implementation, all the respondents declared to involve the above-mentioned stakeholders in the implementation phase and almost all also in the Plan and Check phase.

Among the strategies and practices used by the organizations to involve stakeholders there are, mainly, their constant engagement in training projects and periodical update on results. Moreover, many organizations have declared to have some measure of networking with other organizations, SMEs, companies, trade associations and territorial institutions. Especially the relationship with companies and businesses is valued and they are involved both in the analysis of the training needs and in the evaluation of the competences acquired by trainees. Questionnaires and satisfaction surveys were also often mentioned as a way to periodically assess the stakeholders' involvement.

4. Comparative analysis of collected evidence-based practices for the implementation of Quality Assurance in entrepreneurship education

4.1. CASE I

Country:	Italy
Title:	ENFOR statistics about master courses
Owner:	ENFOR
Description	ENFOR holds statistics about the employability of their students after attending masters at ENFOR premises. 75% of students find an employment in the short-term (6 months from the end of the course).
Benefits/Impact	Increased quality and overall prospective of the course. The number of people that find a job after the training is a quality indicator of the validity of the course itself.
Challenges	N/A
Possibility of transfer the practices:	Yes

4.2. CASE II

Country:	Italy
Title:	Employability/employment rate after training courses completion
Owner:	FORMA.Azione
Description	It is carried out through a phone interview after 3, 6 9 and 12 months after the training courses completions, following a structured questionnaire.
Benefits/Impact	It helps trainees to remain focused on their need to find a job and it is useful for our organization to check the relevance of the training delivered to find a job.

INQUAL
Imprinting Quality to Entrepreneurship Education

	The questionnaire is aimed also at checking the consistency of the job found with the professional profiles and the related contents the training has been focused on.
Challenges	The main challenge is related to the fact that often trainees, after the training course completion, are not willing to respond or, being unsatisfied for their current employment situation, do not want to answer
Possibility of transfer the practices:	It is mainly related to the methods and the possible adaptability to different context and VET provision specificity

4.3. CASE III

Country:	Italy
Title:	Documents Revision
Owner:	I.F.O.A. – Istituto Formazione Operatori Aziendali
Description	The Quality System is implemented through the revision of documents, which can be done by the Quality Manager or at the suggestion of each staff member involved in the process or in the phase to be improved. All the data of the Quality System are re-elaborated numerically (in the DQ - quality system documents - in which quantitative data appear on a numerical scale) and / or qualitatively managed (For example: in the evaluation DQ of the course and teachers, administered at the end of a 'training activity, the implementation of the system is given by the numerical updating of the evaluation on the teacher, tutor and numerical indicators, plus the final comments of the tutor on the progress of the course and the management of any critical issues with a view to future improvement) .
Benefits/Impact	N/A
Challenges	N/A
Possibility of transfer the practices:	N/A

4.4. CASE IV

Country:	Greece

Title:	Focus on Evaluation
Owner:	cVET
Description	An annual survey, during which students, trainers, managers are asked to evaluate the teaching methods and the curriculum in general, as well as the linkage between learning materials and business world.
Benefits/Impact	It helps teachers and trainers to constantly update their work and improve themselves. It is also useful for the students to be part of an interactive procedure and give feedback to their training centers after finishing their studies. This survey helps VET center to realize its strengths and weaknesses and finally improve its curriculum.
Challenges	The main challenge is that survey's participants are not always interested in answering questions and evaluate all the time.
Possibility of transfer the practices:	The practice can be transferred and adapted to different settings and organizations.

4.5. CASE V

Country:	Greece
Title:	Involvement of people
Owner:	iVET
Description	For the implementation of "People's involvement", Social Media posts, Storytelling and Story writing, flowcharts for the description of the processes, Checklists as well as Planning and Evaluating are being used throughout an academic year.
Benefits/Impact	It helps people getting more engaged with discussing and making decisions for the benefit of their Organization. In this way, they can work together more effectively.
Challenges	Sometimes, stakeholders don't give up on their ideas and it is hard to decide how to move on.
Possibility of transfer the practices:	It is mainly related to the methods and the possible adaptability to different context and VET provision specificity

5. Comparative analysis of collected good practices of EQAVET or other Quality Assurance mechanisms implementation

5.1. CASE I

<u>Country: Portugal</u>

TEC METHODOLOGY:

1. Bootcamp activity

Consists in the accomplishment of activities of entrepreneurial knowledge, personal and social development that aim to stimulate the capacity of reflection, innovation and development of business strategies.

During 3 days, integrated sessions are held, with activities in relaxed and highly interactive environments, including physical activities, that put people with the goal of being entrepreneurs in contact with others such as consultants, technicians and entrepreneurs.

Between concurrent conferences, case studies and fast talks, the various experts are addressed traditional and innovative topics that enhance the entrepreneurial spirit of participants and stimulate and challenge decision-making.

2. Creator Academy

Activity that aims at the specific work with each potential entrepreneur to support and develop the business idea, as well as the construction of specific materials and tools to support the creation of companies.

At the Creator Academy, the participants have a personalized follow-up, according to their needs, carried out by expert consultants and senior mentors, for a period of time between 4 and 6 months.

For this phase of the project the entrepreneur assumes the will and commitment of the effective creation of the company, so that each participant, after ending his participation in the Bootcamp will have the opportunity to reflect and have a face-to-face meeting with a Consultant.

3. Pitch

Presentation to a jury constituted by three or more elements with a maximum duration of 5 minutes in which each entrepreneur will make known his business project, in order to attract investors.

Entrepreneurs will prepare and deliver their public presentations to an audience of evaluators and potential investors, with a view to establishing "partnerships of interest" with the entrepreneur.

4. Creation and monitoring of the company

Each entrepreneur starts and finish the process of creating the company, according to the legal procedures in force.

Each entrepreneur will continue to benefit from tailor-made individualized/face-to-face and distance-based consultancy until the completion of this project, for a maximum total of 40 hours. It is mandatory to hold face-to-face sessions with a bimonthly minimum periodicity.

5.2. CASE II

Country: Portugal

E.AEBB aims to create an Ecosystem of Support to Entrepreneurship in Beira Baixa Region through the integration and articulation of entities, infrastructures and existing competences in the territory and the creation of a portfolio of competences and services of diversified value added and distributed by the same, using studies, research and diagnostics whenever necessary to ensure a high competitiveness and efficiency to the ecosystem. It also aimed to contribute to the creation and development of a significant number of new entrepreneurial initiatives, promoting competitive products and services in the global context.

Its aim is to support the entrepreneur to develop his business idea with follow-up through participation in workshops, personalized and targeted consulting.

5.3. CASE III

Country: Italy

IMPROVEMENT OF EMPLOYABILITY

ENFOR (a VET center in the Region of Basilicata) provides training courses for: companies (continuous training of company owners and staff), professionals and employed/ unemployed through regional funds. The goal of the training is to enhance the skills/ abilities of the individual in the working context and/or to foster the entrance to work contexts of people looking for a job. An example are the master's programmes organised by ENFOR for fresh graduates. In this case, 75% of students find employment in the short term (6 months from the end of the course).

The aim is to build a culture of quality within the organization and to mainstream a culture of quality within the organization. The results show that 75% of students find employment in the short term (6 months from the end of the course).

On the long-term, the Quality monitoring assures a smooth and qualitative development of the course. The quality of the course is ultimately confirmed by the above-mentioned results.

The main success factors are the collection of data (gathered even after the completion of course, to record students' employability), and attention to detail.

Although the QA system of the organisation is tailored specifically for our courses, the improved employability thanks to the mentioned key success factors might be achieved in several other categories.

5.4. CASE IV

<u>Country: Italy</u>

DIRECT INVOLVEMENT OF SMES

The good practice revolves around the direct involvement of the associated SMEs in the QA process. With their valuable contribution – gathered to tailored questionnaires – a VET center in the Region of Lazio can design the course according to specific needs of the job market, making our courses offerings more practical and useful for both learners and trainers.

The main aims of the project are to build a QA system within the organization, to monitor it, and finally to create a culture of quality within the organization.

This results in more participation of SMEs in the QA systems, and generates courses specifically updated according to the experiences of the entrepreneurs and SMEs involved, but also according to the current market trends.

The impact was visible on the long-term, since more and more associated SMEs started to contribute – year after year with more qualitative suggestions and interventions – when they had appreciated the initial results of the 'innovative' part of our QA system.

The key success factors are both the involvement of the 'recipients' of our learners/ trainees – the SMEs – in the QA system, and the ample participation of the associated SMEs

Results and success are measured through statistics and graphics which are developed and shared on semesterly basis.

The involvement of SMEs in the QA systems for VET Centres is part of a procedure highly applicable to a significant amount of aspects both in iVET and cVET.

5.5. CASE V

<u>Country: Italy</u>

A STRUCTURED METHOD FOR QA

Our organization (a VET center in the Region of Lombardia) strongly believes in the advantages brought by a structured framework. Therefore, the needs addressed were basically a methodology which might have been available for the different kinds of courses we design. The PDCA cycle is a good way to start with, since we based most of our QA development on it. It is relevant for entrepreneurship education providers because the QA system is fully integrated in our course development, and the success of the latter (the course) is complementary with the success of the former (the QA system).

The aims of this method are: to build a QA system within the organization, to monitor it, and to create a culture of quality within the organization.

The results might be appreciated at the end of each course we develop, since the standard score is high on the average and both learners and trainers are satisfied and happy with their work at the very end.

Strong impact on both the short- and long-term for learners, trainers, and − indirectly − for the organization itself and its continuous improvement.

There is a high level of transferability, since methodologies such as the PDCA cycle are an international basis on which anyone can build a strong and efficient QA system.

5.6. CASE VI

Country: Italy

PRALINE - PEER REVIEW IN ADULT LEARNING TO IMPROVE FORMAL AND NON-FORMAL EDUCATION.

The European peer Review methodology is based on a bottom-up approach, friendly, able to ensure a focus on learning outcomes and aware of the different/flexible needs of adult learners. It combines self-evaluation and external evaluation carried out by "persons of equal standing" with the persons whose performance is reviewed: Peers. Already implemented successfully in iVET and cVET, through EU funded projects, it has proven easy to be used and coherent with the primarily informal approaches that characterize Adult Learning (AL) at large.

So, the practice here presented is the adaptation of the European Peer Review Methodology to the Adult Learning sector, both formal and non-formal. The process of transferring and adaptation of the PR methodology, by producing Quality Areas and indicators adequate to AL sector, represents an innovative contribution to the European discussion on quality in adult learning. The Quality Areas defined for AL are the result of a multi-stakeholder process (researchers, providers, trade unions involved). It has generated a common framework for QA in AL, coherent with the EQAVET indicators and applicable beyond PR for the assessment of adult learning processes and outcomes. Currently our organization refers to this practice only as an integration tool to ISO certification, inspiring innovative approaches, more focused than the ISO on the Educational Sector.

Results are expressed in terms of more concrete and coherent indicators for the Adult Learning sector, that can guide AL providers' staff to both a quality culture development and the implementation of measurements tools and practices.

PRALINE promotes an active involvement of Adult learners in two key activities: the Warming-up Strategy and the review and finalization as partners strongly believe that through a participatory process, on one side the developed tools will be more responsive to the sector needs and, on the other, learners will become promoters of a quality provision in Formal & Non-formal Learning, able to impact on them in terms of up-skilling competences and increase participation rate (EU priorities set for the Adult Education).

Its success lies in the fact that it is easy to use: understandable and immediately applicable, following Quality Areas description, detailed in criteria and indicators; also, a key success factor is represented by the learning dimension included in its set of tools, from which users can increase their knowledge about Quality Assurance in AL.

According to what explained above, the methodology itself is transferable and has proven to be, to other educational domains ads well as other sectors.

5.7. CASE VII

Country: Greece

"FOCUS ON EVALUATION", IMPLEMENTED BY AN IVET

Diplareios School, an iVET in Athens, Greece has been focusing on the Evaluation not only of the teachers but of the procedures too. Relevant beneficiaries of this good practice are basically students and teachers.

In their case, there is an annual based evaluation of teachers either by their students, their Manager or their peers. These teachers evaluate their Manager and peers too. When it comes to meetings, there is always a follow up evaluation, so that everyone saves time and feels secure enough to prepare the next one.

There is evaluation on the annual Syllabus at the end of each year, which is absolutely necessary for the improvement of its implementation.

Every time a teacher gets the opportunity for a national or international training, he/she is also evaluating the whole experience from the very beginning, in order to be able to realize and have an overall perspective of the training and its benefits. And when it comes to a supplementary course for students, teachers also give a significant emphasis to evaluate not only the organization of the learning activity but the impact of this to students, so that teachers can multiply this impact to other students and colleagues.

The aim of this good practice is to build a QA system and a culture of quality within the Organization.

The results can be measured in terms of documents presenting the advantages and disadvantages of every evaluated procedure.

Key success factors can be the follow up of each evaluation: this procedure keeps the Organization's reflexes sharp and ready to correct details that are important for the improvement of the Organization's operation.

5.8. CASE VIII

Country: Greece

"INVOLVEMENT OF PEOPLE", IMPLEMENTED BY A NON-FORMAL ENTREPRENEURSHIP EDUCATION CENTRE

IEK Sindou, a non–formal entrepreneurship education centre in Thessaloniki, is implementing a good practice in Athens, Greece. They believe that this method is more suitable to the organization's mindset, since many people working or related to this Centre are giving feedback to each other.

People related to Quality Assurance methods are the trainers and facilitators, students, their parents and trainees. In their Organization the Quality Manager is also involved. The means used for the implementation of "People's involvement" are Social Media posts, Storytelling and Story writing, flowcharts for the description of the processes, Checklists as well as Planning and Evaluating.

This method is implemented throughout an academic year.

The aim of the good practice here is to build a QA system within the Organization.

The main results that this method managed to achieve were better communication and cooperation between the beneficiaries and a variety of ideas that has been exchanged during an academic year. This means that the "People's involvement" method had a long-term impact among the stakeholders, since they gain experience in working together and they learn to respect other people's ideas.

Dialogue and democratic procedures seemed to be the Key Success Factors for this method, since sometimes Structured Democratic Dialogue has been used for making the right decision.

6. Conclusions and recommendations

6.1. Portugal

The most important conclusion is that in Portugal only professionals' schools are obliged to implement QMS articulated with the EQAVET Framework (60º do DL nº 92/2014, de 20 de June, changed by Law n.º 69/2015, de 16 de July). For that reason, the general VET providers don't apply EQAVET Framework and show very poor knowledge of this framework. For the general VET providers, the certification given by DGERT is mandatory.

However, is very important to start disseminating the EQAVET framework and principles to all VET providers for example in collaboration with the DGERT.

6.2. Italy

There is a great importance given to Quality Certifications, following the UNI ISO standard, which ensures that almost all of the organizations interviewed follow similar procedures and have a clear idea of the mechanisms and functioning of Quality Assurance and Management. However, not in every company is there a clear vision of what it's Quality Assurance, some of the organization may use the techniques and instruments related to it, but they do not easily relate them with the QA and PDCA cycle (plan, do, check/review and act).

The standard procedures followed to assess satisfaction of a client or student are questionnaires and reviews, but objective quantitative and qualitative indicators on the validity of the training path are also used;

The staff is involved in the Quality Management, since it is often trained in Quality Assurance mechanisms and procedures, and later staff satisfaction and performance is also evaluated.

The majority of the organizations affirmed that they or their colleagues would be interested in acquiring skills to become Quality Managers, affirming that the most important competencies that he/she should possess are communication and management skills, the ability to work in a team, problem solving skills, analytical thinking and an entrepreneurial mind-set. Moreover, they should be able to use the methodologies and techniques for assessing the quality of a service.

There are strong differences, among the various organizations concerning the level of confidence they have with EQAVET indicators and principles.

The stakeholders most often involved are trainers and trainees, but with a strong presence of businesses, public institutions entitled of quality assurance mechanisms, public authorities, and social partners working in close collaboration with VET providers of entrepreneurship education. They are involved especially in the Implement and Check phases of Quality Assurance implementation.

6.3. Greece

In Greece, there is little evidence of quality assurance measures in VET. The π3 framework that is based on EQAVET is not yet operational and the existing system imposes some requirements regarding the inputs (infrastructure, certification of trainers, curricula) but does not have requirements on the training process or evaluation.

There are some indications of quality assurance methods, used by individual VET centers, mainly questionnaires and the involvement of different stakeholders.

We can conclude that the national quality assurance framework focuses on bureaucracy and Greece needs to work towards the direction of supporting Quality Culture more and be more aligned to official standards; this will help and support the upgrade of VET centers.

6.4. Belgium

The findings of this Baseline Report reconfirm the fragmented nature of Belgium's administrative structure and the scattered distribution of competences among national, regional and Community-level bodies. With respect to VET provision and quality arrangements (as well as in other sectors of education), such state of things results in the application of a variety of systems that leaves little space for generalisations. It can be argued, nevertheless, that while Flanders has achieved a certain level of uniformity in terms of external quality assurance provisions, the Wallonia-Brussels Federation still has some way to go in terms of standardisation (most remarkably when it comes to the EQAVET Framework).

In light of the above findings and of the upcoming project activities, the following recommendations are put forward:

- Ensuring compatibility of project outputs with national specificities and needs: while the Belgian context might represent an exception in terms of complexity and fragmentation of competences, it shed light onto the need to develop future project deliverables with a view to inclusiveness and adaptability to different national contexts (and at the very least to all partner countries).

- Conveying the added value of standardisation at national and European level: while the project objectives are in no way limited to a promotion of the EQAVET Framework, national experiences such as the Belgian one reaffirms the importance of standardisation, both at national and European level. Not all countries consider this a viable option, but the adoption of shared quality standards implies greater efficiency at national level and a more reliable and broadly recognized set of qualifications.

- Channelling project results and lessons learned into policy recommendations: the adoption of new approaches can be limited by national provisions; all the data, experiences and good practices collected through project activities should be distilled into effective final

recommendations to be presented to relevant policy makers in order to couple the project's bottom-up efforts with high-level awareness raising and advocacy.

6.5. Overall results and conclusions

All the National Reports underlined a complex situation that has some varieties and differences, but also a common ground. The desk research showed that entrepreneurship education is a general concern, and that there are plans and actions put into place to implement it in every country, even if some have done more than others so far, and with different methodologies and tools.

The interviews' results showed that Quality Assurance is taken into high consideration from providers of entrepreneurship education, and is considered to be very important. As for the EQAVET principles, though, not many of the respondents had a good notion of them, although the desk research showed that countries are very interested in their implementation.