

MIGObi

learningforentrepreneurship

Entrepreneurial Spirit in VET and Adult Education

Curriculum

 Akademia
Humanistyczno-
Ekonomiczna
w Łodzi

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 MERSEYSIDE EXPANDING HORIZONS
INCLUSION • INTEGRITY • INSPIRATION • COLLABORATION
SOCIAL INCLUSION THROUGH PARTNERSHIP

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CEPS Projectes Socials
Barcelona

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Editorial information:

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This curriculum has been developed by the ERASMUS+ project partnership migobi, www.migobi.eu, coordinated by BFI OÖ. ISQ has been responsible for editing this curriculum with the support of all other partner organisations.

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May 2016



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

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1 – Introduction

MIGOBI Curriculum Entrepreneurial Spirit is an Intellectual Output of MIGOBI Erasmus+ Project, implemented between October 2014 and September 2016. The project is being conducted by a consortium of nine partners from eight European countries, all partners with technical expertise to achieve the project objectives and a wide experience of participating and management national and European projects:

- BFI Oberösterreich – AT
- VOLKSHOCHSCHULE OBERÖSTERREICH - AT
- CEPS PROJECTES SOCIALS – ES
- EUROCULTURA – IT
- Merseyside Expanding Horizons –UK
- ISQ – PT
- ARBETARNAS BILDNINGSFÖRBUND – SE
- A.L.P.E.S. – FR
- AKADEMIA HUMANISTYCZNO-EKONOMICZNA W LODZI – PL

The overall aims of MIGOBI project are to:

- Address the challenge of enabling teachers and trainers in adult education and VET to implement entrepreneurial spirit as a transversal approach in various training settings; and
- Develop an open, flexible, interactive and engaging learning module on developing and experiencing entrepreneurial spirit in intercultural learning settings combining approaches used in adult education (open processes, learner centred) and approaches used in VET (outcome oriented, efficient). This module is designed to facilitate exchange between different learners on their values and attitudes concerning entrepreneurship and to encourage practical entrepreneurial experiences.

In the first period of the project a research analysis was made to obtain a clearer understanding of the skills required for developing an entrepreneurial spirit, and especially those with a migration background.

The results obtained in the research analysis (for detailed reading please consult MIGOBI O1 - Study on Entrepreneurial Spirit in intercultural settings in European VET and adult education), provided from 20 experts and desk research from 9 countries, allowed MIGOBI partners to establish the referential framework for the identification of the key competencies required for the development of an entrepreneurial spirit, creating MIGOBI competence matrix, and, based on this, the Learning Units for MIGOBI Entrepreneurial Curriculum.

2 - Competency Matrix

MIGOBİ Competency Matrix has been developed based on the results achieved in MIGOBİ O1 - Study on Entrepreneurial Spirit in intercultural settings in European VET and adult education. It reflects its main conclusions and recommendations for the development of an Entrepreneurial Spirit Curriculum.

Based on the complexity, range and the level of learning expected from trainees, MIGOBİ Competence Matrix developed under MIGOBİ project was designed for the European Qualification Framework (EQF) Level 4, allowing thus, depending on each country needs, the further development into a higher qualification level:

EQF Level	Knowledge	Skills	Competencies
4	factual and theoretical knowledge in broad contexts within a field of work or study	a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change Supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

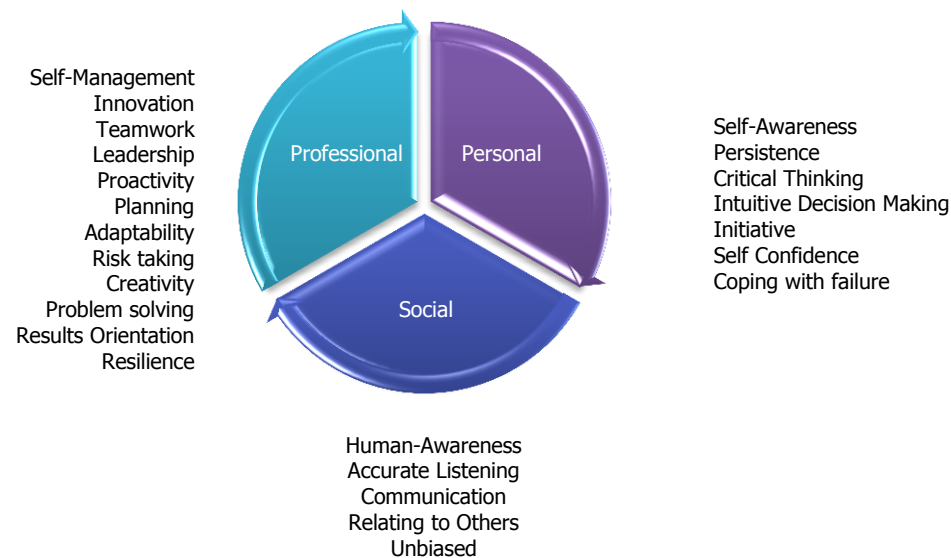
Source: <http://ec.europa.eu/ploteus/en/content/descriptors-page>

By the settlement of the EQF level 4 for MIGOBİ competence matrix, partners can establish the correspondence between the European Qualification levels and their National Qualification Frameworks (NQF):

EQF Levels	AT NQF	ES NQF	IT NQF	UK NQF	PT NQF	SE NQF	FR NQF	PL NQF
4	4	2	4	3	4		4	4

Although in some countries the NQF is not yet formally implemented (Austria, Italy), and in others different National Qualifications can be linked to the same EQF (United Kingdom, Spain), by making the correspondence between the NQF and the EQF, the achieved outcomes become more readable across Europe, allowing learners' mobility inside or between countries and facilitating their lifelong learning process, and contributing for a better recognition of training outcomes.

MIGObi Competence Matrix is organized in a 3 Dimension Structure, covering the Personal, Social and Professional levels, covering the most critical competencies required for the development of entrepreneurial spirit:



Below is presented a detailed description of each competency:

MIGOBI COMPETENCY MATRIX	
Core Competencies	Description ¹
Personal Level	
Self-Awareness	be aware of self traits, feelings and behaviour
Persistence	remain motivated to accomplish goals in the face of adversity or obstacles
Critical Thinking	actively and skilfully conceptualizing, applying, analysing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action
Intuitive Decision Making	accurately compile intuitive perceptions about a situation into a decision or action; be 'intuitive' as opposed to intellectual in decision making, and to be effective in doing it.
Initiative	direct self-energies toward the completion of a goal, without an external catalyst; initiate actions based on own interpretation or understanding of a situation.
Self Confidence	develop and maintain inner strength based on desire to succeed;
Coping with failure	overcome a failure or a problem
Social Level	
Human-Awareness	be conscious of the feelings and opinions of others;

¹ Adapted from The Nielson Group List of Soft Skill Competencies with Descriptions; Cambridge dictionary online; Business dictionary online; Harvard University Competency Dictionary; Michael Scriven & Richard Paul, 8th Annual International Conference on Critical Thinking and Education Reform, 1987.

MIGOBI COMPETENCY MATRIX	
Core Competencies	Description ¹
	maintaining a positive, open, and objective attitude toward others
Accurate Listening	openness to others and a willingness to hear what they are saying and not what one thinks they should say, or are going to say
Communication	use a broad range of communication styles choose appropriate, effective ways to communicate with other and/or to audiences in diverse situations
Relating to Others	coordinate personal insights and knowledge of others into effective actions; make use of accurate interpersonal skills in interacting with others develop positive attitude towards other cultures
Unbiased	not allow unfair implications of prejudged information to enter into and effect an interpersonal relationship; open-mindedness towards other cultures, developing cultural relativism;
Professional Level	
Self-Management	prioritize and complete tasks in order to deliver desired outcomes within allotted time frames
Innovation	applies original thinking in approach to job responsibilities and to improve processes, methods, systems, or services
Teamwork	work cooperatively and collaboratively with others to achieve collective goals; work and cooperate in an intercultural team
Leadership	organize and motivate others to get things accomplished in a way that everyone feels a sense of order and direction
Proactivity	identification and exploitation of opportunities and in taking peremptory action against potential problems and threats

MIGOBI COMPETENCY MATRIX	
Core Competencies	Description ¹
Planning	establishing courses of action for self and others to ensure that work is completed efficiently
Adaptability	maintaining effectiveness when experiencing major changes in work tasks or the work environment; adjusting effectively to work within new work structures, processes, requirements, or cultures
Risk taking	initiating action that tries to achieve a recognized benefit or advantage when potential negative consequences are understood
Creativity	adapt traditional methods, concepts, models, designs, technologies, or systems to new applications; devise new approaches to make improvements
Problem solving	identify alternative solutions to a problem and to select the best option; identify the cause of an error, as well as the options available for resolving it and completing the task.
Results Orientation	identify actions necessary to achieve task completion and to obtain results; meet schedules, deadlines and performance goals
Resilience	dealing with pressure; remaining optimistic and persistent, even under adversity; recovering quickly from setbacks

This Competency matrix, mapping the key skills required for the development of an entrepreneurial spirit, settles the ground for the development of MIGOBI Entrepreneurial Curriculum, structured in Learning Units organized in learning outcomes in terms of Knowledge, Skills and Competencies, oriented for the development of these core competencies.

3 – Entrepreneurial Spirit Curriculum

MIGOBİ Entrepreneurial Spirit Curriculum establishes the minimum required outcomes that the learners are expected to have achieved and can be able to evidence on the completion/assessment of training, and the definition of the learning outcomes was prepared using as reference the EQF Level 4 descriptors organized in knowledge, skills and competences.

The main aim of MIGOBİ Entrepreneurial Spirit Curriculum is to promote in VET and adult learners key skills that will allow them to be able to pursue if they wish, self-employment routes and take part in practical entrepreneurial spirit experiences, by exploring different problem solving/challenges options and managing risk taking and failure as positive learning experiences, throughout 3 Learning Units:

UNIT 1: SELF AWARENESS

UNIT 2: RELATING WITH OTHERS

UNIT 3: CREATIVE AND CRITICAL THINKING

Each Learning Unit has allocated a specific duration in terms of workload (including contact and self-learning hours).

According to each VET and adult education provider's specific needs and possibility of enhancing the entrepreneurial spirit in their learners, MIGOBİ Entrepreneurial Spirit Curriculum can be implemented as a complete set with 3 Learning Units, thus ensuring the development of entrepreneurial spirit in all its 3 dimensions (Personal, Social and Professional), or, in alternative, as individual Learning Units focused on the development of specific key skills.

It is also able to be implemented in existing courses or learning settings depending on the needs and resources of learners and education providers.

Below is presented in detail each Learning Unit, containing a summary description and its specific learning outcomes in terms of knowledge, skills and competencies.

UNIT 1: SELF AWARENESS					
SUMMARY DESCRIPTION: S/He is able to identify, explore and evaluate self traits, feelings and behaviour from an individual perspective, to establish realistic goals for personal and professional development.					
LEARNING OUTCOMES	KNOWLEDGE	SKILLS	COMPETENCIES	EQF LEVEL	WORKLOAD
	<p>Describe own cultural backgrounds and cultural conditioning</p> <p>Identify own main personality traits that impact his/hers ability to succeed in training/work</p>	<p>Explore personal attributes through individual and group activities</p> <p>Compare own interests and abilities with skills required in a variety of Jobs</p> <p>Compile a personal profile matching the identification of own skills and interests with self-employment options</p> <p>Find personal attitudes that influence the positive outcome of goals</p>	<p>Discuss how failure can have both a positive and a negative consequence</p> <p>Overcome feelings of frustration and anger in training/workplace situations</p> <p>Evaluate own capabilities and personal effectiveness</p>	4	30h

UNIT 2: RELATING WITH OTHERS					
SUMMARY DESCRIPTION: S/He is able to establish empathic interpersonal relationships by developing strategies for building relationships in a multicultural working group.					
LEARNING OUTCOMES	KNOWLEDGE	SKILLS	COMPETENCIES	EQF LEVEL	WORKLOAD
	Identify the determining factors for the effectiveness in the communication process	Apply assertive techniques through verbal, vocal and visual communication actions when interacting with others	Evaluate how others influence own's decisions and vice-verse	4	20h
	Recognize cultural specificities of the main ethnic groups represented in the society to which he/her belongs	Work cooperatively with colleagues, cooperation partners / and / or potential customers from different cultural backgrounds towards the achievement of results	Constructively criticize the key aspects of the achieved results by a team/ group and vice versa		
		Present own ideas, skills and products effectively and successfully to others			

UNIT 3: CREATIVE AND CRITICAL THINKING					
SUMMARY DESCRIPTION: He/she is able to develop ideas and creatively select the appropriate course of action to produce a logical, practical and acceptable solution for a problem/situation.					
LEARNING OUTCOMES	KNOWLEDGE	SKILLS	COMPETENCIES	EQF LEVEL	WORKLOAD
	Distinguish between arguments based on emotion and arguments based on facts providing specific examples	<p>Gather information before making decisions selecting the most relevant to solve a specific situation</p> <p>Address problems in a systematic way through the resolution of practical cases</p> <p>Implement flexible and creative responses as techniques for exploring different options for solving a problem/situation</p> <p>Develop and implement creative ideas to ensure the preparation / launching of entrepreneurial initiatives</p>	<p>Adjust own performance to unforeseen situations, by taking risks and consciencly making decisions in face of a challenge</p> <p>Learn from mistakes and failures identifying alternative pathways that could be used to solve a problem/situation</p> <p>Implement autonomously self-motivation strategies while solving a problem/situation</p>	4	40 h

4 – Tips for implementing MIGOBI Entrepreneurial Curriculum

MIGOBI curriculum has been extensively tested during the lifetime of the project among partners. During the project implementing phase, different implementation approaches were piloted based on the combination of selection of the several methods developed to support the curriculum implementation (for the developed methods available for all Units please consult the Module Entrepreneurial Spirit in VET and adult education).

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Based on the implementation reports produced by MIGOBI partners, the following conclusions provide some feedback from partner's experiences after implementing the curriculum:

"Migobi is flexible, fun, engaging and informal for learners. Each exercise was well timed and clear learning outcomes were achieved. The curriculum is fun and engaging and so diverse. The methods are so varied so it kept the learners participating and active in their own learning."

"Easily adaptable and easy to use to implement in all kinds of trainings, fosters entrepreneurial thinking. Trainees told us that it helped, we could see a lot of progress especially on dealing with risks, creativity and knowing their own strengths"

"There are a wide variety of methods that can be adapted to different groups with different needs. Everything from simple methodologies to those who require a little more thought and creativity."

"We have included the module in an existing training course, addressed to people who want to build their vocational project. The curriculum was a resource for building the progression, and it was easy to select in the Migobi module the activities that matched the best. Trainees have really appreciated the diversity of activities, and the fact that they were not traditional learning schemes (that means for them not bothering ones!)."

"Very important is the setback from failure, since all learners seems very scared of failure and some activities focused on this issue really help them to overcome this fear."

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"MIGOBİ curriculum and modules are structured in a way that the entrepreneurial spirit is intrinsically developed, through the mobilization of critical skills such as creativity, critical thinking, problem solving and relating with others."

"The learners became aware of some entrepreneurial qualities and traits, they also found out that being creative can bring a lot of fun and satisfaction. Some started thinking about possibilities of starting up their own business activity."

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VET and adult education providers willing to implement MIGOBİ Entrepreneurial Spirit Curriculum are free to choose the pedagogical and evaluation methods considered as the most adequate to assist their learners in achieving the outcomes (e-learning, b-learning, classroom environment, at the workplace or self-study).

Nevertheless, MIGOBİ partners consider that when implementing MIGOBİ Entrepreneurial Curriculum, a Learning by Experience approach should be valorised, allowing trainers and tutors to establish a differentiated pedagogic relationship, dynamic and effective with multiple groups or individuals, in order to facilitate the development of knowledge, skills and competences, as well as the development of attitudes and behaviours appropriate to professional performance, taking into account the current and prospective requirements of the labour market.

The selection and use of different pedagogical methods and techniques in accordance with the objectives, target-groups and training contexts, including, among others, sessions with different methods (such as active learning, problem based learning, cooperative learning, gaming, etc) and techniques (such as role-play, case studies, brainstorming, etc.).

To support MIGOBİ Entrepreneurial Spirit Curriculum implementation some possible routes for implementation and sample exercises are presented below. A full compilation of methods and possible approaches is provided in MIGOBİ Module Entrepreneurial Spirit in VET and adult education.

I. Possible routes for MIGObi Training Implementation

MIGObi Unit 1 Self-awareness

Target group: adult learners (22+) who know each other and the facilitator / trainer

Learning hours: 30

Setting: Blended Learning

Session	Link to learning outcomes	Activities	Setting	hours
1 (group)	<p>Name personal likes and dislikes</p> <p>Explore personal attributes through individual and group activities</p> <p>Describe own cultural backgrounds and cultural conditioning</p>	<p>Listen to an interview with an entrepreneur discussing what he / she likes about his / her work. Discuss in groups about likes and dislikes in relation to work</p> <p>Meet an actual entrepreneur who talks about his / her attitude towards his / her business. Discuss with him / her about his enterprise.</p> <p>As a trainer give out a list of attitudes.</p> <p>Group activity diversity wheel – reflect and share your own cultural background</p>	Face-to-face	4

Session	Link to learning outcomes	Activities	Setting	hours
2 (Self)	<p>Explore personal attributes through individual and group activities</p> <p>Describe own cultural backgrounds and cultural conditioning</p> <p>Compare own interests and abilities with skills required in a variety of Jobs</p> <p>Identify own main personality traits that impact his/hers ability to succeed in training/work</p> <p>Compile a personal profile matching the identification of own skills and interests with self-employment options</p>	<p>Describe personal attitudes regarding work and entrepreneurship using the list provided</p> <p>Research typical cultural situations on you tube and share with others</p> <p>Research skills profiles of entrepreneurs in the internet</p> <p>Reflect on your skills using a competencies matrix</p> <p>Prepare a presentation which of those skills you possess and how this shows</p> <p>Research vocations or jobs which match your skills and list them</p>	e-learning	8
3 (group)	<p>Identify own main personality traits that impact his/hers ability to succeed in training/work</p> <p>Overcome feelings of frustration and anger in training/workplace situations</p>	<p>Present your presentation of skills to the others</p> <p>As a trainer, set a task where the group is bound to fail</p> <p>Let someone take notes on what happens in the group</p> <p>Discuss failure, overcoming frustration and anger and own abilities to succeed</p>	Face-to-face	4

Session	Link to learning outcomes	Activities	Setting	hours
4 (Self)	<p>Compile a personal profile matching the identification of own skills and interests with self-employment options</p> <p>Discuss how failure can have both a positive and a negative consequence</p> <p>Find personal attitudes that influence the positive outcome of goals</p>	<p>Compile your personal profile</p> <p>Film little videos presenting yourself</p> <p>Gather feedback from group</p> <p>Read and analyze 3 business cases of entrepreneurs “failing” and then succeeding. Describe</p> <p>Research personal attitudes that influence positive outcome of goals in good practice examples and compare with your own attitudes discussed in session 1</p>	e-learning	8
5 (group)	<p>Discuss how failure can have both a positive and a negative consequence</p> <p>Evaluate own capabilities and personal effectiveness</p>	<p>Discuss the business cases analysed in eLearning and reflect on own “failing” and what came out of it</p> <p>Discuss in groups</p> <p>Every participant: Invent a product and prepare a presentation for the group in 10 minutes</p> <p>Present it and discuss capabilities and effectiveness</p> <p>Evaluation of training</p>	Face-to-face	6

MIGOBİ Unit 2 Relating with Others

Target group: VET youngsters who know each other and the facilitator / trainer

Learning hours: 20

Setting: Blended Learning

20

Session	Link to learning outcomes	Activities	Setting	hours
1	<p>Identify the determining factors for the effectiveness in the communication process</p> <p>Apply assertive techniques through verbal, vocal and visual communication actions when interacting with others</p> <p>Present own ideas, skills and products effectively and successfully to others</p>	<p>1) "unique selling point" -Presentation of a colleague to the large group as a product, emphasizing his/hers</p> <p>Step 1 – work in pairs</p> <p>Step2 – presentation to the large group</p> <p>Step 3 – voting for the best seller</p> <p>Step 4 – reflection on communication process (verbal, nonverbal, etc.)</p> <p>2) constitution of small groups using proverbs</p> <p>Step 1 – hand over to each trainee a paper with a word that is part of a well-known proverb.</p> <p>Step 2 – trainees have to find which other words match with his/her own in order to complete the proverb</p> <p>Step 3 – each proverb will correspond to 1 group that will work together on the next session</p>	Face to face	3

Session	Link to learning outcomes	Activities	Setting	hours
2	<p>Recognize cultural specificities of the main ethnic groups represented in the society to which he/her belongs</p> <p>Work cooperatively with colleagues, cooperation partners / and / or potential customers from different cultural backgrounds towards the achievement of results</p>	<p>Make a research on a specific ethnic group represented in the society</p> <p>Start preparing a presentation highlighting the main cultural characteristics of this group</p>	e-learning	6
3	<p>Work cooperatively with colleagues, cooperation partners / and / or potential customers from different cultural backgrounds towards the achievement of results</p> <p>Constructively criticize the key aspects of the achieved results by a team/ group and vice versa</p> <p>Evaluate how others influence own's decisions and vice-versa</p>	<p>Make a status of the progress of work, and give some guidance to complete the work</p>	Face to face	2
4	<p>Work cooperatively with colleagues, cooperation</p>	<p>Select a typical song and prepare a suggestion of a complete dinner menu with dishes from the ethnic</p>	e-learning	4

Session	Link to learning outcomes	Activities	Setting	hours
	partners / and / or potential customers from different cultural backgrounds towards the achievement of results	group		
5	<p>Recognize cultural specificities of the main ethnic groups represented in the society to which he/her belongs</p> <p>Apply assertive techniques through verbal, vocal and visual communication actions when interacting with others</p> <p>Present own ideas, skills and products effectively and successfully to others</p> <p>Constructively criticize the key aspects of the achieved results by a team/ group and vice versa</p>	<p>Groups presentation of the main cultural characteristics; song and dinner menu suggestion of a specific ethnic group, as if they were a tour operator</p> <p>Reflection on achieved results</p>	Face to face	5

II. Sample Exercises for MIGOBI Entrepreneurial Curriculum Implementation

Phase of training	Content
Method title	Build a tower
Aims	<p>Develop entrepreneurial spirit</p> <p>Develop leadership qualities</p> <p>Deal with success / failure</p> <p>Develop creativity</p>
Description	<p>Build two / three small groups of 3 – 4 people. In each group a leader is elected. The group sits around a table and the trainer blindfolds the other members of the group. Only the leader is allowed to see.</p> <p>The group-leader gets a written working instruction: “Your task is to build a tower as high as possible. You have 3 min. “</p> <p>Building material (children’s play bricks like Lego) is distributed on the table. The trainer is starting the countdown and watching the time.</p> <p>After three minutes the height of the tower is measured. The next group give’s it a try with the same sequence.</p> <p>Questions to discuss after all groups finished the task:</p> <p>Did the groups solve the task well?</p> <p>Is there a winner?</p> <p>Who was the best leader?</p> <p>Who was the best working group?</p> <p>Did the leader work or the others?</p> <p>What is the best method?</p> <p>Did anybody have the idea to remove the blindfolds? (Explanation: there was no instruction for the leader or the other participants to keep them)</p> <p>How is leadership practiced in your culture?</p> <p>Discussion about leadership in different cultures & countries</p>



links / material	small building blocks (Lego), cloth
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Phase of training	Content
Method title	Exercise on entrepreneurship
Aims	<ul style="list-style-type: none"> - Exchange on the representations of the entrepreneur - Change perspective (put themselves in the place of another) - Confronting his representations to reality
Description	<p>1st time:</p> <ul style="list-style-type: none"> - Individually, each completes a sheet "Imagine you are your own boss. List what you think are the advantages and disadvantages of this situation. " - In groups, each sets out what it said on its page, the trainer notes all ideas to the table, indicating those that occur most often - Once all the ideas noted, the group thinks, exchange and debate to determine which ones seem to him to be the fairest <p>2nd time:</p> <ul style="list-style-type: none"> - An entrepreneur is invited to participate in a session with the group - He presents its career, and learners present him the result of the previous session - The entrepreneur responds by bringing his own vision of the situation - Debate and discussion <p>3rd time:</p> <ul style="list-style-type: none"> - Summary: Learners resume their individual sheet, and they correct or complete.

links / material	Paper, pen
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Note: This sample exercises are also available in MIGOBİ Module Entrepreneurial Spirit in VET and adult education.

5- Annexes

Comparative analysis of EQF & NQF

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According to Partners desk-research about the current state of art in terms of implementation of the National Qualification Framework (NQF) and CEDEFOP's latest publication focused on the development of NQF among European Countries: *Cedefop National qualifications framework developments in Europe – Anniversary edition (2015)*, we can state that currently, except in Italy, where the NQF has not yet been formally settled, and UK, that had already a NQF implemented before the setting up of the EQF, in 2005, all partners countries formally adopted a NQF but they are still working on its operationalization, which is the case of Austria, Poland, Spain and Sweden, while in other MIGOBI partner countries they are already fully operational, such as France and Portugal.

Nevertheless, despite the formal implementation of each partner country NQF, it's possible at the time being to establish a comparative analysis by presenting each national current qualification level and its comparison with EQF, thus establish a correspondence level among MIGOBI Entrepreneurial Spirit Curriculum EQF level and each Partner Country NQF level, as illustrated in the following table:

EQF Levels	AT NQF	ES NQF	IT NQF	UK NQF	PT NQF	SE NQF	FR NQF	PL NQF
1	1	1	1		1	1		1
2	2	1	2	1	2	2		2
3	3	2	3	2	3	3	5	3
4	4	2	4	3	4	4	4	4
5	5	3	5	4 + 5	5	5	3	5
6	6	4	6	6	6	6	2	6
7	7	5	7	6	7	7	1	7
8	8		8	6	8	8	1	8