ParENTrepreneurs

Intellectual Output 5

Leading partner: VAMK

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1	13.10.21	VAMK with Bantani and Materahub	Initial Work plan, structure and templates
2	29.10.21	VAMK	Amendments to templates based on feedback
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Contents

Glossary

Attitude	'Attitudes' are motivators of performance. They include values, aspirations and priorities.
Certification of learning outcomes	The process of formally validating knowledge, know-how and/or competences acquired by an individual, following a standard assessment procedure. Certificates or diplomas are issued by accredited awarding bodies.
Competence	Ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.
Employability	A combination of factors which enable individuals to progress towards or get into employment, to stay in employment and to progress during their careers.
ESP	Entrepreneurial Skills Pass
European credit system for vocational education and training (ECVET)	Technical framework for transfer, validation and, where appropriate, accumulation of learning outcomes by individuals, to achieve a qualification. ECVET tools and methodology comprise a description of qualifications in units of learning outcomes with associated points, a transfer and accumulation process and complementary documents such as learning agreements, transcripts of records and ECVET users' guides.
(ECTS)	European Credit Transfer and Accumulation System
EQPR	European Qualifications Passport for Refugees
European qualifications framework for lifelong learning (EQF)	Reference tool for describing and comparing qualification levels in qualifications systems developed at national, international or sectoral levels.
Entrepreneurship Education, (EE)	Entrepreneurship is when you act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural, or social (FFE-YE, 2012)
Formal Education	Learning that occurs in an organised and structured environment (such as in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional from the learner's point of view. It typically leads to certification.
Informal Education	Learning resulting from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is in most cases unintentional from the learner's perspective
Junior Achievement	JA is a global non-profit youth organisation founded in 1919 which works with local businesses, schools, and organizations to deliver experiential learning programs in the areas of work readiness, financial literacy, and entrepreneurship to students from ages 5 to 25.

Learning outcome / learning attainments	Set of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of a learning process, either formal, non-formal or
Lifelong learning	All learning activity undertaken throughout life, with the aim of improving knowledge, skills/competences and/or qualifications for personal, social and/or professional reasons.
NEET	An individual not in employment, education or training.
Non-Formal Education	Learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support), but which contain an important learning element. Non-formal learning is intentional from the learner's point of view. It typically does not lead to certification
Skill	Ability to apply knowledge and use know-how to compete tasks and solve problems.
Validation of learning outcomes	Confirmation by a competent body that learning outcomes (knowledge, skills and/or competences) acquired by an individual in a formal, non-formal or informal setting have been assessed against predefined criteria and are compliant with the requirements of a validation standard. Validation typically leads to certification. It may also be the process of confirmation by an authorised body that an individual has acquired learning outcomes measured against a relevant standard. Validation consists of four distinct phases: i) identification through dialogue of particular experiences of an individual; ii) documentation to make visible the individual's experiences; iii) formal assessment of these experiences; and iv) certification of the results of the assessment which may lead to a partial or full qualification (European Council, 2012)
V.E.T.	vocational education and training

1.   Introduction

The ParEntrepreneurs project was designed to develop an innovative model to promote entrepreneurship and entrepreneurship education. The approach is informed by the view that education, more particularly entrepreneurship education, occurs in every environment and, most especially, in those environments where first education is provided (family).

In recognising that Entrepreneurship Education takes place both inside and outside school, it follows that inevitably there will be a much broader range of potential experiences for young learners outside schools within non-formal education.

For most, if not all learners, their school experience as part of formal education is within a consistent and structured curriculum. In school although business related elements are taught within the curriculum as stand-alone subjects usually, they are offered as an optional course and crucially not before EQF level 2. It is recognised that Entrepreneurship Education is best delivered, and supported, if approached in a cross-curricular manner which is most appropriate for teaching and learning especially within the primary sector, (EQF levels 1).

The focus of this project is clearly upon parents with a dedicated training programme **in** entrepreneurial learning as part of the first steps to enhance the level of and for community and societal entrepreneurial skills. The project objective is to ensure that parents, having benefitted from the ParEntrepreneurial training will be better informed and able to support young learners as they progress through their studies. As a result of this intervention, it is intended that parents will be empowered to provide meaningful educational support which would both complement and supplement young learners' learning within the formal sector. In terms of impact by ensuring greater alignment between what learners are experiencing both within and without their classrooms, it is expected the future workforce support an enhanced understanding and appreciation of entrepreneurial skills. Clearly in terms scalar development of human capital, it will be years before the perceived benefits of the initiative feed through the formal education system into the adult labour market to a significant degree. However, the focus of the project is upon parents who have already largely completed formal education and already entered the labour market and likely to remain there for another generation. By directly targeting this group the project is actively enhancing the knowledge and understanding of entrepreneurship education for parents attracted to participate due to their parental motivation and commitment.

It is hoped that some of the parents might be interested in further work with the project with a view to acting as facilitators of future EE training for other parents and in so doing help support a cascade model within the informal sector. The fundamental rationale is that if communities and society are unfamiliar with entrepreneurial competences, skills and knowledge not only will individuals be unable to think, act and see themselves as being entrepreneurial, but they will be less able to support learners in developing such skills further compounding these issues for our future citizens and community.

In addition to further engagement with the project and fellow parents there are other more direct benefits for those individuals completing the training and certification process. As the project framework is based on a competence model it is hoped that either career progression or potential change, might be more readily achieved, which would be of interest and appeal for both policy makers and employers.

2. Executive Summary

The innovative ParENTrepreneurs Project was developed to investigate how entrepreneurial skills can contribute to parenting and in so doing enrich the lives and education of children as parents engage with them in play and informal education.

Summary Recommendations

Policymakers

The ParEntrepreneurs initiative is uniquely placed to:

- Promote and validate non-formal learning
- Enhance the development of Entrepreneurial Education for both learners and parental lifelong learning and in so doing enrich national human capital
- Promote and enhance learner engagement within and beyond compulsory formal education
- A means of identifying skills and competences gained through parenting that are readily transferable and of value to the labour market.
- Through its digital platform support learner engagement, learning and development
- Support distance and blended learning
- Support mechanisms by which NEETs and migrants can be further integrated into the labour market
- Support national, regional, and local initiatives to respond to the challenges of Covid 19.

Employers

- The project promotes parental engagement with entrepreneurial skill development as part of their parental responsibilities.
- The parental certificate has been designed to align with the ECVET system and carry credits which can form part of a career portfolio.
- On completion of the project training participants certified as having successfully completed a programme addressing key EE competences.
- On completion and certification an individual has acquired a range of entrepreneurial competences which are recognised and are transferable within the national qualifications' framework.

3.1 Non-Formal and Informal Learning

Two key propositions underpin the ParEntrepreneurs project: firstly, that recognition that learning takes place in many different learning environments beyond that provided within a formal national education system regardless of the level of individual attainment at or beyond compulsory education. Secondly the concept of lifelong learning which explicitly acknowledges that no subject or professional discipline exists in a static form. Rather with the pace of change, innovation and with the use of digital technology requires individuals to continually refresh, revise, and reskill. In the light of these two considerations policymakers have become aware of the potential to draw upon non-formal and informal learning as an invaluable means of enhancing its national human capital. The labour market implicitly acknowledges the reality of valuable learning and skill sets by virtue of pay scales which recognise and reward experience. The problem with this approach however is that it lacks specificity, there is no formal, objective way to identify and codify individual skills and experience. For any individual it is often the case that she / he does not recognise their own talents and abilities much less the value that they can carry for others. Further even in cases where an individual does recognise talents and abilities, there is the added problem of being able to provide objective evidence to potential employers of their capabilities and potential. It can be understood that a structured approach based upon a coherent programme of competences would support individual progress and recognition in terms of comparability, progression, and transferability, where participants could evidence completion and attainment.

3.2 Parentrepreneurs - a competence-based framework

The framework is based on the European Union's EntreComp framework that outlines entrepreneurship as a competence where entrepreneurship is understood as value creation where the benefit may be financial but may also be cultural or social. The project framework of competences has been expressed across a 4-level progression model – as per EntreComp – and across four age groups based on insights around child development phases.

The ability to recognise and validate competences has the added advantage of facilitating entry or progress into further formal education within a given career path or indeed opening the potential to acquire or develop additional competences for an individual to consider a career change.

By providing an accelerated pathway to build and consolidate upon non-formal and informal learning motivation and engagement in self-directed learning is raised considerably. The ability to secure course credits and or exemptions or alternatively bridging or conversion programmes would be cost effective, efficient, and mutually beneficial for individuals, course providers, current and prospective employers. More importantly for policymakers by facilitating integration of the education and learning such as ParEntrepreneurs training, the labour market should be significantly improved. One can also identify social benefits not just

the explicit ones within the family, but it also affords a means to improve greater equity in terms of access to educational opportunities, effectively a second chance for those who might have failed to fully exploit formal education having perhaps dropped out too early. There is an added inter-generational dimension since educational opportunities might well have been limited to a smaller proportion of a given age cohort in the past in comparison with current provision.

3.3 Online Training & e-Learning Platform

The Covid 19 pandemic very early in the life of the project and as a result a lot of the training pilots were necessarily conducted online as opposed to face-to-face training. While this was a challenge it did lead to a much greater focus of partners and trainers on the demands of offering distance learning for the project. An extensive amount of experience was gleaned as a result and while it is clearly a second-best alternative the overall sense of partners was that the unique difficulties were more readily identified with provision adapted to try and take them into account. The result is that partners feel, notwithstanding the significant handicap of multiple locations and a lack of normal social interaction, that a more robust and comprehensive online offering has been produced, than might otherwise have been the case.

For all online piloting sessions carried out during the pandemic context, the ParENTrepreneurs team made extensive use of an online tool which offered a range of functionalities to host a high number of participants with the ability to:

- control their actions,
- set up break out rooms for group work,
- share your screen to show Powerpoints or videos,
- allow interaction between participants through the chat and emojis.

Given the focus upon digital support a range of online tools were used to support participants:

- The project website with all public information about the project.

- The platform to register and have access to all materials needed for the training.

- A forum to interact with the participants, upload quizzes and share content and links.

- An extensive range of online videos was made available which were felt by participants to go some way towards compensating for the absence of face-to-face meetings and discussion.

- Open Educational Resources in addition to the IO2 training materials, extra materials were added to the inspiration section of the website

- Participants were invited to create individual blogs

- The social media platform as an optional tool for social interaction.

3.4 Fostering Entrepreneurship and Gender Inclusion

The European Commission, the OECD, the World Bank and other organisations all acknowledge the economic benefits of women's entrepreneurship (WE). WE is considered an underutilised source of economic growth, job creation, and social well-being. Many factors explain the perceived gap but communication and access are certainly significant issues. A recent report A guide to fostering entrepreneurship education (2021) specifically highlighted this problem noting "Reservations against EE prevail. So, there is still a need for convincing communication about what EE is and what its benefits are". In the report one of the five suggested action points was a need to address communication. It can be readily argued that ParEntrepreneurs does so in a most pragmatic and effective way via the focus on young learners as a positive outcome.

The ParEntrepreneurs project by definition must ensure a minimum of 50% of the participants will be female, if indeed not significantly higher, which of itself would represent a substantial impact in terms of and contact and communication of the importance of WE. The knock-on effect beyond involving parents in their young learner's education is the added benefit of raising parental consciousness, knowledge and understanding and by so doing hopefully help to foster more favourable attitudes and openness to women entrepreneurial development initiatives.

The learning and tools gained in the ParENTrepreneur project has synergies with, and will be fed forward to, a new Erasmus + project called Women Learning Together. https://womenlearningtogether.eu/ The Project "WOMEN LEARNING TOGETHER (WLT)" has a specific focus on encouraging women to develop their entrepreneurial competence to consider creating solutions to the challenges they see around them, to aspire towards women-led entrepreneurial actions to rebuild and reinvent our communities and our world. The WLT Project will provide a relevant and enriching progression route for ParENTrepreneur participants.

3.5   Migrant Integration

At a time when many Europe member states were receiving large numbers of adult refugees, aside from social, cultural and language barriers, a major challenge was to find ways of recognising and fast-tracking existing qualifications, skill sets and experience. Finding ways to facilitate non-formal and indeed informal learning is something that both policymakers and potential employers have a mutual interest in resolving in as speedily and cost-effective way as possible.

In 2017, the Lisbon Recognition Convention Committee adopted a Recommendation on the Recognition of Refugees' Qualifications under the Lisbon Recognition Convention with a view to building a framework whereby the knowledge, skills and qualifications of refugees

might become a tool for refugee integration into European societies. As part of this response, after an accelerated pilot project a process was put in place to implement a European Qualifications Passport for Refugees, (EPQR).

It should be noted that beyond the European context that Refugees and vulnerable migrants' access to education has been high on the agenda of the UN since the adoption of the Sustainable Development Goals (SDGs). SDG4, in particular, aims to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' by 2030.

The ParEntrepreneurs programme was explicitly designed to identify a suite of skills and competences might be recognized and used as means to aid in helping a process of integration and assimilation. Following are the two projects similar to ParEntrepreneurs that supported migrant challenges are:

The Mentorasteam project which spotlighted the inequalities and challenges that highly skilled migrant women experience when they access the labour market. Across Europe the project aims to enhance highly skilled migrant and second-generation women's employability in Science, Technology, Engineering, Arts and Mathematics (STEAM). The aim of this project is to make provision for empowering women with and boost their employability. It further elaborates its aim to emphasize the need of this sector to policy makers, employment agencies

Insights:

- Migrant women not only face gender bias but also ethnic prejudices while finding a suitable employment. For example, coping with being the minority migrants, being a woman, maternity as disadvantage.
- They wish they could have more transparent access to the information about the regularisation in their home countries. The complexity of the process affects their lives in different ways.
- Due to bureaucratic and legal issues there are limitations to meet needs for the target.
- There is a gap between the career requirements of origin country and host country as they are not unified.
- There is a lack of stakeholders' direct involvement and commitment in this process.
- Migrants to be able to have more influence on the labour market to commit to change
- The presence of a group that brings together the women in the same situations together, for them to have support group.

Another project Kalaideoscope (Migrant Entrepreneurs - Kaleidoscope Project), highlights the numerous challenges and obstacles that hinders professional growth of migrant women. Through the project Kalaiedoscope. Entrepreneuirship challenges remain present for all entrepreneurs but they are amplified for migrant population. Through the project activities, it has focused on competencies, skills and attitudes that migrant women might require to start their business. As a form of non-formal learning, the identified skills and competencies that were focus are host-language proficiency, cultural understanding, and access to networks.

Recommendations:

- Ways to combine work and family for migrant women that can help them to be more engaged in the work.
- Increasing possibilities of peer support amongst the migrant women.
- Creating tailored course contents for the individuals which will make it possible to include people from different fields
- Tackling practical issues such as obtaining the information and access to training locations
- Having an encouraging atmosphere where they feel welcomed and having their diplomas recognised.

The focus in the ParENTrepreneur training on value creation and helping others also reflects, and is synergetic with, the Entrepreneurial Learning for Young Migrants project .(https://www.elymeproject.eu/)

The aim of the ELYME project is to support migrants in starting up their business or to support their business growth in order for them to become self-confident, self-employed and build a successful enterprise in the host countries, using an innovative Migrant Entrepreneur Pathway and Inova's Mentoring Circles, participants are supported to use needs identification to develop design and test ideas for business and self-employment.

4. Project Recognition & Validation

Since 1996 when the reality of lifelong learning was first formally acknowledged by the OECD education ministers agreed to jointly develop strategies to embrace the concept of learning from cradle to grave including formal, non-formal and in-formal learning has progressively moved up both national and international policy agenda. For adults it is very likely that learning, taking place at home, at the workplace or elsewhere, is a lot more important, relevant and significant than that which takes place in formal settings.

The fundamental challenge is that such learning is not well understood, visible and more crucially measurable and hence capable of being valued. The ability to record such learning and skills would then contribute to the portability of a given skill set of learning outcomes.

The introduction of the European Qualifications framework, (EQF) at EU level in conjunction with the increasing movement internationally towards competence based formal curricula with explicit knowledge, skills and learning outcomes does support attempts to capture individual attainment more closely in whatever sphere, capacity or indeed stage of career. Building upon this development the EU council Recommendation on Validation of non-formal and informal learning in 2012 gave an additional impetus to the alignment process with the goal of linking learning from educational institutions, (formal) with in-

company training, on-line learning civic society and lastly learning from daily activities that take place at work, leisure and in the home. The ParEntrepreneurs project is of course firmly anchored in the latter.

The project has been expressly informed by the intention to secure recognition and validation, (see annex 3).

It is hoped that successful participants would be receive 2 ECVET credits which might be consolidated within a broadly based individual portfolio of knowledge, skills and competences.

ParEntrepreneurs and European Credit system for Vocational Education and Training (ECVET)

As noted, the planning and development process for the ParEntrepreneurs project was to ensure that the work undertaken by participants was wholly aligned and capable of integration within the ECVET system. ECVET itself was expressly designed to give people greater control over their individual learning experiences and make it more attractive to move between different countries and different learning environments. The system aims to facilitate the validation, recognition and accumulation of work-related skills and knowledge acquired during a stay in another country or in different situations. It should ensure that these experiences contribute to vocational qualifications. ECVET aims for better compatibility between the different vocational education and training (VET) systems in place across Europe and their qualifications. It aims to create a technical framework to describe qualifications in terms of units of learning outcomes, and it includes assessment, transfer, accumulation and recognition procedures.
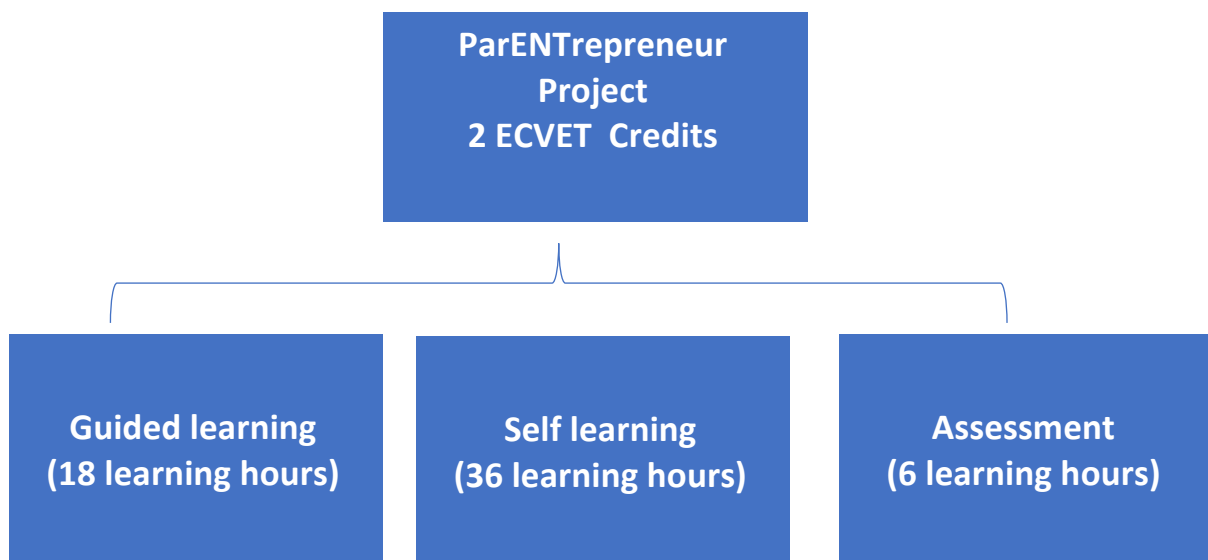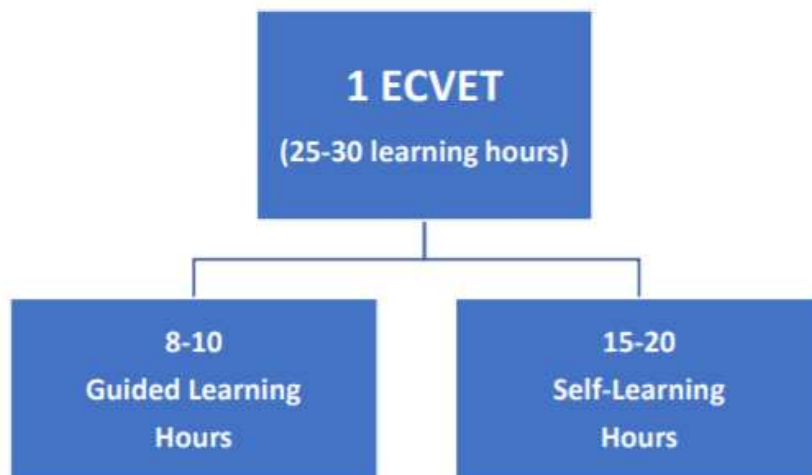
Flexibility: a key element of both the ECVET and ParEntrepreneurs frameworks.

In ECVET, learning outcomes are assessed and validated to transfer credits from one qualification system to another or from one learning pathway to another. According to this approach, learners can accumulate the required learning outcomes for a given qualification over time, in different countries or in different situations. The system also allows the possibility to develop common references for VET qualifications and is fully compatible with the European Credit Transfer and Accumulation System (ECTS).

ECVET is based on:

- Learning outcomes – statements of knowledge, skills and competence that can be achieved in a variety of learning contexts.

- Units of learning outcomes that are components of qualifications. Units can be assessed, validated and recognised.

- ECVET points, which provide additional information about units and qualifications in a numerical form.

- Credit for assessed Units. Credit can be transferred and accumulated to achieve a qualification.

- Mutual trust and partnership among participating organizations are expressed in memorandum of understanding and learning agreements.

1 ECVET
(25-30 learning hours)

8-10 Guided Learning Hours

15-20 Self-Learning Hours

ParENTrepreneur Project 2 ECVET Credits

Guided learning (18 learning hours)

Self learning (36 learning hours)

Assessment (6 learning hours)

The flow chart above sets out the proposed basis for accrediting the ParEntrepreneurs project with the ECVET system. For specific unit information the training package IO2 sets out clearly the structure, content and practical group workshop and individual activities for the each of the module listed below:

Module Titles	Competences
(1) Parenting, Family dynamics and an entrepreneurial mindset	Learning through experiences Financial Literacy Ethical & sustainable thinking including problem solving
(2) Spotting opportunities to be entrepreneurial	Spotting opportunities, Valuing ideas
(3) Being entrepreneurial in everyday life to foster creative thinking	Thinking outside the box (creative thinking) Planning & management
(4) Yourself and Others	Self-awareness & self-efficacy Working with and mobilising others including coaching, mentoring and family life
(5) Fostering Creativity & Innovative Ideas	Creativity Motivation & perseverance
(6) Practise daily problem solving and decision-making	Problem solving & decision-making. Coping with uncertainty, ambiguity & risk

Validation Process

The EU Council recommendations identified four main stages required for the validation of non-formal and informal learning.

(Fig 1)

Identification	Documentation	Assessment	Certification
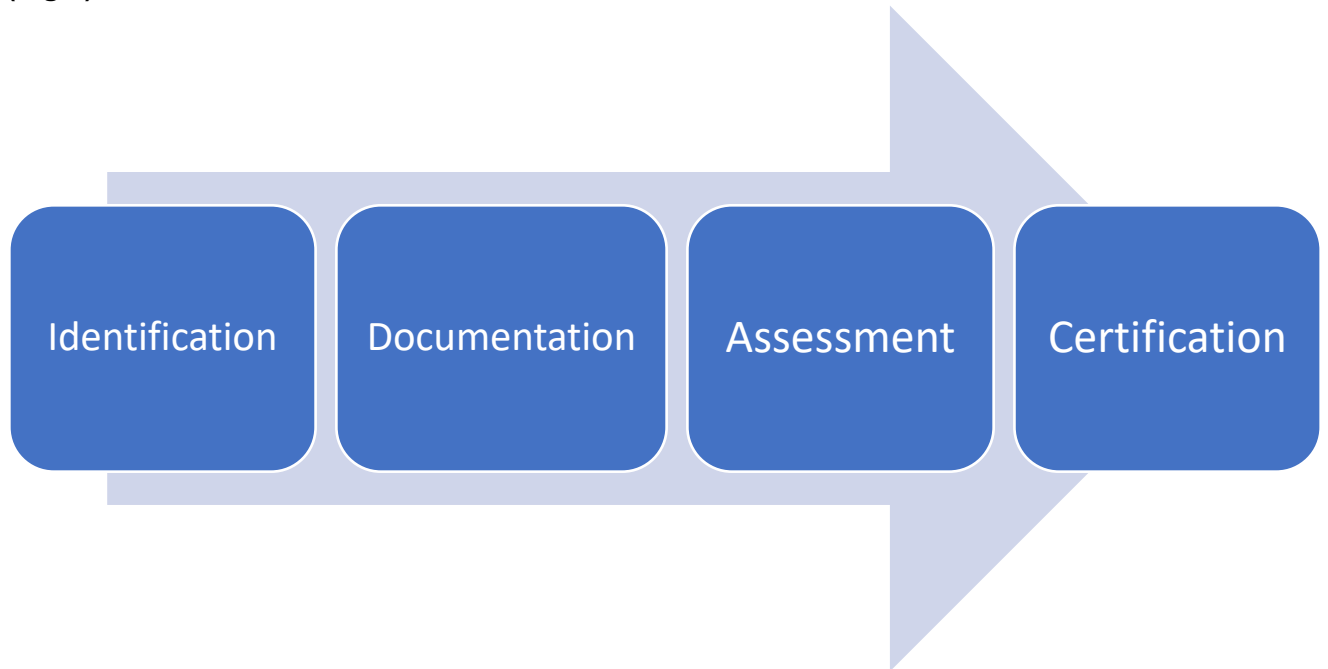
The Entrepreneurial Skills Pass a comparable model to the ParEntrepreneurs project.

The Entrepreneurial Skills Pass (ESP), is an international qualification that provides students (15-19 years old) typically are studying at EQF level 4 with a real entrepreneurship experience. Globally the principal provider of the entrepreneurial experience is Junior Achievement -Young Enterprise, (JA-YE), a global non-profit youth organization founded in 1919. JA works with local businesses, schools, and organizations to deliver experiential learning programs in the areas of work readiness, financial literacy, and entrepreneurship to students from ages 5 to 25. Building upon its international mini-enterprise schools competition the Entrepreneurial Skills Pass, (ESP), was developed and launched in 2012.

The rationale for the ESP was to devise a means of codifying and recognising the necessary knowledge, skills and competences to either start a business or be successfully employed gained by participants. The ESP supplemented the necessary elements of the competition with two additional components:

- a self-assessment to assess their competences what they progress throughout the year.

- the option to sit for an exam and certify their business, economic and financial knowledge and skills gained.

There is a direct link between the activities experienced in the entrepreneurial experience and the stages of the Entrepreneurial Skills Pass. As with the ParEntrepreneur online test, the ESP questions are focused on skill-based tasks with an emphasis upon applied understanding and practical scenarios rather than solely assessing knowledge and factual recall.

Self-Assessment

A key component of both models is an emphasis upon self-reflection. While the students on the ESP programme are not as mature as ParEntrepreneur participants, one thing they all have in common is the fact that each step in either process is part of a process of lifelong learning.

For both programmes the same methodology and aims apply: inducing participants to **reflect on the key competences** acquired through the entrepreneurial experience gained and the importance of the role they play not just within the relevant learning programme but as key life skills.

Finally, the ParEntrepreneurs project has a supplementary self-assessment tool for individual self-reflection. The rationale is that every individual as a mature adult starts the training programme from a different point and indeed although a satisfactory pass standard is required, those who complete the training will also be on different points of the spectrum for the respective competences. Recognising this reality and also that some individuals might choose to engage with other parents or indeed alternative training programmes it was felt important that participants focus upon their own learnings and decide the level/extent to which they have been able to master those skills through this program. where they see their own strengths and weakness on completion.

Online Final Exam

For both programmes the objectives are to assess, validate and certify an individual's theoretical and factual knowledge as well as their cognitive and practical skills about the most important business concepts.

(Fig 2)

ESP Step-by-Step

A real entrepreneurship experience
Students set up their own Mini-Company at school

A Self-Assessment
Students involved in the entrepreneurial experience use a self-assessment to reflect on their competences as they progress through the year

An international exam
Students take an online exam to test their business, economic and financial knowledge and skills

Recognition and further opportunities

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About Us – MentoraSTEAM
WLT- https://womenlearningtogether.eu/
ELYME - https://www.elymeproject.eu/

Annex I.

THE PARENTREPRENEURS' COMPETENCE FRAMEWORK

There are 10 ParENTrepreneurs competences drawn from the same three competence areas set out by EntreComp framework:

Ideas & Opportunities,

Resources, and

Into Action.

IDEAS & OPPORTUNITIES

Spotting opportunities	Use your imagination and abilities to identify opportunities to create value
Creativity	Develop creative and purposeful ideas and find solutions to problems
Valuing ideas	Critically assess ideas and opportunities based on facts
Ethical & sustainable thinking	Assess the consequences and impact of ideas, opportunities and actions

RESOURCES

Self-awareness & self-efficacy	Knowing oneself and one's emotions, reflecting on one's needs and aspirations, believing in oneself, and keep developing
Motivation & perseverance	Staying focussed and not giving up, being willing to grow through challenges and seeing effort as the path to mastery, being resilient
Working with and mobilising others	Teaming up with others, working together and communicating in a way that is effective and engaging

INTO ACTION

Planning & management	Prioritising, organising and following up according to short, medium, and long-term goals and defined action plans
Coping with uncertainty, ambiguity & risk	Making decisions in the face of uncertainty, ambiguity and risk
Learning through experiences	Learning by doing, reflecting on experiences

Annex II.

Unit 1. **Parenting, family dynamics and an entrepreneurial mindset**	
Proposed EQF level	EQF level 4
Module / unit description	In this first module participants are introduced to the main ideas behind entrepreneurial education, parents as entrepreneurship educators and the role of parents as educators in general. It is accompanied by basics of financial literacy development as the most common manifestation of entrepreneurial education in a family.
Learning outcomes	By the end of this unit, the learner should be able to: • Understand some modern parenting theories. • Be able to assess their own parenting styles. • Understand basic concepts around parents as educators and especially their role in entrepreneurship education. • Develop their educator competences based on their own experiences. • Come up with scenarios to enhance their educational impact, assessing possible threats and opportunities in the family environment
Learning activities	• Introduction to entrepreneurial education in the family • Parenting approaches and methodologies • Reflecting on experiences with parenting • Financial literacy development in the family • Parenting ethics in entrepreneurship education
Assessment	Assessment methods: • Completion tracking • Self/peer-assessment (pre & post training) • Final exam To pass, learners are required to complete all learning activities and self/peer assessment and achieve at least 50 % of the maximum points in the final exam.
Total learning hours	Contact hours (face-to-face and/or online): 3 hours (180 minutes) Self-Study hours: 3 hours (180 minutes) Hands-on hours: Assessment hours: 1 hour (60 minutes) Total student commitment: 7 hours (420 minutes)

Unit 2.	Spotting Opportunities to be Entrepreneurial
Proposed EQF level	EQF level 4 / 5
Module / unit description	In this first module participants are introduced to the main ideas behind entrepreneurial education, parents as entrepreneurship educators and the role of parents as educators in general. It is accompanied by basics of financial literacy development as the most common manifestation of entrepreneurial education in a family.
Learning outcomes	By the end of this unit, the learner should be able to: • Understand the impact of attention and how interest and perspective influence ideas and information • Know how to reframe language to increase positivity of expression, perception and opportunity • Know and be able to use strategies to record and structure ideas to build new connections and combinations • Know how to demonstrate the value that can be created from everyday objects
Learning activities	• workshop introduction – opportunity: reflection and definition • Ways of seeing – using our senses to see things differently • Opportunity dreams – using beliefs, needs, wants and desires to generate opportunity • Serendipity mindset – using a positive attitude to create/nurture positivity • Flipping negatives to positives – using affirmative language to construct positivity • Hexagonal thinking – using cards to record, play with and structure thinking and ideas • Doing more with less – using the ordinary/discarded to create possibility/fun
Assessment	Assessment methods: • Completion tracking • Self/peer-assessment (pre & post training) • Final exam To pass, learners are required to complete all learning activities and self/peer assessment and achieve at least 50 % of the maximum points in the final exam.
Total learning hours	Contact hours (face-to-face and/or online): 3 hours (180 minutes) Self-Study hours: 3 hours (180 minutes) Hands-on hours: Assessment hours: 1 hour (60 minutes) Total student commitment: 7 hours (420 minutes)

Unit 3. Being entrepreneurial in everyday life to foster creative thinking

Proposed EQF level	EQF level 4
Module / unit description	This module provides an overview of creative thinking through the practice of "thinking outside the box" and of planning and management competency. The module introduces methodologies, tools, and practical activities that parents, and educators can carry out with children to foster a way of thinking that is essential to equally develop creative and organisational skills to help them tackle everyday life challenges.
Learning outcomes	- Understanding that "thinking outside the box" is not an innate talent but a core competence that can fostered and developed through different methods. - Facilitating a creative learning process. - Providing the resources children need for creative expression and management of their thoughts, skills, time and activities. - Developing educating competences based on learning by doing.
Learning activities	- thinking outside the box activities - planning and management activities - fostering planning in a family context activity "I Do, We Do, You Do" activity
Assessment	Assessment methods: - Completion tracking - Self/peer-assessment (pre & post training) - Final exam To pass, learners are required to complete all learning activities and self/peer assessment and achieve at least 50 % of the maximum points in the final exam.
Total learning hours	Contact hours (face-to-face and/or online): 3 hours (180 minutes) Self-Study hours: 3 hours (180 minutes) Hands-on hours: Assessment hours: 1 hour (60 minutes) Total student commitment: 7 hours (420 minutes)

Unit 4. **Yourself and Others**	
Proposed EQF level	EQF level 4
Module / unit description	Drawing upon theories and tools from positive psychology, coaching, mentoring and solutions-focused approaches, this module explores the competencies of self-awareness and self-efficacy, based on the knowledge that parents are likely to be better informal educators and have a more active approach to life and 'good enough parenting' according to their levels of self-awareness.
Learning outcomes	By the end of this unit, the learner should be able to: ● Understand values and influences which have contributed to forming beliefs which influence intentions and actions ● Understand concepts of self-awareness and self-efficacy and psychological impact ● Identify ways of working with and mobilising others, including motivating and mobilising oneself ● Develop coaching and mentoring approaches for use in personal and family life such as a solutions-focused approach
Learning activities	● Introduction to the Yourself and Others module ● Exploration of views and values and their influence on parenting ● Self-efficacy and family life: solutions-based approaches ● Mobilising yourself and mobilising others: an exploration of habits, stereotypes, your motivations, networks and influences ● Mentoring and coaching approaches ● Reflective Journal
Assessment	Assessment methods: ● Completion tracking ● Self/peer-assessment (pre & post training) ● Final exam To pass, learners are required to complete all learning activities and self/peer assessment and achieve at least 50 % of the maximum points in the final exam.
Total learning hours	Contact hours (face-to-face and/or online): 3 hours (180 minutes) Self-Study hours: 3 hours (180 minutes) Hands-on hours: Assessment hours: 1 hour (60 minutes) Total student commitment: 7 hours (420 minutes)

Unit 5.	Fostering Creativity & Innovative Ideas
Proposed EQF level	EQF level 4
Module / unit description	This module provides an overview of creativity and idea generation in the family life. The module introduces tips, tools and activities in order to foster creativity and innovative ideas with children. It shows how creativity can be learned and how it might be activated by parents.
Learning outcomes	- Define the concept of creativity - Understand the creativity process - Describe and apply some creative tools and activities - Articulate potential benefits of creativity for children
Learning activities	-Definition of creativity - Creative process model - Creative tools and activities -Benefits of creativity for children
Assessment	Assessment methods: - Completion tracking - Self/peer-assessment (pre & post training) - Final exam To pass, learners are required to complete all learning activities and self/peer assessment and achieve at least 50 % of the maximum points in the final exam.
Total learning hours	Contact hours (face-to-face and/or online): 3 hours (180 minutes) Self-Study hours: 3 hours (180 minutes) Hands-on hours: Assessment hours: 1 hour (60 minutes) Total student commitment: 7 hours (420 minutes)

Unit 6.	Practise daily problem solving and decision making
Proposed EQF level	EQF level 4
Module / unit description	In this module, parents are introduced to some main concepts about entrepreneurial education and main ideas about the importance of problem solving and decision making in a family. Also this module allows to work the importance of decision making and its phases. - Relationship between decision making and problem solving - Learning from experience
Learning outcomes	By the end of this unit, the learner should be able to: • Know the importance of developing entrepreneurial skills at an early age. • Be able to evaluate their own knowledge about teaching styles. • Develop your skills as an educator based on your own experiences. • Organize spaces in the family environment for the development of entrepreneurial teaching styles.
Learning activities	• Introduction Module to the participants • Stories of Daily Life Challenges • Problem solving through board games • Manage uncertainty and risk through time management • Problem solving and decision making • Problem solving planning a family celebration • Manage uncertainty, risk and decision-making through clue game at home. • Final Reflection activity
Assessment	Assessment methods: • Completion tracking • Self/peer-assessment (pre & post training) • Final exam To pass, learners are required to complete all learning activities and self/peer assessment and achieve at least 50 % of the maximum points in the final exam.
Total learning hours	Contact hours (face-to-face and/or online): 3 hours (180 minutes) Self-Study hours: 3 hours (180 minutes) Hands-on hours: Assessment hours: 1 hour (60 minutes) Total student commitment: **7 hours** (420 minutes)

Annex III.   Project Methodology & Validation

The project was conducted over a 30-month period with five key elements:

1. Firstly, an initial phase of research and analysis to better understand the context and needs regarding entrepreneurship within the family dynamic.

2. Secondly the development of the project training package for ParENTrepreneurs.

3. The third phase entailed the creation and assembly of a broad range of tools to support the learning process for parents including:
   - a social learning platform,
   - a handbook for parents interested in continuing alone their training and
   - a guide on how to assess competences developed.

   As originally envisaged the contents developed for, during and after the pilot sessions is readily available for any EU stakeholder through the project social platform. By virtue of the work of the project partners the platform represents a significant repository of lessons, tools, videos, and exercises.

4. Two stages of training pilot sessions were conducted both at national level across a range of countries and at European level.

5. Finally, the project assessment and certification arrangements have been aligned with the European guidelines for validating non-formal and informal learning. Policy makers have long recognised that while although learning traditionally takes place within formal settings and learning environments, a great deal of valuable learning also occurs either deliberately or informally in everyday life. It is believed that the ParEntrepreneurs project is just such an example.

ParEntrepreneurs Project

Stages	Project intellectual outputs
• Identification	IO1
• Documentation	IO1, IO2, IO3 & IO4
• Assessment	IO5
• Certification	IO5

Identification

The ParEntrepreneurs project had the remit to develop a Competence Framework with the explicit objective to support parents and carers in developing their own and their child's entrepreneurial mindset and skills; especially, a sense of initiative, self-awareness and self-efficacy, creativity, and developing a growth mindset. To this end the after an focused period of research and analysis the project team set out to identify and develop a competence framework derived from the JRC EntreComp, tailored to the particular demands and needs of parents seeking to foster and develop an entrepreneurial mindset for young learners. Which formed the first intellectual output for the project, IO1. As a competence-based approach it is hoped that the intended training would be readily linked with other training initiatives both formal and non-formal, within national and international contexts.

Documentation

The project then proceeded to develop as suite of materials available both in hard copy and e formats:

IO2 a comprehensive Training Package on ParENTrepreneurship Education based on six units each expressed in terms of specific competences and associated learning outcomes.

IO3 a tailor-made Social Learning Platform to support participant engagement, training and peer engagement.

IO4 a peer-to-peer scheme handbook guiding parents on how to support other parents, drawing upon module information from IO2, along with additional resources, case studies and role models.

Assessment

The project culminated with a bespoke online assessment tool, (IO5), designed to enable training participants to confirm that they have attained a satisfactory level of knowledge and skills fundamental to the project.

Certification

In addition to providing a certification process contingent on the online test there will be a number of recommendations for policymakers and employers.

Annex IV

ParEntrepreneurs - Assessment & Certification

Part A

Section 1: **Testing Knowledge**:

This section examines participant knowledge and understanding focussed upon the learning outcomes for each of the six modules. These questions will be multiple choice questions and there will be 4 options per question.

Section 2: **Testing Skills based on the situational questions**:

In this section, participants are presented with a scenario addressing the issues raised in each module. A series of close ended questions ask participants what they would do in each situation.

Part B

A Self-assessment of the ParEntrepreneurial Skills and Competencies

This section is not part of the assessment or certification process but affords individuals the opportunity to review their perceived progress in relation to the competencies listed below on completion of this training.

Project Certification

The project is composed of six standalone units, summary details of which can be found in annex 3.

The assessment for each unit consists of an hour-long online test.

There is **no** limit to the number of times a participant can attempt the test.

Each test has two separate elements:

- part A which tests participant knowledge and understanding of the unit content,

- part B is based upon a situation / scenario where the participant is challenged to apply knowledge and skill to answer the problems as presented.

The pass mark for each unit is 50% with no compensation between units.

On passing all 6 units a participant is presented with a certificate with a pass recorded for each unit.

Self- Reflective Guide on Personal Skills and Competencies

This part of the project assessment is not a formal part of the certification process but is designed to serve as a personal record of progress at the end of the project training.

It is recognised that any individual's competences are not a fixed reality such as one's height. Secondly individuals do necessarily start from the same baseline level of competence rather an individual's skillset is continuously formed and reformed as part of an individual's lifelong learning and experience. To this end the project team has set out a list of the principal competences below which it believes participants will have had the opportunity to develop on completion of all the training units. Participants are asked to reflect upon their own personal competences and to score themselves on a three point "traffic light" scale describing how confident she/he believes they are for each respective competence.

Green Very confident   **Orange** Confident   **Red** Needs attention

On completion of this section each participant will be provided with a personal profile recording the progress at the end of this training.

In identifying and recording personal confidence levels for each respective competence it is also hoped that individuals will be able to identify areas for future study and reflection and so develop personal knowledge, skills, and abilities both as an individual and a parent or role model.

Instruction

Select the indicator that best describes how you view your competence levels on completion of the training.

While all the competencies are addressed throughout the training, they are presented below in an order reflecting the training modules where the competencies were explicitly addressed.

Green Very Confident   **Orange** Confident   **Red** Needs attention

☒ Learning through experiences
☐ Financial literacy
☐ Ethical and sustainable thinking
☐ Spotting opportunities
☐ Valuing ideas
☐ Working with and mobilising others
☐ Self-awareness and self-efficacy
☐ Creativity
☐ Motivation & perseverance
☐ Coping with uncertainty, ambiguity & risk
☐ Problem solving

The ParEntrepreneur Framework is infomed by the EntreComp framework which was developed and published by the Joint Research Council, (JRC), subsequently adopted by the European Commission 2016. Both frameworks are based on a competence model of education and learning. expressed in terms of competences with associated learning outcomes and as such can be readily aligned with other curricula.

The project partnership believes that Level 4 is the appropriate EQF attainment level for the of those who have successfully completed the ParEntrepreneurs training and certification process.

1. The ParEntrepreneurs framework introduces 11 competences considered most relevent to the project objectives and the framework is a subset of the EntreComp framework, (15 competences).

2. Recognising the specific context for the participants, (parents serving as the first and key educators for the young learners), a certain degree of maturation and commitment can be assumed, unlike other more hetrogeneous groups.

3. The rationale for placing the project at level 4 as most appropriate EQF level is on the basis of the following:

   (i) affords a broad range of facts, principles, processes,
   (ii) the associated cognitive skills expected of the participants will reflect the ability to assess and employ different approaches and methodologies in promoting learner development,
   (iii) parents by virtue of their:
      - on-going role and responsibilities,
      - the commitment of engagement with the ParEntrepreneurs programme and
      - successful completion of the certification process, have demonstrated the associated responsibility and autonomy behaviours associated with level 4, (see extract EQF levels below).

   (iv) While it might well be argues that the rigour of the work undertaken by many project participants might be considered to be equivalent to that attained at level 5, the comparatively limited commitment for the project work is such that it cannot be credibly maintained that the appropriate level consistent with the associated criteria for level 5.

Annex V

European Qualifications Framework (Extract)			
Level	**Knowledge**	**Skills**	**Responsibility / Autonomy**
3	Knowledge of facts, principles, processes and general concepts in a field of work or study.	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials, and information.	Take responsibility for completion of tasks in work or study. Adapt own behaviour to circumstances in solving problems.
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.
The project partnership believes given the assumed level of maturation and associated life experience of its target demographic, that the ParEntrepreneurship Training programme is consistent with and merits accreditation based on EQF level 4.			