ParENTrepreneurs

parENTrepreneurs framework

Leading partner: Bantani Education

Project number: 2019-1-NL01-KA204-060263

Version history

Version #	Date	Prepared by	Reason
1	06.04.2020	Rebecca Weicht	First version, with partner comments included
2	04.05.2020	Rebecca Weicht	Final version

Author(s): Rebecca Weicht, Bantani Education

Contributors: ParEntrepreneurs partners

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Executive Summary

This parENTrepreneurs Competence Framework outlines parental entrepreneurial skills. It was developed as part of the Erasmus+ project of the same name. This report outlines the objectives and goals that drive the framework, the 10 parENTrepreneurs parental entrepreneurial skills along four progression levels broken down by a child's development phases as shown in different age bands, and finally outlines which tools the parENTrepreneurs project provides to help parents and parent organisations develop parents' entrepreneurial competences.

The framework is footed 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.

1. Introduction

The focus of the parENTrepreneurs Competence Framework and wider project is 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[1].

We would like to take this early opportunity to stress that when we speak of entrepreneurial skills, we are not focusing on skills related to running a business and definitely do not want to turn families into *mini companies*. Rather, when we speak of entrepreneurial skills, we refer to life skills that help an individual actively participate in society. We refer to the holistic knowledge, skills and mindset that individuals need to achieve their potential and flourish in a fast-changing world. Nevertheless, we do want to encourage families to be more conscious about their finances, time management and planning.

A FOCUS ON PARENTS AS PRIMARY EDUCATORS

We have developed the parENTrepreneurs framework for parents as they are the primary educators in the life of a child. The parENTrepreneurs consortium wants to support parents in their role as educators. We know that parents already possess a whole host of entrepreneurial skills and with this framework, we want to show parents how to recognise and validate their existing entrepreneurial skills, as well as develop these skills. For example, a busy parent of two or three is already adept at planning and management. Parents are also highly capable of solving problems, probably on a daily basis, and they are creative when they come up with new ideas and games for and with their child. We want to support parents in recognising their entrepreneurial skills and give them the means to identify and put into words what they might already be doing in their daily life. We thus aim to stimulate reflection in parents and give them the tools to take their entrepreneurial skills to the next level by continuing to learn and support their child to become an independent, active member of society.

Our approach is based on positive parental engagement to strengthen parents' informal learning. Parental engagement in the learning of a child is an activity that is separate from education at school, but school and family should find synergies between each other. Parental engagement is an active and meaningful involvement in children's learning (Harris and Goodall, 2007). Such learning can take place in a variety of settings including early childhood education and childcare settings, schools, the community, through family learning and learning at home. Parents are an important factor in a child's overall learning and education. Research tells us that the home has a 60-80% impact on student achievement while school accounts for merely 20-40% (Australian Research Alliance, 2012). Non-school factors include fixed variables such as genetic predisposition, family background, social status and location and variable factors such as level of parental engagement in learning and materials and resources to support learning (Australian Research Alliance, 2012). Parents' attitudes, behaviours, and actions in relation to their children's education therefore have a substantial impact on student learning and educational attainment.

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[1] We will refer to parents going forward, but this applies to parents, guardians and carers generally, for example grandparents and older siblings when they have significant caring responsibilities. We will also refer to a singular child going forward. While we use 'child', it of course also applies to families with more than one child. It might even be that your parental confidence grows with raising or having raised more than one child.

Consequently, positive parental engagement is crucial. Positive parental engagement also affects student achievement in school in the following ways:

- Higher grades and test scores
- increased enrolment in Higher Education and advanced classes
- Lower drop-out rates
- Higher graduation rates
- A greater likelihood of commencing post-secondary education (Australian Research Alliance, 2012).

Parental engagement is also associated with:

- More regular school attendance
- Better social skills
- Improved behaviour
- Better adaptation to school
- Increased social capital
- A greater sense of personal competence and efficacy for learning
- Greater engagement in schoolwork
- A stronger belief in the importance of education (Australian Research Alliance, 2012).

What does positive parental engagement in learning look like?[2] There are several dimensions in relation to positive parental engagement: academic socialisation, parental role construction, parenting styles, and pursuing a whole-community approach. In terms of academic socialisation, that is for parents to demonstrably engage with their child's education, parents should:

- Communicate with their child about their expectations for education and the value and enjoyment of learning
- Discuss learning strategies with their child
- Link schoolwork to current events and other topics
- Foster educational aspirations and make preparations and plans for the future
- Focus on activities which are directed at building students' decision-making and problem-solving skills and affirming their growing autonomy, independence, and academic abilities.

Parental role construction is the extent to which parents are engaged in their child's education and their likelihood to sustain this engagement. Some researchers believe that parental role construction is the single most important factor in parents' decision to become engaged in their child's education (Australian Research Alliance, 2012). They argue that the way parents perceive their role in education is generally determined by the following factors:

- Beliefs about appropriate and desirable child outcomes
- Beliefs about who is responsible for these outcomes

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[2] There is also parental engagement in schooling on which this project does not focus.

- Perceptions of what important group members (e.g. family, teachers, other parents) expect from them as parents
- Parental behaviours related to those beliefs and expectations (Australian Research Alliance, 2012).

Parental role construction is therefore closely linked to an entrepreneurial mindset. Parents' aspirations and expectations for their child are linked to their self-awareness, self-efficacy and visioning skills as well as their mindset to take action and be involved in their child's education and learning. With this project, we intend to strengthen parents' role construction by highlighting to parents which entrepreneurial skills they already possess and at what level. Furthermore, parents themselves will benefit from an entrepreneurial education in their own working life and labour market opportunities. Parents who can communicate effectively, collaborate and solve problems are equipped to succeed in the evolving (digital) economy. Being aware of and deliberately practicing their entrepreneurial skills and mindset will allow parents to enjoy long-term benefits linked to higher rates of employment and educational fulfilment.

The parENTrepreneurs framework is applicable to parents with children of all ages. In the following sections, we will outline the considerations that have gone into developing this framework and detail which other tools the project will develop for parents to continue developing their entrepreneurial skills. This framework is intended to be the supporting structure for entrepreneurial parental engagement with their child and beyond. The parENTrepreneurs framework is available in the following versions: the English original, which prevails if there are translation discrepancies, as well as French, Finnish, Italian and Spanish translations. We are happy to work with any organisation or individual who is interested in translating the framework – or any of the other parENTrepreneurs tools we will be developing – into their own language.

The parENTrepreneurs consortium hopes that the framework will benefit parents by increasing their confidence in their parenting skills, improving communication and interpersonal skills, being better able to manage their child's behaviour, learning and development, and being better able to communicate with them and support them. We also want parents to take away increased self-confidence to lead in their community.

This report defines the parENTrepreneurs Competence Framework. Going forward, we will outline the development of the framework as well as explain it in detail. We will also highlight the tools that the parENTrepreneurs project will develop to support parents and parent leaders in developing their entrepreneurial skills.

2. About parENTrepreneurs

The parENTrepreneurs project provides training and useful tools to help parents develop their entrepreneurial skills and sense of initiative. It aims for a more active approach to life at all ages, from childhood to adulthood and wants to inspire parents to become ambassadors for other parents.

In addition and based on this framework, the project consortium will develop the following tools for parents between 2020 and 2022, which will be freely available on the parENTrepreneurs website: www.parentrepreneurs.eu

- A modular training programme for parents
- A community of support by and for parents
- A manual for parents to become ambassadors and change makers in their own community

A more detailed explanation of the parENTrepreneurs tools can be found in part five: How to use the parENTrepreneurs Competence Framework.

THE PARENTREPRENEURS CONSORTIUM

The parENTrepreneurs consortium consists of six partners who come together as part of the Erasmus+ funded parENTrepreneurs project. The consortium partners bring varied expertise covering knowledge of child development and parental empowerment to entrepreneurial education expertise. The consortium partners are:

Parents International (Stichting IPA), the coordinator of the project is an organisation gathering parents' organisations, organisations working with or for parents as well as individual experts (researchers, former parent leaders, trainers) on a global scale in order to deliver evidence-based solutions for better parenting in the 21st century. It was established with the mission of supporting parents around the world to become game-changers by helping their children to grow up happy and healthy. Parents International brings research evidence and inspiring practices related to education by parents, parents' empowerment needs, working with parents and families, validation of skills acquired informally and non-formally, as well as experience and expertise in empowering and training parents and the professionals who can, in turn, work with parents and support them in their parenting. Experience and examples brought by Parents International goes beyond Europe, and it is accompanied by experience in advocacy work in all policy levels from local to international.

Bantani Education is a non-profit based in Belgium, working collaboratively to drive entrepreneurial and creative learning. Bantani brings together extensive policy and practical experience working with public, community and private sector partners to embed entrepreneurial skills into any type of learning. Bantani works to build innovations and new initiatives involving policy makers, educators, community and the private sector, to embed high quality entrepreneurial and creative learning practice and policy into formal and non-formal learning. With excellent EU and global networks, Bantani collaborates with international organisations including the European Commission, UNESCO-UNEVOC, European Training Foundation, national and regional governments and EU and national networks linked to education and economic development. Bantani is Welsh for "Away We Go".

Consejería de Educación y Empleo (CEYE) is the General Direction of Innovation and Educational Inclusion, depends on the Regional Ministry for Education and Employment, and has assigned the following regional competences: presence of key competences and their curricular development in

schools; training and application of Information and Communication Technologies in the educational field; promotion of soft skills and pedagogical leadership in schools; promotion of educational inclusion, attention to diversity and coexistence in the educational community; increase of student motivation to reduce early school leaving; coordinate projects with AMPAs (parents associations) for the development of competences from families. The design and implementation of entrepreneurship education programmes is one of the principal competences of the Extremadura Regional Ministry for Education and Employment. Currently 5000 students from primary school to vocational training courses are participating in entrepreneurship programmes. More than 400 teachers are receiving specific training on how to enhance their student's entrepreneurial skills and learn new active methodologies (all practice-based learning linked) for use in their daily teaching. Extremadura Regional Ministry for Education and Employment has been working on entrepreneurial education programmes over the last five years, since becoming European Region for Entrepreneurship in 2017. They have coordinated other European projects and local initiatives that focused on raising parents' awareness of the need for business skills and working on them to inspire their families and other community members.

Inova Consultancy is a female-owned small enterprise which specialises in providing consultancy services and project work in gender and non-traditional fields and entrepreneurship. Inova has extensive experience in working on European Funded Projects in the enterprise and career support domains both as a partner and contractor in LLP and Erasmus+ projects. Inova has specialist experience in running workshops, training courses and mentoring programmes aimed at women, parents, young people, migrants and other groups starting businesses or developing their entrepreneurial skills. Inova has also organised personal and soft skills development workshops and created the innovative training methodology of Mentoring Circles™ in the UK.

Consorzio Materahub Industrie Culturali e Creative is a consortium that works at the international level to support enterprises, start-ups and aspiring entrepreneurs, institutions and organisations through European projects. Materahub partners in many international projects. For years Materahub has been an intermediary organisation in the south of Italy for the Erasmus for Young Entrepreneurs programme. It is also the Italian host of the Creative Business Cup, the most important international competition for the creative industries.

Vaasa University of Applied Sciences (VAMK) from Finland offers higher education in technology, international business, health care and social services. VAMK's focus areas are the energy sector and combining entrepreneurial spirit with internationalism, languages and culture. Design Center MUOVA, a unit of VAMK, is participating in the parENTrepreneurs project. MUOVA specialises in transferring design thinking and design methods to companies, public sector organisations and higher education in different fields. MUOVA works on several areas of activities, which are strongly linked to, and part of, entrepreneurial key competences including innovation, creativity, problem solving, sense of initiative, tolerance of insecurity, multidisciplinary teamwork, foresight orientation and design competencies. MUOVA brings its long-standing experience of cooperation with SMEs, the experience from West Cost Start-up, user-centredness, design competence, creativity – innovation, and product development and applied research knowledge with companies. As well as its experience in user-oriented and creative educational material, e.g. the narrative, visual and creative learning environment.

THE PARENTREPRENEURS PROJECT IN THE GLOBAL CONTEXT
Before we outline the methodology that we applied to develop the parENTrepreneurs framework, we would like to place parENTrepreneurs in its global and European policy context to highlight the importance of entrepreneurial skill development for parents – and children.

Entrepreneurial skills such as critical thinking, collaboration, taking initiative, or communication have been identified as skills that a child will need to succeed in the future as economic crises and rapid changes take place all around us. In our complex knowledge-based economies and societies, transversal skills such as entrepreneurship are essential not only to shape the mindsets of young people, but also to provide the skills, knowledge and attitudes that are central to developing an entrepreneurial culture in Europe and beyond.

The most important legal document with regard to parental engagement on a global scale is the *UN Convention on the Rights of the Child*. Articles 28 and 29 ensure the right of every child to an education that helps the child to achieve their own potential based on quality education that is suitable for that child. Article 5 gives the responsibility and duty of educating children solely to the child's parents (or guardians), acknowledging the importance of the broader family context.

Quality, inclusive education is also one of the *UN Sustainable Development Goals* (SGD4). This implies that parents, as the primarily responsible individuals for the education of their children, are supported in providing quality education at home and making responsible choices in involving formal or non-formal education providers.

The 2015 publication, *Rethinking Education* by UNESCO has defined education as a common good, and while it makes everybody responsible for education, it also calls upon all parents to become lifelong learners themselves to also improve as educators. parENTrepreneurs is implemented in this spirit: to support parents as educators in improving their skills and knowledge.

While entrepreneurial skills are crucial for children to succeed, educational institutions such as schools are not seen as the place to develop these skills in children. Children might finish school with a leaving certificate but uptake of entrepreneurial education at school remains a work in progress – and might be more successful in some education systems than in others (Eurydice, 2016). That is why we want to empower the family, and parents in their role as educators.

At a European level, entrepreneurial competences are among the European Union's eight key competences necessary for all members of a knowledge-based society. The European Council's *Key Competences for Lifelong Learning* recommendation outlines those competences that individuals need for "personal fulfilment and development, employability, social inclusion, sustainable lifestyle, successful life in peaceful societies, health-conscious life management and active citizenship" (European Council, 2018).

In 2016, the Joint Research Centre, the European Commission's in-house science service, developed the *Entrepreneurship Competence Framework* (EntreComp) outlining a common definition of entrepreneurship as a competence and outlining a set of 15 competences in three competences areas. The framework develops the 15 competences along an 8-level progression model. It also provides a comprehensive list of 442 learning outcomes, which offer inspiration and insight for those designing interventions from different educational contexts and domains of application. The EntreComp framework is the foundation for this parENTrepreneurs Competence Framework.

Of further importance to the parENTrepreneurs framework is the *European Council recommendation on Validation of non-formal and informal learning* (2012). It outlines that citizens must be able to demonstrate their learning acquired through non-formal and informal means. The recommendation encourages Member States to put into place national arrangements for validation. These arrangements are meant to enable individuals to increase the visibility and value of their knowledge,

skills and competences acquired outside of formal education and training: at work, at home or through voluntary activities.

3. Methodology – Developing the parENTrepreneurs Competence Framework

The parENTrepreneurs Competence Framework was co-created over a 7-month period between November 2019 and May 2020 in two stages. Primary desk research made use of the expertise of the consortium partners and led to the development of a draft parENTrepreneurs framework that was used for an external consultation with experts from a range of areas.

LITERATURE REVIEW

At the first consortium meeting in November 2019, the partners agreed on closely aligning the parENTrepreneurs framework to the EU's Entrepreneurship Competence Framework (EntreComp). We also discussed and agreed on drafting the parENTrepreneurs framework across a 4-level progression model – as per EntreComp – and across four age groups based on insights around child development phases.

Following a literature review that covered parental skills, entrepreneurial skills and already gathered activity ideas and good practices from across Europe on how entrepreneurial skills can be fostered in and by parents, we developed a draft framework with 10 competences, which followed the three EntreComp competence areas. This draft framework was sent out for consultation using an online survey approach.

CONSULTATION

The consultation engaged over 100 experts from 18 countries. Professional educators, parents and parent leaders, policy makers, (education) project managers, and researchers engaged in the consultation. An online survey collected quantitative and qualitative data on the draft framework. It was aimed at helping to develop a tool that is both scientifically sound as well as user-friendly. The survey sought to ensure that the presentation of the comprehensive parENTrepreneurs framework remains accessible to parents and parent leaders as well as other audiences and sense-check the entrepreneurial competences at different age levels.

The feedback covered various areas ranging from highlighting important notions on the understanding of entrepreneurship (as a competence) in different cultures, helped to clarify the thinking behind the progression levels and age groups and simplify our language to make the framework as accessible as possible for non-native English speakers.
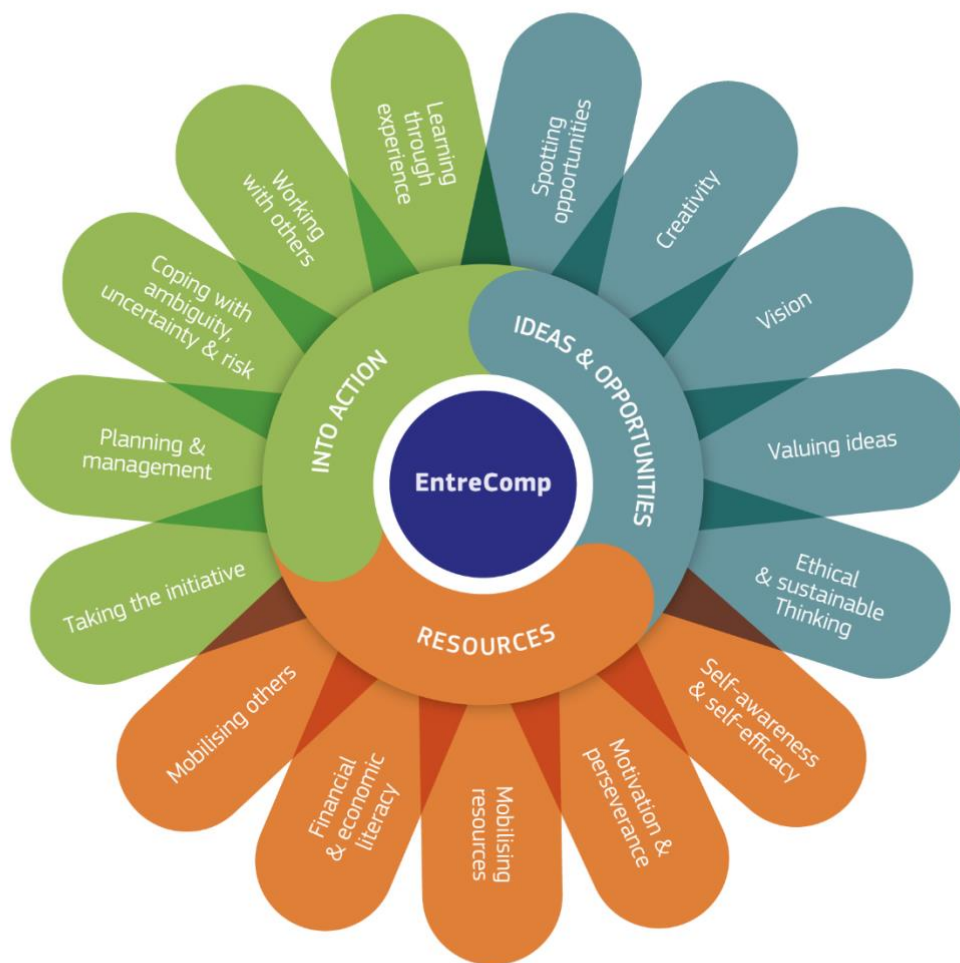
4. The parENTrepreneurs Competence Framework

The parENTrepreneurs Competence Framework is a comprehensive framework outlining 10 competences parental entrepreneurial skills along four progression levels. There is a lot of information in this framework which aims to be as comprehensive as possible to illustrate the potential development journey of parental entrepreneurial skills. That does not, however, mean that parents should feel they need to read the framework cover to cover. Instead, we invite you to dive into the framework according to your own needs: you may be interested in specific competences and/or you may be interested in specific age groups only. It is likely, that the framework in its entirety is primarily of interest to the parent leaders and parent organisations who use it – and perhaps the other parENTrepreneurs project outputs – for their work in fostering parental entrepreneurial competences.

We also want to highlight that whilst there are a host of competences, not one competence is more important than another. As with the EntreComp framework, there are no core competences or enabling competences. We also want to highlight that parents should not feel they might be failing their child as a parent in any way if they read the framework and reflect on it. Some parents – with or without training – might naturally progress faster along the progression levels, as do children. There may be a host of underlying reasons why someone is more adept at one competence or another.

ENTRECOMP

The EntreComp framework outlines a common definition of entrepreneurship as a competence. It aims to 'establish a bridge between the worlds of education and work and to be taken as a reference de facto by any initiative which aims to foster entrepreneurial learning' (EntreComp, 2016: 5). EntreComp defines entrepreneurship as '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' (EntreComp, 2016: 10). This definition focuses on value creation, no matter what type of value or context.

Figure 1 shows the 15 EntreComp competences and 3 competence areas.

Figure 1 The Entrepreneurship Competence Framework (EntreComp)

THE 4 PROGRESSION LEVELS

The four progression levels of the parENTrepreneurs Competence Framework lean on EntreComp's progression model. The EntreComp model is made up of two aspects:

1. Developing increasing autonomy and responsibility;
2. Developing the capacity to generate value from simple and predictable contexts up to complex, constantly changing environments.

As the EntreComp progression model does not lay down a linear sequence of steps, neither does the parENTrepreneurs Competence Framework. It is not the case that parents need to move from one level to the next for each and every competence. It is also not the case that each parent starts at the

same level – it is important to understand that every individual develops from a different starting point and at a different speed. That also means they arrive at a different level – and do so at different times. That is perfectly okay. The parENTrepreneurs framework merely aims to outline what different progression levels look like and to inspire parents to continue to develop their skills in the interest of becoming better educators to their child.

The parENTrepreneurs framework is based on parental progression ranging from understanding yourself (Foundation) as a parent to moving through stages of knowing where and how to get help (Intermediate) and being a confident parent of your own child (Advanced) to Expert level, where a parent is a parent leader and is confident communicating with other or advising other parents. It is important, though, to note that this does not mean instructing other parents how to raise their child but being confident to provide advice when invited to do so. Parents should also not stress that they maybe would not 'even' situate themselves at foundational level – parents will certainly have some competences at foundational level as outlined in the parENTrepreneurs framework. It might just be the case that this does not apply to all competences.

The Foundation level is about understanding and trusting yourself. It is about and identifying one's own competences; we want parents to understand themselves better by showing they already have and use entrepreneurial skills in their lives. We also want them to connect emotionally by expressing that they – even if they may not use these skills – are not failing their children and want and do the best for them. At this level, parents may observe themselves and their child and come to new understandings about their abilities, they may identify with their child, give explanations, are aware or capable of showing, or share experiences.

At Intermediate level, parents understand where they may have areas for further improvement, and they know how to get help and maybe even where to get help. This level is about knowing one's unknowns. It's about feeling secure enough to ask for help in the interest of the child. A parent can understand a competence and understand, recognise or identify their own abilities.

The Advanced level is about being a confident parent of one's own child. It is about recognising and understanding; about wanting to develop (oneself and one's child) and being motivated and curious with a drive to learn. Parents are proactive, they may monitor themselves (and their child), build or have routines and know how to meet needs. They can manage, are autonomous and feel confident they can create environments for their child to thrive. They also model behaviour and are likely to have a strong relationship with their child. They know to set rules and priorities but area able to adapt to changing circumstances.

Experts are confident with other parents – they are parent leaders. Parent leaders trust themselves and have the self-confidence to advise others if asked. They are knowledgeable and empathetic. They are also proactive and want to lead and effect change. They may also understand the wider climate (e.g. school environment) and purpose of parental engagement.

THE 4 AGE GROUPS

The age groups defined in the parENTrepreneurs framework are based on various child development models as well as the structure of formal educational provisions. The most widely used model for child development phases is that of Jean Piaget (1972). In the 1920s, Piaget observed children reasoning and understanding differently, depending on their age. He proposed that all children progress through a series of cognitive stages of development just as they progress through a series of physical stages of development. According to Piaget, the rate at which children pass through these cognitive stages may vary, but they eventually pass through all of them in the same order.

Based on Piaget's *Theory of Cognitive Development*, Lawrence Kohlberg developed his *Theory of Moral Development* introducing six stages of child development (1984). Lev Vygotsky developed a Social Development Theory where the developmental stages mostly coincide with cognitive development phases (1978). His theory about the zone of proximal development and scaffolding, an age-appropriate approach to support the best possible development of a child at a certain age group, has influenced the suggested parenting behaviours at various developmental levels.

Piaget's Sensorimotor stage is the same as the Obedience/Punishment stage of development, generally characteristic of children under the age of 2. This first developmental stage is omitted for the purposes of this framework as the sensorimotor development level of infancy with the main focus on obedience and avoiding punishment is not applicable to entrepreneurship education. When children reach the 'terrible twos', the first manifestation of self-determined action, there is already room for entrepreneurial approaches.

The Preoperational phase is the Self-Interest phase according to Kohlberg, and generally characterises children aged 2 to 6-7. In the formal education system, it is the pre-school age in most countries with school starting around the age of 6. In this phase, children are mostly focused on rewards, this phase also includes a boost in imagination and symbolic thinking. These two phases form the so-called Preconventional phase.

The third, Concrete Operational phase, by Piaget is characterised as the Conventional Level by Kohlberg and covers ages 6-7 to 11-12. This phase is characterised by children trying to secure approval from important adults in their life but also by securing friendships. In the second half of this stage, sometimes also called pre-teen phase, the child's interest is opening up towards the wider community and society. This phase is also important for gradual gain of independence in a way that is approved by adults, so children are much safer if given independence and responsibility for their own actions in this age range. In most countries this is the age of primary schooling.

The Formal Operational Phase starts at the age of 11-12, also defined as the Postconventional Level and it is the period when a child is already able to apply abstract thinking and extrapolation of notions. In most countries this is the age for secondary schooling.

According to Kohlberg, there is a developmental leap within this stage at about the age of 16 from conformity to questioning the social contract and creating one's own social conscience that is then maintained, and further developed, into adulthood. In a large number of countries, the age of 16 also coincides with the opportunity for the child and family to make decisions on life trajectories such as vocational or academic pathways and also a legal opportunity to leave school formally.

THE PARENTREPRENEURS COMPETENCES

There are 10 parENTrepreneurs competences along the three EntreComp competence areas – 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

The full parENTrepreneurs Competence Framework breaks these 10 competences down into 148 stages at which a parent's entrepreneurial competence per age of their child and progression level may have been developed.

There are some competences from the EntreComp framework that we did not include in the parENTrepreneurs framework including for example Financial and economic literacy. The competences included in the parENTrepreneurs Competence Framework are those that focus on supporting parents in developing their own and their child's entrepreneurial mindset and skills.

The full parENTrepreneurs Competence Framework is as follows:

Spotting opportunities
Use your imagination and abilities to identify opportunities to create value

	Ages 2-6	Ages 6-12	Ages 12-16	Age 16+
Foundation Understanding and trusting yourself	I understand that it is important to consider others and want my child to understand that too	I understand that it is important for my child to use their imagination to help others	I understand that it is important that my child is able to identify needs and challenges around them and use their imagination to come up with ideas to help solve them	I understand that it is important for my child to make contributions in our community
Intermediate Being able to ask for and get external support	I can find ideas about how to find ways of helping others	I can find ideas about how to support my child be imaginative in helping others	I can find ideas about how my child can contribute to challenges around them (e.g. in our household, when planning a family vacation etc.)	I can find ideas about how my child can help create value in our community
Advanced Being a confident parent of your own child	I teach my child to help others when they see someone in need	My child and I help others when they see someone in need	I encourage my child to identify needs and challenges around them that they can help solve	I support my child in identifying opportunities to create value in our community
Expert Being confident with other parents (being a parent leader)	I am confident helping other parents to spot and quickly take advantage of an opportunity to create value for others			

Creativity
Develop creative and purposeful ideas and find solutions to problems

	Ages 2-6	Ages 6-12	Ages 12-16	Age 16+
Foundation Understanding and trusting yourself	I understand that it is important that my child can come up with several ideas (e.g. use toys in different ways)	I understand that it is important that my child can invent non-directed games, to express ideas, to ask questions	I understand that it is important that my child can live their creativity, artistic expression and playfulness, and to experiment	I understand that it is important that I support my child's creative and artistic expression in any form
Intermediate Being able to ask for and get external support	I have an idea where I can find resources, tools and strategies to support my child's creativity through gameplay	I have an idea where I can find resources on how to get to know my child's interests and passions	I have an idea about how I can learn to converse with my child and lead them to think creatively	I have an idea about how I can learn to support my child in prioritising their goals and passions that might be better expressions of their creativity
Advanced Being a confident parent of your own child	I encourage my child to express their ideas and feelings, to invent games with few materials	I ask my child questions to encourage them to come up with lots of different ideas	I encourage my child's creative and artistic expression and I do not penalise their mistakes. I talk to them about mistakes I have made	I am confident to support the initiation, development and completion of my child's creative projects and encourage them to find several solutions to a problem
Expert Being confident with other parents (being a parent leader)	I am confident guiding other parents to initiate, develop and complete a creative project or to find solutions to a problem			

Valuing ideas
Critically assess ideas and opportunities based on facts

	Ages 2-6	Ages 6-12	Ages 12-16	Age 16+
Foundation Understanding and trusting yourself	I understand the importance of guiding my child by asking questions that help them to make their own decisions (e.g. choosing between two options)	I understand that it is important to ask my child guided questions to help them understand in general	I understand that it is important to ask my child guided questions to get them to think about the impact of their actions and ideas	I understand the importance of asking my child to think about the consequences of everything they do
Intermediate Being able to ask for and get external support	I know where to find ideas to support my child in carrying out activities on their own, and understand when they need support	I know where to find ideas to help my child find a balance between respectful behaviour and pursuing their own ideas	I know where to find ideas to support, but also limit my child when necessary in pursuing their ideas, and understand where the line is	I know how I could learn how to support my child in critically assessing ideas based on facts
Advanced Being a confident parent of your own child	I provide answers and arguments to my child's questions, ideas and suggestions in a simple manner	I encourage my child in reflecting and recognising new ideas through mutual discussion and practical experience	I support my child in comprehending abstract concepts, in critical thinking and questioning old habits and mental models	I support my child in independent critical thinking. I stimulate them to see things from different perspectives and help them understand that there might be no right or wrong answers in some situations
Expert Being confident with other parents (being a parent leader)	I am confident in suggesting ways to show parents how to engage their child through guided questions	I am confident in helping parents help their child learn to learn	I am confident in encouraging other parents to try different ways of supporting their child in thinking about ideas and their consequences, or to consider approaching information or situations with other methods	I am confident that I can provide other parents with a framework and approaches to sustain curiosity and critical thinking in their teenagers

Ethical & sustainable thinking

Assess the consequences and impact of ideas, opportunities and actions

	Ages 2-6	Ages 6-12	Ages 12-16	Age 16+
Foundation Understanding and trusting yourself	I understand the importance of discussing values such as respect with my child	I understand the importance of stimulating the development of values (respect, honesty, etc.) in my child	I understand the importance of discussing the benefits of different values and honouring values with my child	I understand the importance of supporting my child in developing their own values
Intermediate Being able to ask for and get external support	I have an idea how I could find out about ways to discuss values with my child	I am able to find strategies to support my child in reflecting and analysing the value of their thoughts and actions for themselves and others	I can find strategies to support my child in recognising values in themselves and others	I have an idea how I could find out about ways to support my child in developing their own values
Advanced Being a confident parent of your own child	I discuss values such as what is right and wrong and fair behaviour with my child	I guide my child to reflect on their actions to recognise and value respectful and tolerant behaviour	I discuss societal values such as solidarity with my child and promote actions of solidarity in my child	I guide my child in developing their own values and take moral actions
Expert Being confident with other parents (being a parent leader)	I am confident in helping guide other parents to reflect on their own values and ethical behaviours and how they present these to their child			

Self-awareness & self-efficacy
Knowing oneself and one's emotions, reflecting on one's needs and aspirations, believing in oneself, and keep developing

	Ages 2-6	Ages 6-12	Ages 12-16	Age 16+
Foundation Understanding and trusting yourself	I understand the importance of knowing yourself and can show my child empathy and appreciation	I understand the importance of stimulating self-reliance and social behaviour in my child	I understand the importance of encouraging and helping to restore my child's self-reliance	I understand the importance of paying sufficient attention to self-care, self-respect and positive self-regard in my child
Intermediate Being able to ask for and get external support	I have an idea where I can find strategies to support my child in fulfilling their own everyday needs (e.g. getting dressed, packing their school bag etc.)	I have an idea where I can find out how I can support my child in developing their self-reflection abilities (e.g. learning from a bad grade or from their mistakes)	I know where I can learn about supporting my child in analysing their achievements and how they achieved their goals by boosting their self-efficacy	I know how I can find information about helping my child to deal with stress constructively and to find support
Advanced Being a confident parent of your own child	I role model self-awareness and self-efficacy by developing myself continuously	I role model how to be self-aware by showing my emotions to my child and I that am interested in their problems	I support my child on their way to self-reliance by showing an interest in their problems and encouraging them to reflect on them	I am able to create a balance between letting go and protecting, I stimulate my child's communication skills by finding ways together to express their feelings and fostering mutual respect during discussion
Expert Being confident with other parents (being a parent leader)	I am confident that I can support other parents in developing their child's independence and autonomy	I am confident that I can support other parents in understanding their child's needs and abilities	I am confident that I can support other parents in becoming more self-aware themselves and becoming a trusted discussion partner for their child	I am confident that I can support other parents to help their child give meaning to their future (e.g. choosing values such as honesty and integrity, sustaining relationships etc.)

Motivation & perseverance

Staying focussed and not giving up, being willing to grow through challenges and seeing effort as the path to mastery, being resilient

	Ages 2-6	Ages 6-12	Ages 12-16	Age 16+
Foundation Understanding and trusting yourself	I understand the importance of effort and encouraging my child to focus on a task and finishing it	I understand the importance of encouraging my child not to become frustrated when they do not achieve their goal	I understand the importance of my child organising their home or schoolwork and for them to look for solutions to setbacks	I understand the importance of my child setting themselves tasks for the short, medium and long term
Intermediate Being able to ask for and get external support	I know where I can find strategies to teach my child how to stick with and finish a task	I know where I can find out about how I can best support my child when they become frustrated when they do not achieve their goal	I know where I can learn more about supporting my child in keeping motivated in the face of adversity (e.g. sports, practicing an instrument etc.)	I know where I can learn more to help my child set themselves stretch goals and achieving them
Advanced Being a confident parent of your own child	I show my child the importance of completing tasks	I show my child how I stay motivated and persevere (e.g. by explaining the challenges and tasks that I face in my working life)	I encourage my child to try again when they are experiencing a setback	I celebrate my child's effort and success and their understanding of their own motivation
Expert Being confident with other parents (being a parent leader)	I am confident that I can support other parents in how they can teach their child the importance of completing a task	I am confident that I can support other parents in how they can develop their child's motivation for school and motivation for learning in general	I am confident that I can support other parents in helping their child find ways to pursue their immediate and life goals	I am confident that I can support other parents in becoming a trusted adult for their child to share successes and failures with as well as someone to ask for advice

Working with and mobilising others
Teaming up with others, working together and communicating in a way that is effective and engaging them

	Ages 2-6	Ages 6-12	Ages 12-16	Age 16+
Foundation Understanding and trusting yourself	I understand the importance of my child building relationships and having a sense of community	I understand the importance of my child playing with other children by listening to them and engaging with them as equals	I understand the importance of my child listening, asking questions, and expressing their feelings such as anger or anxiety – with myself and with their friends	I understand the importance of my child maintaining a stable group of friends and to organise activities with them independently
Intermediate Being able to ask for and get external support	I know where I can find out how to teach my child the importance of talking to their parents	I know what to do if I want to better understand how to teach my child different consequences of different ways of communicating needs and wishes	I know where to find ideas about how I can explain and demonstrate to my child how to be a team player and get others on board	I know where to find ideas about how I can help my child become a leader in their direct environment (e.g. finding strategies and methods to cooperate with others and work towards a common goal)
Advanced Being a confident parent of your own child	I organise activities in which my child and their friends participate together	I listen to my child and pay attention. I encourage my child to ask their friends about and share their hobbies	I show empathy in my conversations with my child (e.g. by listening and asking questions with respect to their feeling)	I communicate with my child and others constructively
Expert Being confident with other parents (being a parent leader)	I understand social contexts and am confident supporting other parents in planning activities taking all aspects of a child's social context into consideration	I am confident in guiding parents to take a step back and let their child communicate independently with other children (e.g. on the playground, in situations of conflict) but remain available as a trusted advisor	I am available to other parents to help in dealing with difficulties of living with and communicating with teenagers, and encouraging them to build their own social networks	I support other parents to let their child be an independent person, but make the child feel they can always come to their parents for advice without fear

Planning & management
Prioritising, organising and following up according to short-, medium- and long-term goals and defined action plans

	Ages 2-6	Ages 6-12	Ages 12-16	Age 16+
Foundation Understanding and trusting yourself	I understand the importance of maintaining a routine for my child	I understand the importance of managing my child's daily commitments and activities (e.g. school, hobbies etc.)	I understand the importance of my child learning to organise their own school and leisure activities	I understand the importance of my child learning to manage and managing their life independently
Intermediate Being able to ask for and get external support	I know how to get help if I cannot maintain a routine for my child	I know how to get help to provide my child with strategies and methods to plan their daily school activities and commitments	I know how to get help supporting my child to organise and coordinate different personal (e.g. sport, leisure activities etc.) and school activities together	I know how to get help on how I can support my child in setting clear goals with a definite timeline and clear steps
Advanced Being a confident parent of your own child	I show my child how events are organised, and I invite them to participate (e.g. planning their birthday party)	I show my children how they can organise and do their homework independently, organising activities according to their level of priority	I encourage my child to organise a monthly or quarterly work plan for their activities (e.g. planning sports trainings)	I support my child in planning their own future and working towards it in a systematic and organised way
Expert Being confident with other parents (being a parent leader)	I am confident in supporting other parents in dealing with regular and exceptional events in their child's life	I am confident in supporting other parents with how they can safely navigate school, family and community tasks, and can also manage their own work-life balance	I am confident in supporting other parents in helping their child plan their schedules and making decisions for activities with a longer-term impact. I am confident I can also help them make plans for themselves to find a healthy balance between parenthood and their own life	I am confident in supporting other parents to understand the importance of independent decisions of their child, but maintaining such a relationship with their child that they are ready to listen to advice to a certain extent

Coping with uncertainty, ambiguity & risk
Making decisions in the face of uncertainty, ambiguity and risk

	Ages 2-6	Ages 6-12	Ages 12-16	Age 16+
Foundation Understanding and trusting yourself	I understand the importance of encouraging my child to not be afraid of making mistakes while trying new things	I understand the importance of guiding my child in identifying examples of risks in their surroundings	I understand the importance of guiding my child in identifying uncertainties and risks and assessing them critically	I understand the importance of my child making their own decisions even if it means they have to make mistakes in order to learn from them
Intermediate Being able to ask for and get external support	I am willing to learn to talk to my child about unpleasant situations and being there for them in coping with these situations	I am willing to learn how I can support my child in difficult situations, especially outside of the home, and offer them a strong base to go back to as a safety net	I can find ways to help my child identify uncertainties and risks and assess them critically	I can find ways in which I can learn to help my child cope with uncertainties for them to become an independent adult
Advanced Being a confident parent of your own child	I show my child that I am adaptable and react to changing situations around me	I develop ideas with my child on how to react if our routines (have to) change	I guide my child in identifying uncertainties and risks and critically assess them	I encourage my child to make small changes to their routine to face new situations and learn from handling these experiences
Expert Being confident with other parents (being a parent leader)	I am confident in supporting other parents in coping with difficult situations in life. I have an understanding of stress and trauma in the life of a child	I am confident in supporting other parents on how they can support their child in coping with major changes and problems in their lives	I am confident I can help other parents provide their child with a trusting and open environment to discuss the child's way of coping with situations and to identify potential risks to assess them critically and to take practical steps towards a solution	I am confident I can support other parents to become a trusted adult for their child having a full understanding that they cannot solve problems for them anymore

Learning through experience
Learning by doing, reflecting on experience

	Ages 2-6	Ages 6-12	Ages 12-16	Age 16+
Foundation Understanding and trusting yourself	I understand the importance of learning from experience and observing my child as they interact with their environment	I know how important learning by doing is and want my child to be able to draw out instances of learning in their daily life	I understand the importance of experience and asking my child questions that stimulate their reflection on these experiences (e.g. what they learned from bad experiences)	I understand the importance of guiding my child in their reflection to drawing out life lessons
Intermediate Being able to ask for and get external support	I can find ideas about how to speak to my child and ask questions that stimulate what they learnt from experiences (e.g. did they enjoy visiting their grandma)	I can find ideas about how to engage my child in reflective play	I can find ideas about how to engage my child in reflective activities to draw out learnings	I can find ideas about how to guide my child towards maintaining reflective practices and learning for life
Advanced Being a confident parent of your own child	I provide my child with learning experiences by inviting them to take part in activities (e.g. gardening, cooking etc.)	I engage with my child during activities to draw out instances of learning (e.g. celebrate when they mastered an activity). I also role model reflective practices and show that I continue to learn from experiences myself	I encourage my child to reflect independently on their experiences and learn from them	I show my child that I am available to talk through experiences to draw out learnings but that it is up to them to identify individual learning points based on critical reflection first
Expert Being confident with other parents (being a parent leader)	I am confident that I can help other parents role model reflective practices and guide their child to be reflective (e.g. by learning from successes and failures)			

5. How to use the parENTrepreneurs Competence Framework

The parENTrepreneurs framework is addressed first and foremost to parent leaders and organisations engaged in parental development. It is a comprehensive document and as such it is unlikely that individual parents will be able to take as much value from it as parent leaders and parent organisations – at least only at superficial reading. However, that does not mean that the overall parENTrepreneurs project is not written first and foremost for parents.

Below we outline the tools that the parENTrepreneurs consortium will develop over the lifecycle of the project, which are aimed directly at parents. The parENTrepreneurs Self-Assessment Tool, parENTrepreneurs Training Programme, parENTrepreneurs Social Learning Platform, parENTrepreneurs Handbook, and eventually parENTrepreneurs Validation Guide will be tools that aim to support parents, and parent organisations, to level-up their entrepreneurial competences.

The **parENTrepreneurs Self-Assessment Tool**, which can be accessed via our website at www.parentrepreneurs.eu and which is free to use, is the starting point for parents to develop their entrepreneurial competences. It tests parents' entrepreneurial competences and allows them to understand their as-is level. By then embarking on the parENTrepreneurs Training Programme, parents will be able to upskill their entrepreneurial competences. If they conclude the training programme and/or engage with other project tools, and re-assess their competences, they will be able to see a visualisation of their competence growth.

The **parENTrepreneurs Training Programme** is a multimedia, modular training programme consisting of a mix of theoretical lessons, group workshops, practical experience reflections and coaching to help parents develop their entrepreneurial skills. It allows parents to personalise their entrepreneurial competence development based on their needs and wishes. The training programme will be available on the parENTrepreneurs website in English.

The **parENTrepreneurs Social Learning Platform** is an open source web-based platform for the parENTrepreneurs community of parents, parent leaders, educators, policy makers and others. The platform will connect everyone involved in the project allowing them to work together during and after the entire project supporting the delivery of the training programme, networking between parents and trainers, the collection and exchange of inspirational practices in parental entrepreneurial skill development.

The **parENTrepreneurs Handbook and peer-to-peer scheme** will provide information to those parents who, after having gone through the parENTrepreneurs training, are interested in training and sharing what they have learnt with other parents activating a training for trainers process and a peer-to-peer (specifically parents to parents) process of up-skilling of parental skills.

Finally, the **parENTrepreneurs Guide to Validation and Recognition** will be a methodology meant to help assess, to value and to make the results of the learning taken place under the training course and the practical experience made during the training events visible. The assessment tool will measure and validate the learning progress of parents who have participated in the training course.

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7. Glossary

Active citizenship Citizen participation in the political, social and civil life of society or the exercise of citizens' powers and responsibilities in policymaking.

Attitude 'Attitudes' are motivators of performance. They include values, aspirations ad priorities (EntreComp, 2016).

Competence In the context of the EntreComp framework, competence is understood as a set of knowledge, skills and attitudes (EntreComp, 2016).

Deliberate practice Deliberate practice is the concept of focussed attention on an aspect of practice over a sustained period of time with the goal of improving this aspect of practice by responding to regular feedback. The concept has been pioneered by professor of psychology Anders Ericsson.

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.

Employability of individuals depends on: i) personal attributes (including adequacy of knowledge and skills); ii) how these personal attributes are presented on the labour market; iii) environmental and social context (incentives and opportunities offered to update and validate their knowledge and skills); and iv) the economic context (Cedefop, 2014).

EntreComp EntreComp is the European Union's Entrepreneurship Competence Framework. It was published in 2016 and outlines the entrepreneurship competence. The EntreComp framework is made up of three competence areas (Ideas and Opportunities, Resources, Into Action) each comprising five competences across an 8-level progression model.

Entrepreneurship EntreComp defines entrepreneurship as acting upon opportunities and ideas and transforming them into value for others. The value that is created can be financial, cultural or social (EntreComp, 2016).

Entrepreneurial education Entrepreneurial education is about learners developing the skills and mindset to be able to turn creative ideas into entrepreneurial action. This is a key competence for all learners, supporting personal development, active citizenship, social inclusion and employability. It is relevant across the lifelong learning process, in all disciplines of learning and to all forms of education and training (formal, non-formal and informal) which contribute to an

	entrepreneurial spirit or behaviour, with or without a commercial objective (Eurydice, 2016).
Formal learning	Learning that occurs in an organised and structured environment (such as in an education or training institution or in the workplace) 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 (Cedefop, 2014).
Growth mindset	Psychology professor Carol Dweck of Stanford University has developed the concept of a 'growth mindset'. Dweck suggests that there exist different mindsets with implications for learning, teaching and understanding the idea of intelligence. She believes intelligence is not fixed and can be developed. Her concept revolves around two different types of 'mindset' – an individual's concepts of their self: In a **fixed mindset**, an individual believes their basic qualities – such as intelligence and talents – are fixed traits that cannot be improved or reduced. They believe ability comes from talent rather than from the slow development of skills through learning. People with a fixed mindset tend to spend their time showing off their intelligence and talents instead of developing them.
	A **growth mindset** is the belief that one's basic abilities can be developed through dedication, hard work and application. These students believe that ability and success are due to learning, and learning requires time and effort. The brain is like a muscle which strengthens with exercise. So, in the case of difficulty, an individual with a growth mindset will try harder, adopt a different approach, or seek help and support. One thing they don't do is give up in the face of challenges. People with a growth mindset have a love of learning and understand that resilience is an essential component of accomplishment.
Informal learning	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.
	Informal learning outcomes may be validated and certified;
	Informal learning is also referred to as experiential or incidental/random learning (Cedefop, 2014).
Knowledge	Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual (European Parliament and the Council, 2008; EntreComp, 2016).

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 (Cedefop, 2014).
Non-formal learning	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 (Cedefop, 2014).
Skills	Skills are the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments) (European Parliament and the Council, 2014; EntreComp, 2016).
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) |
| Value creation | Value creation is the outcome of human activity to transform purposeful ideas into action which generates value for someone other than oneself. This value can be social, cultural or economic (EntreComp, 2016). |