



PEER-TO-PEER SCHEME

HANDBOOK FOR PARENT TRAINERS

Executive Summary

The innovative ParENTrepreneurs Project was developed to bring an acknowledgement of how entrepreneurial skills can contribute to parenting and enrich the lives and education of children as parents engage with them in play and informal education. The premise of the ParENTrepreneurs Handbook is that parents are knowledgeable, creative and resourceful and are best placed to conduct training with other parents.

The ParENTrepreneurs Handbook provides comprehensive information on how parents can employ their skills to become trainers. It includes guidance and information on how they can communicate to interested parents who might become involved in training as well as practical advice on attracting parents to take part in training. It also includes planning tips and techniques and guidance on conducting training monitoring any planned training.

The guide provides a practical roadmap for any parent wishing to provide training and could be used with large or small groups in formal and informal settings, whether with a parents' group at nursery school or small friendship groups providing training for other parents in their network.

The ParENTrepreneurs Handbook offers all the information any parent might need to equip them with the skills to advise other parents and is an excellent resource designed by European partners involved in this project. The ParENTrepreneurs Handbook contains an introduction to the project, an outline of partners and their expertise, the project phases, detailed curriculum, an explanation of the aims of curriculum design and lists the modules with detailed content. Modules are as follows:

Module 1 - Parenting, Family Dynamics and an Entrepreneurial Mindset

Module 2 - Spotting Opportunities To Be Entrepreneurial

Module 3 - Being Entrepreneurial in Every Day Life to Foster Creativity

Module 4 - Yourself and Others

Module 5 - Fostering Creativity and Innovative Ideas

Module 6 - Practise Daily Problem Solving and Decision Making

The modules are flexible and could be taught sequentially or parents may wish to dip into individual modules as they see fit. The practical nature of this guide is helpful offering tips for making training successful, including teaching tips suitable for those with limited teaching experience.

The European partners have included case studies of both female and male parents who took part in training from partner countries, offering rich reflections on their learning, their roles as parents and how they used the course to help them face challenges, and build their skills and resilience. During Covid-19 parents reported rising demands on their time and skills and the course was a great support during this time of added tensions. The ParENTrepreneurs Handbook also contains testimonies from parents in partner countries and advice from parent role models on how teaching may need to be adapted to meet the needs of learners.

The training may be undertaken either face-to-face or online, depending on circumstances, notwithstanding an acknowledgement that parents could undoubtedly benefit from personal meetings and the support of getting to know other parents in their local areas if meetings are possible.

The ParENTrepreneurs Handbook includes all materials parents might need including creative and practical exercises for training delivery across all six modules. In effect, it is a full exercise bank, offering a repertoire of materials ready for use. There are even checklists for planning a session; parents are helped through the whole process to ensure smooth delivery. Links to open educational resources are also included which supplement sessions or which could be used by parents independently to enhance their knowledge further. Most usefully, readers can also find views on cascading entrepreneurial education in each country, with practical tips for those likely to embark on training. The best recommendations we can offer on how thought-provoking these materials were, are voiced by parents who were involved in training:

“The topics covered are very relevant in an age when parenting becomes more and more demanding with the world changing so fast around us. We have abandoned some old parenting practices that need to be revived, and we have to introduce new ones.”

“I liked the engaging and reflection activities”

“I would recommend parents remember that our children are our mirrors, reflecting what we are showing and giving them.”

“Entrepreneurial mindset helps us to think creatively in terms of possibilities rather than following a routine way of doing things. This is a certain way of thinking which children should be equipped with in order to understand wider possibilities in life.”



Table of Contents

| | |
|---|----|
| Introduction to the ParENTrepreneurs Training programme | 1 |
| PEER TO PEER HANDBOOK DEVELOPMENT | 3 |
| How to become a Peer Trainer | 3 |
| ParENTrepreneurs Curriculum | 4 |
| How to Attract Other Parents to the Training | 5 |
| Evaluation and Quality standards | 7 |
| Make Your Training Successful | 10 |
| Entrepreneurship Education for All | 13 |
| CASE STUDIES | 14 |
| Inova Consultancy, UK | 15 |
| Karla Mayoral | 15 |
| Inova Consultancy, UK: | 16 |
| VAMK, Finland: | 18 |
| Siddharth Gurjar | 18 |
| VAMK, Finland: | 20 |
| IPA, The Netherlands: | 24 |
| IPA, The Netherlands | 25 |
| Materhahub, Italy | 28 |
| Materhahub, Italy: | 29 |
| CEYE, Spain | 31 |
| CEYE, Spain: | 32 |
| Bantai, Belgium: | 34 |
| Bantani, Belgium: | 35 |
| ROLE MODEL COLLECTION | 37 |
| Materahub, Italy: | 38 |
| Inova Consultancy, UK: | 39 |
| IPA, the Netherlands: | 41 |
| VAMK, Finland: | 43 |
| CEYE, Spain: | 45 |
| Bantani, Belgium: | 47 |
| Conclusion on Case Studies and Role Models | 49 |
| Suggested Further Reading | 50 |

| | |
|--|----|
| Activities and Exercises for Training Delivery..... | 51 |
| MODULE 1: “Parenting, Family Dynamics and Entrepreneurial Mindset” – IPA..... | 51 |
| Exercise 1:..... | 53 |
| Exercise 2:..... | 54 |
| Exercise 3:..... | 55 |
| Module 2: | 57 |
| “Spotting Opportunities To Be Entrepreneurial” – Bantani | 57 |
| Exercise 1:..... | 59 |
| Exercise 2:..... | 61 |
| Exercise 3:..... | 62 |
| Module 3: | 64 |
| “Being Entrepreneurial in Everyday Life to Foster Creative Thinking” - MateraHUB | 64 |
| Exercise 1:..... | 65 |
| Exercise 2:..... | 66 |
| Exercise 3:..... | 66 |
| Module 4: | 68 |
| “Yourself and Others” – Inova Consultancy | 68 |
| Exercise 1:..... | 69 |
| Exercise 2:..... | 70 |
| Exercise 3:..... | 70 |
| Module 5: | 74 |
| “Fostering Creativity & Innovative Ideas” - VAMK, Finland | 74 |
| Exercise 1:..... | 75 |
| Exercise 2:..... | 77 |
| Module 6: | 79 |
| “Practise Daily Problem Solving and Decision Making” - CEYE, Spain | 79 |
| Exercise 1:..... | 80 |
| Exercise 2:..... | 81 |
| Exercise 3:..... | 82 |
| Additional Support for Peer Tutors..... | 85 |
| Additional Resources | 87 |
| OPEN EDUCATIONAL RESOURCES | 87 |
| The ParENTrepreneurs Social Learning Platform | 93 |
| Community and Entrepreneurial Culture..... | 95 |
| Partner organisation: IPA, The Netherlands | 95 |
| Partner organisation: Inova Consultancy, United Kingdom | 96 |

| | |
|--|-----|
| Partner organisation: CEYE, Spain | 98 |
| Partner organisation: VAMK, Finland | 100 |
| Partner organisation: MateraHUB, Italy..... | 102 |
| Partner organisation: Bantani, Belgium..... | 105 |
| Practical Advice for Planning, Implementation, Monitoring and Evaluation | 107 |
| IMPLEMENTATION | 107 |
| IMPLEMENTATION AND DELIVERY OF TRAINING..... | 111 |
| MONITORING AND EVALUATION | 113 |
| PRACTICAL ADVICE FOR ASSESSMENT AND RECOGNITION | 114 |
| Final Conclusion..... | 116 |
| Glossary..... | 118 |
| References..... | 121 |
| Annexes..... | 122 |
| Annex 1- Module 2, Exercise 1: “The 9 Dots Puzzle” | 122 |
| Annex 2 - Module 2, Exercise 2: The “I Do – We Do – You Do” Methodology | 123 |
| Annex 3: Module 2, Exercise 3: Planning a Trip | 124 |
| Annex 4: Module 2, Exercise 3: Planning a Party | 128 |

Disclaimer:

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



Co-funded by the
Erasmus+ Programme
of the European Union

Output led and designed by Inova Consultancy Ltd.

All images sourced from Unsplash.com



Introduction to the ParENTrepreneurs Training programme

Welcome to the ParENTrepreneurs Handbook: Peer-to-Peer Scheme, brought to you by the [ParENTrepreneurs](#) Erasmus+ funded project. ParENTrepreneurs is a consortium made up of 6 countries who have all worked together on this project to research, develop and produce a course for parents which is unique in its format and content and yet incredibly relevant when looking at the skills and needs of our communities, our children and future generations. The main aim of the project is to support the educational development of entrepreneurial skills for everyday life and to do this by supporting parents to embrace them and understand why they are important. In addition, parents recognise how entrepreneurial skills can be used to encourage the natural development of them in our children, thus benefiting the wider community and society. All partners have extensive experience in developing innovative training, working with parents and in creating projects which can help transform communities in positive ways.

The partner organisations involved in this project are:

- Stichting International Parents Alliance (IPA), the Netherlands,
- Consorzio Materahub Industrie Culturali E Creative (MateraHUB), Italy,
- Bantani Education (Bantani), Belgium,
- Inova Consultancy Ltd (Inova), United Kingdom,
- Oy Vaasan Ammattikorkeakoulu - Vasayrkeshogskola Ab (VAMK), Finland,
- Consejería De Educación Y Empleo, Junta De Extremadura (CEYE), Spain.



The ParENTrepreneurs project was initially divided into five different phases:

Phase 1

- The partnership undertook research to understand further entrepreneurship and family dynamics and its relevance, collating a series of specific skills and competences which parents wish to focus on when developing their parenting and the entrepreneurial skills which go hand-in-hand.



Phase 2

- The second phase of the project was the development and implementation of the ParENTrepreneurs training modules. Due to the Covid pandemic and the various restrictions per country, some of the training took place online and some of the training was face to face.



Phase 3

- The third phase of this project was the development on an online platform, to host all development materials and resources, as well as give space for parents to discuss and interact with one another. Further information on this platform can be found in this handbook.



Phase 4

- The penultimate phase of this project is the handbook you are currently reading! We aim to cascade the ParENTrepreneurs training to parents across Europe, with the help of dedicated peer to peer tutors such as you!



Phase 6

- The final phase of this project is the development of an in-depth assessment tool to support the assessment and recognition of skills, for parents and trainers to use throughout their journey.

You may have many questions that need answering before you proceed with your role as peer trainer for ParENTrepreneurs and that is totally understandable. All partners have worked hard to pre-empt some of these questions and to support you every step of the way. This booklet is an extensive document to support your teaching development and help you cascade your learning to your own learners. In addition to the contents within, you will be signposted to a wide range of OER's and additional resources available on the [online platform](#).

PEER TO PEER HANDBOOK DEVELOPMENT

This handbook, as part of Phase 4 of ParENTrepreneurs, has been specially designed to provide teaching tools to those parents who have completed the training themselves and wish to cascade the programme to other parents. If that is the case, then you are in the right place. Share what you have learned via a peer-to-peer scheme (parents to parents).

As part of the sustainability of the ParENTrepreneurs project, the peer-to-peer method will continue to up-skill many other parents, developing their entrepreneurial skills for everyday life, and in doing so benefiting themselves and also their children, their families and their wider communities. This handbook provides detailed information on each of the ParENTrepreneur training modules and do not forget to use the online platform resources too!

In addition, you will also find the following:

- Practical advice for implementation of the course and activities
- Tips to engage parents in training
- Practical advice for monitoring and evaluation of the skills
- Case studies and role model testimonials to support your delivery and own development
- Practical advice for assessment and recognition

How to become a Peer Trainer

If you are interested in becoming a ParENTrepreneurs peer trainer, remember, this handbook is here to help you. The contents and any support given are based on the ParENTrepreneurs pilot training which took place during 2021. Due to the Covid pandemic of 2020 – 2021, some of the training was delivered “live” online and some of the training was delivered face to face. This handbook supports and assists you to successfully deliver your own ParENTrepreneurs programme based on the resources and materials developed. You have already completed the training of ParENTrepreneurs and are familiar with the course content and you are now keen to develop new skills to share your learning with other parents. It is important to reflect on your own experiences as a parent and your own experiences of learning. Combining the two, along with planning your session, knowing your learners and knowing your resources will be key factors in your success as a peer trainer.





ParENTrepreneurs Curriculum


The ParENTrepreneurs curriculum is a set of guidelines and methodologies with set tools for delivering the training which supports embedding entrepreneurial skills into everyday life. Making the training fun, creative and interesting is important and bringing your own personality to the programme helps too. The handbook will guide you through the curriculum with tips and tricks from previous tutors which will help you to progress as a peer tutor. There is an abundance of resources

MODULES

- Module 1 - Parenting, Family Dynamics and an Entrepreneurial Mindset
- Module 2 - Spotting Opportunities To Be Entrepreneurial
- Module 3 - Being Entrepreneurial in Every Day Life to Foster Creativity
- Module 4 - Yourself and Others
- Module 5 - Fostering Creativity and Innovative Ideas
- Module 6 - Practise Daily Problem Solving and Decision Making

available to support your development both here and online. Many resources are taken directly from the successful pilot delivery. Before you teach, please take a look at the online platform and check out all the additional information and extra resources.

Parents who have completed the training have commented positively on the benefits for themselves, their children and their families. After sharing ideas and thoughts with other parents and rethinking some of their own parenting approaches, “play” in particular took on a new meaning and for them and entrepreneurial education is now implemented more broadly into everyday tasks. The activities represent children of all ages and build confidence for parent and child. Your role as the peer trainer is to facilitate and engage other parents in this unique experience. You will introduce each topic, respecting the resources available. The learning outcomes can be met by integrating and using the resources and the modules are a mix of theory, written work, creative tasks and discussion. PowerPoints can aid delivery and are optional.



“An entrepreneurial mindset helps us to think creatively in terms of possibilities rather than following a routine way of doing things.”

REMEMBER- This handbook will help you decide which activities will work best for you as the trainer and, of course, for your learners. It includes a selection of activities taken from the original training and further resources can be found on the online version of the training [here](#).

Accessing these resources is important for your development and for you to successfully deliver the peer training programme.

How to Attract Other Parents to the Training

If you have completed the ParENTrepreneurs training yourself, you are the perfect person to promote it and, as a parent, you also bring your own experiences. There are several methods you can use to attract other parents to your training – we can explore the pros and cons to help you decide what is right for you! Check out our tips, alongside the pros and cons for each, in the following table:

| Tips to attract parents | Positives | Things to consider |
|---|--|---|
| Promotion via Social Media: Creating attractive social media content to engage with parents can support recruitment and interest in your training. | Social media posts can reach a wide audience. Content can easily be shared by others to increase reach. There are lots of parenting groups on social media who may be interested in your training. | Some parents who could benefit from the training may not use social media. Given the large audience social media has, your training could end up being for a large audience (unless numbers are limited) |
| Talk to your friends: Start networking with those around you, parents you know or those you see during the school run - you never know who may be interested or know someone who is! | You could reach people you know, to support those closest to you. Having a training group in your local area can make training logistics easier. | Your reach may remain quite localised, which may be an issue if you wish to train a wider audience. Due to Covid-19, talking and networking in person could be challenging. |
| Posters/flyers/leaflets: Designing poster/flyer/leaflets are a great way to attract parents to your training. If you have them ready to hand out on the school run or to pop in local shops, you can attract people from across your local area. | Nicely designed posters/leaflets can be very attractive and can engage numerous parents. Some parents prefer having tangible information that they can read at their own pace, in between their parenting duties etc. | Cost implications. Due to Covid-19, handing out physical documents may not be possible/feasible. |
| Needs Analysis: Finding out the needs of those interested in taking part is very useful, not only to engage with parents but also to find out their needs and expectations, so you can amend your training to their needs. | Needs analysis can be done through informal discussions or a short survey. Allowing the participants to influence the training helps with engagement and retention. | Potential time and resources restraints |

In addition to the above, throughout this handbook, there is guidance on organising your training. Regarding recruitment, you will have ideas yourself on who to contact, depending on your own networks.



Evaluation and Quality standards

The many resources in this handbook (and online) will support you with evaluation and quality standards. There does need to be standardisation across the course, regardless of whether the course is “live” online or face to face and regardless of which country or community it is being delivered in. To support standardisation, each partner selected activities from their developed module to be included in this handbook. These along with ones on the online platform will support you to develop your lesson plans and to consider your learners' needs. It is normal to feel more comfortable with some activities over others and just as we like our learners to try new things, stepping out of your comfort zone helps you to grow and develop.

This handbook introduces you to quality benchmark standards, assessment and evaluation methods for the training and along with your observations, you will have all the tools to support you to deliver a successful training programme. As well as conducting training sessions and activities from the ParENTrepreneurs training programme, it is important to monitor other aspects, including the evaluation of skills and the monitoring of benchmark quality standards for the training itself.

Evaluation of Skills: It is important to allow participants to evaluate their skills developed in the session(s). Whenever it be a simple skills assessment or a more in-depth analysis of how they have developed, it is important to evaluate this development. As part of the fifth phase of this project, an in-depth assessment tool has been created to support this evaluation of skills. More information on this assessment and recognition of skills can be found in this handbook. Evaluation can be divided into two sections: firstly - the evaluation of the skills and knowledge development by the participants. The second section is the evaluation of the training and maintaining key standards of quality, to ensure high-quality training is provided. More information on each can be found in the following table:

Quality Standards for Training: As well as assessing how the participants developed, it is also beneficial to evaluate how the training session went, how you did as a trainer, and ensure that minimum quality standards are adhered to during the sessions. Below you can find a set of quality standards and how to assess each one:

| Section | Quality Standard | Minimum standard | How to Assess | Notes |
|------------------------|---|---|---|---|
| Evaluation of Skills | Development of skills relating to module topic and relevant competences | This differs from person to person and therefore a minimum standard cannot be placed on this. | Self-assessment of skills Participant evaluation form (for open-ended questions with examples) | See relevant section on evaluation of skills for more information |
| | Satisfaction with personal development/development of self-awareness | Min 4 out of 5 satisfaction rating | Session Evaluation Form | If participants do not feel they have |
| Evaluation of Training | Satisfaction with the venue and organisation of the event. | Min 3 out of 5 satisfaction rating | Informal discussion Session evaluation form | Evaluation forms with a satisfaction rating from 1 to 5 can be useful to evaluate this. |
| | Satisfaction with the content and trainer | Min 4 out of 5 satisfaction rating | Informal discussion Session evaluation form | Evaluation forms with a satisfaction rating from 1 to 5 can be useful to evaluate this. |
| | Satisfied with time spent during the session, developing entrepreneurial skills to support parenting and everyday life. | Min 4 out of 5 satisfaction rating | Informal discussion Session evaluation form | Evaluation forms with a satisfaction rating from 1 to 5 can be useful to evaluate this. |

When developing your skills as a trainer, there are some aspects which you will develop just through practice - so the more you do it, the more skilled you will become. To help you start, reflect on some of the following:



How do you prefer to introduce yourself?



What information do you want to share about yourself? (It may be beneficial to share with your learners that you have done the course too)



What is your teaching style? (Reflect on this)



How might you respond to unexpected questions and comments? (Remember to stay calm and no one teacher has all the answers)



How would you work around unexpected events (loss of internet connection, reduced number of attendees, additional participants not involved in all sessions)?

Your skills will be developed through experience and over time. The best way to learn is through trying different strategies and seeing which works best for you.

“Everything we do is practice for something greater than where we currently are. Practice only makes for improvement.”

- Les Brown





Make Your Training Successful

It is important, when planning your training session, that you are aware of the different methods and approaches which may help your participants learn. Aim to use a range of training methods and show these in your planning or lesson plan. Be aware that people in your group will have different backgrounds and levels of understanding. Not everyone learns in the same way, so using a range of teaching methods will help you reach the diverse needs of your learners. Remember, some learners respond more to visual resources whilst others may respond well to auditory and kinaesthetic teaching methods – it's just the same with our children!

Handouts

Some people learn best when they are given visual aids to support the theory being taught. Printed handouts are really useful for visual learners, especially when these handouts can be taken home after the session and used as reminders or to supplement extended learning.

Discussions & Theory

During a training session, it is important to mix up theoretical information with discussions, experience sharing and activities. Getting the right balance is important. If the teaching session was you giving information *in* a lecture format for the full duration of the training this would likely result in learners becoming disengaged and could result in little learning taking place. Aim to make the lesson as interactive as possible and using discussions, can lead to rich and engaging sessions with learners/parents sharing their own experiences. As well as whole group discussion, you could also split into 2 or 3 groups before bringing the group back together to reflect on their discussions. In addition, asking learners to work in pairs on some tasks works well. Dividing your session between theoretical information, practical activities and discussions within the group can help to keep everyone engaged and informed at the same time.



Online Training Delivery

At times, such as during a global pandemic, training sessions may have to take place online, rather than in a face-to-face setting. Online delivery can still be highly effective and successful, as long as you take the following into consideration:

Technology - the IT capabilities of your own PC/microphone and the IT capabilities and options for your participants

Activities - adapting activities to suit an online environment.

Handouts - advance preparation to ensure participants are sent any necessary information and handouts prior to the session.

Safeguarding - making sure that the session is limited to those you know will be joining, to ensure all are safe during the session.

Aim for “live” online as opposed to learners watching something that has already happened. ZOOM is a good platform to use and make sure you send the link well in advance and that learners are aware of times and expectations. For example, ask if it is acceptable for learners to have their cameras on as this will help with them getting to know each other and thus feeling comfortable in discussions. You can also use quizzes and polls to engage learners; they are especially useful at the start and end of sessions.

Worksheet Activities

Worksheets are used regularly in teaching to support learners to meet a particular learning outcome. They support other visual resources and require either individual or group input to complete set tasks, whether answering questions, following instructions, drawing etc. In the ParENTrepreneurs training, many activities take on a creative format. You may even want to have a go at creating your own worksheets with the set learning outcomes in mind or you may have new ideas on implementing current worksheets.

Small group sessions

Depending on how confident you feel in facilitating a training session, you may choose to limit the number of learners that can attend in any one session. Having a smaller group session can actually be very beneficial for both the facilitator and the learners.

For the facilitator, a smaller group setting allows more time to get to know each learner and explore their situation, so you can fully grasp their needs and how you could support them. It is also ideal for new tutors as it allows you to develop your teaching skills and build confidence.

For the learners, having a smaller group can increase their confidence and willingness to speak within the group and share experiences that they may not have shared in a larger group. Discussion can be easier in a smaller group environment, especially when discussing challenges, experiences and personal views on parenting styles and skills.



PowerPoint Presentations

These are optional and can be a great visual tool to support what is happening in the class. They need to complement the rest of the training resources and encourage interaction as opposed to being just a reading activity. Trainers should not add lots of text to the presentation, only key information or keywords which are useful to remember. Images are useful to increase engagement and break up text-based slides and links to short video clips that are relevant to the training can encourage further discussion on set topics. By adding key information or images onto the slides, which relate to your discussions, some participants may feel more confident at remembering the information and the slides can be given to learners for their own reference.

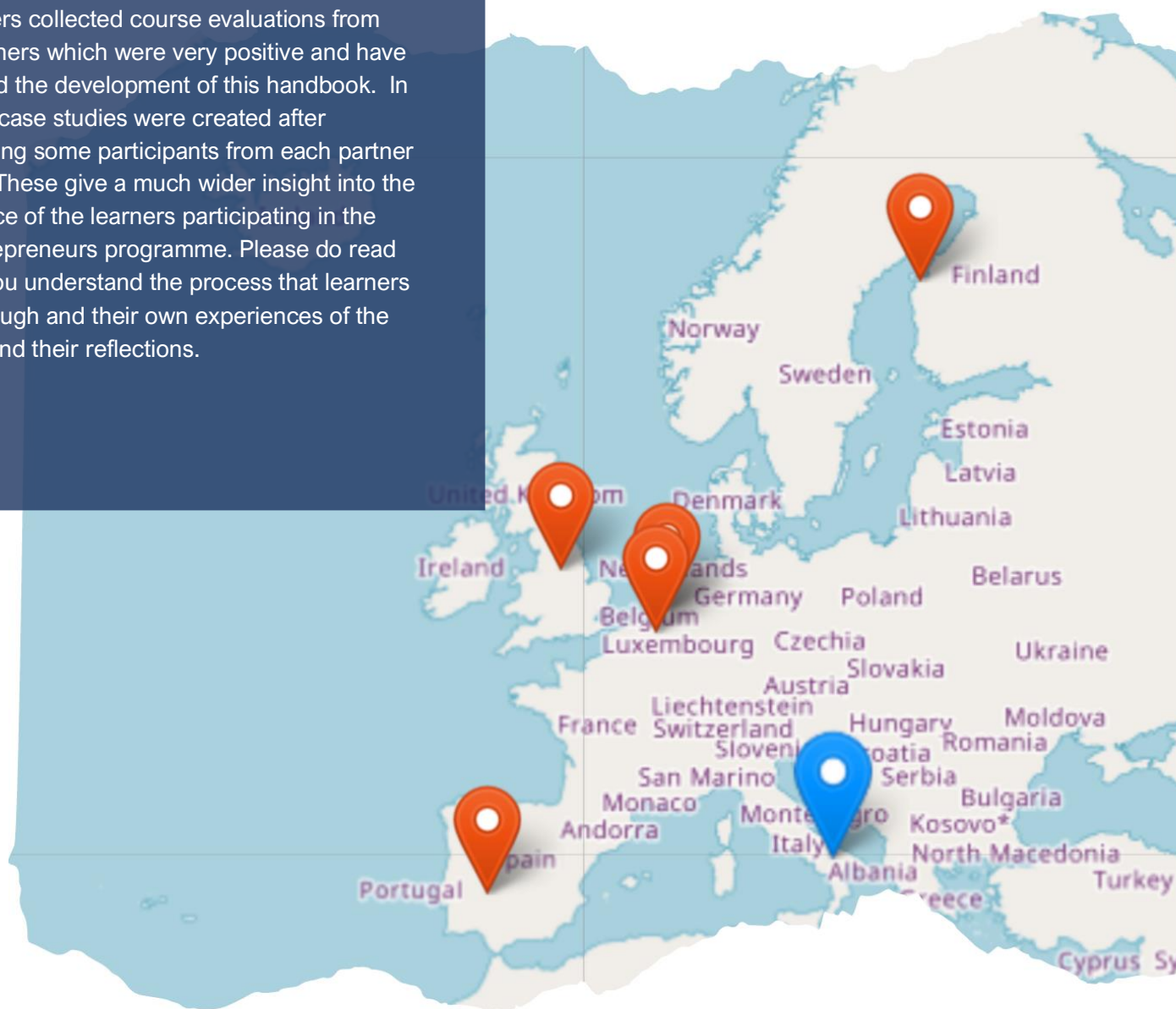
Entrepreneurship Education for All



In this section we will explore inclusivity and culture. We will do so by using case studies and examples of role models to help you consider how your teaching may need to be adapted to meet the needs of your learners. Differentiation and flexibility are necessary as not all your learners will be starting from the same place. This can be linked to their educational ability and also for this course, their parenting ability. Each parent will have their own experiences to share and just as you are supporting the Peer-to-Peer approach, this occurs in the classroom with the rich discussions that take place once parents feel comfortable and confident to share their experiences. Please take a look at the wonderful case studies that have been so kindly provided by our participants. They could provide useful starting points for discussions.

CASE STUDIES

All partners collected course evaluations from their learners which were very positive and have supported the development of this handbook. In addition, case studies were created after interviewing some participants from each partner country. These give a much wider insight into the experience of the learners participating in the ParENTrepreneurs programme. Please do read to help you understand the process that learners went through and their own experiences of the training and their reflections.



Karla is 39 and has 2 children.

"I felt I was professionally accomplished and lived the way I wanted, so I was ready for my next step. I am a Mexican, living in the UK for 6 years with no close community or family members nearby to offer support. Our eldest has speech delay and is on the waiting list to check for Autism. He is 5 years old, and we have a daughter 2 and a half years old. I am currently working from home and going to the office twice per week."

What first interested you in joining the ParENTrepreneurs training course?

"Becoming a better me to be a better parent. It is hard and challenging for me to manage marriage, professional and motherhood in a country where I have no close support and childcare is out of budget."

Would you recommend the ParENTrepreneurs training to other parents? If so, why?

"Of course! This training has not shown us how to be good parents but pointed out how to be better us. We are committed to be us for our kids."

What was the best part of the training for you? What was your favourite theme/activity?

"Tree of Life - The activity in general helped me see the things to continue and that are helping our parenting. I felt I was not doing it all bad. It made me proud somehow that I was not totally lost on this journey. Doing days out with kids, playing with them after school, telling them how much I love them etc."

Were there any unexpected outcomes from attending the training?

"Yes, hubby got engaged with his part in parenting. He is actively correcting me on the way we address children in positive ways. As well there is more negotiation in our relationship. Our kids are showing less anxiety as hubby and I seem to be more synchronized."

What did you enjoy (or not enjoy) about the training?

"I did enjoy the space to share and the diverse people sharing ideas and ways. Not enjoying the summaries at the beginning for the sessions (after the 3rd one)."

How have you implemented the learning into your everyday life? How have you used entrepreneurial parenting in your life?

"We correct each other when not talking positively, we have our goals set, we are into giving children boring time, but as well enjoying days out altogether more often."

What are your views now on the importance of integrating entrepreneurship skills education with your child/ren?

"It is a next step, I acknowledge it is within me first, to be a better me to set the example."

How did the training allow you to become more reflective about your role as a parent?

"When I saw that not all my parenting was wrong, and that I could not just live on regret, or on my mobile. In summary I am embracing resilience, bouncing back from failure."

How could you use the knowledge gained during this training to support other parents?

"I do listen without judging. After that where there is space, I just ask questions. I have noticed this is the way to get the message through with close friends and family. With the questions I just try changing the perspective, it seems to help."

Note: for 'correction' read constructive feedback in the above.

Inova Consultancy, UK:
Ivan Dinev
(Online participant)

Ivan is from Bulgaria and 45 years old, works as a prison officer and has been in the UK for 10 years

What first interested you in joining the ParENTrepreneurs training course?

"My wife kept telling me to join and commit to our children. I must admit I am usually tired after an exhausting day of work and have little patience with children when they want to play and don't listen to instructions."

Would you recommend the ParENTrepreneurs training to other parents? If so, why?

"Yes, definitely."

What was the best part of the training for you? What was your favourite theme/activity?

"SMART goals. Setting goals was the best part for me. I got a more structured way to understand that my wife is a gardener, and I am totally a carpenter but somehow, we can meet in the middle for our children."

Were there any unexpected outcomes from attending the training?

"I am not judging myself as much, still tired but I see better listening on the children when I explain a little further how I am feeling, and I give space for them to express themselves."

What did you enjoy (or not enjoy) about the training?

"The person leading the training had always a calm voice and seemed very professional, she seemed to understand what she was talking about."

How have you implemented the learning into your everyday life? How have you used entrepreneurial parenting in your life?

"We have our goals printed in the kitchen as a friendly reminder to my wife and myself. We are speaking more calmly to children as well."

What are your views now on the importance of integrating entrepreneurship skills education with your child/ren?

"I would love my kids to be taught about the tools out there to be the better they can be, more in charge of their feelings and acknowledging who they are as a whole. It will take time but for now our example is what we want to show."

How did the training allow you to become more reflective about your role as a parent?

"My wife stops me or corrects me when I am not patient enough to filter my words. We agreed on this and I don't longer feel she is trying to look down on me, but to support us."

How could you use the knowledge gained during this training to support other parents?

"If they ask me, I recommend parents remember that our children are our mirrors, reflecting what we are showing and giving them."



Siddharth is 40 years old and has a 3-year-old son and is originally from India.

What first interested you in joining the ParENTrepreneurs training course?

“Firstly, the idea of the training program being inclined towards the concept of entrepreneurship is what made me interested in the training. Parenting and teaching kids on how to behave and build their entrepreneurial mindset is what added to my interests in joining the training.

There were 3 main things that got me interested in the training, namely,

- Being a parent, I have certain ideas and values in mind that I want to inculcate in my child which seem to be in alignment with the training goals. Hence, I was interested in the program.
- Being an entrepreneur myself, this field was of personal interest for me and I wanted my son to experience it.
- I am currently studying to be a teacher and I believe that attending this training would give me great insights for my future career.”

Would you recommend the ParENTrepreneurs training to other parents? If so, why?

“I found the concept of the training very interesting and new and would surely recommend it to other parents. I wish for some things to be different which I will explain further. I personally come from a background where there was no environment that supported entrepreneurial thinking and people mostly were taking the paths which most of the people around them took. Knowing the consequence of not having proper support for developing entrepreneurial mindset, I want my child to receive proper support and required infrastructure to develop entrepreneurial mindset. I feel that this training has the potential to provide such support and I would like more people to know about it. I believe that with the changing times, just relying on the job and working for a company might not be the most secure option and might not be the best for personal growth or also for the planet. Hence, it is very important to realise the importance of entrepreneurial skills now. In my opinion, entrepreneurial thinking has to be taken seriously now and hence he would recommend it to more parents.”

What was the best part of the training for you? What was your favourite theme/activity?

“I feel that the best part of the training was the active participation from all the participants in the program as people were sharing interesting ideas and thoughts. I found it very insightful and helpful and I already picked up some ideas which I implemented in my household. My favourite activity was the one where the facilitator gave the task to come up with a daily problem and brainstorm on the ideas. This session led to a lot of sharing of ideas. One of the most interesting things for the interviewee was the concept of Biomimicry in parenting. I was always

interested in the concept of Biomimicry and through the training I was able to relate the concept with Parenting.”

Were there any unexpected outcomes from attending the training?

“There were no negative unexpected outcomes from the training. In fact, ideas like integrating biomimicry in parenting was something new and it was really interesting to discover such unexpected possibilities. So, there was an unexpected outcome in a positive way.”

What did you enjoy (or not enjoy) about the training?

“The participants in the training were very active and hence at some point there was over participation. Sometimes the tasks of the activities were perceived differently by the different participants which created some confusion in the session. This was realised when participants were sharing their insights. It was a good sign that all the participants were active and wanted to contribute, but this created a bit of disruption in following the planned schedule. I felt that some points were still not completed from the agenda as there was over participation. Overall, I think that there was chaos (in a positive way) which was not very enjoyable by the interviewee.”

How have you implemented the learning into your everyday life? How have you used entrepreneurial parenting in your life?

“From the training, I have become more aware of my actions and reactions to my child’s behaviours in everyday life. I am trying to practice what I learned at the training in my everyday life. For example, being more reflective in the way I correct my child or while teaching him new things. I have become more conscious of providing him with freedom to explore new ideas and room to try new activities.”

What are your views now on the importance of integrating entrepreneurship skills education with your child/ren?

“In my opinion, in today’s world it is very essential to have an entrepreneurial mindset in professional and personal life. Entrepreneurial mindset helps us to think creatively in terms of possibilities rather than following a routine way of doing things. This is a certain way of thinking which children should be equipped with in order to understand wider possibilities in life. I also believe that in order to make children learn about these skills, it is very important to start with parents. Every parent should be aware of those themselves in order to make it possible for their children to learn them.”

How did the training allow you to become more reflective about your role as a parent?

“Sometimes, while his child is playing, he tries to do things that won’t work and his child gets frustrated about it. In these cases, previously as a father, I used to get

angry but after being part of the training, I have been realising my actions and I am trying to be more mindful and reflective about it. Now that I am more informed, I try to explain to my son calmly about the fact that success and failure are secondary matters and the primary thing is to try new things. Although sometimes my son tries to do impossible things like trying to combine two same poles of a magnet. Previously, during these times, I always used to interrupt my son and tell him what to do and showing him the correct way to do things. But now, I try to give space to his son and let him explore and find for himself what is the right way and let him find out through experimentation. This training has indeed affected my way of looking at things. Now, I am trying to avoid 'prescribing' tasks to his child and letting him explore."

How could you use the knowledge gained during this training to support other parents?

"My learnings in this training were extremely useful and would certainly like to spread it amongst other parents. I think few opportunities that could be great for spreading the knowledge gained during the training could be interacting with parents when they take their children out to play. While discussing and interacting with the parents, they can talk about *their* learnings by giving examples which in turn could also help other parents get a new perspective on parenting. This eventually will give rise to a stronger community and encourage the practice of sharing and learning together."

VAMK, Finland:
Zara Sabucido
(Online participant)

Zara originates from the Philippines, is 55 with a 13-year-old daughter.

What first interested you in joining the ParENTrepreneurs training course?

"For me, the most motivating fact to join ParENTrepreneur training was to get to know similar families as mine and have their support in this foreign country. I wish to build a network with similar parents who might have similar backgrounds as hers, i.e. connecting to more Asian immigrants, where similar parenting behaviour exists. I believe that making these connections would help us to discuss the challenges and share their ideas to overcome them. I saw this training as an opportunity to build a network that can further help her in exchange questions, ideas, suggestions and lead to learning from each other. I am eager to learn more about different ways in which we could educate our daughter to become early age entrepreneur."

Would you recommend the ParENTrepreneurs training to other parents? If so, why?

"I would highly recommend the training to other parents as all my expectations from the training were fulfilled."

What was the best part of the training for you? What was your favourite theme/activity?

“The best part of the training for me was the question and answer part, sharing of ideas and getting suggestions/feedback from the other parents. Along with learning from the trainer, there was a lot of peer learning from other parents as well. As I discovered there are few parents who share exactly the same parenting history as her, it made me confident that I would have an opportunity to get connected with parents who undergo similar challenges as me. Having support from each other in tackling the challenges and finding solutions together was exciting for me. My favourite activity was the one that asked children to take a global challenge and let them come up with creative ideas to solve them. For example, in this case, it was sustainability. I got really excited about implementing such methods of problem solving which can help children to address community concerns by identifying it themselves. Example: The problem of masks being thrown everywhere around despite there being trash bins at the bus stop. After discussing this issue that came to my mind in the training, I discussed it with other parents. Together we highlighted the point of making the trash cans bigger and more visible so that it is easy for people to notice. Also, having the size larger than the usual can help in making it noticeable and also contain more masks, which would prevent the masks from spilling out in the trash. Having an opportunity to discuss ideas and solutions along with the group was one of my favourites.”

Were there any unexpected outcomes from attending the training?

“I did not face any unexpected outcomes from the training.”

What did you enjoy (or not enjoy) about the training?

“Most of my expectations from the training were fulfilled. There was nothing that I did not like, but instead, I want to present my ‘wishes’ in what more I would have liked to get from the training. I wish there was more time to share ideas as there were many ideas building up on each other’s ideas. I understand that time has to be managed in order to get the outcome, but I still wished the training would have had more time with sharing of ideas and discussing some points from the trainer about topics that parents have strong feelings for.”

How have you implemented the learning into your everyday life? How have you used entrepreneurial parenting in your life?

“My daughter was supposed to have a project in school where they had to think about a project that would help the community so the idea that they came up with in the training was suggested by daughter to her study counsellor and it has already been in the action mode. After every training session of ParENTrepreneurs session, I discuss the highlights of that session with my daughter at night. This way I would make sure that my daughter would learn along with me. Back in the Philippines, I was raised by a single mother and they were not from a rich background so I had to help my mother in the business from a very early age. In front of the table, we

would sell local delicacies and through these activities my mother could teach me basic savings and entrepreneurial mindset. I have been able to transfer some of this knowledge to my daughter. I also share with her daughter baking and cooking skills and teach her to sell them as part of the baking sale in school and I would also provide her with insights that I got from my mother. So, I have been doing entrepreneurial parenting with my daughter.”

What are your views now on the importance of integrating entrepreneurship skills education with your child/ren?

“Our daughter is a single child, and as we live in a foreign country it is important for us to teach her to be self-reliant without having much family support around. In this training I realised that building entrepreneurial skills in our daughter can help our daughter in being self-reliant and independent. Being independent will act as a key for her to survive the challenges in life along with continuing to be creative. In brief, I think that having entrepreneurial skills is essential for our daughter mainly for survival and having the entrepreneurial mindset already in middle school can open up other career options for her after school, for example, becoming an entrepreneur rather than continuing education in a traditional way.”

How did the training allow you to become more reflective about your role as a parent?

“The training emphasized the critical importance of parenting and making sure that my child would be raised as a good citizen and an independent person too. Training also emphasized the understanding about how parenting is not just about having children and providing them with food and shelter, but the role of the parent is beyond that. Along with taking care of financial needs, it is equally important for parents to be able to guide their children towards becoming better citizens by focusing on them becoming self-reliant, independent, and one who cares about the environment.”

How could you use the knowledge gained during this training to support other parents?

“I am highly interested in becoming a part of the training program which could help me to spread this training to more parents. Currently, there is no such platform for her to share the knowledge and experience she gained in the training. One of the potential platforms that I recognize for the sharing of knowledge is during the parent-teacher meeting of our daughter’s school. I don’t want it to be a sharing session where it is in the form of a lecture or traditional way of delivering information. Instead, I want it to be a collaborative session where everyone builds on each other’s ideas and thoughts. I wish to have a venue/platform to share my insights from the training with other parents, as I believe that training should not be just limited to the parents who attend the session but should continue to spread. I believe that with a possibility to share the information that parents gained during the training, more and more people can be included in this ecosystem and it can be practiced on a larger scale. We could also possibly have formal briefing sessions

and timely meetings for the parents who already have done the training, in order to keep them in the loop of the practices taught at the training. Even if the information of the training is later available as a resource online, there should still be regular engagement sessions which can help the parents to retain the information they gained and they can have an opportunity of constant sharing and learning from/with each other.”



IPA, The Netherlands:

Agnes Major

(Face to face participant)

Agnes Major is 47 years old, born in Hungary and living in Ireland. She has 3 children, aged 19, 10 and 7. She has a primary school teacher degree, and currently studies to become an Irish early year's educator while organising developmental sessions for Hungarian children living in Ireland.

What first interested you in joining the ParENTrepreneurs training course?

"I first found the project website and community very interesting with topics that reflected on the challenges I'm facing in my day-to-day parenting. One of the project partners, IPA, informed me about the training. I've followed their work for some time."

Would you recommend the ParENTrepreneurs training to other parents? If so, why?

"I would definitely recommend the training. The topics covered are very relevant in an age when parenting becomes more and more demanding with the world changing so fast around us. We have abandoned some old parenting practices that need to be revived, and we have to introduce new ones. Our generation can be supported by previous generations less for many reasons: distance, new things in the lives of children, working grandparents, and we must bring up resilient children who can face these rapid changes."

What was the best part of the training for you? What was your favourite theme/activity?

"My favourite area is creativity, out of personal interest. I arrange a lot of creative activities for my children and also for others. My original background is in education, and I have felt the need to change methods as a professional educator and as a parent as well."

Were there any unexpected outcomes from attending the training?

"It is a great experience to encounter people who are like-minded and face similar challenges."

What did you enjoy (or not enjoy) about the training?

"I liked the engaging and reflection activities. We know that there is much more learning when the learner is actively engaged. Presentations should be confined to the online part of the training, or – as it was done in some cases in our training – introduced in a flipped classroom format to not have passive periods in the training itself."

How have you implemented the learning into your everyday life? How have you used entrepreneurial parenting in your life?

“My children are of different ages, and I’ve tried to parent them in a way that is beneficial for all of them. It needs me to foster independence. I have some ideas that came from attending the training that I will implement in my own parenting as well as work done together with other parents in informal learning contexts. I’m also editor of an education Facebook page that targets both professionals and parents.”

What are your views now on the importance of integrating entrepreneurship skills education with your child/ren?

“I think that the skills and competences this programme focuses on are essential for their future success regardless of the career paths they choose. At the same time, I think that the word entrepreneurship is too much linked to businesses in most people’s minds. There is a need to either find a new phrase or make people understand what the notion of entrepreneurship means, especially in parenting.”

How did the training allow you to become more reflective about your role as a parent?

“There were several activities that made it possible for me to refer back to my own parenting practices, and also gave me new ideas. There were some issues I’d never thought about before. I think training like this can help you become a more conscious parent.”

How could you use the knowledge gained during this training to support other parents?

“I’ll be happy to use the knowledge, and also the material we were offered and that available on the website in my children’s school as an active member of the parent community. As mentioned before, I’m also one of the editors of a Facebook page with a high number of regular readers called Neveljük együtt! (Let’s Educate Them Together). I will share ideas with that community and engage them in discussions in the coming months.”

IPA, The Netherlands

Eszter Horváth

(Face-to-face participant)

*Eszter Horváth,
51 years old,
born in Hungary,
living in
Maastricht, the
Netherlands.*

What first interested you in joining the ParENTrepreneurs training course?

“First I thought that it is targeting people who “operate” their families as a small business but looking at the topics I’ve realised that it pretty much reflects the Dutch way of parenting. With my children growing up, I found it an interesting venture to have a more systematic understanding of it.”

Would you recommend the ParENTrepreneurs training to other parents? If so, why?

She became a parent relatively late, at the age of 33, and has 3 children, aged 18, 16 and 14.

She has a technical university education background. She is very active in their local community doing volunteer work. She considers herself bi-cultural, being born and raised in Hungary and raising her children in the Netherlands.

"I'm recommending it to others, especially parents with younger children, and those who feel alone with their parenting challenges. I have found most elements of parenting in the Netherlands successful, and I mostly raised my children the Dutch way (although I keep a much more rigorous, Hungarian-style handwashing regime). This training reflects the ways Dutch people raise their children, and these children are among the most successful and happiest in the world. I know that our fast-changing reality is scary for many, but this training can help parents understand that we cannot protect them from everything, so we should rather equip them with the necessary coping skills."

What was the best part of the training for you? What was your favourite theme/activity?

"What I found most topical are the activities on coping with uncertainty and risk. In the past year and a half, we have faced more uncertainties than in any other period for decades, and we really need to equip ourselves first, and then our children for facing challenges now as well as in the future. At the moment, making decisions for the here and now has a large impact on our children's future. We need tools to ensure that their physical and mental health is good as it provides the basis for future success. I also enjoyed meeting other people with similar mindsets and challenges."

Were there any unexpected outcomes from attending the training?

"I've realised that I still enjoy learning new things."

What did you enjoy (or not enjoy) about the training?

"Having 3 children and a lot of other obligations mean that I am very busy. I really enjoyed the parts of the training that made it possible for me to reflect on myself and learn from others' practices. I also liked the fact that we had the opportunity to go more in-depth into theory with reading material when we had and will have time, and not in the training."

How have you implemented the learning into your everyday life? How have you used entrepreneurial parenting in your life?

"My children are getting independent, and I'm still coping with getting used to their being (nearly) grown-ups. What I received in the training and the material available on the website are very useful for me to do the internal work that will allow my children to properly leave the nest. I know it is inevitable, but not easy. I've been struggling with some things with my oldest, now officially grown-up daughter. I think what I learned in this training will help me take it easier and to find smoother solutions. It will probably also help me to have a more differentiated approach as my three children are very different from each other and that needs different parenting approaches, too. As a volunteer, I also hope I can use this learning in supporting other parents in the years to come."

What are your views now on the importance of integrating entrepreneurship skills education with your child/ren?

“I think the skills and competences that are highlighted in this training and programme are essential for my children’s generation. As mentioned before, this generation is the one whose present and future is much more unpredictable than it was earlier. They are also important to me. The Dutch have a culture of entrepreneurship, and they have raised their children accordingly. Still, I think there is a need to emphasise that being entrepreneurial is not the same as being a business owner.”

How did the training allow you to become more reflective about your role as a parent?

“Well, I enrolled in the training as a self-reflection act, and my expectations were met in that field.”

How could you use the knowledge gained during this training to support other parents?

“As mentioned before, I am quite active in my local community and communities my children are part of (school, sports). I will definitely recommend that other parents read the website articles and try some of the activities. With my children growing up, I may become more active supporting parents with their own challenges.”



"My name is Maria, I'm 43 years old and I have 2 children: the girl is 11 and the boy is 9. I live in Milan with my husband and my children. Now I'm working at my office 3 days/week, while I'm working from home 2 days/week; during the past years, I have worked 3 days from 9 to 19 and 2 days part-time, to be able to spend the afternoon with my children."

What first interested you in joining the ParENTrepreneurs training course?

"I was attracted by the fact that L'Orma was a partner of this project. I have already known L'Orma as a qualified association that offers courses and educational experiences for children. I could appreciate those experiences through the final performances of my children and when I was involved in a free course for parents, I was very curious about it. Otherwise, I'm a clinical psychologist and I often speak with parents trying to support them in their complicated life with their children and teenagers, but rarely I have structured occasions to be supported as a parent, for my family."

Would you recommend the ParENTrepreneurs training to other parents? If so, why?

"Yes, I would recommend this training to other parents, because I think it's a great moment of growing as a parent and as a person."

What was the best part of the training for you? What was your favourite theme/activity? (Please explain your answer).

"I enjoyed a lot of activities, but I remember with pleasure the discussion about values, because it gave me the possibility to reflect with other parents about the future and it created an important link between education of children and the society."

Were there any unexpected outcomes from attending the training?

"Maybe it's not unexpected, but I was glad of finding an atmosphere open to different views and not so critical of personal thinking: I found it easy to express myself and to listen to other people even if I was not on the same ideas."

What did you enjoy (or not enjoy) about the training?

"I enjoyed that the training was not too long and it was online: this led parents belonging to different regions to meet together. I also appreciated that there was a small group of parents and that we had the possibility to speak in very small groups, which made the reflection and the dialogue easier for everyone. I think that some activities could last longer, because sometimes I had the impression not to have enough time to complete the work."

How have you implemented the learning into your everyday life? How have you used entrepreneurial parenting in your life?

"I tried to involve my children and also my husband in some activities left from the course as homework: this was useful to have an exchange of ideas and to have an application of the theories. I found some contents very similar to my professional background (es. Winnicott) and I appreciated the simple application to education and everyday life."

What are your views now on the importance of integrating entrepreneurship skills education with your child/ren?

"I think that entrepreneurship skills could be important to show a way of education to some parents who are in doubt or in difficulties: parenting could be often a difficult work, so I think that some indications could be precious for most of the parents."

How did the training allow you to become more reflective about your role as a parent?

"I found an interesting proposal of parenting that stays in the middle of my way of parenting, more permissive and my husband's way of parenting, more authoritarian. We often risk saying that one of ours has reason and the other is making a mistake, while this training opens the reflection about different ways of parenting that should be known and verified during life. Anyway, I think that if the training had other editions, in a follow-up function for example, this could have more impact in the everyday life of parenting."

How could you use the knowledge gained during this training to support other parents?

"As a psychologist I have a lot of opportunities to make a rendering of the knowledge gained during the training to support other parents. I also have a lot of friends that could be interested in attending such a training, so I could invite them to have this experience."

Materhahub, Italy:
Paola Matilde Del Zotto
(Online participant)

Paola Matilde is
52 years old
and has one 12
year old son.

What first interested you in joining the ParENTrepreneurs training course?

"It was recommended to me by 'l'Orma', an organisation that I know for always being very attentive to the education of children according to inclusive and careful methods."

Would you recommend the ParENTrepreneurs training to other parents? If so, why?

“Yes, without a doubt. I think it is very important to encourage the "entrepreneurial" capacity of children. Being able to develop the ability to listen and interpret, to see and ask why, to get curious and solve problems, is not an easy attitude to develop. With Materahub's help and guidance, it was easier and more fun.”

What was the best part of the training for you? What was your favourite theme/activity?

“The most interesting activity and the one I remember most was the small group discussion in the breakout rooms. In this way, it was possible to create more friendly relationships with the other participants and to encourage them to express themselves.”

Were there any unexpected outcomes from attending the training?

“Yes, the attention that friends and parents paid to me when I told them about my activities.”

What did you enjoy (or not enjoy) about the training?

“I really appreciated the guidance of the Materahub representatives, who were able to create the best atmosphere among the participants right away.”

How have you implemented the learning into your everyday life? How have you used entrepreneurial parenting in your life?

“I applied in my relationship with my son many of the suggestions that emerged during the conversations. Especially in making him talk like in a brainstorming, without him feeling judged but free to express his every thought.”

What are your views now on the importance of integrating entrepreneurship skills education with your child/ren?

“I think it is very important.”

How did the training allow you to become more reflective about your role as a parent?

“The comparison with other parents made me realise some of my own mistakes.”

How could you use the knowledge gained during this training to support other parents?

“Yes, of course.”

"I am dedicated to entrepreneurship and socio-economic dynamization. My partner is a cabinetmaker and a teacher in the Junta de Extremadura. We have two sons, Hugo, in secondary school and Guillermo in Primary School. We like the rural environment and everything that has to do with innovation in it."

What first interested you in joining the ParENTrepreneurs training course?

"The social and cohesion dimension of the project, the scope of action, entrepreneurship, which I believe is transversal to all aspects of life."

Would you recommend the ParENTrepreneurs training to other parents? If so, why?

"Yes, of course, because you share with more families, and you learn and assume other dimensions on educational different themes from your own."

What was the best part of the training for you? What was your favourite theme/activity? (Please explain your answer).

"I always emphasize community dynamization, and family dynamization of course. Doing things differently if we want to obtain different results and with the contribution of the majority."

Were there any unexpected outcomes from attending the training?

"Absolutely not."

What did you enjoy (or not enjoy) about the training?

"I like all initiative in general, but I would had liked to share in face to face training."

How have you implemented the learning into your everyday life? How have you used entrepreneurial parenting in your life?

"Yes, of course. In fact I an entrepreneur ambassador and apply entrepreneurship on my job and on day to day life."

What are your views now on the importance of integrating entrepreneurship skills education with your child/ren?

“Essential and indispensable, society and humanity have to contemplate change as something real and continuous, that is why entrepreneurship must be encouraged.”

How did the training allow you to become more reflective about your role as a parent?

“The others bring different visions and know-how, and although I usually am working on entrepreneurial environment, however it is always enriching.”

How could you use the knowledge gained during this training to support other parents?

“In my opinion, it’s a good plan to start supporting other parents in parents’ association at my kid’s school, because nowadays we are participating on it.”

CEYE, Spain:

Guadalupe Moreno Lisso

(Online participant)

*“We are a family
with 4
components:
Guadalupe
(mother), Íñigo
(father), Gabriel
y Carmela (son
and daughter).
We live in
Badajoz”.*

What first interested you in joining the ParENTrepreneurs training course?

“The innovative character of the training that was addressed to families”.

Would you recommend the ParENTrepreneurs training to other parents? If so, why?

“Yes, because the participation of the families is very important and fundamental within education”.

What was the best part of the training for you? What was your favourite theme/activity? (Please explain your answer).

“I liked all the training proposal. The trainers managed it dynamic, curious and enjoyable”.

Were there any unexpected outcomes from attending the training?

“No”.

What did you enjoy (or not enjoy) about the training?

“I enjoyed all the training completely, in particular the sharing of the various activities created by each participating family”.

How have you implemented the learning into your everyday life? How have you used entrepreneurial parenting in your life?

“Yes, we take into consideration the participation and opinion of every member of the family, making them part of most of the important processes in the family home”.

What are your views now on the importance of integrating entrepreneurship skills education with your child/ren?

“Sometimes, the pace of everyday life does not allow it, but we try to considerate what we have learned in training”.

How did the training allow you to become more reflective about your role as a parent?

“Yes, there will always be issues that are "non-negotiable" because of the role of mother and educator, but we try to talk among ourselves to reach a mutual consensus”.

How could you use the knowledge gained during this training to support other parents?

“Sharing our experience with other families to facilitating the participation in this type of projects”.



Bantai, Belgium:

Olivia Rimell

(Online participant, Wales)

Olivia is 32, a year 5 class teacher in Swansea, Penyrheol and a mother to a 2 year old.

What first interested you in joining the ParENTrepreneurs training course?

"The training encompassed a variety of aspects that the Welsh new curriculum set out. I could also see how the skills and theory underpinning the ParENTrepreneurs is brilliant pedagogy".

Would you recommend the ParENTrepreneurs training to other parents? If so, why?

"Yes, because it delivers an easy to understand programme of skills and good discussion to help you with your parenting style. It is a good way to realign your thinking of how best to parent; I like how it mentioned parenting as a competitive world and how we can get wrapped up in it too easily. What is important?"

What was the best part of the training for you? What was your favourite theme/activity? (Please explain your answer).

"The practical tasks we carried out to better understand each concept."

Were there any unexpected outcomes from attending the training?

"No."

What did you enjoy (or not enjoy) about the training?

"Discussing with other parents and school staff- implementing this way of working in school and in everyday life."

How have you implemented the learning into your everyday life? How have you used entrepreneurial parenting in your life?

"I have had a more holistic approach to the way I bring up my son and consider the whole entrepreneur flower diagram of skills. Likewise, I am providing opportunities for my pupils in class to experience different ways of thinking and learning, fit for the world we live in."

What are your views now on the importance of integrating entrepreneurship skills education with your child/ren?

"Very important, it allows them to reach their potential, function effectively and become the best version of themselves in the current 21st century. They acquire a set of skills that suits the world we live in."

How did the training allow you to become more reflective about your role as a parent?

"The discussion and articles I read online after each session opened up my way of thinking and gave me different perspectives to draw from."

How could you use the knowledge gained during this training to support other parents?

"These activities could be used to develop stronger and closer home school links."

Bantani, Belgium:

Kelly Francis

(Online participant, Wales)

Kelly is 29, a year
1 Teaching
Assistant and
mother of two
children aged 9
and 11.

What first interested you in joining the ParENTrepreneurs training course?

"The training entailed obvious links with my work life and parenting role. I saw this as a great opportunity to see how I could further skills in both departments to further my pupils and my own child's skills."

Would you recommend the ParENTrepreneurs training to other parents? If so, why?

"Yes, because it helps you establish your parenting style. Ways in which you as a parents can grow to assist you child's full potential."

What was the best part of the training for you? What was your favourite theme/activity? (Please explain your answer).

"The practical tasks we carried out to better understand each concept."

Were there any unexpected outcomes from attending the training?

"No."

What did you enjoy (or not enjoy) about the training?

“Discussing with other parents and staff ways in which we could implement the training.”

How have you implemented the learning into your everyday life? How have you used entrepreneurial parenting in your life?

“I have implemented a more holistic approach to my parenting. I use practical activities to engage the children to deliver entrepreneur skills using the [Entrecomp flower](#) in both my parenting and working environment.”

What are your views now on the importance of integrating entrepreneurship skills education with your child/ren?

“Very important, it allows the children to thrive and reach their full potential. Meanwhile acquire the skills, resilience and flexibility that the rapidly changing future will need to progress and flourish.”

How did the training allow you to become more reflective about your role as a parent?

“After the discussions and articles, it made me reflect and give me a different perspective to draw from.”

How could you use the knowledge gained during this training to support other parents?

“Sharing activities with parents for home learning.”

ROLE MODEL COLLECTION



In addition to case studies, partners gathered information on role models who are in a strong position to support other parents. They could be role models to other parents in their communities or they could be an entrepreneurship educator or just someone who has successfully implemented entrepreneurial skills/ into their parenting, supporting other parents to become more entrepreneurial/ in their parenting.

Materahub, Italy:

Sarah Marini

"My name is Sara and I am 44 years old. I work in education and training and come into contact with hundreds of families and children every year. My mission is to share my knowledge with parents as much as possible and to teach them to use tools that can make a difference in the difficult task of guiding them. In particular, I try to promote the development of key competences and the use of the methodology of doing. I like meeting different people and learning all kinds of new things every day. I love being outdoors and reading books."

Have role models been important in your own life? If so, why?

"Experience has taught me how much it can change people's lives to have many tools at their disposal and to know how to use them in the best way according to the situation."

How do you feel you have been a role model to others?

"I think parenting is really challenging and sometimes guidance, support, help is needed. Showing how with a lot of patience, a bit of imagination and a little bit of study you can achieve big changes."

How have you used entrepreneurial skills in everyday life?

"In a bit of everything I do. In my ability to choose, to make decisions, to lead teams."

Why are entrepreneurial skills of particular importance at this moment in time?

"We are in a society where nothing repeats and there is a feeling that change is almost a daily occurrence. Entrepreneurial skills help you to take the lead in your life and avoid falling into a vicious circle of dissipation."

What tips would you give to other parents to support them?

"Never stop learning. Parenting is an active choice!"

As a role model yourself, how could we raise awareness of the importance of having a role model in life?

"Train, promote online and offline activities, involve and share and never stop believing."



Inova Consultancy, UK:

Carolyn

"I'm Carolyn, I am 37 years old and mam to 2 girls, aged 1 and 3 years. I work as a trainer and project manager 4 days a week and am also an Iyengar Yoga teacher so I have a busy time trying to balance lots of areas of my life!"

Have role models been important in your own life? If so, why?

"I think so, though I have never really formally recognised this before! I have never named anyone as a 'role model' particularly but when I think about it there have definitely been other women that I've worked with in the past who I would say have influenced me and that I have 'modelled' certain aspects of my professional life on (in terms of learning from them how to deal with certain situations for example). And certainly, I would say that my own mom has been a huge role model for me as a mother - I strive to give my own children the kind of love and upbringing that she gave me."

How do you feel you have been a role model to others?

"I'm not sure I would say that I have to be honest! But if I have influenced others in any way, I would hope that I have shown a way to show empathy and support others with kindness."

How have you used entrepreneurial skills in everyday life?

"I think as a parent we use a lot of entrepreneurial skills everyday - Good communication, creativity, resilience and, most importantly with toddlers, negotiation skills! During lockdown I think these skills became particularly important because we were suddenly juggling a lot of things all at once. Where previously we had quite clear boundaries between work and home life, they were suddenly merged and this required a lot of skill to negotiate. My partner and I had to work closely together to ensure we could share the responsibility for childcare whilst also continuing to work from home - this meant negotiation between each other, with our daughter and with our employers! We also had to get creative and come up with new ideas to keep an active 2 year old entertained without the use of play dates, toddler groups etc. We ended up having great fun making up new games, building 'obstacle courses' out of living room furniture and making lots of crafts to send to grandparents and neighbours. I also feel that, personally, my resilience has been tested greatly over the last year and a half and is a skill I have had to draw on a lot - I was 6 months pregnant when COVID first hit so the pandemic had a big impact on the final months of my pregnancy and my younger daughter's delivery. I really had to draw strongly on my inner strength at this time and in the immediate time after her birth, when we were more isolated and not able to access the usual support from healthcare professionals, friends and neighbours, as we would have in 'normal' times. But it has shown how strong and adaptable we can be!"

In your opinion, what are the benefits for parents having role models?

"I think there are always situations as parents where we feel a bit out of our depth and not sure if we're doing the right thing - This is where a role model or someone you can talk to about parenting is really important. It's easy to think that you're the only person experiencing a certain situation or challenge but when you talk to someone else or hear their stories you realise that, actually, what you're facing isn't uncommon."

Why are entrepreneurial skills of particular importance at this moment in time?

"I think I covered this above a bit but I think they are so important at the minute because we all need to be adaptable and resilient to get through this very hard period of time. I think the 'entrepreneurial' spirit of being able to adapt to the market to meet the needs of the time, is something that we can all use in everyday life to help us get through this. I have been very inspired by hearing stories of businesses who have had to adapt to whole new ways of working in order to stay afloat - for example a local bakery close to where I live decided to try to sell bread online and was very surprised at the take up they had! I think we can all learn from this - not to be scared of the change but to try to see the opportunities it could bring, perhaps slowing down, spending more time out of doors or trying something new."

What tips would you give to other parents to support them?

"Always talk! Don't keep worries or concerns bottled up - talk to your partner or a friend or healthcare professional. And surround yourself with positive, supportive people. Also, I think it's useful to accept that you don't/can't know everything and it's ok to make it up as you go along! Though I don't know who originally said it, I came across this quote some time ago and find it very encouraging - "When you're a kid, you don't realise you're also watching your mum and dad grow up."

As a role model yourself, how could we raise awareness of the importance of having a role model in life?

"I suppose just by talking about it and offering opportunities for people to think about the role models in their life and who these might be. I think there's a tendency to think of a "role model" as someone who is famous or very successful but actually role models are often normal people, just like us, who act or behave in a way we would like to emulate."



IPA, the Netherlands:

Fred Verboon

"I live in the Netherlands, I studied business administration, at the University of the Hague. Afterwards, I studied marketing strategy at Henley University in England. I'm now 52 years old, I've got two daughters. One has just turned 18 and the other one is 19. My father had his own company, he traded in fish."

Have role models been important in your own life? If so, why?

"I didn't have any role models at all. I don't see any person as a role model. I really perceive role models as some kind of admirable people. If you like football, a young guy who is a very good player, he's your role model. So, I live my life without any role models. To be honest, not even my father or family had that role in my life, certainly not my father."

How do you feel you have been a role model to others?

"Because I don't really believe in role models, it's very hard for me to say that I'm a role model. To me, a role model is somebody who's done something extraordinary. Somebody you can follow, and I don't portray myself as such. I'm just a simple guy, I was lucky to have a very good education. And I just have an entrepreneurial mindset. So, I don't see myself as a role model. I think I've achieved a lot with my companies, and I'm not a real stupid parent or an ignorant one, so I think that it's also okay. But please, be reminded that some things are just the way they are. In my life, I've been lucky as hell. We've made certain choices, and almost all the choices become successful, whereas other people I know, didn't have that kind of luck. So, is the reason why I've been more successful at being entrepreneurial? Or is it just because I've been lucky? To be honest, I don't know. Even the timing could make a huge difference in whether you achieve your goals or not. I'm just an average person who has been extremely lucky."

How have you used entrepreneurial skills in everyday life?

"Usually, on a daily basis, I look for things that can be improved. And that's nice, because when you encounter something, you say, okay, this could be done differently, and that could be done better. I always feel this kind of trigger for things to be improved, I think that's more or less the basis of entrepreneurship, that you want things to change, to improve, and you have the knowledge to improve those things, to actually do something as well. That's for me the core thing. On the one hand, it's very positive, On the other hand it can also be very negative, because you're always busy trying to improve things, even the things that people don't want to be improved. What I did in my parenting, our parenting, is that we have nearly never given them a way leading them to some kind of solution. So, we always just offer them some kind of a challenge. And then ask our daughters

how they would try to reach certain kinds of goals. Your whole life is about setting goals you want to achieve and figuring out your route to that. And that's what we more or less did when raising our daughters. So, we never give them a 100% solution to achieve things. But we did not only want them to get engaged in finding their own route to become successful, but also to define success in a way that also makes them feel they can be happy in the future.”

In your opinion, what are the benefits for parents having role models?

“I think it would be very interesting to look at everyday people and look at how they achieve something. And of course, being parents is one of the most important things that we do in our life. But we never took an exam to become parents. So, the most important things that you do in life, raising your kids, you were never trained to do. It's great if we can describe what parents' desired behavioural patterns should look like. I think, in that way, role models could be very beneficial to a large number of parents. But I wouldn't really call them role models. At the same time, I would have been very glad if I had somebody to mirror when we raised our kids. My father wasn't around, my mother wasn't around either, they both died quite young. I really never had anybody to look up to or to just ask how things should be done. I would really like to have somebody to talk to about how to raise kids, what to do, what not to do.”

Why are entrepreneurial skills of particular importance at this moment in time?

“Because there's a lot of uncertainty right now in the world, it's very important to become a bit entrepreneurial, but I also believe that entrepreneurial behaviour can be thought of and can be learned. So, for example, as parents, we never really paved the road for our daughters to take, we just helped them with pinpointing what they wanted to achieve. And then we let them design their own path to become the person they wanted to be. And they're still searching, so I don't know whether or not they are happy. I hope so. Because for me, happiness is the ultimate goal for my kids.”

What tips would you give to other parents to support them?

“If there is one thing that I'd really like parents to know, it is the importance of just stopping to pave the road for your kids and expose them to some kind of risk or some kind of controlled risk environment and let them do their own thing. And try to help them learn, to tell your kids that it isn't really a failure, if you don't succeed. It is the thing that you've learned on the way that makes you a good person.”

As a role model yourself, how could we raise awareness of the importance of having a role model in life?

“I don't find role models important. What is very useful is to have somebody in your life you can use as a mirror in your parenting. And you feel that it is useful.”



VAMK, Finland:

Alifya

The name of the interviewee is Alifya. She is 39 years old and is originally from Russia. She has been staying in Finland for the past 15 years and is into teaching. She runs her own art class and that's what makes her an entrepreneur. She has a single child in primary school and she finds a way to balance between running her business and parenting him. Interviewee graduated from a university as an interpreter and enjoys the English language. She also enjoys working with kids so being a teacher became a second profession with time.

Have role models been important in your own life? If so, why?

Interviewee mentioned that her ex-boss has her own studio and she probably was a role model for the interviewee. During her time of working at her previous workplace, she got many insights about working with kids and organising activities and in a way learned a lot from her boss. Interviewee mentions that having a role model is important as it helps to get basic knowledge of how things work and sometimes, learning from the mistakes, what to not do. The good learnings can be adapted in our own working style and in other cases, we could learn about what to not do. In either case, there is a definite learning if we have a role model.

How do you feel you have been a role model to others?

Interviewee mentions that being a teacher naturally brings her in a position of influencing others which can be perceived as a role model. Even if she might be role model currently, children might forget her as they grow up. She currently teaches art, Russian and English.

How have you used entrepreneurial skills in everyday life?

According to the interviewee, entrepreneurial skills is not something specific behaviour which we consciously decide to use. It is rather a mindset which is developed with time and adapted in everyday lives with practice. As an example, she mentioned that she is able to organise her business well because she has an entrepreneurial mindset, not that because she has a business she has entrepreneurial skills. So, in her opinion, it is more vice versa.

In your opinion, what are the benefits for parents having role models?

According to the interviewee, a role model influences her behaviour a lot and which eventually influences the children she teaches. So, it has intentional as well as unintentional effects.

Why are entrepreneurial skills of particular importance at this moment in time?

According to the interviewee, the entrepreneurial skills that are of particular importance in this time are: Time management, planning, Goal setting, and resilience. Out of all, resilience is the most important in her experience. During the pandemic time, she faced a challenge to run her art class as she was not able to collect many students in the same room at one time. This demanded for her to be creative in the ways of conducting the activities online and getting the parents on board to digital classes. Innovating according to the changing needs is one of the most important entrepreneurial skills

What tips would you give to other parents to support them?

The interviewee would like to share her experience and challenges of being a parent and entrepreneur at the same time with other parents. She mentions that the main issue for her was to divide the time for business and her own child. She has to find ways in which she can include her child in the business events, making sure it is a balance and still interesting for the child, somehow. She also strongly believes that parents might need to practise what they want their children to learn. So, they should be very mindful of their actions as children learn more from what they see than they hear.

As a role model yourself, how could we raise awareness of the importance of having a role model in life?

According to the interviewee, being a role model is one of the most powerful ways to educate somebody. In order to make people aware of the contribution made by the role model, they can be made to reflect on their lives and realise the difference in their lives before and after the role model. Understanding themselves about the difference made by the role models is what can help people acknowledge the presence of role models. According to the interviewee, there is always an opportunity to learn from people. Some people learn from books and some people learn from people. For her particularly, learning from people is what works. If she wants to learn something, she will try to find a person who is already practicing the activity and then learn from that person.



CEYE, Spain:
Annabelle Favreau

"My name is Annabelle Favreau (43) and I am the mother of two children, Maël (7) and Emma (5). I am French but have been living in Spain since 1997. Since I was a teenager, I have been combining studies and work. To follow one of my dreams (and my heart), I decided to move country when I was 19. When I became a mother, I knew (we knew, my husband and me) that I wanted to let my kids "flourish" and provide them with a safe, loving and self-discovery environment."

Have role models been important in your own life? If so, why?

"I suppose role models are important but, in my case, I would say the freedom to decide and the confidence I have felt in my life, and concretely when I was a child or teenager have been more decisive. My family has let me decide what I wanted to do or be. They have given me the necessary environment and opportunities to let me become what I wanted to. Freedom, respect and confidence. And hard work."

How do you feel you have been a role model to others?

"I don't really believe in role models, in any case I believe in people who are inspiring in some aspects of their lives or their personality. In my case, my determination and organisation skills can be inspiring to others and also my ability to make people work together and look in the same direction. As a mother, I feel my kids understand the importance of pursuing their dreams and that everyone has a talent to improve the world."

How have you used entrepreneurial skills in everyday life?

"I am a person who is solution-orientated and I cannot avoid from organising everything, planning. I love to brainstorm for any little thing and I apply the concept global to my everyday life 😊."

In your opinion, what are the benefits for parents having role models?

"In my opinion, more than a role model, what parents need is comprehension, first. Being a parent is not easy. Even if you know the "theory" (not everyone does nor wants to), applying it is not easy at all. So first I would say that a role model for parents has to be a normal person. Do I really want as a mother the perfect mother as a role model? Definitely not. I need someone, or many different people that did or are doing something inspiring, not someone who has done a lot of things "well" because it will discourage me. No one is perfect, and less when talking about education."

Why are entrepreneurial skills of particular importance at this moment in time?

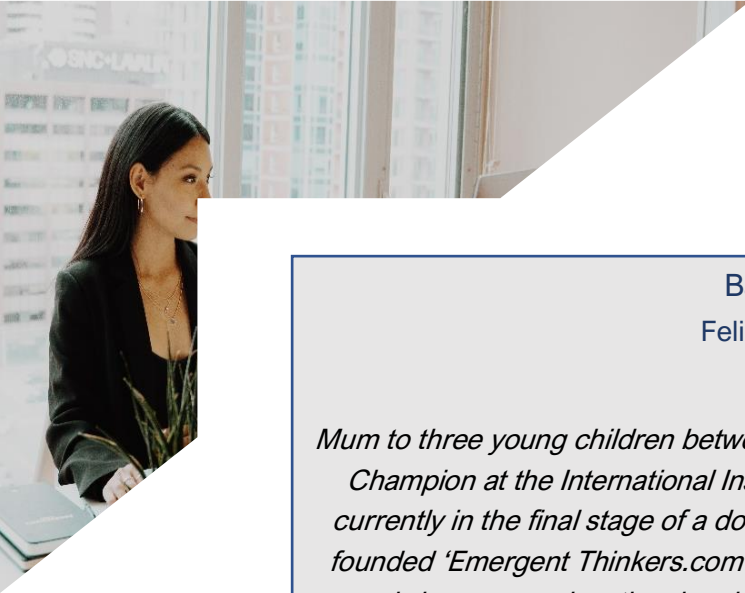
“To me, entrepreneurial skills are skills for life. They represent a way of thinking, a way of living your life. You can decide to be entrepreneurial or simply wait for the others to decide which life you have to live. Do not wait for the solution, but invent it yourself!”

What tips would you give to other parents to support them?

“First of all, I would first focus on raising awareness. Forget about the words and ask them questions, like a coach. What would you like your child to be in the future? How can you help him or her? What beliefs and values are you transferring to your child? Etc.”

As a role model yourself, how could we raise awareness of the importance of having a role model in life?

“As I mentioned before, I would recommend to “build” a role model from different people, taking positive inspiring aspects from each so that anyone one could have his/her own and unique role model.”



Bantani, Belgium:
Felicity Healey-Benson

Mum to three young children between 4 and 8, Felicity is an Entrepreneurial Learning Champion at the International Institute of Creative Entrepreneurial Development, currently in the final stage of a doctorate. A writer and academic entrepreneur, she founded 'Emergent Thinkers.com', and 'Pirates in Education', both of which identify and share new educational and business practices to promote sustainability and support wider economic and social development. Felicity also co-founded the 'Harmonious Entrepreneurship Society' and 'hanfod.NL' which aims to shape and strengthen phenomenology's contribution to networked learning. She is active in her community as a Parent Governor and self-identifies as a Pirate, modelled on the 'Be More Pirate' mode of 21st-century change agency.

Have role models been important in your own life? If so, why?

"Yes, too many to list! My parents' values and ethics have very much shaped my own. I have also been further influenced by educators who have reinforced an appetite for learning and challenge. I also have many literary influences who are a key source of guidance. I have been very inspired into action in the last three years by exposure to the entrepreneurship & enterprise network, which attracts a growth and action-orientated mindset. The global 'Be More Pirate' network exposed me to the innovative strategies of the Golden Age Pirates to help change the world for the better. It is a mindset that lights where and how you seek to effect change, whether "it be in the margins, in the spaces, conversations and actions, that others are unable or afraid to touch."

How do you feel you have been a role model to others?

"I am committed to the positive role-modelling of female educators and researchers. Due to my doctorate study, work and personal project commitments whilst managing a young family, I have engaged in part-time employment for several years. There remains, in many institutions poor attitudes to women who work part-time to conserve their flexibility around competing demands, especially regarding their perceived value, commitment, and contribution compared to full-time workers. I work to promote that I can and do add value as a flexible part-time professional and promote balance that there is no place for a perfectionist attitude. My Emergent Thinkers posts are personal and reflective and openly deal with pressures, worries and fears. Recent topics include WFH whilst home-schooling in lockdown and a call for more public or collective displays of 'Emotional Vulnerability' as a critical step to reimagining for a healthier working parent/carer post-covid world. I would love to think the outputs of my projects, societies and pirate ventures stir others to meaningful action."

How have you used entrepreneurial skills in everyday life?

“I would find it difficult to spot an area of the day-to-day that I don’t draw on my entrepreneurial skills – as it infects my research, work, life and parenting. I believe we are all capable of the change we want to see in the world. Innovation and improvement is more commonly seeded in cultures of experimentation and “safe-to-try” environments. A key benefit of Entrepreneurial Learning and its associated ‘[EntreComp](#)’ [competence framework](#) is that it invites the necessary practical entrepreneurial experiences in a supportive environment. Here, mistakes are embraced, and failure, considered an invaluable learning tool.”

In your opinion, what are the benefits for parents having role models?

“Parents are pressured in so many ways, not just with managing day-to-day responsibilities and care but the aspiration to provide a healthy example to their children. They face a very fast-moving technological-driven uncertain future – it can be tough, tiring and terrifying. Finding a network of like-minded people is an enormous source of support, insight and wisdom, especially in helping challenge convention, questioning the status quo to see if things can be done a better way.”

Why are entrepreneurial skills of particular importance at this moment in time?

“In my mind, parents, educators and employers need to encourage children, learners, employees and citizens alike to question and challenge and change the systems we have in society that are no longer fit for purpose.”

What tips would you give to other parents to support them?

“Find a network that will inspire, support and challenge you. It is essential to surround yourself with people that will be honest and have the best intentions. Challenges for all parents, including those working, are very real. Honesty with ourselves and others is important; without it, we create the illusion that we are superbeings and inadvertently contribute to our own or someone's poor mental health.”

As a role model yourself, how could we raise awareness of the importance of having a role model in life?

“Sharing stories! For me accessing the ideas, experiences, stories and connections of others stirs excitement and hope.”



Conclusion on Case Studies and Role Models

We hope you found this section useful and certainly role models in parenting seem to be incredibly important even though it is not until asked the question, that it is reflected on. The case studies along with learner evaluations have been incredibly useful for the ongoing development of the project. A pilot training is just that - it requires feedback from participants to help it further develop in the right direction. Asking your own learners who their role model is may give some interesting answers. Certainly, it helps us to understand the importance role models can play in inspiring and motivating others. They act as a guide or a point of reference for us. As parents we want to be a role model for our children and yet sometimes a child may find their own role model.

An under confident parent may find a friend or another parent that they want to emulate and who becomes incredibly important to them. Role models are important, whether as a parent, employee, business owner, child etc. Often you can be seen as a role model and not be aware of it. You should feel flattered if someone says you are their role model. Finding your own role model, one that helps and works for you is great. It does not have to be a celebrity or someone famous, it can be your neighbour, another parent from the same school, someone you really admire. However, learning from them is great, whilst at the same time it is important to appreciate and value yourself and recognise your own uniqueness - **you may even secretly be a role model for someone else!**

Suggested Further Reading

Acosta, J. (2017). *The Happiest Kids in the World Coloring Book* (Clr Csm ed.). CreateSpace Independent Publishing Platform.

Bregman, R. (2020). *Humankind: A Hopeful History*. Van Haren Publishing.

Cohen, L. J. (2002). *Playful Parenting* (3/31/02 ed.). Ballantine Books.

Gopnik, A. (2016). *The Gardener and the Carpenter*. Vintage Publishing.

Grant, A. (2016). *Originals: How Non-Conformists Move the World*. Ebury Publishing.

Greene, J. (2013). *Moral Tribes*. Atlantic Books.

Juul, J. (2016). *Leitwölfe Sein*. Edition + Plus.

Kahnemann, D. (2011). *Thinking Fast and Slow*. Farrar, Straus and Giroux.

Levine, M. (2012). *Teach Your Children Well*. HarperCollins Publishers.

Lythcott-Haims, J. (2015). *How To Raise an Adult*. Pan Macmillan.

Machol Bisnow, M. (2016) *Raising an Entrepreneur*. Bisnow.

Mogel, W. (2010). *The Blessing of a B Minus*. Simon & Schuster.

Noah, T. (2016). *Born a Crime*. Spiegel & Grau.

Reischer, E. (2016). *What Great Parents Do*. Penguin Books Australia.

Sahlberg, P. (2019). *Let the Children Play*. Oxford University Press.

Thaler, R.H. (2009). *Nudge*. Penguin.

Activities and Exercises for Training Delivery



MODULE 1: “Parenting, Family Dynamics and Entrepreneurial Mindset” – IPA

The module is informed by current research and practice on modern parenting, building on the requirements of our rapidly changing world that in turn recognises the changing circumstances and needs for educating our children for future success not only at school, but also at home. As this is the first module, parents are introduced to two key competences areas from the entrepreneurial parenting framework:

Learning through experience

Ethical and sustainable thinking

These two competences underpin the philosophy and recommended approach to learner development throughout the ParEntrepreneur framework. The module also includes financial literacy, FL. Although an important field, in itself FL was not viewed as a core competence for parental focus. Activities relating to FL were instead included to raise awareness about the topic as a support to the development of the other project competences.

Learning through experience

The module is informed by the work of parenting theorists and practitioners, in some cases approaching this topic from different ends, but arriving at the same solutions: parenting children in a trustful and nurturing environment, challenging, but not overwhelming them. The recommended approach includes a particular emphasis on learning through authentic play. Authentic play provides a rich basis for learning that is socially interactive, iterative, joyful, meaningful, and engaging all of which it is believed to provide a solid basis for an entrepreneurial person. In such play, children learn better as they are in a state of flow challenged, but not over challenged, and find great pleasure in finding solutions themselves. Providing opportunities for young learners to develop a positive attitude to problem solving is believed to be a key part of a parent's role as an entrepreneurial educator. The project training is intended to support parents in finding a balance while providing their children with a nurturing environment for better learning.

Ethical and sustainable thinking

Parents need to develop their parenting skills in a way that makes them ethical parents, assessing the consequences of their actions, based on two principles:

Principle A | Beneficence and Nonmaleficence and

Principle B | Fidelity and Responsibility.

Principle A is about doing no harm and choosing to find and do the right thing. This is not as simple as it sounds as it often entails being critical of the parenting examples you have from your own parents but finding a way of not rejecting these examples just for the sake of rebellion. Principle B refers to things such as keeping promises, being trustworthy, following through, and learning as much as you can about your job as a parent. It means you take your parenting profession seriously. As a parent you strive to operate at a high standard. You don't cheat, lie, blame others for your shortcomings, and you model moral and ethical behaviour all the time.



Exercise 1:

| | |
|-----------------------------|--|
| Name of exercise | Playful learning experience Activity 4 |
| Duration | 1.5 minute for building the duck and another 10-15 minutes of discussion and reflection |
| Materials | Lego duck set no. 1551 (can be requested from Lego Foundation for training purposes, but also bought in larger packages), flip chart paper, post-its, pens |
| Aim | This is a hand-on activity providing participating parents with an opportunity to experience playful learning and to understand the importance of such activities in the lives of their children. |
| Explanation on Facilitation | <p>This exercise shows how a simple, playful activity activates a broad range of skills, to be totally accurate: 24 skills</p> <ul style="list-style-type: none"> - Your brain was actually working at full speed - When you got the task, you had to find your inner motivation. You had to self-regulate, as there were no building instructions and you only had 45 seconds to complete the task - You used your long-term memory to think about what a duck looks like. - You visualized (inside your head) a duck made of LEGO bricks that you wanted to create. - Symbolic representation: What can you use the different bricks for – e.g. the brick with the black circles could be the duck's head, the red 2 by 3 could be the beak, the tail, the feet, the wings etc. - While building you trained your motoric skills - While you were building, you revisited the duck you have visualized (working memory) - Maybe you realized that you could not build the duck exactly as planned. You have to use another strategy (cognitive flexibility) - Once you finalized your duck – you probably turned it around to see it from different perspectives – and you might have felt proud (self-assessment) - Most of you started looking around to see the other ducks – and thereby you got ideas (sharing) |

Exercise 2:

| | |
|-----------------------------|--|
| Name of exercise | Fundamentals of Finance Activity 5 How many money decisions did you make this morning? |
| Duration | The activity would be best supported with whole group discussion, but the trainer might start by having paired discussion first for no more than 10 minutes followed by a broader discussion with everyone for another 10 minutes – 20 total. |
| Materials | Stimulus sheet copy per person attending with activity details for discussion Provision of either: flipchart, paper & pens or display-board & sticky notelets |
| Aim | This short activity is designed to focus participants' understanding of the fundamental importance of FL for everyday life. It also is intended to improve the confidence of parents/carers when talking about and taking responsibility for financial matters. |
| Explanation on Facilitation | It is essential that trainers reassure parents/ carers that their own money management skills will not be discussed nor that they will be expected to provide any information about their own financial situation. By the same token this issue cannot be avoided. While parents will have different cultural values and expectations that they wish to pass on, the young learners need to understand the ethical and long term implications of decisions they may make in the future. Nearly every action we do can be related to money or involve a financial decision, some directly and others indirectly. If we try to be open and talk about money confidently, we will be better informed when making financial decisions. Being able to discuss money matters with your children will begin to support them in becoming financially capable, now and when they become an adult. Making individual choices, however small, can make a big difference to you and your family's lifestyle. This is why it is important to talk about some of the financial matters that we all experience every day. |
| Video link (if applicable) | https://www.youtube.com/watch?v=wf91rEGw88Q |

Exercise 3:

| | |
|-----------------------------|--|
| Name of exercise | Attitudes to money and finance |
| Duration | The suggested approach, depending upon the number of participants, is to have small group discussions, (2 or more), followed by whole group discussion, (Total 30 minutes). |
| Materials | Stimulus sheet copy per person attending with activity details for discussion Provision of either: flipchart, paper & pens or display-board & sticky notelets |
| Aim | This activity contains a number of possible options for spending either existing funds or reasons for borrowing money. The addition of the indicative ages / stage of life is designed to highlight the changing perspectives and priorities that may occur. There is of course no right or wrong selection of priorities. |
| Explanation on Facilitation | Research has shown that there is the tendency for attitudes of both good and bad debt e.g. borrowing for a holiday as opposed to a house mortgage. Trainers may want to tease from discussions issues relating to a car purchase for example. Is the car necessary for employment? If so, what type of vehicle would be appropriate? (In these covid times in some countries the second-hand car market has tightened considerably as individuals have elected to avoid public transport.) |

Tips on facilitating Module 1

For the first module, the group will need to go through a process of familiarisation with each other and of course the different trainer approaches, hence the importance of the ice-breaker exercises and means to encourage everyone to actively participate. As is often the case a significant part of this experience with face-to-face training are the contacts and discussions outside the formal workshop sessions. The key aspect of the different activities is to provoke discussion building upon the likely diverse range of the participants. The task of the facilitator is to evoke and provoke discussion, not only during the workshops but if possible foster continued discussion and engagement afterwards.

Conclusion of Module 1

The participants will have been introduced to:

- 🌱 The project proposition that Entrepreneurship Education is a key enabling element for learners' development through both their formal and informal education.
- 🌱 The importance of the social and life skills or competences that make up and support entrepreneurial activity.
- 🌱 Two of the key competences of the ParENTrepreneur framework:-
 - Learning through experience
 - Ethical and sustainable thinking





Module 2:

“Spotting Opportunities To Be Entrepreneurial” – Bantani

This module is informed by current research and practice in visual literacy, innovation and problem solving. This module is designed to promote personal learning for parents, parents learning with their children and parents learning with other parents to promote learning with their children. The module presents activities, tools and strategies, to develop competence in using imagination and abilities to identify opportunities to create value for others. The learning also develops understanding of how to critically analyse ideas and issues.

The two competences in focus in this module are:

Spotting opportunities

Valuing ideas

Imagination is the mother of learning, creativity and invention. Children are naturally/innately programmed to learn through imaginative play, rehearsal, empathy, exploration, and discovery. The activities in this module encourage children to look at the world in different ways, to reframe and repurpose every day contexts as opportunities to create value for others.



Spotting opportunities

Spotting opportunities is the competence that puts purpose into ideas. Identifying an opportunity to create value is the first step to turning ideas into real social, cultural and/or financial value. Spotting opportunities is a way of looking at things as possibilities and this begins by recognising, understanding or, even inventing, what might be possible. Activities promote understanding of how our brains filter information according to our interests and attention, practising techniques to overcome filters and blind spots, which can limit our sense of what is possible.

Play-based and crafting activities develop the use of imaginative approaches to increase children's perception of what is possible. Approaches used in positive psychology support learners to reframe an issue, problem or need as an opportunity to create value, using positive language to enhance imagination and motivation.

Valuing ideas

Children need to learn how to generate, identify, appraise and implement ideas, or not, with good reasons and understanding. Children learn effectively when they are provided with opportunities to learn to play with, structure and test ideas, in order to act upon the best ones effectively.

Through the activities in this module children will develop and practise critical thinking. Thinking critically is about employing a range of thinking skills like analysing and evaluating. Thinking critically to analyse and evaluate ideas and opportunities to develop better understanding of self, such as motivation and goals, and this understanding leads to greater confidence. Critically analysing and evaluating ideas helps children to identify the most valuable and useful aspects of an idea to apply or implement them. In this way children can take increasing initiative in, and ownership of, improvements and better outcomes for themselves and others.

Exercise 1:

| | |
|-----------------------------|--|
| Name of exercise | Ways of seeing – using our senses to see things differently |
| Duration | 30 minutes |
| Materials | Print off resources, low value coins, pencils, paper |
| Aim | Use different techniques to see things in new ways, understand how our brains filter information according to our interests and attention and practise techniques to overcome filters and blind spots which can limit our sense of possibility and opportunity |
| Explanation on Facilitation | <p>Participants can practise techniques to overcome filters and blind spots which can limit their sense of possibility and opportunity and understand that it is important for their child to use their imagination.</p> <p>Begin the session by sharing a selection of optical illusions. You can use the ones provided or find some of your own. Distribute Handout 2.1. Ask participants what they see in each of the pictures and to compare their results with a partner or small group. Explain that the brain is a very powerful processing tool, but that it has some really interesting glitches. Sometimes we can look straight at something and not see it. Allow time for learners to comment on this experience either to notice something or reflect on previous experiences.</p> <p>To further illustrate this point, distribute paper and pencils and ask participants to draw the two faces of a low value coin from memory. Once the sketches are finished, ask participants to compare results with a partner. Distribute low value coins for comparison. Ask participants what surprised them about their results. Explain to learners that our senses receive the world around us as a blooming, buzzing symphony of smells, sights, sounds and sensations. To help us to process this information, to make sense of it, and to stop us being overwhelmed, our brains filter what we think will be useful to us, what we are interested in or what agrees with what we believe. Ask learners to think about a time when they have decided to visit a place, or buy a certain car, and, all of a sudden, they will start noticing things which are relevant to that idea or topic. People who live by busy roads, airports or railway tracks will recognise how little they notice those noises after a time, as compared with their first impressions of the disturbance.</p> |

| | |
|----------------------------|---|
| | <p>Many social media algorithms have similar filtering functions, showing us more adverts, memes and articles, based on what we spend most time paying attention to. If we look at lots of pictures of cats, the algorithm will show us more pictures of cats.</p> <p>Ask learners to test their filters – next time they are out and about, make a point of counting how many white vans there are. We usually filter them out and not notice them because there are so many white vans everywhere. When we are young, we tend to ignore the fresh beauty of our faces in favour of obsessing about the tiny red spot, which we believe makes us ugly.</p> <p>We are very good at not paying attention to things, which we do not think we need or do not value highly. Challenge learners to also try this activity with any very familiar item – mobile phone, television, PC desktop, car dashboard. Learners can complete this activity as a family, turn it into a game awarding points for each feature of the item that has been included.</p> <p>On a piece of paper ask participants to write the alphabet in a list. In pairs ask them to find something in the training room which begins with each letter. The pair who can identify something beginning with each letter of the alphabet in the shortest time possible is the winner.</p> <p>Explain that learners can create and play this game with friends or family to identify an item in the room for each initial letter of the alphabet. Set a time limit to generate some excitement. Learners will be unlikely to be able to identify concrete objects for each letter and the game then becomes an opportunity to think about feelings and values and relationships within the room to complete the challenge. Encourage learners to use these activities with friends and family to practise and demonstrate ways of seeing more than we are usually programmed to. Being able to see more, and look at things in more, and different, ways, will increase their ability to spot opportunities.</p> <p>After completing this module your learners will be more aware of their brain's filtering function and how to notice their own personal filters at work. Play with this learning with family and friends. Collect optical illusions and things, which are surprising, new and fresh. Continue to look for ways with which to open yours and others' minds to new ways of seeing, or seeing familiar things in new ways, with new eyes. Find ways to keep trying new perspectives.</p> |
| Video link (if applicable) | https://psmag.com/social-justice/did-you-see-the-gorilla |

Exercise 2:

| | |
|-----------------------------|---|
| Name of exercise | Serendipity Mindset |
| Duration | 30 mins |
| Materials | Print off resources, pencils and paper and coloured markers |
| Aim | <p>To develop a more positive and open mindset to make spotting opportunities easier</p> <p>To explore different approaches to reframing an issue/problem/improvement as an opportunity to add value.</p> |
| Explanation on Facilitation | <p>Participants can explore different approaches to reframing an issue/problem/improvement as an opportunity to add value and to nurture and sustain a serendipity mindset. Participants can imagine and identify ways in which to create value and solve problems in alternative ways. participants and their child can help others by identifying others' needs and trying to solve their challenges.</p> <p>Distribute Handout 4.1 Article - Serendipity Mindset</p> <p>Read the article with the group and ask them to jot down 5 key messages or lessons in the article. Pose the question, what have they learned about the serendipity mindset? Allow participants time to share their findings with the whole group and to discuss them and ask questions. Ask participants to create an aide memoir or poster with 5 key messages from the article to display at home. Participants may want to share and describe their designs.</p> <p>Distribute Handout 4.2. Organise the group into pairs or small groups. Ask participants brainstorm 4 ways in which they could help others to meet a shared need (possibly drawing from learning in previous activity). In small groups or pairs, ask participants to choose 2 of the ideas they had, to analyse and develop them further, using the innovation questions on handout 4.2. Explain to the group that innovation does not always mean inventing something brand new. Innovation also includes looking at things differently, or combining things in different ways, or using something in a different way for a different purpose. Explain the background to the research presented in the Innovation project describing how. The facilitator should use the questions to promote divergent thinking. The facilitator should also stress that nothing is impossible or silly in this exercise as creativity requires an open mind.</p> <p>Once participants have chosen an idea and analysed it using the questions, ask each pair or group to share their idea and findings. Ask participants in which ways did the questions improve their thinking and ideas. Ask if anything in the exercise was surprising.</p> |

Exercise 3:

| | |
|-----------------------------|---|
| Name of exercise | Flipping negatives to positives – using affirmative language to construct positivity |
| Duration | 20 mins |
| Materials | Print off resources paper pencils |
| Aim | Understand the impact of our language choices and how to frame language more positively to enhance motivation and imagination |
| Explanation on Facilitation | <p>Participants will practise using positive and constructive language to imagine and identify ways in which to create value and solve problems in alternative ways. Using this positive language, giving problems and issues a positive spin, they and their child/children can help others by identifying their needs and trying to help to solve their challenges.</p> <p>Distribute Handout 5.1 Script: Self-talk and attitude “We are what we think. With our thoughts we make our world.” Buddha</p> <p>Explain to learners that what we say to ourselves, and how we say it, has a big impact on our self-belief and attitude. Ask them to think for a moment that their attitude and perception of the world is like a weighing scale, an attitudinal scale. Explain that our attitude and outlook can create a brain filter, which impacts on our ability to recognise opportunities and make the best of them.</p> <p>One side of the scale is positive attitude and on the other is negative attitude. Ask them to imagine that everything that they say to themselves is a unit of weight. Each time they say something positive or negative a unit of weight is added to that side of the scales. Over time they will see that what they say to themselves builds to create their attitude. Pose the question, is your self-talk mostly positive or negative? What would your scales look like?</p> <p>Actually putting words to an idea creates a reality. Participants can literally talk themselves into increased confidence and competence with more positive language. Using more positive language leads to a more positive attitude and more positive beliefs. More positive attitudes and beliefs create possibilities and opportunities.</p> <p>Once participants have drafted their affirmations, invite them to share them within small groups for ideas and feedback. Invite participants to suggest ways in which the power of positive language can be applied to other situations or groups.</p> |

Tips on facilitating module 2

The success of this module will depend upon participant contribution and application of the learning to their own lives and/or contribution of relevant examples from local contexts. In this way the learning can be personalised and more meaningful.

Contribution to discussion and sharing reflections should be encouraged and received positively and constructively. There is no such thing as a correct answer, only personal responses, reflections, and suggestions.

Conclusion of module 2

Revisit the aims of the module and the competences in focus, spotting opportunities and valuing ideas. Ask participants to share what they think has changed in their understanding of spotting opportunities and valuing ideas.

Review learning gained together with participants to identify their understanding of the learning gained. Encourage participants to reflect on and share how they could use the learning gained in their lives beyond the Module. Ask participants to suggest ways in which the learning experience of the Module could be adapted, improved, or used with other groups.

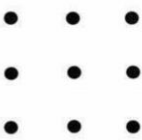




Module 3: “Being Entrepreneurial in Everyday Life to Foster Creative Thinking” - MateraHUB

This module addresses strategies to foster creative and critical thinking. Creative thinking is referred to as the ability to think outside of the box, which involves creativity, innovation, identifying opportunities, and taking risks. Critical thinking is the analytical side of thinking outside the box. It is the ability to observe a situation from different angles and to see opportunities where others might see problems. Critical thinking also involves envisioning outcomes, through the planning of actions and the anticipation of their results. Critical thinking is the logical part of creative thinking, as they go hand in hand to generate a complete process, from the formulation of an idea, to carrying it out. These two abilities help approach everyday life issues from a fresh perspective with a proactive mindset, which is very much what entrepreneurship is about.

Exercise 1:

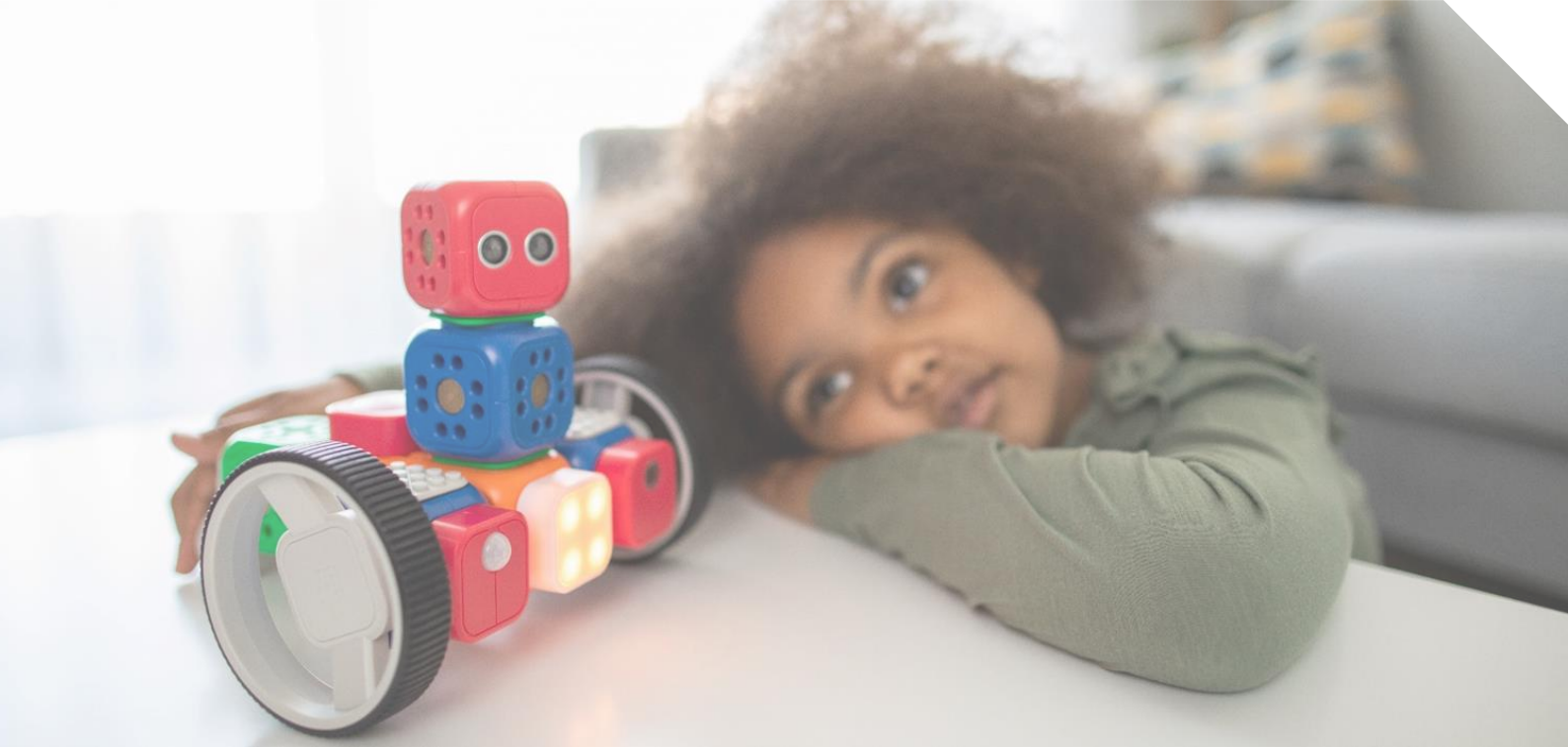
| | |
|-----------------------------|---|
| Name of exercise | Creative thinking puzzle “The nine dots problem” to help you think outside the box |
| Duration | 20 minutes (10 minutes of exercise, 10 minutes of collective reflection) |
| Materials | <p>“The 9 dots” worksheet found in Annexes – Annex 1 - Module 2, Exercise 1</p> <p>Pencils and paper</p>  <p>Ref. Annex 1 - Module 2, Exercise 1</p> |
| Aim | With this activity, participants will understand where the metaphor “Thinking outside the box” comes from. The exercise is powerful because it helps us to understand what thinking outside the box means in a literal and figurative way. |
| Explanation on Facilitation | <p>Following the “introduction to Module” and the explanation of the origin of the “thinking outside the box” metaphor, the trainer hands out to each participant “The 9 dots and the 4 lines” quiz, or a piece of blank paper (trainer’s choice). The participants should grab a pen and follow the instructions on how to draw the puzzle. The instructions can either be delivered orally by the trainer or be found on the “9 dots worksheet” in 4. Annexes.</p> <p>The nine points must be equidistant at 3 x 3. Instructions for the puzzle are the goal is to connect all the points with four straight lines without ever removing the pen from the paper. More instructions and explanation of the solution can be found here:</p> <p>http://www.brainstorming.co.uk/puzzles/ninedotsnj.html</p> <p>https://creativityboost.net/solutions-to-the-nine-dot-problem/</p> <p>The participants will be asked to solve the nine dot puzzle in under ten minutes, the trainer can set a timer. Then, the participants share their results and discuss the exercise with the trainer. The trainer should reveal the two ways of solving the problem showcased in the “I. Introduction” section.</p> |

Exercise 2:

| | |
|-----------------------------|---|
| Name of exercise | Collaborative Learning, "I do, We do, You do" |
| Duration | 30 minutes |
| Materials | "I Do, We Do, You Do" handout found in Annex 1 - Module 2, Exercise 2 "I Do, We Do, You Do Methodology" - platform for group discussion |
| Aim | Through this activity, participants learn a methodology to share with their children new concepts of "thinking outside the box" and to build a solid relationship with them. They will also understand how important it is to organise their time and activities to dedicate time to their children. |
| Explanation on Facilitation | For more intuitive interaction and more in depth explanation, the trainer can choose to introduce the methodology via video call platforms (such as Zoom). The trainer can explain the methodology step by step with visual support such as a PPT or the handout for 15 minutes, and then lead a discussion with the participants. Once the video call has ended, the trainer should still share the "I Do, We Do, You DO" sheet with the participants for them to download and keep. |

Exercise 3:

| | |
|-----------------------------|--|
| Name of exercise | Learning How to Plan a Family Event |
| Duration | 45 minutes (35 minutes of self-directed activity, 10 minutes of collective feedback) |
| Materials | Template for birthday planning or planning a trip found in Annex 3 - Module 2, Exercise 3 |
| Aim | This activity will enable participants to improve their skills about planning and management. To do it they have to organize an event such as a birthday party, a trip/excursion, or a dinner. |
| Explanation on Facilitation | The trainer can choose if this activity is better done individually, by pairs or by groups, depending on the group dynamic. An alternative is to divide the group in two and assign one event to each group, adding more details/constraints/objectives to each event. |



Tips on facilitating module 3

This module is made of different types of activities. Some activities can be done in groups with parents, some individually, and some between parents and their children. Whatever the kind of activity might be, it is important that the trainer facilitates the actions taken by the parents and implements a reflection time after each of the activities. The reflection time should be a moment where parents and the trainer come together to give feedback on what they have experienced and learned during the activity. It is the trainer's role to guide the reflection by asking questions to the parents, by encouraging the parents to share what they have done with their children through photos, drawings, videos, and by drawing conclusions to highlight the skill that was targeted in each activity. Therefore, it is essential that the trainer creates a space, virtual or physical, where parents and the trainer can gather and share talks and materials. Some of the activities are best done if the parents involve their children directly, such as activity n.2.2, n.7, and n.8, in order to put the competence directly into practice the competence being addressed.

Conclusion of Module 3

This module addresses creative thinking and planning and management as competences that are not innate talents but need to be fostered and practiced. Through the activities, videos, and articles proposed in this module, the reader is invited to reflect on the creative learning process and its application through the management of thoughts, time, and activities. The conclusion to draw from this module is the importance of enhancing creative and critical thinking skills and through learning by doing, which are key to building resilience and innovation to everyday-life challenges as well as global issues.

Module 4:
“Yourself and Others” – Inova Consultancy



In this module parents will explore their own values and factors which have impacted on their personal values. Exploration and reflection of values to increase self-awareness and exploration of self-efficacy to explore challenges, habits and choices. By understanding the values that others hold dear, stronger connections can be made and as they cascade entrepreneurial skills to others including their children, improved welfare is gained via positive parenting. In addition, confidence and how it links to self-efficacy is explored. A range of themes and topics were used in the original training to support learner development and for this delivery 3 exercises have been chosen for this stage of the programme. In addition, a wide range of resources are readily available to support you and your learners.

Exercise 1:

| | |
|-----------------------------|--|
| Name of exercise | Self-Awareness/Self-Efficacy |
| Duration | 20 minutes |
| Materials | Handout explaining the exercise and Value Cards |
| Aim | Creates reflection, self-awareness and self-efficacy to support the parenting role |
| Explanation on Facilitation | <p>At the end of the session participants will understand influences and values, both positive and negative, which direct their behaviour and have assessed whether any behaviours need to change and identify an action plan for personal change.</p> <p><u>Self-awareness /self-efficacy</u></p> <p>Views and values: Where do they come from? (A wide range of answers to be discussed - your parents, grandparents, your community, your culture, your religion, your schooling etc etc)</p> <p>How do these values influence your behaviour and thinking?</p> <p>2 What factors impact on parenting? (Again, a wide range of answers to be explored - age of parents, lone parent, job parent(s) has or doesn't have, education, confidence etc etc)</p> <p>What do you bring forward into your parenting style?</p> <p>Use Value cards to aid discussion.</p> <p>Through discussion and practice develop a wider behavioural repertoire in parenting style and family communication.</p> <p>To use a range of tools and techniques to offer psychologically-informed ways of communicating such as growth mindset questioning, solutions-focused approaches and the use of positive psychology to enhance parenting and family life.</p> |

Exercise 2:

| | |
|-----------------------------|---|
| Name of exercise | Good Enough Parenting |
| Duration | 25 minutes |
| Materials | If face to face the article in the video link below can be printed to form part of the discussion and with set questions asked by peer tutor along with further background and information on this theory |
| Aim | To understand each other, other cultures, other parenting styles and to be Non-Judgemental |
| Explanation on Facilitation | Explain the theory. As a tutor, please research and watch the video regarding this theory to ensure your own understanding prior to the training. |
| Video link (if applicable) | https://www.oxfordclinicalpsych.com/page/winnicott-radio-bbc |

Exercise 3:

| | |
|-----------------------------|--|
| Name of exercise | Self-Awareness and Self-Efficacy |
| Duration | 30 minutes |
| Materials | Handout, video and worksheet |
| Aim | To understand self, build confidence and increase own self-awareness and self-efficacy |
| Explanation on Facilitation | Explain what is meant by self-awareness and self-efficacy and share theoretical background (Bandura) As a tutor please research and watch the video regarding this theory to ensure your own understanding prior to the training. |
| Video link (if applicable) | Importance of Self Efficacy https://www.youtube.com/watch?v=VW5v6PQ5PEc Growing kids strong - How to create self-efficacy https://www.youtube.com/watch?v=RG4hINA5kyc |

Tips on Facilitating Module 4

Use an icebreaker or warm up exercise to help relax learners and encourage engagement and then recap of the previous session. The first suggested exercise in this module sets the scene for understanding the importance of self-awareness and self-efficacy. It allows learners to reflect on their own journey of parenting and the many skills acquired through parenting. Explore “Views and Values” with your learners. This often leads to rich discussion e.g.

- Where do our values come from? (A wide range of answers to be discussed - your parents, grandparents, your community, your culture, your religion, your schooling etc etc).
- How do these values influence your behaviour and thinking? What factors impact on parenting? (a wide range of answers to be explored - age of parents, lone parent, job parent(s) has or doesn't have, education, confidence etc etc).
- What do you bring forward into your parenting style? (Maybe it is from values you learned as a child, maybe it is a mix of old and new?).

Remember that discussion is all part of the peer learning experience - parents learning from other parents. If your learners are not very vocal, there are a few things you can do - E.g split them into smaller groups or pairs to discuss their own experiences or you can have “value cards” ready to encourage the discussion and exploration. These cards may include scenarios or just set words as given below: -

-  Security
-  Loyalty
-  Caring
-  Culture
-  Loving
-  Feeling of Belonging
-  Patience
-  Independence
-  Hard worker

Our values are what inspires and motivates us, what makes us happy and of course they can be different for each individual. So, whatever your own values are, your learners may bring a different set of values to the discussion. Another way to do this exercise is to divide your learners into groups or pairs and using the earlier questions, let each group answer the questions - e.g:

- Where do your values come from?
- What is important to you?
- How does this influence your parenting style?
- What other factors impact on your parenting style?

Then bring them all back together for a large group discussion.

The 2nd exercise for this module, looks at the theory of “Good Enough Parenting” and allows the theory to be discussed as a group, encouraging parents to understand themselves more and also to understand other parents. There is no one set standard parenting style and other parents should not be judged if they have a different approach to you. This activity encourages respect and also encourages self-awareness, self-efficacy and interpersonal awareness.

If parents are to be ‘good enough’ in Winnicott’s words (1988), they need to be as consciously aware of influences as possible to avoid projecting expectations onto their children and to be present and consciously aware of the needs of their children without being over-protective or undermining. In addition, Winnicott’s theory addresses “What is good enough and who decides this?” by encouraging parents and practitioners to understand that this is forever evolving with growth and experiences and that it is wrong to be overly judgemental of oneself or towards other parents. Instead, support is fostered, and this includes peer support and support from other parents and the wider community. Parents may themselves question “Am I good enough?”. Creating self-awareness and exploring self-efficacy supports them to be kinder to themselves and to explore the positive changes they can make for a happier, more productive life and to cascade this learning further. The activities help learners to reflect on the values, approaches, influences and beliefs that they hold which may direct behaviour and encourages them to examine their beliefs about parenting which drive the interactions with their children.

A ‘good enough’ parent has self-awareness which they use in a way to nurture and develop family members appropriately. Parenting is not straightforward: there are tensions, dilemmas, decision points, various individual needs and rights to be engaged with, problems to be solved and solutions to be navigated and negotiated.

The third exercise explores self-awareness and self-efficacy further with the theory element of Bandura. Two short YouTube videos are available to help with this. The first one explores the importance of self-efficacy and the second one explores how we can make our kids strong and aware of self-efficacy. Remember that the videos aid discussion so your group is quiet you may want to have some set questions for each of the videos, as follows:-

What did you like about the video?

Was there anything you did not like?

Did anything surprise you?

What does self-efficacy mean to you?

What 5 ways were mentioned to support self-efficacy?

What did it make you think about with regards to your own goals?

The learners may have questions, so remember to allow them some thinking time after the video. You can also consider asking them to work in pairs to discuss the video, prior to the whole group discussion.

Remember our own values are often cascaded to our child/ren and our own confidence levels can also impact on the confidence of our child/ren. Self-awareness of our own individual parenting style is important for increasing self-efficacy and for our understanding of entrepreneurial skills in parenting.



Conclusion of Module 4

Please remember that all parents have their own journey. In this module we encourage parents to understand their own needs and the needs of their children and also how they can step out of their comfort zone to explore more use of entrepreneurial skills for everyday life. Not everyone has the same skills set or starting point; parents can often be at a different stage in their parenting journey and this will depend on many factors, including age of child/ren and own experiences of being parented and other factors as identified in the “values” exercise.

Module 5:

“Fostering Creativity & Innovative Ideas” - VAMK, Finland

This module provides an overview of creativity and idea generation in family life. The module introduces tips, tools and activities in order to foster creativity and innovative ideas with children while keeping motivated and fostering perseverance.

It addresses the competencies of Creativity, Motivation & perseverance, Problem solving.

By the end of this module, learner will be able to:

- 🌸 understand and define what creativity is
- 🌸 understand the creative process and its importance in problem solving
- 🌸 understand how to evaluate outcomes of a creative process
- 🌸 foster your child's creativity, motivation and perseverance
- 🌸 describe and apply creative tools and activities
- 🌸 articulate potential benefits of creativity and innovative ideas to children

It has the contents of Creativity and innovative ideas

- 🌸 Creative process model and the problem-solving process
- 🌸 An innovative idea
- 🌸 Fostering a child's creativity
- 🌸 Benefits of creativity for children
- 🌸 Creativity, motivation, resilience, and perseverance



Exercise 1:

| | |
|-----------------------------|--|
| Name of exercise | Opening workshop exercise: X+Y+Z = idea! |
| Duration | 10 - 15 minutes. |
| Materials | <p>A list of words to choose randomly.</p> <p>One can use Random Lists for creating words: https://www.randomlists.com/list-randomizer</p> <p>Or pick them for each book from a magazine or a book by randomly opening it and point a page with a finger.</p> <p>Pens, paper, and a flipchart/whiteboard (if working on a group)</p> <p>Laptop, internet-connection (optional)</p> |
| Aim | The goal of this activity is to learn to combine different and unusual elements together to obtain an idea for a problem or issue. At the same time the activity boosts creativity and functions as a warm-up activity. |
| Explanation on Facilitation | <p>This activity is possible to perform individually, in pairs or as a group activity, depending on the size of the group. In all cases it is important to share the results.</p> <p>Present the idea of the exercise with an example (herewith below) and its phases (as listed below)</p> <p>The idea of the exercise:</p> <p><i>In this exercise participants will practise creativity by combining different and unusual elements together by obtaining ideas for solutions for problems. Combining unusual and different elements brings unexpected and more innovative ideas, and it is usually done in the creative sectors. Let's think about combining unusual elements in our everyday objects. One simple thing is how Velcro has replaced shoelaces. In this case the problem can be that lacing shoes is a problem with small children. It takes time and the laces are often open which may make small children fall while walking or running. So what could be the solution? Buttons to close shoes? Zip? Shoes which do not close? Or Velcro?</i></p> <p><i>Therefore, first you will be given a problem to solve and then random words which will help you to find a solution for the problem. You will need to use those words in solving the problem.</i></p> |

| | |
|--|---|
| | <p>Workgroup division will be done next.</p> <p>F2F: Divide the group into pairs. If the group is small, you can also work as a full group.</p> <p>Online: Individually</p> <p>Ask each group to choose a problem to solve. It can be a simple everyday thing, for instance, how to make a child clean the room.</p> <p>Give each group or individual 3 words by using the Random List word list generator or by choosing the words randomly from a book or a magazine. In the latter case, pen and point a word on the opening. If it is a picture, use the corresponding word.</p> <p>Ask them to create a solution to a problem using these random words. They can choose the problem to solve. For instance:</p> <p>Words: Reply, Handy and Flowers</p> <p>Problem: How to make a child to brush teeth</p> <p>Idea: Give rewarding feedback to the child with paper flower petals with written and encouraging feedback on it. Each week can provide a new petal until the flower is complete. Using different kinds of flowers can also make the child learn about nature.</p> <p>Give participants 5 minutes time to work on their words and the problem in the groups. Let them know when they will have 2 minutes and 1 minute left.</p> <p>Ask all to share their results briefly.</p> <p>Ask how they felt about the exercise and creativity, and would they apply their solutions in practice. Wrap it up with a conclusion about creative problem solving of which you will learn more during this module</p> |
|--|---|

Exercise 2:

| | |
|-----------------------------|--|
| Name of exercise | Presentation and Evaluation |
| Duration | 20 minutes |
| Materials | <p>Pens, paper, sticky notes, dot stickers or small colourful sticky notes, and a flipchart/whiteboard</p> <p>Online (potential option): Laptop, internet-connection, virtual whiteboard (e.g., Mentimeter, Miro or similar interactive platform)</p> <p>Evaluation methods:</p> <p>Online voting/polls to select which to use in the virtual delivery</p> <p>Dot voting (also called Dotmocracy, etc.): The idea is to add dot stickers to the options one prefers to.</p> <p>https://www.designthinking-methods.com/en/3Ideenfindung/dotmocracy.html</p> <p>https://www.youtube.com/watch?v=GLYqH3xjKLk</p> <p>https://www.interaction-design.org/literature/article/how-to-select-the-best-idea-by-the-end-of-an-ideation-session</p> |
| Aim | The goal of the activity is to present solutions to the group and receive evaluation on them. The competences addressed are creativity and problem solving. |
| Explanation on Facilitation | <p>Present the idea of the activity (herewith below) and its phases (as listed below), and evaluation with the questions. (These will be on the PPT presentation). Remember to mention that this activity is built on the results of the previous activities. In a small group more qualitative evaluation can be used. In a bigger group, groups answer as groups and more quantitative methods are used. (5 minutes).</p> <p><i>The idea of the activity is to present solutions to the group and receive evaluation on them.</i></p> <p>Each group presents their idea. This can be adapted according to the groups and the time in hand. (20 minutes)</p> <p>The presentations are evaluated by dot voting and verbally using the questions in the resources (above). (10 minutes).</p> <p>Conclusions of the session and discussions of the problem process. Questions to adapt and select from: (5 minutes)</p> |

Tips on facilitating Module 5

Some of the tips on facilitating this module that can help to turn the processes into fun and playful activities are mentioned below:

Using different elements, for instance, such as sticky notes, different colours, different items, silly drawings, and anything funny.

Grouping similar ideas is more interesting when, for instance, colourful paper is used.

Also, idea selection can be kept playful and motivating using narration, asking children to imagine what different ideas could mean in practice, asking them to create scenarios, and again, using playful methods, such as dot voting (voting with colourful stickers).

Including more opportunities for group interactions and co-creation, where they can exchange ideas and build on each other's ideas.

Evaluating the innovativeness of the idea, not just what is nice, can be assisted with such questions as: Is it something new? Is it unique? What does it change compared to the old? Which problem does it solve? Can you use it? Can someone else use it? How do people react? Does it make people enthusiastic?

Conclusion of Module 5

Overall, the aim of this module is to learn to combine different and unusual elements together to obtain an idea for a problem or issue. The activities of the module aim to present solutions to the group and receive evaluation on them which enables co-creation. The competences addressed are creativity and problem solving. The module brings various benefits ranging from general life benefits and classroom benefits to cognitive and motivational benefits. Few of the skills that the module would help children to inculcate, across all the areas are enhancing cooperative work habits, engaged in constructive criticism, improvement in questioning skills, generating multiple solutions, willingness to change opinions, willingness to take risks, and so on. The key insight that module highlights here is the importance of the process, and not solely the final product. The module on is made in a way that it facilitates the new perspectives and ways of problem solving through the different activities of the module. The key lesson learned is that if something does not work, it is not failure, rather it helps eliminate a false option.



Module 6:

“Practise Daily Problem Solving and Decision Making” - CEYE, Spain

Most areas of our lives present choices which in turn implies decision-making, which to solve problems whether big or small. As individuals grow and assume more responsibilities, decision-making and their implications will become more or less important depending on the people who are affected by these decisions. For a company, a good or bad decision can affect its economic viability; In the family home key decisions will impact on the life chances for sons and daughters. Therefore, it is not only the people who are going to run large companies who should be trained in decision-making and problem solving, but also all the people faced with challenges in their personal or family sphere. In other words, the argument is that training in decision-making and problem solving are universal life skills and that it should be available to all citizens.

Regardless of the model chosen to solve the problem, the decision-making process must be designed to promote confidence and a willingness to assume responsibilities in different contexts and critical moments. It can therefore be appreciated why this process is a personal life skill that promotes success in decision-making in the personal, family and professional spheres.

Exercise 1:

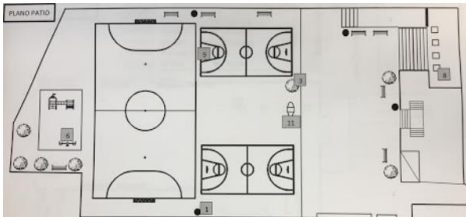
| | |
|-----------------------------|---|
| Name of exercise | PAPER PAINTING |
| Duration | 60 minutes |
| Materials | Large sheets of paper, paints and paintbrushes or colour pens and pencils Reflection record sheet |
| Aim | Promote learning under the premise "never do things by halves" and realise that sometimes things don't happen the way we want them to. Enhance our ability to communicate, to find ways to express ourselves and disinhibit ourselves. Work on frustration and creativity. |
| Explanation on Facilitation | The objective is that the participants, divided into teams, invent a story from scratch, represent it with different scenes on a continuous paper of about 5 meters and, with the representation finished, guess the story of the rival team. These stories will have to reflect different situations in daily life in which they have to use clear problem-solving skills. Some examples that will be proposed to parents could be: "How would you solve the fact of taking your children to extracurricular activities if they coincide in time?" "How would you organise a snack at home for your children's classmates, including a boy with a gluten allergy and you have nothing to offer him?" |




Exercise 2:

| | |
|-----------------------------|---|
| Name of exercise | LIFE EXPLOSION |
| Duration | 40 minutes |
| Materials | Dry clay powder, organic compost, tree seeds, water, small planters Reflection record sheet |
| Aim | Promote the management of the uncertainty and risk and problem solving through an experimental activity. Reflect on the importance of developing these skills in our children and in ourselves |
| Explanation on Facilitation | <p>It is about making balls following the NendoDango technique. For this, we distribute the necessary material by groups (at least 3 groups of between 3 and 5 people), but not everything.</p> <p>The facilitator will tell a story explaining that we are in a global situation of lack of trees and that each continent has to manufacture the necessary balls to meet this need.</p> <p>Each group will represent one of these continents and will work collaboratively to make the balls as well as reflect on the need to take care of the environment.</p> <p>The more balls are drawn together, the better. They are encouraged to do it as soon as possible (this encourages competitiveness between the groups) although at no time are they talked about getting it first.</p> |

Exercise 3:

| | |
|-----------------------------|--|
| Name of exercise | CLUE GAME AT HOME |
| Duration | 50 minutes |
| Materials | per, pen, colours, ruler, stickers. Forum platform for group discussion |
| Aim | Offer our children opportunities to manage uncertainty and risk and decision-making in game environments. Reflect on this competence and its benefits for the development of our children. |
| Explanation on Facilitation | <p>The participant must begin by understanding the importance of spatial orientation in children. In addition to helping us orient ourselves, the activities associated with track games have great benefit in the decision-making and problem-solving process. For this reason, with this activity we suggest that you create a treasure map at home, with basic directions and clues marked on the maps so that your children can search for them and build words from the clues that you have hidden.</p> <p>The participant can start by making a very basic map of a room in their house like the following example of a gym:</p>  <p>With the map that has been created, stickers will be distributed around the space and marked on the map. With the result, we will show it to our son and invite him to play the clue game.</p> <p>The next step will be to create a map of several rooms in the house, even the whole house, and play the same game. We must adapt the level of the map and the difficulty of finding the stickers to the child's age.</p> <p>With this same methodology, now the child should be the one to design their own maps and share them with their families. In this design process, the child will encounter difficulties and will have to make decisions about it. The attitude of the adult should be to accompany but at no time guide or propose.</p> |



This is a moment in which the child must experience the feeling and the uncertainty of being the protagonist of the process, with the positive and negative aspects.

Tips on Facilitating Module 6

There are many models that aid decision-making in the face of problem solving but most revolve around the following key steps:

1.- Orientation towards the problem:

Firstly, an awareness-raising exercise about the nature of problems should be carried out, increasing sensitivity towards them and understanding that they are part of the human condition. In this way, a more positive attitude towards the problem or situation will be developed and hopefully damaging self-criticism avoided.

2.- Definition and formulation of the problem:

Having established a positive attitude towards solving the problem, the objective should be to analyse and contextualize the problem by collecting all the relevant information that can help us solve it. On many occasions, a poor definition of the problem is what tends to generate the most insecurity and concern.

3.- Search for alternative solutions: it is hoped that individuals can find as wide a range of solutions, to their problem as possible to do so will require creativity and imagination to generate a large number, both in quantity and quality, of possible solutions adopting a constructive attitude without making prior value judgments towards any specific proposal.

4.- Decision making:

Once different alternatives / solutions to the problem have been identified the next step is to make the decision. It is at this time when an individual must consider their likely outcomes over the short, medium and long term for each respective course of action... It is also at this point when the reversibility of a decision, its impact, should be addressed etc Clearly if a decision cannot be reversed then it is all the more important to consider all issues most carefully if delay is not possible.

5.- The last step is to implement and monitor the impact of the decision.

The chosen option must be put into practice and, importantly, its effectiveness evaluated. It is necessary to be self-critical at this time and be able to reformulate solutions if the result is not as expected. As we have already mentioned, decision making has to be understood as a constant learning process and one should not hesitate or avoid taking remedial action if felt necessary.

Conclusion of Module 6

Within this module we hope to be able to offer some guidelines and activities through which trainers can help parents explore the limits with their child and walk with him or her on a progressive path towards the self-esteem and confidence necessary for the active decision-making process to be a vital attitude in our son. In addition, we will analyse all the learning possibilities that solving problems resulting from this decision-making can offer us.



Additional Support for Peer Tutors

Preparation is key.

Whether the training takes place face to face or “live” online you will need to prepare in advance and ensure you understand the content of each session and feel comfortable with the plan and the pending delivery. All exercises should encourage parents to be reflective as this helps them to develop not only their parenting skills but also a wide range of other skills too, including understanding why entrepreneurial skills in parenting are so important. These skills help support the parents' development as well as their child/ren. Often parents are developing and using a wide range of skills in everyday life and many of these skills are very transferable to the job market - just not always recognised as such by the parents! It is only by reflection that the individual learner can grow. Parents using reflective practice encourages the child/ren to do the same.

After your introductions and icebreaker you can move on to the session activities. Icebreakers support the learners to work together as a group and in getting to know each other. An icebreaker is different from the other learning activities and does not need to be linked to a set learning outcome and would normally take between 5 - 10 minutes.



So, as a peer tutor, remember it is good practice to review the lesson plan and ensure you fully understand it. Know your content and what learning outcomes you expect to achieve. If you want to, you can create and use a PowerPoint to support learners' understanding and to support your teaching. The learner parents may well be at different levels with their learning and you need to take this into account. Remember silence is golden - when waiting for a response from your learners, allow them some thinking time. Don't just jump in with the response you wanted - maybe put them into smaller groups for one or more of the exercises. Use your own discretion.

At the end of each training session, it is good practice to remind learners of the date and time of the next session and remind them of the topic or module that will be covered. At the end of each module it is also good practice to complete individual evaluations so learners can assess their learning and also give feedback on what worked well and what did not. Encourage group feedback too and to check if there are any questions or if any clarification is needed on any of the topics covered. If you are asked a question and you do not know the answer, it is fine to say so. As a teacher, we do not have all the answers and sometimes we have to find the answers to share with the class at the next session. If the information is for one learner only, it is fine to email the learner and offer suggestions for finding the information, e.g. signposting to organisations or resources.

Be natural and be yourself, be aware of your breathing and stay calm. You are here as you are a parent supporting other parents and they want to hear what you have to say. Follow the lesson plans and suggested formats and monitor your times to manage any discussions that take place. There may be times when you need to be resourceful and change a task at short notice if something does not go to plan - do not let this faze you - it happens to the best of us from time to time. You will come up with your own ways of doing this, learn from mistakes and from reflection and learn from your own role model.



Additional Resources

OPEN EDUCATIONAL RESOURCES

| No. | Title of Resource with small explanation | Type of Resource (article/video etc?) | Link to Resource | Language of resource |
|-----|---|---|---|----------------------|
| 1 | Entrecomp Edu. Platform with all resources in relation with education based on entrepreneurial competences, mainly on Planning and organizing and teaching and training areas. | Web platform | https://entrecompe.eu.eu/framework/ | Multi Language |
| 2 | Familias Cultura Emprendedora. Contents about Entrepreneurial education on families | Directory of tools and dynamics | https://culturaemprededora.extremaduraempresarial.es/comunidad/familias/ | Spanish |
| 3 | Juega y Crece. Table game as resources about development of skills | Platform to download the game "Play and Grow" | http://juventudextremadura.juntaex.es/web/guia-interactiva | Spanish |
| 4 | YouTube Channel cultura emprendedora. Experiences, methodology and activities of these entrepreneurial programs from Extremadura | Videos | https://www.youtube.com/channel/UCdL-2lYNBj6_oCtWPggbVsw | Spanish |
| 5 | Read, bake and dream - 8 simple ways to support your child's creativity Supporting a child's creativity does not require paid art hobbies and fashion toys. We listed easy and inexpensive ways to nurture a child's creativity. Give the little man a | Article | https://kaksplus.fi/perhe/kasvatus/lukekaa-leipokaa-ja-haaveilkaa-8-yksinkertaista-tapaa-joilla-tuetlapsen-luovuutta/ | Finnish |

| | | | | |
|----|---|---------|---|---------|
| | peaceful dream time, and do not solve all the puzzles for him. | | | |
| 6 | Supporting children's creativity Interaction is the key to a child's thinking development | Article | https://www.creativindustries.fi/lasten-luovuuden-tukeminen/ | Finnish |
| 7 | Development of creativity and problem-solving skills The child practices causation and problem solving through play. | Article | https://www.leikkien.fi/page/23/leikkien-learns-luovuus | Finnish |
| 8 | Creativity and self-sufficiency | Article | https://aitiydenihme.fi/kasvatus/tapoja-kannustaa-lasta-luovuuteen/ | Finnish |
| 9 | The role of art in a child's development and the ways in which parents can inspire creativity | Article | https://fi.momkidzone.com/importance-art-your-child-s-development | Finnish |
| 10 | How to raise Successful children | Video | https://www.youtube.com/watch?v=vZ4XcNuNIOg | English |
| 11 | Parenting Tips - How to Teach Entrepreneurship to Kids | Video | https://www.youtube.com/watch?v=Gr3SxXz8OOk | English |
| 12 | Teaching your kids to have an entrepreneurial mindset | Article | https://medium.com/age-of-awareness/teaching-your-kids-to-have-an-entrepreneurial-mindset-9aea6146cffd | English |
| 13 | Why Entrepreneurship is akin to Parenting! | Article | https://www.linkedin.com/pulse/why-entrepreneurship-akin-parenting-revathi-krishna/ | English |

| | | | | |
|----|---|---------------------------------------|---|---------|
| 14 | Why self-efficacy matters | Video | https://www.youtube.com/watch?v=agwsjYg9hJ8 | English |
| 15 | <p>Wise Up and Think Storybooks (5)</p> <p>Storytelling is an effective way to communicate thoughts and feelings. It can help learners to identify and address issues, clarify beliefs and think about their values.</p> | Storybooks and user guides | https://ccea.org.uk/learning-resources/supporting-curriculum-and-assessment/primary-resources#section-6538 | English |
| 16 | <p>Planning your Holiday</p> <p>This set of materials contributes to learning within the context of financial capability through themes such as Choosing my holiday destination or How will I pay for my holiday?</p> | Resource & Guide | https://ccea.org.uk/learning-resources/planning-your-holiday | English |
| 17 | Your Money matters | Resource & Guide | https://www.young-enterprise.org.uk/your-money-matters-northern-ireland/ | English |
| 18 | The F.A.B.U.L.A project intends to engage, motivate and stimulate young people in entrepreneurship and financial literacy, removing the idea of a closed, complex, elitist, de-contextualised finance from daily life and activities. | Workbook, website & Online activities | https://fabula.conform.it/fedro/financial-education/ | English |
| 19 | <p>Next Generation Personal Finance (NGPF)</p> <p>These free online games provide the hooks to get students engaged in decision-making around budgeting, and more.</p> | Interactive online arcade games | https://www.ngpf.org/arcade/ | English |

| | | | | |
|----|---|--|---|---|
| 20 | 7-ways to teach your kids to become entrepreneurs | Article | https://codakid.com/7-ways-to-teach-your-kids-to-become-entrepreneurs/ | English |
| 21 | Parental Thinking, Beliefs and Values: Establishing Entrepreneurial Skills in the Family | Research paper | file:///C:/Users/stud/ente/Downloads/Parental Thinking Beliefs and Values Establishing %20(1).pdf https://www.researchgate.net/publication/338475419 Parental Thinking Beliefs and Values Establishing Entrepreneurial Skills in the Family | English |
| 22 | Encourage critical thinking with 3 questions Brian Oshiro TEDxXiguan | Video | https://www.youtube.com/watch?v=0hoE8mtUS1E | English |
| 23 | A lesson for parents about raising a creative genius Robin Konie TEDxSaltLakeCity | Video | https://www.youtube.com/watch?v=Jv0oEjs68l4 | English |
| 24 | How to Teach Your Kids Entrepreneurship | Video | https://www.youtube.com/watch?v=Mcwb8A3HYaM | English |
| 25 | Entrecomp for all is a project aiming to enhance the competences of entrepreneurship for both young entrepreneurs and female entrepreneurs. This resource supports users to more easily filter and access OERs for entrepreneurial learning. The resource overcomes barriers related to the use of Open Educational Resources (OER), such as the visibility of these resources on the internet, | Diagnostic assessment linked to personalised curation of relevant multimedia resources | http://entrecom4all.eu/ | English, Spanish, Italian and Hungarian |

| | | | | |
|----|---|--|---|--------|
| | connectivity between the different resources, and being a filter for the large amount of information that is present on social networks, in order to provide easy access to quality resources and training. | | | |
| 26 | <p>Heart over Head</p> <p>Since its inception in 2014, the Hart Boven Hard citizens' movement has been striving for a re-evaluation of man and his fundamental rights at the heart of society. The ten heart wishes provide a meeting point from which to work with others to explore possibilities for a better future.</p> | Webpage | http://www.hartbovenhard.be/portfolio/diversiteit-is-reality/ | Dutch |
| 27 | <p>100000 Belgian Entrepreneurs</p> <p>This guide poses a series of questions to support aspiring entrepreneurs prompting them to consider all important issues when undertaking an entrepreneurial endeavour.</p> | PDF including series of questions to help refine ideas and consider all important issues | https://www.100000entrepreneurs.be/wp-content/uploads/2015/07/Guide-de-formation-Intervention-2.pdf | French |
| 28 | The STEP Entrepreneurs Group is constituted to support aspiring and existing entrepreneurs with advice, training opportunities and events in Belgium aimed at developing networks, obtaining advice, accessing working space and topics relevant to people working on projects or initiatives with entrepreneurial themes or goals. | Webpage with advice and guidance on how to set up a voluntary group | https://www.stepentrepreneurs.be/ | French |
| 29 | <p>Reseau Entrepreneurs Bruxelles</p> <p>Fuelled by their passion for entrepreneurship and their desire to pass it on in a spirit of economic citizenship, this</p> | Network of entrepreneurs constituted to support advise and identify finance for | https://www.reseauentrepreneurs.org/bruxelles/ | French |

| | | | | |
|--|--|--------------------------|--|--|
| | organisation aims to support aspiring entrepreneurs with mentors, volunteers and loans | entrepreneurial projects | | |
|--|--|--------------------------|--|--|



The ParENTrepreneurs Social Learning Platform

In addition to the OER's listed, remember the abundance of resources that are already available on the online platform.

Under <https://parentpreneurs.eu/> will you find the website of the ParENTrepreneurs project.

The website is structured the following way:

Project

At this section of the website you can find out more information about the project, its aims and main deliverables and the participating consortium partners.

<https://parentpreneurs.eu/about-the-project/>

Blog

The consortium partners have been writing a blog to where you can find interesting articles and examples about entrepreneurship and parenting.

<https://parentpreneurs.eu/category/blog/>

Social Learning Platform

This is where you will find the online course that we have created for parents to learn how they can integrate an entrepreneurial mindset in their parenting, and help their children and family thrive in this ever-changing world. The course has 6 Modules (1. Parenting, Family Dynamics and an Entrepreneurial Mindset, 2. Spotting Opportunities To Be Entrepreneurial, 3. Being Entrepreneurial in Everyday Life to Foster Creative Thinking, 4. Yourself and Others,

5. Fostering Creativity and Innovative Ideas, 6. Practice daily problem solving and decision making).

The modules are freely accessible upon registration in [English](#), [Italian](#), [Spanish](#), [Finnish](#). You are welcome to take them in any order at your own pace.

Inspiration

The consortium partners have created an ever-growing collection of background reading, theory videos, inspiring examples, self-evaluation tools, activities for parents' competence development and activities for children.

The materials are filtered for the following competence areas: 1. Spotting opportunities, 2. creativity, 3. valuing ideas, 4. ethical and sustainable thinking, 5. self-awareness and self-efficacy, 6. motivation and perseverance, 7. working with and mobilizing others, 8. planning and management, 9. coping with uncertainty, ambiguity and risk, 10. Learning through experiences.

There are a number of filter facilities designed to support access. In addition to searching by competence area and type of content there is a filter facility for language, (English, French, Spanish, Italian and Finnish) and for the different age groups (2-6, 6-12, 12-16, 16+).

<https://inspo.pentr.eu/>

If you have any comments or have some materials that would be useful for parents, don't hesitate to join our MeWe group where you are invited to join the discussion!

MeWe group: <https://mewe.com/group/5fa3f3d5164d6828af2f0025>

At this group you are invited to chat with likeminded parents and the consortium partners.

Community and Entrepreneurial Culture



Partner organisation: IPA, The Netherlands

How can parents become involved in the community and network with other parents in the country?

In the Netherlands many people use organised childcare services from a very early age of their children. In these facilities, as well as in schools, the professionals put a large emphasis on parental engagement. Also, people often engage in other activities, for example sports, together with their children, and get involved in those communities, too.

Tips on how to network with parents in the country.

Find out who the leaders of those communities that your children are part of. If you feel that you are not engaged properly, ask for an appointment with your child's teacher or the school head.

How to cascade entrepreneurial thinking for parents in the country.

Entrepreneurial thinking is very much part of everyday life for parents in the Netherlands. If you were born here, you will find it totally normal to trust children, to give them a lot of freedom and rely on their independence, to let them bike to school or to the shop on their own or with friends from an early age. It will also be normal that children as young as 13-14 will have a student job regardless of the family's financial situation. If you are an expat or migrant, feel free to ask questions about Dutch ways of parenting as well as the trust and independence children experience at school. Dutch parents are honest and open, and in most cases, they are happy to share with others about being Dutch.



Partner organisation: Inova Consultancy, United Kingdom

How can parents become involved in the community and network with other parents in the country?

The ParENTrepreneurs training encourages wider networking amongst parents and within schools and parenting organisations, after school clubs, extra school activities etc. All of these options encourage the increase of confidence for parents and their children. This supports sharing of information and signposting to other training opportunities which support further development of entrepreneurial skills. In turn, this increases community participation and engagement and still further increases entrepreneurial thinking and action, making communities thrive and more sustainable. Children will flourish in these environments and become natural creative thinkers.

Tips on how to network with parents in the country.

Show an interest in your community and find out what is happening in your area. This will help with discussion with other parents and with increased networking. Talk to your children, have conversations with them about the community they live in, what they like, what could be improved etc. For example, if your area has a litter problem, include your child/ren in the ideas for resolving this issue. Maybe organise a weekend litter pick – great for networking and getting to know one another and great for encouraging pride in your community and entrepreneurial activity. Involve everyone.

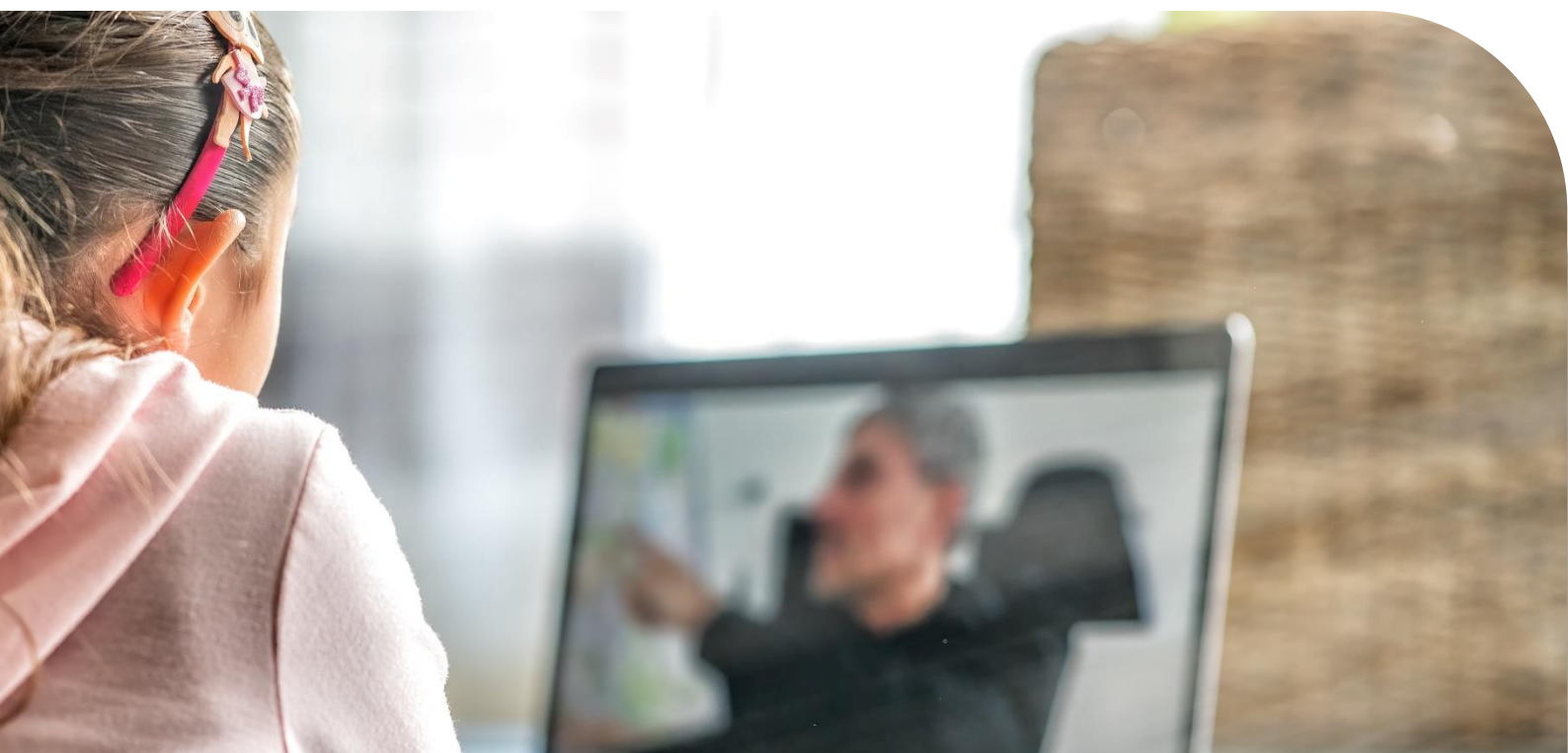
How to cascade entrepreneurial thinking for parents in the country.

If for example, you do a litter pick or whatever activity you choose, share the results either on the ParENTrepreneurs platform or at local or regional level. Encourage and share good practice maybe via newsletters, photographs (acknowledging privacy and consent issues), parenting groups or various online platforms. If you are taking photographs remember to follow protocols and get permission from people and to also follow data protection guidelines. This is particularly important where children are concerned.

Working and interacting with schools in the country.

A key approach to ensure ongoing success of the ParENTrepreneurs programme will be to find out what is happening in schools at local, national and international level. Embrace social media and the Internet for the abundance of information that can be shared.

At present in the UK, entrepreneurial skills form part of secondary education. How consistent this is could be questioned and of course the recent Covid global pandemic had a huge impact on the way education is conducted - not just during the pandemic, as some of the new ways are becoming more common place, for example hybrid learning, a mixture of online and face to face teaching taking place. Many schools used very creative ways of ensuring schooling could continue and entrepreneurial skills were adopted by staff, parents and pupils. Combining traditional methods of teaching with more digital approaches is now much more commonplace. Hybrid teaching is not without its challenges if half of your learners are in a physical classroom and the other half are online. Everyday life skills are explored, including communication, decision making, self-efficacy, confidence, teamwork and networking.



Partner organisation: CEYE, Spain

How can parents become involved in the community and network with other parents in the country?

The inclusion of parents is based on the creation of environments in which, for their good performance, their presence is required within a system that is interested in establishing a continuous evolution of education and in the horizontal participation of all parts of the community. Environments in which it is allowed to communicate in all directions. From institutions to families, from families to institutions. Environments that involve everyone in the community. In this way, the community would have a common environment in which to use common tools and processes. And we could give parents the opportunity to involve and motivate other parents and other families. It is also important the action of families and parent mentors, convinced that education is about listening, facilitating and promoting skills such as conflict resolution or working with motivation and perseverance. Identifying and giving a voice to these families is a community task.

Tips on how to network with parents in the country.

- Build and encourage formal and informal networks of parents. Formal networks are understood as those that originate in institutions. Informal networks are those that can be identified and involved in other environments, such as playgrounds, sports clubs, associations, cities, etc.
- Analyse the actual role of families in terms of transversal education and complementary to academic training. Here we will be able to map the state of entrepreneurial education and work with entrepreneurial skills at home.
- Identify among the actors in the community who can lead and promote these networks.
- Facilitate continuous communication between all parts of the community. This communication must be fluid and attend to the needs of all parties, without forgetting to introduce the theoretical-practical framework of entrepreneurial skills.
- Work on and encourage the autonomy of working groups/peer groups. This will allow us to establish that entrepreneurship education in the family can be established at family level in an effective and continuous way.

How to cascade entrepreneurial thinking for parents in the country.

It would be a good process to make a strong commitment to planned and effective communication from institutions to the families. We can work to create confidence in the message that another education is possible, and that the whole community has a very important role to play in educating children in an ever-changing reality, moving away from the idea of success as an economic status and towards the idea of building curious, resilient and active people.



In order to continue with this process in an optimal way, we believe it is necessary to identify and include areas or companies that are outside the educational sphere but that have an impact on the community. In this way we create alliances that will favour the achievement of our objectives in terms of promoting entrepreneurial education.

Communication must be dedicated to answering the eternal questions that are asked in the educational sphere: Why work on entrepreneurial education? What will be Education based on the resolution of personal and community challenges, such as social, environmental, urban, personal, etc..., contribute to our community, to our educational system and to our children?

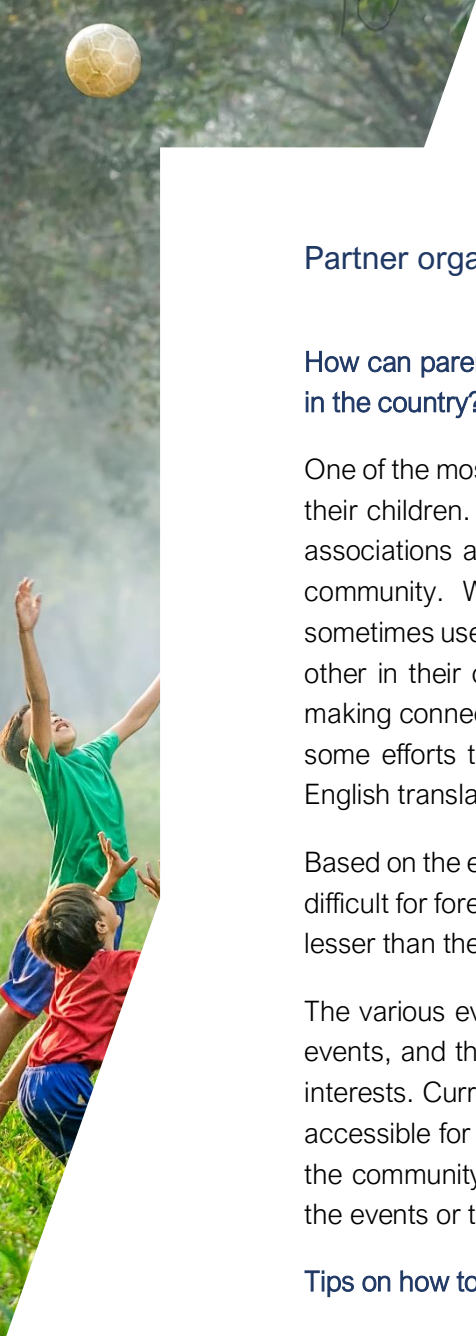
Working and interacting with schools in the country.

In our experience, for an inter-centre interaction it is necessary to find an "excuse" that provides contact and cooperation.

We must find common points and characteristics, as well as common challenges and problems, in order to establish a dialogue that allows us to establish contact and then start a path where the aim is to open processes and work on solutions.

These "excuses" can range from working on global issues identified with the Sustainable Development Goals, for example, to the enhancement of the common territory or working with common groups. It is a question of going from the global to the local and back. On this stage, relationships are established that reinforce the identity of the institutions, favouring work and results.

It is often a challenge to introduce more content in an educational institution, in the form of courses, programmes or similar. We have the advantage that Entrepreneurship Education can be adapted to any area in a transversal way, so we can introduce this subject by taking advantage of other learning processes. For example, a school has activities that promote healthy eating habits. Do we include another activity to talk about entrepreneurship, or can we use the healthy eating programme to work on entrepreneurial skills? Starting from an active listening of the whole community, including the children, we can generate participatory processes in which the pupils of a school are the protagonists in the management of this healthy eating programme, analysing the possibilities of acquiring local, controlled and sustainable products and then creating activities that facilitate their consumption, as well as acquiring knowledge about what it means for our health and for our future to eat correctly. Of course, this process will have an impact at home with no doubts.



Partner organisation: VAMK, Finland

How can parents become involved in the community and network with other parents in the country?

One of the most common ways for parents to get involved in the community is through their children. Children's schools, their hobby classes, parent teacher meetings and associations are few of the many places where parents possibly can be part of the community. WhatsApp groups made between students and their parents are sometimes used for discussing practical matters of the school. Parents who meet each other in their children's hobby classes are usually the most active ones in terms of making connections with other parents. Teachers on the other hand also tend to take some efforts to make it easier for the parents to form the community by providing English translations whenever asked.

Based on the experience of the parents, it was discovered that it is comparatively more difficult for foreign people to be part of communities as their natural networks might be lesser than the ones who have been staying here for their entire lives.

The various events that take place for children, parents bring their children to those events, and they have an opportunity to form their network due to alignment in their interests. Currently, due to most of the events happening online, it has become more accessible for parents to be part of the events and hence more opportunities to build the community. Parents can also become part of the community by volunteering for the events or taking initiative for organizing events.

Tips on how to network with parents in the country.

Through the experience while conducting the pilot, it was discovered Facebook groups are one of the best ways to inform more people about the events and get their participation. Facebook is widely used for getting the information about events in the city and hence, usually is able to get a high number of responses. Another way of contacting parents is by contacting local day care facilities. They are connected with a wide network of parents and can be helpful in spreading the information on a larger scale. On having a proper permission from the person in charge in the day-care, emails can be sent to the mailing list of that day care. Contacting people through the personal network, for example, people who you might know from before is also a great way of networking and usually more responsive as it is one to one connection. Putting up the posters and disseminating events on various social groups (Facebook, WhatsApp, etc can also help in connecting with the parents). Parents seem to be generally active in the discussions related to new learning and teaching, and sharing their ideas. So, starting a discussion about the related topic on social media can also help in networking with more parents.

How to cascade entrepreneurial thinking for parents in the country.

These days, parents don't have enough time to spend with their children. The concept of SISU which is translated English as strength of will, determination, perseverance, and acting rationally in the face of adversity, always existed in the Finnish roots. But with time people are losing the essence of it and not being able to stay true to its meaning. This is leading to deterioration in the entrepreneurship style. Everyone here was entrepreneurial before. It has always been there and now the challenge is to bring it back and connect with it. It is time to look back and realize the strengths in the system and identify life skills that can be put into practice in today's age.

It is also important to realize that entrepreneurship is not only about money but beyond that. It has more to do with the mindset that is able to take risks, open to new ideas, not afraid of the unknown and with an intent of contributing to the welfare of the society through any means.

Participating in group sports activities are one of the best ways to cascade entrepreneurial thinking in parents as well as children. Sports activities makes us realise that as a part of the group, the most important thing for us to do is give our best and support each other. Parents who take their children to sports activities may be able to teach their children as they will now have a better understanding.

Sports activities promote team spirit, group learning, perseverance, and many such qualities that are in alignment with entrepreneurial mindset. People in Finland are active in sports participation and parents are usually the ones taking their children to sports activities. Hence it could be one of the best ways to cascade entrepreneurial thinking in parents. Along with sports, being involved in artistic activities are also one of the ways to develop open-mindedness, creativity and self-expression which also promote entrepreneurial thinking.

Working and interacting with schools in the country.

The main channel of interacting with schools in Finland is 'Vilma' application. Vilma is a platform that is used by teachers to be connected with the parents. Teachers usually enter records, events, etc. They also use this platform to keep parents informed about their child's behaviour in schools and other important updates. This platform bridges the communication gap and makes parents involved in the school activities by keeping them in the communication loop. Vilma app provides an opportunity to parents to be involved in their child's progress and understanding their behaviours outside home. Interacting with schools in Finland is mainly digitally-based, especially after covid19. In Finland, people's user-friendliness with Digital tools is quite good which makes this approach convenient for them to practice. Teachers in Finland are highly approachable in case parents want to have a conversation with them regarding anything that concerns them. Apart from the digital platforms like Vilma application which is used for almost everyday updates, talking with teachers, Head of the school is also very easily accessible in case parents want to do that.



Partner organisation: MateraHUB, Italy

How can parents become involved in the community and network with other parents in the country?

In Italy, there are various ways parents can become involved in the community and network with other parents. Through official channels, the Ministry of Education, University and Research has put up a platform where a list of associations for parents and families for different regions, as well as The National Forum of the Associations of the School's Parents (called FONAGS in Italian) can be found. There are plenty of forums and associations connected to official organisations from the State or schools. They usually gather parents per region, as regions in Italy are very independent from one another and present their own characteristics in terms of education, politics, and economy. Parents can also get involved in the community through other kinds of associations, such as non-governmental organisations, church associations, extra-scholar activity groups for their children, etc. These associations tend to target parents with specific needs or interests, such as associations for single parents, organisations for children with disabilities, or sports associations. Religious associations are particularly popular in Italy, and many parents get involved in the community through the church of their neighbourhood, where they network with other parents, and organise activities for their children and the community. Associations from different areas of the country often come together to develop projects for parents. Those projects are made for parents to be more involved in their community on a local and national level, and to expand their network. The Genitori Crescono project is a good example of initiatives that aim at connecting parents from all over the country together and share tips on education, news, and culture. European funded projects such as ParENTrepreneurs are another example of initiatives that invite parents to gather, physically or online, to learn about a new topic, share experiences, and exchange contact. Another way for parents to gather with others and network is through informal groups. Informal groups are a very common way for parents arriving in a new city, or who have been living in a place for a long time but are looking to join new activities, to get to know people and what is going on in their neighbourhood. Informal groups are usually created by a group of parents who then expand the group to others, and are usually advertised by word of mouth, local contacts, and on social media. Those groups tend to respond to local needs. For example, in the small city of Matera, in the South of Italy, a group of mothers was created informally. Mamme Materane gathers mothers to talk about education, to organise events and activities for their children, and to share tips about parenthood.

Tips on how to network with parents in the country.

Networking nowadays is mostly done digitally through the internet, and even more so since the covid-19 pandemic. Websites from schools and associations are the best place for parents to find information about planned events and activities taking place near them, and to access contact numbers or emails. However, social media platforms are the most popular and effective way for parents to network. Facebook, Instagram,

and Twitter are the most useful platforms for meeting new parents who share the same interests, to interact and to be invited to events through groups, pages, tags, events and marketplace. By searching for keywords on those platforms, parents can expand their network all over the country. Other social media such as forums, blogs, youtube channels, are all great places to join online communities that are easy to access, most of the time free of charge, and address an unlimited number of topics to suit all sorts of parents' needs and interests. Parents can also network outside of the digital world. Italy being a country fond of old traditions and community oriented, most of the interactions are based on face-to-face communication and in presence networking tends to be more appreciated. Most parents in Italy network with other parents through their children's school activities, after school associations such as sports and arts groups, and through private school gatherings. It is also very common for Italian parents to be attached to a church in their neighbourhood and to participate in many activities organised by the pastor with their children. Those religious associations are considered as important as extra-scholar associations and a lot of events are being organised through churches, therefore they are great places for parents to gather.

How to cascade entrepreneurial thinking for parents in the country.

To understand how to cascade entrepreneurial thinking for parents in Italy, it is important to understand its political, economic and cultural context. The country's political and education systems are fairly complex, as each region can autonomously implement its own regulations, making the whole country very diverse. This autonomy is also reflected in the economic market, which is mainly run by small-medium companies, as big companies that are considered successful tend to make a move abroad. Those small-medium companies are often family businesses that are independent from one another and are based on traditions passed on from generations to generations. Therefore, the entrepreneurial mindset is mostly acquired through the family, which tends to present limitations in terms of innovation. Indeed, in a culture of strong value for traditions, the concept of entrepreneurship is still not being accepted entirely as a comprehensive set of competences, and entrepreneurial skills are more related to running a business. This spirit of autonomy is accentuated by a lack of coordination from public governmental institutions on a national level. A lack of intermediaries that highlights a disconnected system which makes it more complex to cascade innovative thinking throughout the country. For this reason, there is more attachment to social circles and families in Italy, and this is where the networking and the sharing of information happen the most. Parents are more likely to learn about entrepreneurial thinking from other parents within their social circles, and to pass on the information the same way, in an atmosphere of trust. The Italian training pilot conducted for the ParENTrepreneurs project is the perfect example, as the majority of parents who attended the sessions decided to join based on a direct recommendation from an association they know and trust. However, the younger generations are becoming more receptive to innovation and the idea of entrepreneurial mindset that goes beyond merely doing business, and the digital boost that has been going since the covid-19 pandemic has helped spreading the mindset by bridging physical boundaries, expanding social circles, and making information easier to share and therefore more accessible.

Working and interacting with schools in the country.

The interaction between parents and schools in Italy is considered very important, and has been promoted by the Ministry of Education in a 2003 decree presenting the "Parents and School - partnership experiences" project within a framework of cooperation between the two parties. Traditionally, parents' interaction with school is done on a personal level through direct communication, emails, regular teacher-parent meetings, and occasional school trips and events. Schools in Italy are autonomous and can have individual projects involving parents and teachers, for which the teachers are often the coordinators and promoters. The schools' websites are other tools that connect the parents with their children's school environment. Each region has a Regional School office (called USR in Italian) which is a peripheral office of the Ministry of Education and monitors compliance with the general rules and takes care of informing the region about all education related regulations. Those USR support parents with networking, training, and information on a regional level. On a national scale, the Ministry of Education provides parents with specific online platforms to locate schools around the country, and to know about initiatives for their kids that are nationally and internationally funded. Nationally spread platforms that serve as interactive tools for parents with schools have been implemented, on which parents register their children to have access to their homework, evaluation, teachers' comments, and other information regarding their children and the school. The covid-19 pandemic has also encouraged the Ministry and Italian schools to use more tools that connect parents, students and teachers together. During the great lockdown, most schools were using Microsoft Teams software for e-learning activities, parents-teachers' meetings, and exchange of homework. For the start of the school year 2021-2022, which was done in special conditions, the Ministry has developed an online platform specifically dedicated to regulations and questions regarding the physical return of students to school.



Partner organisation: Bantani, Belgium

How can parents become involved in the community and network with other parents in the country?

There are several organisations that work directly with parents to support them, advocate for them, deliver learning to them and promote development of networks and collaboration in and for entrepreneurial education. Parents may wish to contact their local partner to understand which local networks could be interested in taking part in any local training.

Tips on how to network with parents in the country.

A good way of finding likeminded parents to network with is to research social media groups created to support parents. Many sites and groups exist with diverse objectives and focus. Some examples are listed below:

Belgian Safer Internet Centre aims to promote safer and better use of internet and mobile technologies: <http://www.clicksafe.be>

Belgian Schools Network: Public, Private, Home -
<https://www.facebook.com/groups/ParentsandBCTSchoolSupportNetworkinBelgium/>

Brussels Childbirth Trust: <https://bctbelgium.org/social-life/support-groups/>

SOS Children's Villages: <https://www.sos-villages-enfants.be/>

The village - pregnancy, birth and beyond in Belgium:
<https://www.thevillage.be/parenting/parenting-support/>

Community Help Service: <https://www.chsbelgium.org/en/index.php/helpline/support-groups>

How to cascade entrepreneurial thinking for parents in the country.

Many organisations are working on projects to promote and support development of entrepreneurial learning and competence, supported by the EU. There is training designed for specific groups and very many tools and resources for using independently, with groups and for specific purposes and contexts.

Working and interacting with schools in the country.

There are a number of ways to work effectively with schools in Belgium. Schools can be contacted directly, or school webpages can be accessed, to identify schools with an interest in, or value to add to, entrepreneurial education and learning. Also, it is possible to contact associations of local parents attached either to schools or regions through local authorities. There are also roles within local, regional and national government aiming to support

development and dissemination of entrepreneurial education whom it is a good idea to contact to plug directly into initiatives, practices and further learning and sharing opportunities.



Practical Advice for Planning, Implementation, Monitoring and Evaluation

IMPLEMENTATION

The following practical advice serves to support you to organise your training session (preferably face to face with a back up plan in case this is not possible). This section offers tips and advice on implementation whilst taking you through the planning stage. There are a number of factors to consider. When do you hope to deliver the training? How many participants do you want to attend? Will it be face to face or online? Remember: Perfect Planning Prevents Poor Performance. Rehearse and prepare in detail. The more prepared you feel, the more confident you will be. If the training is face to face, have you booked the room and confirmed this.

There is nothing worse than a double booking or finding out at the last minute that there is no record of your booking. If you are delivering the training online, have you agreed on an appropriate online platform. If for example you are going to use ZOOM, have you shared the link with all the registrants? Does anyone need additional support with access. Will you record it or take screenshots? Do not forget to inform your learners if you are recording the session – you can put a note in your lesson plan to remind you of this. Once you have set your date and time etc and agreed which module or modules you will deliver, you need to advertise the training. Will it be internal at the school where your own children are? What is the best method for promoting the training? It may be a mix of

word of mouth, emails, Facebook, leaflets and whatever other method is deemed most suitable for your target group. Allow sufficient time between promotion and delivery for greater success. Below you will find a session planning task to support you. It is important to complete this form as part of your training event planning. so have a look at these too and there is a checklist in the planning section to help you get started.

Before implementing the training course, the trainer is invited to read through the ParENTrepreneurs project description found on the [project website](#) in order to get an understanding of the project's vision and goals. It is also advised to become familiar with the [EntreComp framework](#) and to be aware of how certain competences are being defined and recognised by the European Commission. Once those two steps are passed, the trainer is encouraged to go through the training course carefully, to read through all worksheets, annexes and references, and to explore all links mentioned. It is important the trainer understands the essence of each module, and the intended purpose of each activity, but also to allow a certain flexibility in the implementation of the training course. Indeed, there might be the need for the trainer to adapt the format of certain activities, from a face-to-face to an online format for example. Therefore, the trainer may approach the training package with a

lot of flexibility in terms of implementation, as long as the content is being kept to its essence.

For successful implementation of the training course, the trainer needs to use the materials directly provided in the training package, as well as the ones mentioned. Some digital and technological tools are needed and it is important for the trainer to be familiar with those tools to facilitate activities in presence, online, but also just to share materials, documents, and watch videos. There are several online tools that are encouraged to be used by the trainer and the participants during the implementation of the course. These are:

- The project website where public information about the project can be found.
- The platform where participants need to register to have access to the self-directed part of the course, the quizzes, as well as the forum.
- Individual blogs that each participant will be invited to create
- A social media platform that will serve as an optional tool for social interaction.

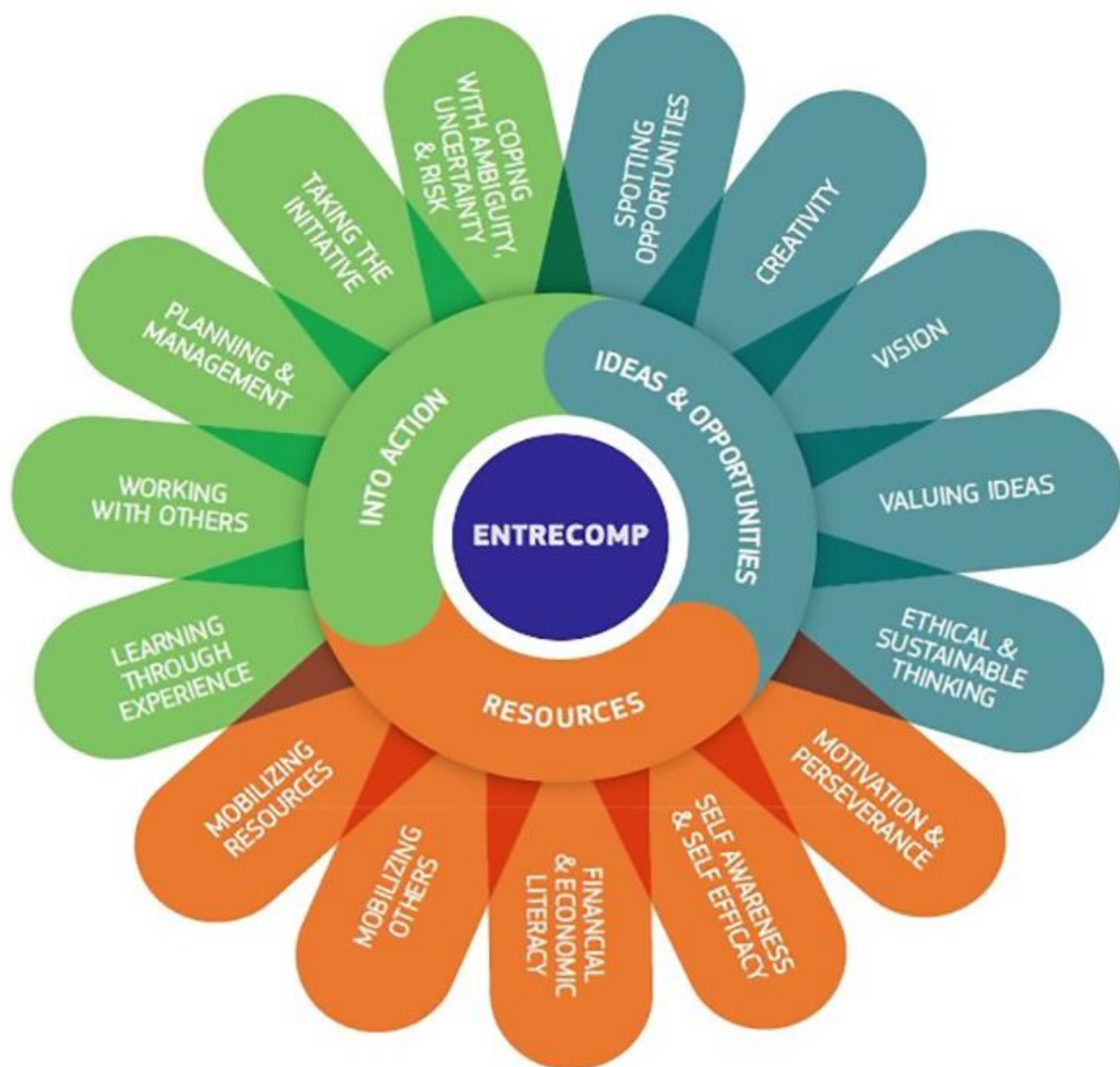
It is strongly advised to prepare the materials in advance to anticipate any potential technical challenges and ensure a smooth implementation of the training. All materials needed can be found in point 4. *Annexes (Activity Resources)* of each module.

Good luck! You will be great!

One key takeaway from the piloting sessions of the ParENTrepreneurs training course, is the time given to parents to brainstorm, discuss and share ideas amongst themselves for each activity. It is important that the trainer allocates a good amount of time for self-reflection, group reflection, but also feedback and sharing. Parents have a lot to share and can learn from each other through telling their experiences. For the theory part, it is good to deliver its content supported by visuals, using powerpoints with images, graphs, quotes, or videos as examples. Making it as interactive as possible, without rushing through it since it has a lot of content, will help parents absorb the information and really grasp its value. It is best to split the module in sessions, to not have too much information in one go. Since each module contains a subsequent amount of theory content and activities, it is recommended to facilitate one module per session, and to give time for parents to go back home, reflect on it, try it out at home, and then come back with a better idea of how to apply this knowledge in their real life. This way, the next session can start with a brief reflection from the parents on their experiences with the implementation of the previous module in their home. It is the moment the trainer can ask them to share how they have identified in their home what they have learned in the previous sessions,, if they have tried to implement any of the things they have learned, and how?, the ultimate goal of the trainer being to encourage the parents to try out each activity within their own family, experience themselves the concepts approached, and to draw their own lessons from them.

| Planning a ParENTrepreneurs training session | Tick list |
|--|-----------|
| Prepare all training materials, evaluations and lesson plan using guidance | |
| Set date, time, venue (or ZOOM if online) | |
| Advertise and promote (in relevant places to be identified) How widely does it need to be advertised? in a specific school at local level? Eventbrite? | |
| Recruit and confirm attendance- send email confirmations or texts | |
| Check your own PPT, if you have one (this can aid teaching and can complement the training) | |
| Rehearse or review materials prior to delivery, ensuring lesson plan and timings are clear | |
| Do one final check on the day of the training, room, resources etc | |
| Ready to deliver training with backup plan if needed | |
| Allow time to evaluate the session | |

Remember to tick the boxes as you go along as it will help to identify areas that need addressing. For example, your back up plan may be having another parent tutor on board in case you are sick – there is nothing worse than having to cancel after all the hard work of recruitment! You may also need a backup plan in case there are technical problems, and you are delivering online or even in the classroom environment if technology is used. If you have ticked all the sections for the preparation – you are now ready to deliver. A sample lesson plan is available for you to consider along with a lesson plan template that you can complete. If you feel confident you can create your own. Monitor the times so that you can complete all the planned activities and to ensure time is also allocated for parent discussion and for reflection and evaluation. As mentioned the European Commission recognises the importance of entrepreneurial competences and education to support thriving communities across Europe and a wealth of information can be found on their website: - <https://www.eee-platform.eu/the-entrecomp-competence-framework/>



IMPLEMENTATION AND DELIVERY OF TRAINING

So, the teaching day arrives. If it is the first time you have delivered training, it can feel a bit daunting. However, if you approach the task with enthusiasm and positivity it will help you with your confidence. Project your voice and allow time for learners to answer any questions, whilst at the same time managing your lesson plan and the discussions to ensure time is used effectively. Be natural and remember the content is new to the learners and they are in attendance because they are keen to listen to what you have to say.

You are transporting information from you to them. Make it fun and interesting to keep them engaged and add in a few tips or quotes if it helps and ask them to share theirs too. Make sure you have rehearsed any subject area where you are less confident – this may mean extra reading for you, prior to delivery of the training, for example to understand any theories that you intend to introduce. Take a deep breath and good luck.

Always make sure you have all the resources you need for the training session. Welcome your learners and conduct introductions. Introduce yourself first and any support workers you have with you and then go around the group and let them take turns in introducing themselves.

In week one it is good practice to set a group agreement to support learners and the teaching. For example a group agreement may include the following:

Be non-judgemental

Be respectful

Mobile phones on silent (unless requested on from tutor)

Practice good listening

Be inclusive

Enjoy!

Including the parent learners in the creation of the group agreement helps to set the scene and breaks the ice. Making them aware that there is no such thing as a silly question is often a good start and then setting the scene for an inclusive, respectful learning environment actually aids learning. Why do phones need to be silent? Mobile phones are one of the most common disruptors in a teaching session so explaining this to learners and asking them to respect the agreement is important. It makes no difference whether the training is online or face to face> If you do not set an agreement then there will



always be the one learner who has a phone constantly ringing and thinking it is okay for everyone to listen in!

Often the first activity in each session should be an icebreaker and there are so many available to choose from. Try to choose the one most appropriate for your group and allow about 10 – 15 minutes. If you can link it to the learning outcomes for the session, then that is great.

From session 2, you should always recap the previous learning, asking learners things such as what they remember from the previous session, what they enjoyed, what they learnt and how they may have made changes or implemented the learning in their everyday life.

MONITORING AND EVALUATION

Monitoring of the skills is the process of collating data to assess how successful something is or is not and it can be internal or external. The process may include collating information from several sources and making comparisons to help with continuous improvement.

For ParENTrepreneurs it is important to ensure that the training is understood, and that learning does take place. For example, you are transmitting your knowledge of the importance of entrepreneurial skills for everyday life and you want to be sure that this is clear and understood. Completing the monitoring forms and reflecting on your role as parent peer tutor will be important too. You can assess and monitor each activity to help ascertain whether it works well and meets one or more of the set learning outcomes. You need to know what the learning outcomes are for each session to be able to then set monitoring questions. This way will help you establish the level of success of your training.

Evaluation of the skills is the assessment of the process for ensuring the teaching is appropriate for the level and to ensure teaching has taken place. This can be done internally or externally and ensures continuous improvement for going forward. The evaluation of your own delivery is an important aspect of teaching and will help you develop your skills further whilst also help you understand that :-

Learners understood the content of the training

Learning has successfully taken place

Learning Outcomes have been met

Identify areas of good practice

Identify areas for improvement

Monitoring and evaluation forms part of the quality cycle and you can include external evaluators to give you additional feedback and to support ongoing development of the programme.

Ask yourself the following questions: -

Did all the learners appear engaged?

Did all learners take part in the discussions?

Did learner questions seem relevant to the topic?

Were you able to answer the questions?

Were learners asked to reflect on the training?

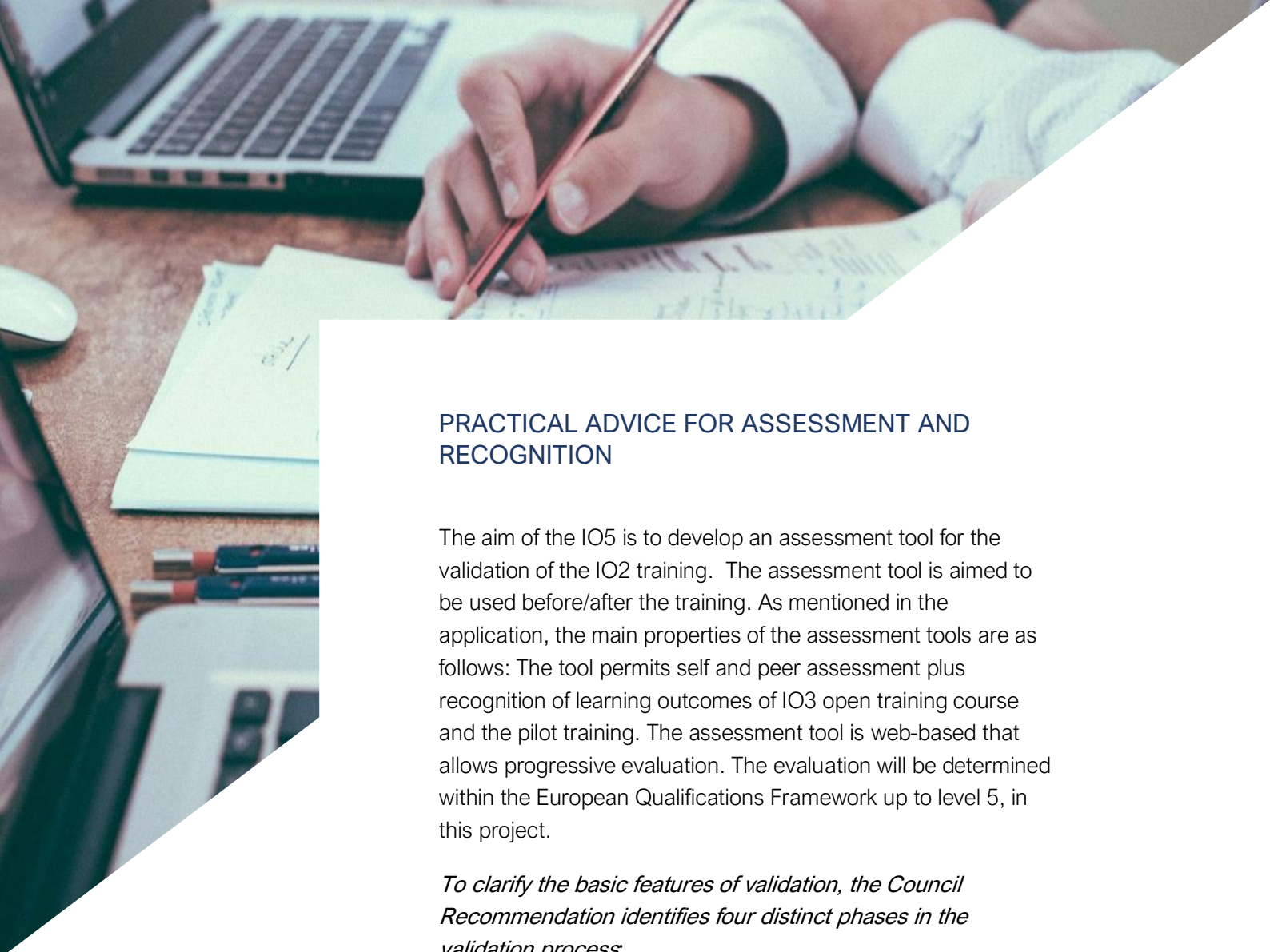
Did learners complete an evaluation?

Did the evaluations and reflections confirm understanding of the content?

Did you reflect on the training and write down your tutor comments?

If you did reflect, were the activities appropriate?

If you delivered the training again, would you deliver it the same? If not, what would you change?



PRACTICAL ADVICE FOR ASSESSMENT AND RECOGNITION

The aim of the IO5 is to develop an assessment tool for the validation of the IO2 training. The assessment tool is aimed to be used before/after the training. As mentioned in the application, the main properties of the assessment tools are as follows: The tool permits self and peer assessment plus recognition of learning outcomes of IO3 open training course and the pilot training. The assessment tool is web-based that allows progressive evaluation. The evaluation will be determined within the European Qualifications Framework up to level 5, in this project.

To clarify the basic features of validation, the Council Recommendation identifies four distinct phases in the validation process:

Identification of an individual's learning outcomes acquired through non-formal and informal learning;

Documentation of an individual's learning outcomes acquired through non-formal and informal learning;

Assessment of an individual's learning outcomes acquired through non-formal and informal learning;

Certification of the results of the assessment of an individual's learning outcomes acquired through non-formal and informal learning in the form of a qualification, or credits leading to a qualification, or in another form, as appropriate (Council of the European Union, 2012: 3).

Validation necessarily starts with the identification of an individual's learning outcomes acquired through non-formal and informal learning. The Council of European Union (2017: 13) defines learning outcomes as "statements of what a learner knows, understands and is able to do on completion of a



learning process”. Learning outcomes are defined in the revised EQF in terms of knowledge, skills, and responsibility and autonomy as follows:

Knowledge means the outcome of the assimilation of information through learning. 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 EQF, knowledge is described as theoretical and/or factual.

Skills means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the EQF, 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).

Responsibility and autonomy mean the ability of the learner to apply knowledge and skills autonomously and with responsibility. (Council of the European Union, 2017: 14.)

Final Conclusion

In the final conclusion of the handbook, all the ParENTrepreneurs partners are with you and wish you well with your peer-to-peer training. We hope that you have enjoyed being part of this wonderful journey and that you will continue to engage with this exciting, rewarding and enriching programme. There has never been a greater need for increased knowledge and understanding of the importance of entrepreneurship skills in everyday life.

The ParENTrepreneurs Handbook provides inspiration for your flourishing role as a parent. Do take time to look at the case studies for inspiration from parents working on their resourceful parenting skills now; these stories can inspire through reflection on role models, insights into their own entrepreneurial parenting which gave them a start in understanding innovation and creativity, and personal observations that they are thriving as parents, good enough and oftentimes beyond good and doing excellent work to raise curious, resourceful and socially-responsible young citizens.

Developing the ParENTrepreneurs course during a pandemic was a challenge and yet it makes it even more relevant, and even more necessary to have interventions that support parents to cascade entrepreneurial learning to their children. Avoiding long term negative impacts from the pandemic requires joint working effort, peer learning and engagement to support sustainable communities in all countries. The pandemic also highlighted the resourcefulness of parents and many stories have been shared showing amazing resilience and entrepreneurship. Please remember you don't have to do it all, the responsibility can be shared, so perhaps form an interested group and assess what skills you have to kick start a training initiative, no matter how small. We know you can make a difference!

Good luck with your own training. It is very likely that your own learners, with the right support, will become peer learners too and that you will be their role model.

Finally, a very big **Thank You** – your own role in this process is so important for maintaining the ParENTrepreneurs programme and ensuring ongoing sustainability and success. Thank you for providing your stories, your personal experiences, your insights, your ideas and for sharing. We know that parents are likely to be the best trainers and we thank you for offering your rich experiences which inform the design of this programme.



This handbook is available electronically and will be readily shared with our contacts, including schools, stakeholders, parent organisations and policy makers to widely disseminate the results.

All final results of the project will be made public and resources can be used by parents, teachers, community workers, policy makers etc and the handbook is available in different partner languages, including Italian, Spanish, Finnish and French.

Glossary

| | |
|---------------------------|---|
| Attitude | 'Attitudes' are motivators of performance. They include values, aspirations and priorities (EntreComp, 2016). |
| Competence | In the context of the EntreComp framework, competence is understood as a set of knowledge, skills and attitudes (EntreComp, 2016). |
| Employability | <p>A combination of factors which enable individuals to progress towards or get into employment, to stay in employment and to progress during their careers.</p> <p>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).</p> |
| 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 | <p>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).</p> |
| 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). |
| 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). |

References

Dweck, Carol S.. (2008) *Mindset :the new psychology of success* New York : Ballantine Books

Cedefop (2014). *Terminology of European education and training policy: a selection of 130 terms*: 2nd edition. Luxembourg: Publications Office.

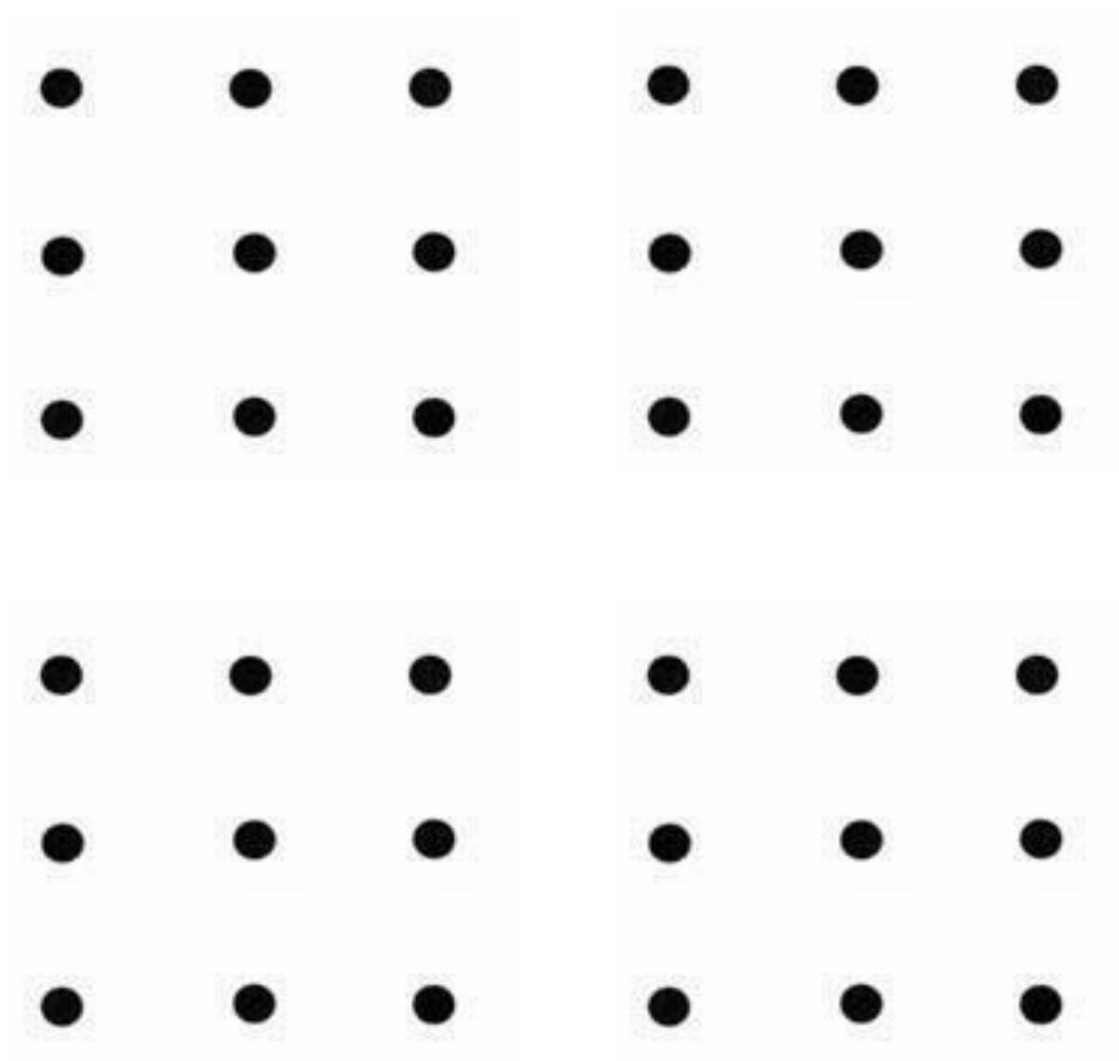
<https://www.cedefop.europa.eu/en/events-and-projects/projects/validation-non-formal-and-informal-learning/european-inventory/european-inventory-glossary#V>

Winnicott, D.W.(1988) *Babies and their Mothers* London : Free Association Books

Annexes

Annex 1- Module 2, Exercise 1: “The 9 Dots Puzzle”

This puzzle represents nine points equidistant at 3 x 3. To solve the puzzle, you must connect all the points with four straight lines without ever removing the pen from the paper. Let us see how many solutions you can find.



Annex 2 - Module 2, Exercise 2: The “I Do – We Do – You Do” Methodology

The “I Do – We Do – You Do” Methodology

Research shows that the best way to teach a new skill is to first demonstrate it (I Do), then do it with the child (We Do), then give the child a chance to do it himself, with supervision and feedback (You Do).

★ So, begin with “I Do”. Model the strategy several times for your child. Choose one of your own goals. Use the graphic organizer and “think out loud” with each step. First choose immediate goals (I want a clean bathroom, I want to plant flowers today), then goals that are more complex and happen over time (I want to serve dinner for friends Friday, I want to go on a vacation in two months, etc.)

★ Then move to “We Do”. Help your child use the graphic organizer to state her goal (what she wants), to plan the steps, and to check them off as she does them. Start with immediate goals (I want ___ for lunch), then goals that are more complex and happen over time (I want to ___ on Friday, I want to ____ next month). Your child will need you to ask questions to guide her at each step.

For example:

THINK- Your child may choose a goal for which she does not have the needed resources. Ask questions like “Do we have the ingredients? Do you have enough money? Is there enough time?” This will help your child understand the kinds of questions to ask when he develops future goals.

PLAN – Your child may need help thinking of steps needed to reach the goal.

DO – When your child begins to plan goals that occur over time, arrange daily or weekly “check in” times to ask if he has done the steps he planned. (Don’t check-in at random times, or your child will perceive this as nagging). It’s always best that any “Think-Plan-Do” times are pre-arranged so your child knows you’ll be spending time together and you’re not taking him away from a favorite activity without notice. We want our kids to experience this as a positive time of empowerment for them and interaction between us, rather than drudgery that takes them away from fun.

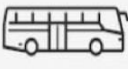







★ After many “We Do” experiences, encourage your child to use the graphic organizer on his own (“You Do”), or with another person such as a trusted family member or friend

– to plan for a goal that is important to him. After your child has had many successful experiences with Think-Plan-Do, you and your child may want to sit down with his teacher and explain the strategy so that his teacher can support his use of the strategy at school


Annex 3: Module 2, Exercise 3: Planning a Trip

| Family Trip Planner | | | |
|-----------------------|--|-------------------|-------------|
| Trip Overview | | Traveller Details | |
| | | Names | Blood Types |
| Trip Start Date | | | |
| Trip End Date | | | |
| Number of Days/Nights | | | |
| Number of Travellers | | | |
| Number of Pets | | | |

| Itinerary | | | |
|-----------|----------|-------|----------|
| Day 1 | | Day 2 | |
| Time | Activity | Time | Activity |
| | | | |
| Time | Activity | Time | Activity |
| | | | |
| Time | Activity | Time | Activity |
| | | | |
| Time | Activity | Time | Activity |
| | | | |
| Time | Activity | Time | Activity |
| | | | |
| Time | Activity | Time | Activity |
| | | | |
| Time | Activity | Time | Activity |
| | | | |

| Transportation | | | | | | | |
|---|---|---|---|---|--|---|---|
| Mode of Transportation | | | | | | | |
|  |  |  |  |  |  |  |  |
| Number of Passengers | | | Needed (gas, ticket...) | | Cost € | | |
| | | | | | | | |

| Bookings | | | |
|-------------------------------------|-----------------|-------|--------|
| What (hotel, ticket, park fees...)? | Booked (✓ or ✗) | Paid? | Cost € |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Total Budget: | | | |

|  Packing | | | | | |
|---|------------------|-------|-------------|------------------|------------------------|
| Name | Clothes (✓ or ✕) | Shoes | Accessories | Travel Documents | Other (medication ...) |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |



| Emergency Contacts | |
|-----------------------|--|
| Name and Relationship | |
| Phone Number | |
| Address | |
| Notes | |

Annex 4: Module 2, Exercise 3: Planning a Party


| Party Planner | | | |
|--|--|---------------------|--|
| Event Overview | | Event details | |
| Kinds of event (birthday, family dinner...) | | Host(s) | |
| Date | | Venue Address | |
| Time (start and end) | | Number of Guests | |


| |
|---|
| Purpose of the event (ex: to celebrate my sister's 18 th birthday) |
| |

| Stage 1- Invitations | | | |
|----------------------|-------------|-------------|------------------|
| Guest List | Invite Made | Invite Sent | Invite Confirmed |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

| Stage 2: Menu | | | |
|---|-------------------|-------------------|---|
|  | | |  |
| Food list (eg. Chocolate for cake..) | Shopped (✓ or ✕) | Ordered (✓ or ✕) | Cooked (✓ or ✕) |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

| Stage 3: Theme / Decorations | | | | | |
|------------------------------|------|----------|------|-------------|------|
| Theme Description | | | | | |
| Decorations | | Costumes | | Accessories | |
| | | | | | |
| Have | Need | Have | Need | Have | Need |

|  Stage 4: Activities | |
|--|-----------------|
| Activities Description | Material Needed |
| | |
| | |
| | |

|  Stage 5: People in Charge | | |
|--|-------------------|-----------------|
| To do list (eg. Shopping, bake cake...) | Who is in charge? | Who is helping? |
| | | |
| | | |
| | | |
| | | |