Toolkit for trainers and adult educators

Strengthening the digital competencies of cultural and creative microenterprises to set in motion their creativity and innovation in the digital era

PROJECT

GRACE - Strengthening the digital competences of cultural and creative microenterprises to set in motion their creativity and innovation in the digital era

GRACE Partners

ASOCIATIA EUROPEAN ASSOCIATION FOR SOCIAL INOVATION

Canary Wharf Consulting Limited

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Introduction

Following the approved methodology for the elaboration of the Toolkit development to support trainers and adult educators in delivering the GRACE online course and support microbusinesses in improving their digital transformation, this document is divided into **5 steps** to guide VET Trainers and stakeholders when analyzing the Toolkit and delivering the course:

Step 1 – Understand the context "Why GRACE?"

Step 2 – Preparation

Step 3 – Mobilize trainees

Step 4 – Implement the course

Step 5 – Evaluation

Each of the stages in this methodology provides a set of **contents and tools** that can be used to implement the course, evaluate the implementation, and strategies to maintain these practices.

Therefore, this methodology and the tools that are part of it can be used by trainers and adult educators to successfully implement tailored support to the cultural and creative micro-businesses for the strengthening of their digital competencies in the context of innovation and creativity enhancement.

1. Understand the context "Why GRACE?"

The first step of this methodology aims at raising awareness in VET trainers so that they can understand what kind of needs and views have been identified regarding the digitalization of micro-businesses in the cultural and creative sector. Firstly, by explaining the context and goals of the GRACE project and then presenting a short review with the specific needs and challenges that cultural and creative microenterprises face in partner´s countries in digital transformation and digital fluency.

1.1 The GRACE project

Cultural and creative micro-enterprises in particular in tourist areas were gravely affected by COVID-19 due to travel restrictions and the lockdown. Relying on the traditional business model that favours face-to-face communication with the customer, these small businesses were particularly hit and were unprepared to address the changes that COVID ensued. The pandemic however came to bleakly highlight the already existing lack of digital competences that put these small businesses in a disadvantaged position, decreases their competitiveness, and will lead them to exclusion from the opportunities of the digital era.

The **"GRACE - Strengthening the digital competencies of cultural and creative microenterprises to set in motion their transition to the digital era**, emerged from the need for cultural and creative microbusinesses, to enhance their digital competencies and increase their competitiveness by benefiting from the opportunities of the digital era. To address the Covid 19 challenge, an online educational platform was developed with the aim to equip micro-businesses with key digital competencies touching upon all business aspects, strengthen digital entrepreneurship and foster a digital hub for creativity and innovation that will put them back in the growth track and mitigate the pandemic adverse impact. GRACE's implementors and project partners are from **Romania, Greece,** the **United Kingdom, Spain, Portugal, and Luxembourg.**

Grace has the **overall objective** of supporting cultural and creative micro-businesses with their digital transformations, by increasing their digital competencies and digital entrepreneurship skills.

While the more **specific objective** of the project is to develop the GRACE online educational platform addressed to cultural and creative microbusiness representatives, allowing them to receive training tailored to their needs and gain digital competencies and digital entrepreneurship skills.

Main Activities

- Equip cultural and creative entrepreneurs with digital competencies to successfully position their business in the digital era; and advance their competitiveness and growth

- Inform and educate micro businesses on digital entrepreneurship.

- Establish Digital Clusters and Networks to strengthen the transfer of knowledge, creativity, and innovative thinking.

- Increase the knowledge and availability of resources for adult educators working in the field; so as to be fully equipped in supporting micro businesses.

- Strengthen the transnational policy dialogue on training support of the creative and cultural micro businesses for their sustainability and growth.

The GRACE project will last for 24 months. During its duration, it envisages delivering the following results:

- The GRACE educational platform available in all partner languages will be a nonformal educational space for open and collaborative learning and communication and a reservoir of best practices and other resources for micro businesses

- Online Course on digital competences and digital entrepreneurship for creative and cultural microbusinesses tailored to their needs and geared towards innovation and enriched with practical exercises, real business scenarios and examples and case studies.

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- A toolkit for adult educators with information, practical guidance, and relevant and timely resources to train microbusinesses in acquiring digital entrepreneurship and also support aspiring cultural and creative in the acquisition of digital competences that would help them in starting up their business.

- Pilot evaluation report: an analysis and evaluation of the pilot implementation of the proposed educational intervention, presenting assessment and feedback from partner organisations staff, trainers, and trainees.

- Guide on upscaling and transferability which will be a key sustainability output that will draw on the project experience and present a blueprint on its upscaling in other countries and settings.

- Lessons learned and policy recommendations report; the GRACE project's legacy and contribution to the policy agenda, delving into questions of training needs and barriers that need to be overcome, educational pathways that can be created to advance the skills of cultural and creative micro business.

All tangible results will be available in electronic form in the digital media of the project and disseminated in partners' own digital media, and they will be developed in English and translated into partner languages.

Intangible

- Webinars addressed to 100 trainers and adult educators

- Provision of training to 100 microbusiness entrepreneurs and their staff in five European countries

- Five Multiplier events covering different stages of the project implementation to steer the attention of target groups and relevant stakeholders on what the project has to offer and what are its benefits for the creative and cultural micro-businesses.

- Final Event in Brussels will showcase the project results and lessons learned and will invite a wide audience of Education and VET actors, civil society, academia, and public officials at all levels.

Research Design & Methodology

This project requires two different phases of research, including desk and field research. This approach is deemed the most suitable for relevant stakeholders to a) better understand the organizational profile of the target group; b) further improve their understanding of the needs and challenges of the target group; d) incorporate the target group's needs and characteristics in the design of the educational platform.

i. Desk Research on identifying cultural and creative microenterprises and recording their current needs and challenges in regard to digitalisation

The first phase entails conducting small-scale desk research at the national level with a view to better define their organizational profile and gain a deeper understanding of the needs and challenges they face, particularly in terms of digitalization. Each partner is required to conduct this small-scale research in the context of their own country, as to capture the nuances and needs specific to their national landscape.

Methodology

First, partners researched online sources such as reports from state and non-state relevant stakeholders (Government agencies, public authorities relevant to the field, business associations, etc) as well as other sources such as industry blogs, forums, and websites to delineate the cultural and creative microenterprises sector at a national level. Partners paid attention, particularly to tourist areas, where relevant businesses have faced adverse challenges because of the COVID-19 pandemic. This step was important as it set a uniform understanding of the cultural and creative sector, to produce context-relevant research that will inform the educational platform.

UNESCO defines such businesses as enterprises within the cultural and creative sector that aim to produce or reproduce, promote, distribute, or commercialize goods, services, and activities of content derived from cultural, artistic, or heritage origins, including visual arts and

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crafts, cultural and natural heritage, books and press, design and creative services, tourism and more. Note that micro businesses were defined as businesses employing 9 people or less. Secondly, partners utilized reports, news articles, and other research to record digital literacy levels and training needs. **Keywords** that could be used in order to record digital literacy levels and training needs were: **SMEs and digitalisation**, cultural and creative businesses digital transformation, skills for the digital transformation of small businesses, entrepreneurship and digitalisation in the culture and creative sector, COVID-19 and digitalisation in culture and arts.

ii.   **Field Research Focus groups addressed representatives of microbusinesses (familiarity with the concept of digitalisation, needs and challenges of microbusinesses regarding digital literacy)**

The second phase entails field research with the collection of qualitative data with focus groups. This phase aimed to supplement the desk research undertaken by partners, as to add depth to the knowledge acquired during the previous research phase. The focus groups comprised representatives of micro-businesses in the culture and creative sector, as to derive essential information on the needs and challenges of the target group regarding digitalization.

Methodology

Field Research included focus groups with microbusiness representatives, to identify **needs** and **challenges** they face, level of digital literacy, training needs, familiarity with digital entrepreneurship, etc. The focus groups looked at the issue from the side of the micro business representative.

One (1) focus group per country took place, with the participation of 6-10 persons in each one. The duration of the focus group was approximately 75-90 minutes, as to keep the participants engaged and prevent fatigue. Prior to the focus group, the researcher provided participants with information of the project in their **national** language.

1.2 Findings brief review per country

The findings - recommendations derived from both the desktop and field research differ per country: In the UK based on the research findings, people involved in the micro-business sector show a significant level of worry regarding the current situation and the future

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development of their respective industries. Micro-businesses must overcome various obstacles even while they exhibit excellent development levels.

The main barriers to attaining new digital skills are the cost, lack of time and training, and lack of knowledge regarding the available opportunities. Although a great deal of the microbusiness sector is proficient in digital technologies, they lack specific mandatory skills to excel during these trying times. Each participating business has tried to include the new technologies since they recognise the shift needed in the approach and have come across an obstacle; the reluctance of the clients and colleagues to use unknown material, lack of time and training to develop the skills, and no ease of access without paying for a platform that might not be ideal for their case.

Consequently, the following conclusions to assist the cultural and creative microbusinesses in enhancing their digital competence were identified. Based on the interviews, the participants need **a free of charge, clear on the approach, and easily accessible by all training sessions**. Another critical aspect is **a holistic approach of the training to include all the different kinds of micro-businesses and their needs** (marketing, communication, training, and promoting) as the answers of the interviews pointed out a difficulty in finding a course which can cover all the different needs of a small business. **Digital training will save time, and the participants will have the chance to keep notes, ask questions, and even come back to it when in need**. This will result in better management of their resources, giving a chance to the micro-businesses to be managed more efficiently.

In Portugal, there are different needs within microenterprises of the cultural and creative sector. It is therefore imperative to consider the prior level of digital skills of the potential participants of the GRACE initiative, since the course curriculum might either be too advanced or too accessible, depending on the participants. The level of digital skills is as diverse as the sector itself.

With this in mind, two main themes that emerged in the focus group, independently of the digital proficiency, and in the desk research were:

- the need to **exchange good practices**, to foment networking, or to create a **collective.** This would allow micro businesses to access new markets, clients, methodologies, and best practices. This network of creative and cultural organisations should be established online so that geographical distance is not a factor of exclusion.

- Also, regardless of the level of proficiency, it is necessary that micro businesses of the creative and cultural sector **access and are informed about financing opportunities**. As pointed out throughout this report, many of these businesses depend on both public and private financing to prosper, therefore it is essential that they are up to date with the best opportunities and most fitting options.

In conclusion, despite the diversity of the cultural and creative sector, there are some common themes that emerged and that are of the utmost importance to address throughout the course of the GRACE initiative.

In Romania based on the research findings, there is a need to improve Romanian microenterprises' capacity for digitalisation. Both at a macro level, as provided by the referenced reports, and a micro level based on the focus group discussion, cultural and creative enterprises seem willing to upskill their employees and therefore, upgrade their businesses.

However, the **main barriers** to achieving this are **lack of time, high costs for implementation, and lack of digital training opportunities**. Although a small percent of Romanian SMEs representatives is already using digital technologies within their businesses, their reluctance can be explained by the abovementioned barriers. Moreover, microenterprises understand the need to be digitally present both as a means of work productivity and of building brand notoriety. Especially during the COVID-19 pandemic, microentrepreneurs have shifted their approach by turning to the local audience, as well as, by better focusing on the digital environment through social media channels (even if at a basic level).

Therefore, some conclusions to inform the online course cand be considered: given the interviewed entrepreneurs' needs and concerns, a **free of charge, open access, and training sessions would benefit the participants**, solving the cost barrier. In addition, **training on building online visibility on social media** in a time-effective manner is another key aspect microentrepreneurs would benefit from, as the focus group participants expressed their difficulty in balancing the production and promotion of their products. Drawing from the participants' suggestions, **blended learning courses are the most suitable solution**, highlighting, however, the importance of a physical meeting. And finally, better management of the resources they own (time, staff, money) would lead to an efficient way of running a micro business and growing it.

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In Luxemburg the need for more platforms that are open to entrepreneurs at low cost or even for free was noted. Based on the results of the research the following recommendations were developed**: Training on developing digital marketing skills** – microbusinesses already use social media to promote their work and products, however the need for digital marketing skills for them to be able to reach greater audiences and better disseminate their work and make more profit was highlighted. **Training on digital customer experience** – both desk and field research indicated the need for training in that field. Specifically, the focus group mentioned that training in DCX will help them maintain their current clientele and acquire new customers for their businesses to stay competitive. **Training on VR/AR technologies** – technologies open new opportunities for work and foster the production of materials (i.e., an artist could make a profit from exhibiting his work in a virtual gallery). **Support for improving overall business infrastructure** – the need for support to integrate and adapt new digital tools to digitally transform businesses, new business models and strategies will help them reach the so desired transformation and survive in this digitalised era.

1.3 Definitions

Digital entrepreneur

In the digital age, entrepreneurship is now more in demand than ever before. However, digital entrepreneurship is not limited to holding online meetings, paperless offices, or communication on social media. Rather, it must be seen as a holistic approach to thinking that encompasses all processes of an organisation, including communication and service provision. If we succeed in "thinking digitally", such as integrating digital process support at all levels, we can experience long-term success and keep uprising competitors at bay.

Therefore, the digital entrepreneurial personality must maintain the following competencies:

• Creativity, organisational skills, and a feel for market opportunities

• Strong knowledge of the technical requirements, and the competitive environment

• Courage to apply the process of creative destruction.

In our understanding, digital entrepreneurship focuses on leveraging digital technologies or digital business models to explore and exploit entrepreneurial opportunities.

Digital entrepreneurship

is a term that describes how entrepreneurship will change, as business and society continue to be transformed by digital technology. Digital entrepreneurship highlights changes in entrepreneurial practice, theory, and education.

Digital entrepreneurship includes everything that is new and different about entrepreneurship in a digital world, including

- New ways of finding customers for entrepreneurial ventures.
- New ways of designing and offering products, and services.
- New ways of generating revenue and reducing costs.
- New opportunities to collaborate with platforms and partners.
- New sources of opportunity, risk, and competitive advantage.

Digital transformation

Digital transformations Is the integration of digital technology into all areas of a business, fundamentally changing how you operate and deliver value to customers. It's also a cultural change that requires organizations to continually challenge the status quo, experiment, and get comfortable with failure.

2. Trainer´s Preparation

The second step aims to prepare VET trainers for the course, by providing hints on trainers' methodological approach to the course. Furthermore, it will delineate the specific learning outcomes of the course and highlight the transversal skills and competencies of the GRACE course.

2.1 Course methodology, delivery strategy, and andragogy approach

GRACE's methodological approach is premised on the following building blocks:

- **Bottom-up and target oriented**: All activities are designed to satisfy the needs and profile of the direct target group, i.e., the cultural and creative microbusinesses.
- **Iterative**: Feedback mechanisms are permeating all aspects of the project and are applied for all actors participating (microbusinesses, stakeholders, trainers, and partners).
- **Inclusive**: The GRACE project is inherently inclusive as it seeks to overcome barriers that impede access to training and will encourage the participation of the target group based in remote geographic areas in the periphery and facing economic or other difficulties.
- **Transnational**: The inclusion of actors from different countries ensures the gathering of a wide pool of information and maximises transfer of knowledge and mutual learning.

Course Methodology and Module Development

The educational platform and course delve into issues such as digital presence and management, branding and marketing in the digital era, digital entrepreneurship skills. Key innovation characteristics of the course are the following:

- Delineation and matching the target group needs and challenges.
- The development and delivery of the online course is based on co-creation.
- The course will focus on honing digital competences to the profile, needs and aspirations of small firms.
- The educational platform and the online course offer a fully online transnational learning environment.

It is very important to note the attention that has been given to overcoming barriers that impede the wide participation in training that these small enterprises face. Many of them are based in regions that although tourists are soaring during high seasons, local permanent population is small and as such the availability of training is limited. Further to this, these small businesses do not always have the resources (time, funds) to embark on lifelong learning opportunities. For the above reasons, the course is directly addressed to microbusinesses and their staff online and has a short duration.

The project seeks to help microbusinesses in the cultural and creative sector and will attend to their needs. As such, the project is sector-specific and user-centred having as a starting point the delineation of the challenges and needs of these businesses. For this reason, GRACE puts extreme emphasis, and this is reflected in all activities in crowdsourcing their ideas and needs with a view to shape educational and training solutions that will bring tangible and impactful results. Besides small businesses, the course is also relevant and will be of benefit to adult educators and organisations active in supporting adult learners and microbusinesses in building skills and competences.

The GRACE project offers a novel approach in blending digital competences, entrepreneurship and innovation thinking and is premised on the position that digitalisation nurtures innovation and creativity which is the engine for these businesses. The project follows **bottom-up, participatory, and multi-level approaches** in the design and application of the educational intervention. The course is a product of transnational co-design process: co-design workshops were organized in the participating countries prior to the design of the course. The workshops were organized in a way that fostered active participation of the direct target group.

Representatives of small and micro-businesses were given the space to discuss their fears and concerns, voice their specific needs, and commented on module topics and content. The contributions participants gave for the construction of modules for the online platform lay on accessibility, horizontality, transparency, and openness.

Based on these findings, the course developed includes a practical component, further to the theoretical content. This practical component can be constructed through work-based sessions, where participants have to create/prepare products (e.g., a business model, their online portfolio etc.), using project-based learning principles. Regarding the theoretical part

of the course, clear and simple materials were developed, so that the trainees' attention and motivation can be captured. Finally, several videos were produced in the context of the course, offering an alternative and more interesting training material. The material also discusses case studies and real-life examples, making the course relevant to the experiences and needs of the target group.

Delivery Strategy

The training activities will follow online collaborative learning and innovation teaching methodologies. Collaborative learning activities actively engage learners, thus helping learners take shared ownership and responsibility for their learning. They additionally help towards the creation of a sense of community and contribute to combating potential feelings of isolation and disconnection.

Collaborative learning requires planning and preparation to secure its effectiveness. Basic online collaborative learning strategies are among others the following:

- **Foster an inclusive environment & classroom community:** Successful collaborative learning is dependent upon an inclusive community, where learners trust and respect each other. Consider using social icebreakers (e.g., learning names, finding common interests) to help them warm up to each other before they begin their activities.

- **Intentional design and planning:** Effective collaborative learning requires forethought and planning. While it's possible to improvise during class, you should also devote time before class to consider the technological and pedagogical tools available in order to best support the activity's learning goals.

- **Communicate the purpose and expectations:** Learners that understand the rationale and the specific action steps of the given activity, are more likely to be engaged and committed to their learning. Be clear and explicit about the purpose of the particular activity.

- **Partner with the trainees:** As one of the primary goals of collaborative learning should be to actively engage trainees in their own learning, helping them take ownership of the process and experience, it's important to partner with them throughout. This partnership can take many forms, depending on the goals and context of your course.

- **Engage specific technologies to facilitate collaborative learning activities:** The educational technology tools you choose will be dependent upon your course goals,

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the goals of the specific activity, as well as the context of the course, e.g. if an activity is completed during class time or outside of class.

Online Training Approach

Online training provides cost-effective and improved learning experiences beyond those available in classrooms. It is about the delivery of all activities of education such as instructing, teaching, and learning through various electronic media. The appropriate instructional design, including the selection of appropriate theories and principles, is very important to the success of e-learning. The following pedagogic are suggested to be followed for successful e-learning provision:

- Match to the curriculum: there must be clear objectives, relevance to content covered, appropriateness of students' activities.
- Inclusion: inclusive practices should be seen in terms of different types and range of achievement, physical disabilities, different social and ethnic groups, and gender.
- Learner engagement: learners should be engaged and motivated, activities should have a worthwhile educational aim, not just to occupy the learners, be enjoyable, not to produce adverse emotional reactions, improving the learning atmosphere.
- Effective learning: promoting personalized learning, learner autonomy; encouraging metacognitive thinking and collaboration, providing authentic learning exhibiting multiple perspectives on a topic.
- Provision of formative and summative assessment for the purposes of improving and grade learners.
- Coherence, consistency, and transparency: objectives, content, activities, and assessment should match to each other. It should be clear to the user what to expect.
- Ease of use: being open and accessible, intuitive, and not requiring guidance on use, providing appropriate guidance to learners of teachers.

Andragogy Approach

Adult education is based largely on the assumptions and principles of the constructivist approach. In the development of the training methodology of GRACE several adult education

principles have been considered. The following table aims to guide the trainer on the application of these principles in practice.

Principles	Application
Adults add their life experiences and knowledge to the educational setting. Experience is seen as a source of knowledge.	• Adults' experience and knowledge should be valued. • Activities for learning should be designed in such a way that they promote the use of prior experience and knowledge.
Adults generally prefer self-directed, self-directed learning	• Adult learners require control over their educational process. This empowers and requires them to take on further responsibility and initiative. • The trainer should act as a facilitator, coach, and supporter, identifying ways to engage participants and eliciting information about what they wish to learn. • Adults are motivated by a variety of factors such as personal aspirations, expectations, internal desire or interest, escape from a situation. Therefore, opportunities for learners to direct their own learning should be provided. • Learners should be supplied with action planning tools and templates to assist them in developing and focusing their self-directed efforts and to support learning.
Adults need internal motivation for learning rather than external	• Learning should respond to their needs, interests and real-life problems, in other words, be meaningful and relevant. • A connection should be made between the learning content and the long-term objectives of each learner, in work and life.
Adult learners are goal oriented, relevancy oriented and practical	• Clear learning objectives should be established and it should be explained how they relate to training activities. • Learners should be engaged in identifying the challenges they face and the value of addressing these challenges. • Learning has to be applicable to adult work duties or other responsibilities and focus on practical skills, tools, methods, and problem-solving.
Adult learners need to be respected and learn in an appropriate learning environment	• Respect, trust and acceptance are vital for successful adult training. • Learners need to feel safe in order to participate freely, take initiatives, experiment, and express themselves.

	• Mistakes have to be viewed and used as improvement aids and not as failures. • Creativity and an agreeable atmosphere are important, but they have to be balanced with cognitive achievements, stability, and clarity of purpose. • The wealth of knowledge and experiences the participants bring to training should be acknowledged. • The participants should be allowed to voice their opinions freely.
Adults prefer active learning	• The more actively engaged the learner is, the more learning takes place. • Different training methodology and techniques have greater rate of retention.
Adults want guidance	• Adults want information that will help them to improve their situation. • Adults do not want to be told what to do, but they want to choose options based on their needs.

2.2 Learning outcomes

The project will directly include in its activities 100 microbusinesses representatives. Through their participation in the educational platform, the project envisages to increase their digital competences tailored to their business sector and provide them with practical knowledge and tools for digital entrepreneurship. Micro-entrepreneurs will learn how to market in the digital era, widen their knowledge horizon using online tools, advance their creativity and innovative design. The following Table offers an overview of the training Modules, and a short description. On section 4.1, Sessions Plans, further learning objectives, related to knowledge, skills, and attitudes are detailed.

Module 1	Introduction: Understanding digital entrepreneurship in the cultural and creative sector
Short description	Introduction into digital entrepreneurship in the cultural and creative sector, defining key concepts and presenting the current situation in the participating countries and in Europe regarding digitalisation in the cultural and creative sector.
Learning objectives	After completion of this module, the learner will: • Have a full grasp of future trends and opportunities • Recognize examples of digital entrepreneurship in the sector

Module 2	Market your cultural and creative business online
Short description	Provide training on the essentials of online marketing i.e., selling products and services via digital means. This second module examines more closely the needs of a micro-entrepreneur in the cultural and creative sector and will present tailored training to help them establish an online business with growth potential. **This is a practical module** that will provide answers to key issues regarding the online marketing of micro-businesses. It is required that learners have previous experience in using the internet for browsing, and they are familiar in making online transactions (via web banking etc).
Learning objectives	After completing this module, learners will be able to: • Understand the essentials of online marketing with an emphasis on cultural and creative sector characteristics • Know the requirements of setting up and maintaining an online shop taking into consideration the characteristics of the CC sector and the country context • Set up and operate a business online • Identify online market shops (e.g. etsy.com) • Recognize the advantages, disadvantages, threats and opportunities of online marketing including safety guidelines
Module 3	Digital presence and content management - Promote your business online
Short description	The third module of the course is focused on digital branding and social media content development. Economies today are massively and continuously transformed by digital transformation and technological advances. It is markedly acknowledged that businesses that do not ride the digitalisation wave will be in a disadvantaged position in the future economies. The aim of this module is to provide tailored, practical training on how to establish and maintain a digital presence starting from scratch and with minimum funds.
Learning objectives	After completing this module, learners will be able to: • Understand key concepts, tools, and platforms for digitally promote their business • Know the advantages and disadvantages of establishing and maintaining a digital presence (website, social media) • Grasp the essentials of building a digital marketing strategy based to their needs, their vision, and their capacity

|	
	• Set up social media accounts and create content to maintain business visibility
Module 4	**Collaborate and Network**
Short description	A crucial factor for the viability and growth of micro-businesses is being innovative and extroverted. In this manner, micro-businesses can find new markets for their goods and services, sharpen their innovative capital, find collaborators, and build synergies. But how can they build a collaboration and networking approach that fits their needs and profile and continue to follow this? This is what this module will teach micro-entrepreneurs in the cultural and creative sector.
Learning objectives	After completion of this Module, learners will be able to: • Identify the benefits of networking and collaboration for cultural and creative microenterprises • Improve their networking skills and tailor them to the needs and characteristics of their sector • Develop and start a networking strategy

3. Mobilize Trainees

The third step of this methodology aims at profiling the trainees of the GRACE course and provide strategies to engage participants, before the training and during the introductory sessions, to create an appropriate learning environment.

3.1 Description of the Trainees Profile

The GRACE project has as one of its central objectives to equip cultural and creative micro-entrepreneurs with digital competences to successfully position their business in the digital era and advance their competitiveness and grow. This specific objective is also tackled by the online course developed within the project. Thus, the GRACE course has a **well-defined target group** made up of **entrepreneurs** who have a creative or cultural microbusiness and **staff members** of this kind of businesses.

The theatre, visual arts, cinema, TV, radio, music, publishing business, computer games, new media, architecture, design, fashion and advertising are all part of the cultural and creative industries.
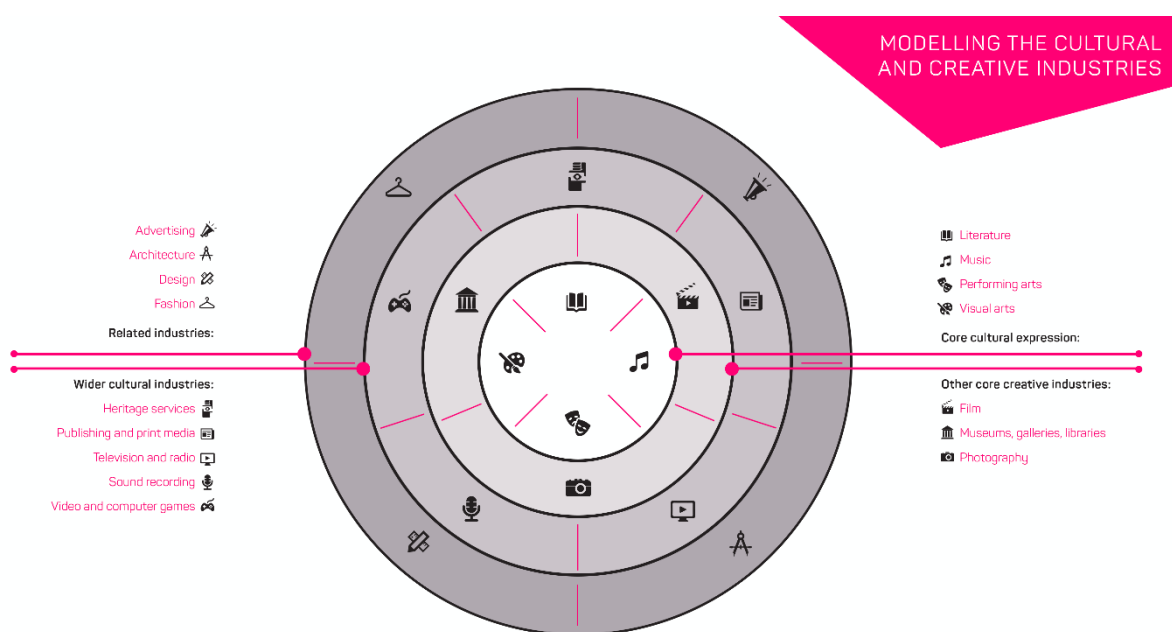
Retrieved from Cultural & Creativity webpage

More particularly, the course is dedicated to the micro-entrepreneurs and staff members whose businesses were **hit by the COVID-19 pandemic**, period which led to a particular stagnation for them.

In the light of the gathered research and the focus groups conducted in the partner countries, it was found that smaller businesses are more prone to not have a solid digital presence, hence, their reach and visibility are reduced. The profile of the trainee shows that micro-entrepreneurs/staff members can have various levels of education and belong to diverse age groups. Moreover, it was noted that a part of the target group may possess digital skills, while the other part doesn't know even how to start their business' online presence. However, despite the level of knowledge, the results of the focus groups have identified a rooted need for an accessible, free course that targets the premises of entrepreneurial digitalisation.

3.2 Strategies to engage the trainees before the training

Since the course is going to take place online, a good strategy to engage the trainees before the training is required.

First and foremost, the trainees' initial interaction with the course has a central role. Thus, a comprehensive promotion campaign should be conducted. Before choosing the right strategy of promotion, investigation on the the national context of the digitalisation of the creative and cultural microbusinesses should be conducted. The questions that need to be addressed during this analysis are:

- How can I maximise the reach of my campaign to be visible to my target group?

Example:

Paid ads on social media

Posters that will be displayed in key locations (theatre, market place for handmade products, etc.)

Word-of-mouth marketing

Make use of social media groups dedicated to small entrepreneurs (Facebook & LinkedIn)

- Should I conduct my promotion online? Offline? Or should I choose a mixed strategy?

Example:

In this case, the mixed approach could reach a wider audience. Online promotion on the main social media channels used by small businesses (Instagram, Facebook, LinkedIn) can make the course visible to the entrepreneurs who already have a basic knowledge about digital presence. However, offline promotion (via flyers, posters and other visual materials) shared in public places (cultural events, creative fairs) frequented by the entrepreneurs targets the ones that are not so familiar with the digital realm.

- What actors could help me reach my target group? Can I involve some of them in the promotion of the course?

Example:

Reach out to cultural NGOs, the Ministry of Culture, Universities of Art or other Cultural Institutes. They already have a formed audience that can support your initiative and also promote the course with their communities.

After answering these key questions, the development of the promotion strategy can be conducted and implemented.

Secondly, in the light of the promotion of this course, the participants need to complete a registration form. This form also holds an essential role and is a mean to engage with your further participants. Make sure that the form is accessible, contains clear information and is appealing to the reader. Furthermore, to initiate your connection with the possible trainees, include a section in the form that addresses the expectations of the ones that fill it in.

Thirdly, it is essential for the educator/trainer to engage with the possible participant after the completion of the registration form. This can be done in the following ways:

- After registration, send a confirmation e-mail to every person who completed the registration form.

- An e-mail with additional information regarding the course can also be sent to spark further curiosity. This step can be fulfilled by sending different informational materials, inspirational videos that relate with the subjects tackled during the course (e.g., national articles about digitalisation of small businesses, good practice examples on the topic, TedX videos that can inspire the trainees).

- Make sure that the possible participants are clearly informed regarding the purpose of the course, so that you can avoid a possible drop-out. Be clear in your online communication regarding the target group, the objectives, and the structure of the course.

- With a few days before the start of the course, contact all people who registered on the registration form and confirm their attendance.

3.3 Strategies to engage the trainees during the sessions

Engaging the trainees during the course sessions is an essential matter to maximise the potential of the course as much as it's possible. In this regard, there are suggested the following directions:

1) Initial competencies & list of expectations

It is essential that the trainer/educator is familiar with the level of knowledge of the trainees. In this regard, an oral discussion about the digital competencies the trainees possess at the beginning of the course can be conducted (see example below).

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> *Example:*
>
> *The trainer could start with a round table (plenary) discussion, where all the trainees need to answer the following points:*
>
> - *Describe your business in a few phrases (object of the business, target group, when it was opened)*
> - *How are you making your business visible? What channels are you using?*
> - *Do you have any digital skills/have you attended any preparation in this regard?*
>
> *Besides the purpose of finding out the competencies of the trainees, this exercise could be a first step to networking and getting the trainees to know each other.*

In addition, at the incipient phase it is vital to collect the expectations the trainees have concerning the abilities they would like to acquire along the course and the information they want to grasp (see example below). The trainer should guide the following intermediary sessions along the lines of this expectations.

> *Example:*
>
> *Make use of the **Mentimeter** online tool. The trainer will create a board with the following question: "**What are your concrete expectations from the GRACE course? What would you like to learn?**". The trainees will have about 5 minutes to answer the question and submit their answers. After this step, the trainer will take the lead and discuss the results.*

Given that a knowledge and competences assessment is also presented as a method of evaluation, the trainer can revise the trainees answer to have data-driven conclusions (see chapter 5).

2) Three intermediary synchronous sessions

The online material will be complemented by three intermediary sessions with the educator/trainer, which will include interactive and practical activities. In these sessions, the trainer can also collect feedback regarding the materials and give complementary explanations if necessary.

3) Online discussion groups (national & international)

Another instrument that will be constantly available for the trainees and will help with their engagement are the online discussion groups available on the platform. On the website, every trainee will have the possibility to join a national group (the one attributed to their country),

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where the communication will be done in the national language. Additionally, they will have the possibility to join the general international group, that will bring together all the participants and where the communication will be conducted in English. The trainees should be reminded along the duration of the course about these groups and be encouraged to use them. Peer-to-peer communication is proven to increase motivation.

4) Constant check-in with the trainees

Furthermore, trainees should be given additional chances to raise questions and interact with the educator/trainer. This can be done in different ways, such as: the individual chatting option on the platform and set Q&A hours.

4. Implement the course

The fourth step aims to familiarise VET trainers with the course contents and how to better optimize their use by providing tools for implementing the course, such as session plans, with the title, duration, general purpose, specific learning outcomes and contents. Specific indications for each module will be delivered.

4.1 Sessions Plans

Module 1			
Title	**Introduction: Understanding digital entrepreneurship in the cultural and creative sector**		
Description	This first module will introduce the learner into digital entrepreneurship in the cultural and creative sector. It will define key concepts and will present the current situation in the participating countries and in Europe in general in terms of digitalization in the cultural and creative sector.		
Objectives	After completion of this module, the learner will: ➔ Understand and apply key concepts of digital entrepreneurship ➔ Have a full grasp of future trends and opportunities ➔ Being exposed to examples of digital entrepreneurship in the sector		
Learning Outcomes	**Knowledge** ● Understand key concepts of digital entrepreneurship	**Skills** ● Be able to identify differences between digital and typical	**Attitudes** ● Overcome stereotypes about digital entrepreneurship in the cultural

		entrepreneurship	and creative sector
Expected Competences	○ self-confidence ○ critical thinking		
Module units/content	**1.1 Digital entrepreneurship - (ppt)** ● Who is a digital entrepreneur? ● Differences with a typical entrepreneur ● What is digital entrepreneurship in the cultural and creative industries ● Definition, examples **1.2 Key factors to become a digital entrepreneur in the cultural and creative sector (ppt)** ● Identification and analysis of key factors **1.3 Future perspectives (ppt)** Prospects in the market, opportunities in the cultural and creative sector **1.4 Quiz** ● Who is a digital entrepreneur?		
Learning Activities & Life Skills Connected	1. **40 Minute Dyad** – this activity can be used in big groups with the presence of a facilitator/educator. **Duration**: 40 minutes **Number of participants**: max 16 **Face to face / Online synchronous** Participants will understand how their own personality is an important part in becoming digital entrepreneurs. ● Start the exercise with an energiser game of your choice and then introduce the activity to the participants. Explain that being aware of ourselves as business owners / professionals is essential. ● Ask participants to get into pairs and sit down facing each other. ● Explain that each pair is going to talk to each other in rounds. For five minutes only one person talks - the other person listens, then the pair swap over for the next five minutes. Do this for four rounds - this should take 40 minutes (or adjust according to time limitations). ● Ask participants to choose one of the following statements. Each pair then discusses their chosen statement in turn at the beginning of the first round (so both of them will get asked for the first time). After the first round, participants continue with their topic. *Examples of statements:* ● *I have (or not) the necessary skills to transfer my business online.* ● *The pandemic affected my business*		

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- *I feel uncertain about being a digital entrepreneur*
- *I feel hopeful for the future of my business.*

After four rounds of discussion, bring the group back together. Ask how they are feeling after the exercise and what their experiences were. Address ideas discussed.

This activity provides an opportunity for people to share their inner dialogue with someone who listens. This can make their own ideas about things more apparent, as often when you say something out loud the meaning becomes clearer; it is also uncommon that you have the undivided attention of someone else for 20 minutes.

This exercise builds up Confidence and Active Listening.

2. **Tape position** – this activity helps critical thinking and building resilience
   Duration: 30 minutes
   Number of participants: max 20-25
   Face to face

- For this activity you will need a tape on the floor.
- You will ask the participants to step on the tape.
- You will read some statements regarding digital entrepreneurship/the pandemic and how it affected their businesses
- If the participants agree with the statement, they will take a step forward. If they disagree, they will take a step backwards and if they are not sure or if this does not apply to them, they can stay still.
- Give them a few minutes to check the rest of the participants' position
- Then, take a couple of minutes and discuss and ask them if anyone wants to share their opinion/experience.

Example of statements:
- I understand the key concepts of digital entrepreneurship
- I believe digital skills are important for my business
- I know the differences with a typical entrepreneur
- I have a grasp of future trends and opportunities
- I understand how digital skills will elevate my business
- Digital skills are important for the creative / cultural industries

You can use additional statements that you can think, related to the module, or statements which will be helpful for the participants.

Another way you can do it, is ask the participants to share their thoughts and experiences regarding the pandemic and how it affected them and their business. Afterwards the rest of the participants will take a step forward if they agree, or a step backwards if they disagree and they can share their opinion and have a small discussion.

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	This exercise can be also done individually, with each participant reading the statements and noting down if they agree or disagree. This exercise helps with communication, problem-solving and critical thinking
Teaching Methods	The whole course is based on the e-learning method. Two techniques could be applied either distinctively or combined: **A) Synchronous** Ppt presentations, discussion, questions & answers **B) Asynchronous** Ppt presentations, self-paced studying
Required Resources	Laptop or PC, internet connection, paper tape (for the learning activity)
Assessment	**Quiz** ● 5-10 questions
Duration	✓ Studying: 1 hour ✓ Quiz: 30 minutes
Tips for the trainer	This is an introductory module aiming at familiarizing the learners with definitions and concepts. It has a theoretical approach and should not get into extreme details. Learners are mostly coming from the creative, cultural and business sectors, which are applied and practical. This module functions as a theoretical basis, helping the learners to have a clear idea about the different concepts before diving into more practical topics in the next modules.
Module 2	
Title	**Market your cultural and creative business online**
Description	This second module will train participants on the essentials of marketing their business online i.e. selling products and services via digital means. This second module examines more closely the needs of a micro-entrepreneur in the cultural and creative sector and will present tailored training to help them establish an online business with growth potential. **This is a practical, how-to module** that will provide answers to key issues regarding the online marketing of micro-businesses.
Objectives	After completing this module, learners will be able to: ➔ Understand the essentials of online marketing with emphasis on cultural and creative sector characteristics ➔ Know the requirements of setting up and maintaining an online shop taking into consideration the characteristics of the CC sector and the country context ➔ Feel confident to set up and operate a business online ➔ Become familiar with online market shops (e.g. etsy.com) ➔ Have good knowledge of the advantages, disadvantages, threats and opportunities of online marketing including safety guidelines

Learning Outcomes	Knowledge	Skills	Attitudes
	● Have an overall understanding of how digital entrepreneurship works for the cultural and creative sector	● Set up a digital shop on specific platforms	● Overcome stereotypes about digital entrepreneurship in the cultural and creative sector
Expected Competences	o self-confidence o decision-making o problem-solving o creative thinking o management and control o responsibility		
Module units/content	**2.1 The basics for selling goods and services online (ppt)** In this introductory unit, key definitions will be provided coupled with an overview of current market trends. This unit will also present the advantages and disadvantages of selling goods/services online. **2.2 A step by step guide on how to sell online and establish an e-shop (video, tutorial)** ● Choosing a domain name - why it is important ● Legal/ tax requirements for every country ● How to manage content and transactions ● Examples of what can go wrong and how to fix it **2.3 Online marketplaces that you can use (ppt)** ● Etsy.com ● Ebay **2.4 Intellectual property and safety on marketing online (ppt)** ● How to protect your intellectual property ● How to conduct safe transactions online **2.5 Multiple choice quiz** **2.6 Further resources and support** Links to resources at national and European level regarding support to set up an online shop, blogs and examples, national regulatory agencies on intellectual property and e-commerce.		
Learning Activities & Life Skills Connected	1. **Your one-hundred-word work philosophy** **Duration**: 40 minutes **Number of participants**: no limit **Face to face / Online synchronous and asynchronous** Your aim is to write out your work philosophy in precisely one hundred words – no more and no less. It can have any form you want, from a statement of values to a list of instructions. Write down your core beliefs and values about your business. Think about experiences that had a significant impact on your business or powerful advice you have received. Based on your experiences, what is your work philosophy?		

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This activity can also help with the values that you have for your business and create a personal philosophy as a foundation for your beliefs and accomplishments.

Give the participants approximately half an hour. After they finish writing, you can ask if anyone wants to share their work philosophy.

This exercise can help build self-confidence, develop creative thinking, take responsibility, enhance management and control.

2. **Ground Rules**
Having some ground rules is important in all environments and sectors.
Duration: 20 minutes
Number of participants: max 20
Face to face / Online synchronous

• Place flipchart paper and marker pens around the classroom. Instruct participants to break into groups of three and ask them to discuss and agree a list of ground rules that might be useful when opening an online shop.
• Ask participants to feedback to the larger group and give a rationale for their choices.
• Compare their ground rules with the ground rules examples.

The comparison discussion should include some of the following:

Ground rules give us a baseline we can refer back to, should any issues arise.

Ground rules provide a safe and effective working environment.

Ground rules provide increased clarity with regard to boundaries.

Ground rules can be implemented in many different aspects of someone's life.

An alteration for this exercise would be to divide the group into smaller groups and each group can write their own ground rules/guidelines for the development of an e-shop. Afterwards they can discuss the rules they came up with, and compare them.

This exercise develops problem-solving skills, creative thinking, decision-making, management and control.

Note for the facilitators	For the activity one-hundred-word work philosophy activity, it would be helpful to the participants if you had prepared your own work philosophy. In case they are reluctant to share theirs, you can start with your own. This will give them the courage to share their beliefs and values.

We recommend using the one-hundred-word work philosophy before the module. This way, the participants will share their work philosophy and you can take into consideration while moving forward with the module. After you finish the module, you can use the Ground rules activity which will serve as a revision on what you |

	have to do when you try to open an online shop while also staying true to your work philosophy.
Teaching Methods	The whole course is based on the e-learning method. Two techniques could be applied either distinctively or combined: **C) Synchronous** Ppt presentations, videos, discussion, questions & answers **D) Asynchronous** Ppt presentations, videos, self-paced studying
Required Resources	Laptop or PC, internet connection, white papers A4, flipcharts, pens, colourful pens (for the learning activity) It is required that learners have previous experience in using the internet for browsing, and they are familiar in making online transactions (via web banking etc).
Assessment	**Multiple choice quiz** ● 8-10 questions
Duration	✓ Studying: 4 hours ✓ Quiz and exercises: 2 hours
Tips for the trainer	This is practical module guiding the learners in how to build their own digital business/shop. Unit 2.3 focuses mostly on two of the most mainstream platforms for online shops for the creative sector. These are not the only choices and at the end of this particular unit other alternatives are listed if someone wants to look further. This module gives the basics to professionals of the creative and cultural sector who want to transfer their business online for the first time. This is not advanced level.
Module 3	
Title	**Digital presence and content management - Promote your business online**
Description	The third module of the course is focusing on digital branding and social media content development to help your business grow. Economies today are massively and continuously transformed by digital transformation and technological advances. It is markedly acknowledged that businesses that do not ride the digitalisation wave will be in a disadvantaged position in the future economies. The aim of this module is to provide tailored, practical training on how to establish and maintain a digital presence starting from scratch and with minimum funds.
Objectives	After completing this module, learners will be able to: ➔ Understand key concepts, tools and platforms for digitally promote their business ➔ Know the advantages and disadvantages of establishing and maintaining a digital presence (website, social media) ➔ Grasp the essentials of building a digital marketing strategy based to their needs, their vision and their capacity ➔ Have the skills to confidently set up social media accounts and create content to maintain their business visibility

Learning Outcomes	Knowledge	Skills	Attitudes
	● Have an overall understanding of the necessity of having a digital presence as cultural and creative entrepreneur	● Be able to create a digital business identity ● Be able to build a strategy of digital business identity according to the needs of their enterprise ● Feel confident about promoting their work digitally	● Change perspectives about having a digital identity as a creative and cultural business
Expected Competences	o social skills o confidence o decision-making o problem-solving o communication skills o creative thinking o critical thinking o responsibility		
Module units/content	**3.1 Introducing creative and cultural micro-businesses to digital marketing (ppt)** ● Understanding of key concepts and ideas ● Digital marketing strategies for cultural and creative business **3.2 Thinking strategically (ppt)** ● The basics of building a digital marketing strategy ● Think strategically: what to consider to build your own strategy **3.3 Set up and improve your social media presence (video tutorial)** ● A step by step guide on setting up social media accounts with hints and support on how to create content and improve social media visibility ● Identify the relevant social media for your work **3.4 Stay safe online (ppt)** ● Avoiding Spam and bots ● Terms and conditions ● Security issues **3.4 Learning activity: Outline your own digital marketing strategy** The last activity in this module asks learners to outline their own digital marketing strategy in line with their objectives, resources and expected results.		
Learning Activities & Life Skills Connected	1. **Personal SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats)** **Duration**: 40 minutes **Number of participants**: max 20		

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Face to face / Online synchronous and asynchronous

Identify your strengths by asking yourself
What are you good at, naturally?
What abilities have you acquired?
What are your talents or natural-born gifts?

Identify your weaknesses
Is there any aspect of your expertise that could be improved?
What are your perceived flaws by others (colleagues, partners, employees)?
What are the areas where you could improve, according to others?

For the opportunities sector, examine the external factors you can use to elevate your business by attaining digital skills. Among the questions to consider are:
How will the new digital skills help you?
How is the situation with businesses who work online?
What new opportunities will you have?

Examine any threats you might deal with when going online. This section considers the external elements that may affect your ability to achieve your goals. Consider the following questions:
How familiar are you with potential online threats?
Is there a lot of competition online?
What is the most significant external threat to your business if you go online?

This exercise can help with problem-solving, self-confidence, critical and creative thinking.

2. **How would you describe yourself as a business owner/professional?**
   Duration: 20 minutes
   Number of participants: no limit
   Face to face / Online synchronous and asynchronous

   Take some time and think before you answer. How would you describe yourself as a business owner?
   Think of the way you would describe yourself to a total stranger. Try to be as objective as possible.
   Write down the essential characteristics that define your identity as a professional.
   Try to think of the ways these characteristics have helped you in other situations in which you were feeling helpless, or you had to learn something new related to your business.
   There aren't any right or wrong answers.

   Try not to overthink this.

	Put down the first and surest answers that come into your head, the ones that make you say, "This is me". Without any self-editing, limitations and inhibition, write a response to the following statement "Think about your professional life in the future when you are 109 years old. Imagine that everything has gone as well as it possibly could professionally. You have worked hard and succeeded in accomplishing all of your professional goals. Think of this as the realisation of all of your dreams. Now, write about what you imagined". Imagine that your 109-year-old self, had access to a time machine. They jumped into that time machine and arrived at this very moment in time. They climb out, sit next to you and give you advice. What would they say? You can write the responses in a form of a letter to yourself which you can read whenever you are feeling hopeless or overwhelmed. This can help you remember all that you have accomplished, the difficulties you overcome and try to remember that as right now you mention some difficulties that seem unbearable, you faced similar obstacles before. This activity can help with problem-solving, self-confidence critical and creative thinking.
Teaching Methods	The whole course is based on the e-learning method. Two techniques could be applied either distinctively or combined: **E) Synchronous** Ppt presentations, videos, discussion, questions & answers **F) Asynchronous** Ppt presentations, videos, self-paced studying
Required Resources	Laptop or PC, internet connection, white papers A4, pens (for the learning activity)
Assessment	**Learning activity: Outline your own digital marketing strategy**
Duration	✓ Studying: 3 hours ✓ Learning activity: 3 hours
Tips for the trainer	This is a practical module for guiding professionals of the creative and cultural sector to build their digital business identity. The trainer should underline the importance of the digital aspect of doing business in those sectors and motivate the learners to grasp the hype of the era. Trainers should also take into consideration that artists, museums, archaeological sites etc might have an almost fixed view that creative and cultural sectors cannot have a digital presence. Thus the trainers might face resistance to the change of mindset from the side of the adult learners. The final activity is really helpful as it gives the learners the opportunity to outline their own digital marketing strategy and apply everything they learnt on this module.
Module 4	
Title	**Collaborate and Network**

Description	A crucial factor for the viability and growth of micro-businesses is being innovative and extroverted. In this manner, micro-businesses can find new markets for their goods and services, sharpen their innovative capital, find collaborators and build synergies. But how can they build a collaboration and networking approach that fits their needs and profile and to continue to follow this? This is what this module will teach micro-entrepreneurs in the cultural and creative sector.
Objectives	After completion of this Module, learners will be able to: ➔ Benefits of networking and collaboration for cultural and creative microenterprises ➔ Improve their networking skills and tailor them to the needs and characteristics of their sector ➔ Be confident to start up their networking strategy

Learning Outcomes	**Knowledge** ● Understand the value of building a strong network	**Skills** ● Be able to develop a network	**Attitudes** ● Develop collaborative instead of competitive attitude

Expected Competences	o social skills o decision-making o communication skills o creative thinking o critical thinking
Module units/content	**4.1 Collaboration and networking approaches for cultural and creative micro-enterprises (ppt)** ● An introduction on the essentials of networking for micro-enterprises and an overview of best practices in the sector **4.2 Boost up your networking skills** ● How to build effective network ● How to effectively communicate and collaborate with peers and business partners **4.2 Tools and other resources** ● Online and offline tools and resources to help you improve your networking skills **4.3 Learning activity: How to build a network** Participants will be asked to think and draft a basic strategy for expanding their business network and apply their collaborative and networking skills.
Learning Activities & Life Skills Connected	1. **Spider Web** **Duration**: 30 minutes **Number of participants**: max 16 **Face to face** • Ask the participants to sit in a circle, as close to each other as possible. Take a ball of string and give it to a participant to begin the exercise.

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- State that the goal of the exercise is to give positive feedback to one another.
- The person who commences the exercise, puts the end of the thread of the string around their finger.
- They then throw the ball of string to another member of the group, giving them personal feedback; for example, Anna, I really liked the way you could come up with ideas to work under pressure.
- This participant catches the ball of string and puts the thread around their finger, choosing another participant and throwing the ball to them whilst again giving feedback.
- This way there will be a connecting line between participants - and after a while a lot of crossing lines, forming a spider web-like network.
- Ask the participants to give feedback to those who have not yet been included.
- After everyone (including the starting participant) has received feedback, you can then continue with 'free choice' statements until the end of the activity. For example: Ask the participants to talk personally to the other person, not in general; so not I enjoyed working together with Julia, but 'Julia, I enjoyed working together with you.
- When the exercise has finished, ask the participants to stand up, and try to move the web by moving their connected hands.
- You can reflect on the number and strength of connections and interconnectedness within the group. You can also discuss how networking businesswise is beneficial and think how you can benefit from the connections you made through this course.

This exercise can help develop social skills, reflect on what you learnt, give and receive feedback, creative and critical thinking.

2. **Case Discussion**
   Duration: 60-75 minutes
   Number of participants: max 16
   Face to face / Online synchronous

   - The facilitator divides the group in smaller groups of four.
   - Allow 45 minutes.
   - Each group member has 15 minutes to share with the others in their group a case/a story from their own professional life / from their work during the pandemic.
   - The facilitator should monitor the time and let the groups know when 15 minutes have elapsed to allow each group member the chance to talk.
   - Participants should choose a case which was difficult for them, they were not sure how to react, they felt uncertain, etc.
   - The others can reflect and share their own take on this story, share how they would have reacted in that situation, what they would do, etc. Discuss and agree a solution.

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	• After 60 minutes, the group should choose one of the stories and present it as a small drama/ play. Allow time for participants to agree how to present this. • The drama/play should represent the difficulties encountered in their chosen situation and also provide a solution. This exercise can help develop social skills, problem-solving, creative and critical thinking.
Teaching Methods	The whole course is based on the e-learning method. Two techniques could be applied either distinctively or combined: **G) Synchronous** Ppt presentations, discussion, questions & answers **H) Asynchronous** Ppt presentations, self-paced studying
Required Resources	Laptop or PC, internet connection, ball of string (for the learning activity)
Assessment	**Learning activity: How to build a network**
Duration	✓ Studying: 3 hours ✓ Learning activity: 2 hours
Tips for the trainer	This module is about the importance of networking. Trainers should focus on building a sense of collaboration. Professionals of the creative and cultural sector is crucial to develop a network with other professionals even if they do the similar or the same work. Competition within those sectors should be replaced with collaboration. The final activity is helpful as it gives the learners the opportunity to build a network and apply everything they learnt on this module.

5. Evaluation

The final step aims to provide trainers/educators with evaluation tools, not only to engage with the formal evaluations of the trainees, i.e., the evaluation of the knowledge and competencies acquired at the end of each module and at the end of the course, but also

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qualitative information on the learning outcomes. Therefore, three evaluation methods are proposed: satisfaction questionnaire, a Knowledge and Competences assessment (ex-ante and ex-post), and quizzes - present on the Moodle platform for the GRACE online course which trainees have to complete during the online sessions. The goal of the evaluation is to identify the impact of the training and provide valued and tangible feedback for further improvements.

5.1 Satisfaction Questionnaire

The satisfaction questionnaire can be provided in different formats, e.g., google forms, physical sheet of paper, Mentimiter. Given these particularities and different resources of each trainer and educator, the content for the questionnaire divided into four (4) main groups is presented: organization, learning content, trainers, and global evaluation. The trainees should fill in the questionnaire after or during the final session.

Every question will be ranked from a scale of 1 to 5, representing the following:

1 – Bad; 2 – Average; 3 – Good; 4 – Very Good; 5 – Excellent

Organization – How do you (trainee) evaluate the organization of the training in terms of:

- Ease of contact with the training team
- Availability of the training team
- Adequate clarification of questions and resolution of problems
- Timely response to problems/questions
- Access to the learning platform
- Initial information on the use of the Moodle platform
- Quality of mediation in synchronous sessions

Learning Content – How do you (trainee) evaluate the training content in terms of:

- Adequacy to the established objectives
- Adequacy to the needs/learning of the trainees
- Usefulness of the contents to the trainee's work and daily activities
- Application of the contents to the trainee's work and daily activities
- Adequacy of the support documentation and bibliography made available

Trainers – How do you (trainee) evaluate the trainers in terms of:

● Mastery and clarity in the presentation of contents

● Use of clear and accessible language; ability to stimulate the participation of the trainees

● Ability to respond to doubts and/or questions

● Relationship with the trainees

● Management of session time

Global evaluation – In general, how do you (trainee) evaluate the training considering the following aspects?

● Suitability of the topics covered to your level of knowledge

● Acquisition of new knowledge and skills

● Overall satisfaction

5.2 Knowledge and Competences assessment (ex-ante and ex-post)

The goal of the knowledge and competences assessment is to evaluate the impact of the course on the trainees. By answering the assessment before and after the course a viable comparison can be drawn. Every parameter will be ranked from a scale of 1 to 5. The trainees will evaluate their competences and knowledge at the start and at the end of the course.

Training Designation:	GRACE
Place:	
Trainee Name:	

Guidelines for completion: The following table intends to identify the level of development of the competences to be acquired from the training action. Please put a cross (X) in the square that in your opinion best corresponds to your level of development. Thank you for your cooperation.

COMPETENCES TO BE ACQUIRED

BEFORE TRAINING ☐   AFTER TRAINING ☐

	Assessment				
	Date:				
	1	**2**	**3**	**4**	**5**
Knowledge	*Strongly Disagree*	*Partially Disagree*	*Neither agree nor disagree*	*Partially Agree*	*Strongly Agree*
I understand the role of a digital entrepreneur					
I can identify the differences between a typical entrepreneur and a digital entrepreneur					
I know the current trends of digital transformation and their effects on the cultural industry					
I can identify and understand the operational challenges and limitations of digital entrepreneurship					
I can identify and understand the new perspectives and solutions brought to digital entrepreneurship due to the pandemic					
I recognize the requirements to set up and maintain an online shop					
I comprehend the advantages and disadvantages related to E-commerce					
I know the difference types of Intellectual Property and its role and importance in E-commerce					
I comprehend the evolution and importance of Digital Marketing					
Skills	*Strongly Disagree*	*Partially Disagree*	*Neither agree nor disagree*	*Partially Agree*	*Strongly Agree*
I can analyze and select the best online platform to sell my product/service					
I can conduct safe transactions online					

	Assessment				
	Date:				
	1	2	3	4	5
I understand the various resources for digital marketing and can make an informed decision on which methods to use					
I can define the mission and vision of my business/company and the target audience					
I can utilize the 4 Ps Marketing Model					
I understand and can use basic strategies regarding Search Engine Optimization					
I can identify spam and bots and understand their respective threat					
I can use methods to keep my business safe					
I understand the importance of networking and can create and foster B2B collaborations					

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