E- Toolkit for Adult educators

"How to run "Creative Talent Factory"

Introduction to the Creative Talent Factory web-platform for Learners as a tool for adult educators for running "Creative Entrepreneurs Local workshop"

CTF partnership

2021-2022

Contents

What exactly e- Toolkit for Adult educators "How to run "Creative Talent Factory" is?

The *e-Toolkit for Adult Educators* is one of the results of the cooperative activities of the partners of the EU Erasmus+ project CTF "Creative Talent Factory".

The CTF e-Toolkit for adult educators aims to facilitate organizing the training course "**Creative Talent Factory**" and running the "Creative Entrepreneurial Local Workshop" to develop basic and specific entrepreneurial skills of low-skilled adult learners including those with disadvantaged background who are willing to start or improve their creative business or get employed in the creative industries.

The training course for adult learners is called **"Creative Entrepreneurial Local Workshop"** and consists from the following parts:

- Creative entrepreneurial and empowerment tools including Interactive readings "Why development of creative business is important to me", Collection of success video stories and e-book of testimonial stories (;

- Creative Talent Factory e-platform including:

  o Assessment tool including digital badge "Successful Entrepreneur" for the assessment of the learners' entrepreneurial competences and skills at the beginning of the course and after its finalisation;

  o Self-learning course based on bite-size learning methodology when the concentrated and comprehensive information is provided in small portions for better perception by the learners.

Along with self-learning materials online learners are invited to take part in the face-to-face group meetings to deepen and consolidate the knowledge obtained during online self-learning sessions.

The role of facilitator is crucial as facilitator is the person responsible for guiding the learning process. So, the knowledge of the training programme and training methodology, is one the success factors along with your unbeatable skills as an inspiring group leader and the teacher. The E- Toolkit for Adult educators "How to run "Creative Talent Factory" provides you all necessary information how to combine the knowledge and your valuable skills working with the specific group of learners willing to improve their skills to become successful creative entrepreneurs. We will guide you step-by-step on how to organise your Workshop and achieve the best results for the learners and your professional growth.

Objectives

- To define the role of the adult educator in the facilitation of the learning process

- To introduce "Creative Talent Factory" project

- To introduce a concept of "Creative Talent Factory" training course

- To introduce CTF webplatform for learners and it's functionality

Learning outcomes

By the end of this module, adult educators will:

- Be aware on the project's "Creative Talet Factory" objectives and outcomes

- Understand main principles of successful organising and facilitation training courses for adult creative learners including with disadvantage background

- Know structure of the E-toolkit for adult educators "How to run Creative Talent Factory" and usage of all interconnected tools

- Know structure of the "Creative Talent Factory" E-training course for learners

- Be ready to plan, organise and run the "Creative Talent Factory" E-training course for learners

Project CTF Summary

Creative businesses, which have shown strong resistance to the crisis, represent around 3.5% of all products and services made in the EU each year and employ 6.7 million people, i.e. 3% of the European workforce. Creative businesses have demonstrated to have an important role to play in generating growth and occupation and fighting unemployment while strengthening social cohesion, particularly for young people, but also for those adults who come from disadvantaged backgrounds, who can transform their creative skills into their own business. In order to help the creative sector unlock their potential for growth and the transnational circulation of creative works and their ability to operate transnationally and reach new audiences in Europe and beyond, the EU responded with the Programme "Creative Europe",

considering the lack of efforts in providing aspiring and practicing creative people with knowledge and skills that increase their capacity to create and lead their creative entrepreneurial ventures.

The general aim of the "Creative Talent factory" - CTF project is to promote self-employment and entrepreneurship in the creative sector. To achieve this goal, the CTF project has defined four objectives:

• to provide digital learning opportunities for adults, including with disadvantaged background, supporting their motivation and empowering them towards access to upskilling pathways for creative entrepreneurship;

• to assess and monitor learners' achievements in order to ensure the transparency and recognitions of their creative entrepreneurial competences and skills;

• to provide the innovative easy-to-learn pathway for upskilling the creative entrepreneurial competences and skills needed to set up or improve the creative business;

• to extend and develop educators' competences needed for effective running the training of adult learners, including with the disadvantaged background, to become the successful creative entrepreneurs.

The components of the creative sector included in the CTF project are visual and performing arts; craftsmanship; art and antiques market; fashion; music and dancing. 90 adults - learners seeking to set their own businesses or improve it in the creative sector, including adult from disadvantaged background and 30 adult educators-facilitators will participate directly in the projects piloting activities. 135 representatives of associated partners and other the stakeholders will participate in six multiplying events.

In order to achieve the defined objectives, four intellectual outputs are produced:

For adult learners:

• Set of OERs "Creative Entrepreneurial motivation and empowerment";

• Self-assessment Tool to assess the competences and skills of the creative entrepreneur;

• E-training programme "Creative Talent Factory";

For adult educators:

• E-toolkit for Adult educators "How to run "Creative Talent Factory".

The general methodology to all four intellectual outputs is based on Open Educational Resources in order to promote the open access to developed educational tools. However, each outcome is based on the specific to this outcome methodology, including reversed training methodology with the flipped classroom learning approach; innovative concept for the training course based on easy-to-learn Bite-size Learning methodology, assessing of the

competencies and skills method with providing learners with the digital badge "Creative entrepreneur".

The attractive and learner-friendly methodical approach, based on Creative Entrepreneurial Local Workshop as an innovative upskilling pathway, includes organic using of all three intellectual outputs, developed for adult learners for their:

- motivating and empowering,
- training,
- assessing creative entrepreneurial competences and skills.

The positive impact of this new upskilling pathway is expected on the participatory approach by increasing learners' involvement to the training on creative entrepreneurship. Thus, the project contributes to achieve benchmark of 15% of learners' participation in lifelong learning as defined in European agenda for adult learning. The general impact is foreseen on better integration of this target group to the labour market and society, and it will contribute to the achievement of ET 2020 benchmark of increasing employment rate by 75%.

The role of adult educator / facilitator in the learning process

The role of an adult educator is to facilitate the learning process for adult learners. This involves creating a supportive and engaging learning environment, designing and delivering effective learning activities, and providing guidance and support to learners throughout the process. The specific duties of an adult educator may vary depending on the context, but typically include:

Assessing learner needs: the adult educator should understand the needs and goals of their learners and design learning activities that meet those needs.

Developing learning activities: The adult educator should design and develop learning activities that are appropriate for the learners' skill levels and learning styles.

Delivering instruction: the adult educator should deliver instruction in a way that is engaging and effective, using a variety of teaching methods to accommodate different learning styles.

Providing feedback and evaluation: the adult educator should provide feedback to learners on their progress and help them to evaluate their own learning.

Creating a supportive learning environment: the adult educator should create a positive and supportive learning environment that encourages learners to participate and engage in the learning process.

Adapting to learner needs: the adult educator should be flexible and adaptable to meet the changing needs of their learners.

Overall, the adult educator plays a crucial role in **helping adult learners to achieve their learning goals and acquire new knowledge and skills.**

The role of a facilitator in the adult learning process is to guide and support learners in their pursuit of knowledge and skills. Unlike a traditional teacher or instructor, a facilitator takes a more collaborative and participatory approach to learning, serving as a partner or coach to the learners rather than a source of knowledge.

The specific duties of a facilitator may vary depending on the context, but typically include:

Creating a safe and inclusive learning environment: the facilitator should create an environment where learners feel comfortable sharing their thoughts and ideas, and where diverse perspectives are welcomed and respected.

Encouraging participation and engagement: the facilitator should encourage learners to actively participate in the learning process, to ask questions, and to share their own knowledge and experiences.

Guiding group discussions and activities: the facilitator should guide group discussions and activities, ensuring that everyone has an opportunity to contribute and that the discussion stays focused and productive.

Providing feedback and support: the facilitator should provide feedback to learners on their progress and offer support and guidance as needed.

Promoting critical thinking and reflection: the facilitator should encourage learners to think critically and reflect on their own learning, helping them to identify areas for improvement and develop strategies for growth.

Overall, the role of the facilitator in the adult learning process is to **foster a collaborative and participatory approach to learning, guiding and supporting learners** as they develop new knowledge and skills.

Combining both roles in one is the best solution when working with creative learners, including those from disadvantaged backgrounds, as they need more understanding, support and reassurance from the educator/facilitator.

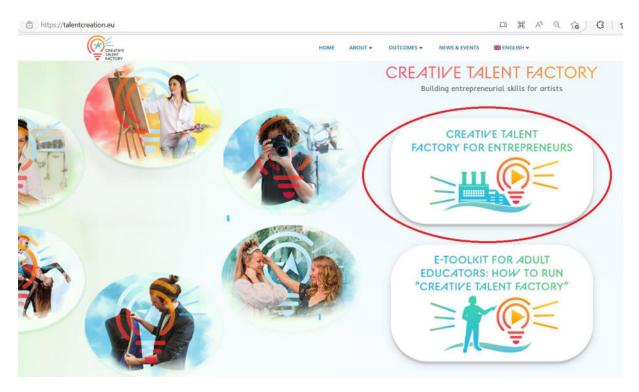## Creative Talent Factory web platform for Learners

Creative Talent Factory web platform for Learners is a main tool for adult educators for running "Creative Entrepreneurial Local Workshop". The web platform structure is provided

in the **Annex 1.** Creative Talent Factory scheme. The learners' part of the scheme reflects O1, O2, O3 as the learning tools to run the Creative Entrepreneurs Local workshop.

The primary link for the web-platform is Creative Talent Factory (talentcreation.eu). The learners part is named "CREATIVE TALENT FACTORY FOR ENTREPRENEURS" (see the picture below).

This part consists from:

- Set of OERs "Creative entrepreneurial motivation and empowerment"

    - Interactive readings "Why development of creative business is important to me?"

    - Collection of 6 success stories - videos

    - E-book with 12 testimonial stories

- Self-assessment Tool to assess the competencies and skills of creative entrepreneur (under icon TRAINING COURSE)

- E- training programme "Creative Talent Factory" (under icon TRAINING COURSE)

The creative entrepreneurial motivation and empowerment tools are accessible from the web-platform without registration and enrollment to the course. Detailed information on how to use the motivation tools is provided in **Tool 2: How to use Set of OERs "Creative entrepreneurial motivation and empowerment" for marketing of the training course and pre-selection of the learners.**

The Training course "Creative Talent factory" is placed on Moodle E-platform and requires learners' registration and enrolment. Detailed information and instructions are provided in **Tool 4: Effective implementation of the E- training programme "Creative Talent Factory".**
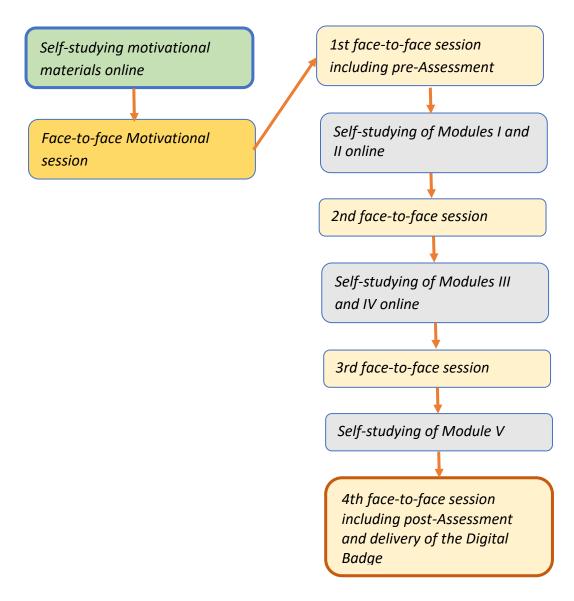
The Training course also contains Assessment Tool for the entrepreneurship competences and skills and Digital Badge "Creative Entrepreneur" to verify obtained by the learners competences. Detailed information and instructions are provided in **Tool 3: How to use Assessment tool and Digital badge to facilitate validation process of obtained within "Creative Talent Factory" training course competences and skills.**

Methodology for running the "Creative Entrepreneurial Local Workshop" training course is based on the blended learning and flipped classroom padagogy and is provided in details in **Tool 5: The Training Methodology and the training plan for running the "Creative Entrepreneurial Local Workshop".**

The CTF learning process can be reflected in the following scheme:

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┌─────────────────────────┐        ┌─────────────────────────┐
│ Self-studying           │        │ 1st face-to-face session │
│ motivational materials  │        │ including pre-Assessment │
│ online                  │        └─────────────────────────┘
└─────────────────────────┘                   │
           │                                   ▼
           ▼                        ┌─────────────────────────┐
┌─────────────────────────┐         │ Self-studying of Modules │
│ Face-to-face Motivational│────────▶│ I and II online          │
│ session                 │         └─────────────────────────┘
└─────────────────────────┘                   │
                                              ▼
                                   ┌─────────────────────────┐
                                   │ 2nd face-to-face session │
                                   └─────────────────────────┘
                                              │
                                              ▼
                                   ┌─────────────────────────┐
                                   │ Self-studying of Modules │
                                   │ III and IV online        │
                                   └─────────────────────────┘
                                              │
                                              ▼
                                   ┌─────────────────────────┐
                                   │ 3rd face-to-face session │
                                   └─────────────────────────┘
                                              │
                                              ▼
                                   ┌─────────────────────────┐
                                   │ Self-studying of Module V│
                                   └─────────────────────────┘
                                              │
                                              ▼
                                   ┌─────────────────────────┐
                                   │ 4th face-to-face session │
                                   │ including post-Assessment│
                                   │ and delivery of the      │
                                   │ Digital Badge            │
                                   └─────────────────────────┘
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The modular training program "Creative talent factory"- aim, objectives, competences, structure

The training programme on the Moodle platform is organized as modular. It consists of five training modules, each of them tackling specific competence, identified as the key competence for creative entrepreneurs, in the process of competence mapping and description. For the purpose of curricula and training development, as well as for the purpose of developing the assessment tools, project consortia conducted thorough competence analysis, consisting of desk analysis and participative research. Participative research was done through focus groups in all partner countries, with entrepreneurs and experts in the field of entrepreneurship. Based on desk analysis, collected information and suggestions by experts and entrepreneurs, a competence and skills matrix is developed (Tool 3: How to use

Assessment tool and Digital badge to facilitate validation process of obtained within "Creative Talent Factory" training course competences and skills) A detailed description of each online learning module is presented in the **Annex 2.** Creative Talent Factory Curriculum.

Main Modules of E- training programme "Creative Talent Factory" and their objectives are:

Module I: "*Basis for the successful creative entrepreneurship*"
The aim of Module I is to develop the adult learners' **entrepreneurship** competence.

The objectives of **Module I** are to:
- deepen the adult learners' understanding of the basics of entrepreneurship;
- raise awareness of the necessity to apply the entrepreneurial competence within the process of developing the creative business;
- deepen knowledge on five main skills related to entrepreneurial competence;
- ensure the possibility for self-checking of the obtained knowledge;
- provide adult learners with links and references for deepening their knowledge on entrepreneurship.

Module II: ''Digital and media literacy''

The aim of **Module II** is to develop the adult learners' **Digital Competence.**

The objectives of **Module II** are to:
- deepen the adult learners' understanding of today's digital technologies;
- raise awareness of the necessity to apply the Digital Competence within the process of developing the creative business;
- deepen knowledge on five main skills related to Digital Competence;
- ensure the possibility for self-checking of the obtained knowledge;
- provide adult learners with links and references for deepening their knowledge on the Digital Competence.

Module III: "*Main components of successful creative business*"
The aim of **Module III** is to develop the adult learners' competence "Understanding of main components of the creative business".

 The objectives of **Module III** are to:

- to deepen the adult learners' understanding of the main components of the creative business;
- raise awareness of the necessity to apply the competence "Understanding of main components of the creative business" within the process of developing the creative business;
- deepen knowledge on five main skills related to the competence "Understanding of main components of the creative business";
- ensure the possibility for self-checking of the obtained knowledge;
- provide adult learners with links and references for deepening their knowledge on the competence "Understanding of main components of the creative business".

Module IV: *"Effective marketing strategies for creative business"*

The aim of Module IV is to develop the adult learners` Competence - Implementing effective marketing strategies for creative business.

The objectives of this module are to:

- deepen the adult learners understanding of marketing strategies for entrepreneurs in creative business;
- raise awareness of the necessity to apply the marketing strategies within the process of developing the creative business;
- Understanding the value of the product in the creative sector as a base for the sale to potential clients;
- Deepen knowledge on five main skills related to the marketing strategies;
- Understanding of psychology of the buyer;
- Understanding branding as a base for creative business promotion.

Module V: *"Specific of sales and business negotiation techniques for creative business"*

The aim of Module V is to develop and sharpen the adult learners Competence - sales and negotiation skills for creative business.

The objectives of this module are to:

- Increase adult learners' understanding and management of complex and challenging negotiations
- Raise awareness of the different types of negotiating situations
- Identify the best strategies of social media for sales in creative business
- Understand how to master the sales process and develop a sales strategy.
- Increase awareness on how to manage their own emotions in a sales situation.
- Apply knowledge on how to negotiate successfully, how to deal with objections and how to close the sale.
- Enhance value creation in your organization.

E-training programme modules on Moodle platform:

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It is recommended to explore all Modules in the sequence suggested in the Creative Talent Factory Scheme (Annex 1).

Annexes

Annex 1. Creative Talent Factory scheme

Annex 2. CTF-Curricula of the training programme

References

1. Knowles, M. S., Holton III, E. F., & Swanson, R. A. (2015). The adult learner: The definitive classic in adult education and human resource development. Routledge.

2. Brookfield, S. D. (2015). The skillful teacher: On technique, trust, and responsiveness in the classroom. John Wiley & Sons.

3. Taylor, E. W. (2017). Transformative learning theory. In The Palgrave international handbook of adult and lifelong education and learning (pp. 51-66). Palgrave Macmillan.

4. Merriam, S. B., & Bierema, L. L. (2014). Adult learning: Linking theory and practice. John Wiley & Sons.

5. Schugurensky, D., & Silver, M. (Eds.). (2016). The Palgrave international handbook of adult and lifelong education and learning. Palgrave Macmillan.

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Creative Talent Factory
Web-platform

For Adult Learners willing to set up or improve their own businesses in the creative sector, including adults with the disadvantages backgrounds

O1: Set of OERs "Creative entrepreneurial motivation and empowerment"

- Interactive readings "*Why development of creative business is important to me?*"
- Collection of 6 success stories - videos
- E-book o with 12 testimonial stories

This set is used for self-learning at the beginning of the Workshop; learners are motivated for further and to come to the next part of Workshop, which is organised as face-to-face with pre-assessment, training and post assessment, networking etc. O1 is used as a marketing tool to attack learner to the training course as well as pre-selection of the learners.

O2: Self-assessment Tool to assess the competencies and skills of creative entrepreneur

- Competence and skills Matrix for creative entrepreneur.
- Test. This test is used for:
  × Pre-Assessment (*In the beginning of the learning process*)
  × Post-Assessment (*At the end of the learning process*)

The test is used to evaluate the impact of the learning process. We expect that 85% percent of learners will increase their competencies for at least 30%. After successfully completing the post-assessment test learners get digital badge "*Creative entrepreneur*".

O3: E- training programme "Creative Talent Factory"

- Curriculum of the training programme "*Creative Talent Factory*"
- Content of the training programme:
  Module I: "*Entrepreneurship key competence for creative entrepreneur*"
  Module II: "*Digital key competence for creative entrepreneur, including creativity and innovation*"
  Module III: "*Main components of successful Creative business*"
  Module IV: "*Effective marketing strategies for creative business*"
  Module V: "*Specific of sales and business negotiation techniques for creative business*"
- Training course based on the concept of *Bite-size Learning contents (Open Programmes)*.

O1, O2, O3 are the learning tools to run the **Creative Entrepreneurs Local workshop**

For Adult Educators

O4: E- Toolkit for Adult educators: *How to run "Creative Talent Factory"*

- Introduction to the Creative Talent Factory web-platform for Learners as a tool for adult educators for running "*Creative Entrepreneurs Local workshop*"
- How to use Set of OERs "*Creative entrepreneurial motivation and empowerment*" (IO1) for marketing of the training course and pre-selection of the learners
- How to use Assessment tool and Digital badge to facilitate validation process of obtained within "*Creative Talent Factory*" training course competences and skills
- Effective implementation of the E- training programme "*Creative Talent Factory*"
- Methodology and the training plan for running the "*Creative Entrepreneurs Local workshop*"
- E-Toolkit in the e-learning web-platform (Adult educators' part) in English

9/1/2021

Creative Talent Factory Curriculum

Table of Contents

1. Introduction of the project CTF

Creative Talent Factory is a project designed to help all artists interested in developing entrepreneurial skills and become able to start and run their own creative business. The Creative Talent Factory bridges this gap by offering completely free of charge educational material to all artists that wish to launch their own business and thrive in the world of art entrepreneurship.

The project is co-funded by the European Union in the context of its Erasmus+ initiative and implemented by a team of six educational institutions coming from 6 EU countries.

The Creative Talent Factory is also aimed at adult trainers in the field of entrepreneurship who wish to use its tools in order to enrich their courses' syllabus and enhance their learners' experience.

2. Aim and objective of the Curriculum "Creative talent factory"

The aim and overall goal of CTF Curricula to set up and run the innovative e – training course, which will equip adult learners – artists, artisans, and people with creative skills and talents in general, with relevant entrepreneurial and other business skills, essential for a successful start and running small business in creative industries. The curriculum should provide the innovative easy-to-learn pathway for improving the creative entrepreneurial competencies and skills needed to set up or develop their creative business.

In order to achieve the above-mentioned aim, the objective is to design and make available to adult educators and educational organizations, a universal non-formal training program for adult learners who have creative talents and skills, and who aspire to start their own business. It will be created as a digital learning application, easy to use for all adult learners, and easy for implementation by adult educators.

The curriculum thus should outline and define the main learning outcomes. It should describe 5 core competencies, and variety of skills, knowledge and attitudes for each competence one trainee should develop upon successful training completion, as well as to describe in brief the content of the 5 modules, and how to implement these modules in order to reach planned outcomes (methods of learning) and technical requirements for running the training course. The curriculum should provide questions to the following answers: topics to cover within each module, type of presentations to develop for each module (presentation slides, video presentations), in what order, duration of presentations and sessions, which exercises to use, which questions to ask adult learners.

3. The creative industry-main perspectives and trends

Creative industries (CI) or in a wider sense cultural and creative industries (CCI) have become the world`s fastest-growing economy in recent years. Creative industries generate enormous economic wealth around the globe. The global market value of creative industries is estimated at $1.3 trillion, says UNCTAD. Creative and cultural industries in OECD countries mark annual growth rates of between 5 to 20%. CCIs in Europe create revenues of 535.9 billion EUR and contribute to 4.2% of Europe's GDP. The sector is the 3rd largest employer after construction, food and beverage activities.

Creative businesses, which have shown strong resistance to the crisis, represent around 3.5% of all products and services made in the EU each year and employ 6.7 million people, i.e. 3% of the European workforce. Creative businesses have been demonstrated to have an important role to play in generating growth and occupation and fighting unemployment while strengthening social cohesion, particularly for young people, but also for those adults who come from disadvantaged backgrounds, who can transform their creative skills into their own business. In order to help the creative sector unlock their potential for growth and the transnational circulation of creative works and their ability to operate transnationally and reach new audiences in Europe and beyond, the EU responded with the Programme "Creative Europe".

4. The modular training program "Creative talent factory"- aim, objectives, competencies, structure, duration

The training program is organized as modular. It consists of five training modules, each of them tackling specific competence, identified as the key competence for creative entrepreneurs, in the process of competence mapping and description. For the purpose of curricula and training development, as well as for the purpose of developing the assessment tools, project consortia conducted thorough competence analysis, consisting of desk analysis and participative research. Participative research was done through focus groups in all partner countries, with entrepreneurs and experts in the field of entrepreneurship. Based on desk analysis, collected information and suggestions by experts and entrepreneurs, a competence and skills matrix is developed (in Annex 1 of this document). A detailed description of each module is presented further.

4.1 Module I: "*Basis for the successful creative entrepreneurship*"

The aim of Module I "Basis for the successful creative entrepreneurship" is to develop the adult learners' **entrepreneurship** competence.

The objectives of **Module I** are to:

- deepen the adult learners' understanding of the basics of entrepreneurship;
- raise awareness of the necessity to apply the entrepreneurial competence within the process of developing the creative business;
- deepen knowledge on five main skills related to entrepreneurial competence;

● ensure the possibility for self-checking of the obtained knowledge;
● provide adult learners with links and references for deepening their knowledge on entrepreneurship.

Theoretical background

The adult learner's **entrepreneurship** competence which has to be developed for successful running a creative business refers to the capacity to act upon opportunities and ideas, and to transform them into values for customers. It is founded upon creativity, critical thinking and problem solving, taking initiative, perseverance and agility of the creative entrepreneurs aiming to fulfil their vision.

Entrepreneurship competence is based on the awareness of the main business principles, knowledge on how to apply creativity and critical thinking in finding the best solutions for the creative business, knowledge on how to apply main principles of effectively communicating and negotiating and problem-solving.

The learners will learn what knowledge entrepreneurship competence requires: how to spot different contexts and opportunities and turn ideas into action in personal, social and professional activities, and an understanding of how these arise.

Creative entrepreneurs should know and understand approaches to planning and management of business projects, which include both processes and resources. They should have an understanding of economics and the social and economic opportunities and challenges facing an employer. They should also be aware of ethical principles and challenges of sustainable development and have self-awareness of their own strengths and weaknesses.

Creativity is one of the things that every entrepreneur needs as entrepreneurship and creativity form a perfect combination. Creativity allows an entrepreneur to disconnect from the accustomed patterns and to discern unique and useful solutions for business development and growth. It has therefore, become essential for both leaders and employees to develop creative skills.

Critical thinking is a very important part of our lives, and it determines the course of action we take. Especially in business, critical thinking is very important and essential as hundreds of crisis situations arise every day, and you need to think critically to figure out the best solution. From reviewing financial reports to hiring employees, critical thinking is a major part of any business. As critical thinkers, entrepreneurs don't merely solve problems. They solve problems in the best way. Critical thinkers formulate a number of potential solutions to a problem and consider them all before deciding on the best one.

Creative entrepreneurs need to be skilled in negotiation tactics and understand how to communicate effectively during the negotiation process and any other circumstances, processes and situations in their business. Understanding different communication types and negotiation stages and tactics are crucial for successful creative enterprise development.

Problem-solving in business relates to establishing processes that mitigate or remove obstacles currently preventing you from reaching strategic goals. For a small business or a startup, the one thing entrepreneur can count on is the **unexpected**. No matter how thorough   a plan, forecast, and testing is, problems are bound to arise. This is why creative entrepreneurs need to know how to solve business problems effectively.

Main skills for the entrepreneurial competence

In order to improve and increase the adult learners' entrepreneurial competence the following main skills will be developed during the training course:

1. Awareness of main business principles
2. Creativity
3. Critical thinking
4. Effective communicating and negotiating
5. Problem-solving

Skill 1: Awareness of main business principles

Within the learning process for developing this skill, adult learners will be trained to obtain the following abilities: to understand what entrepreneurship is, who entrepreneurs are, what are the main features of entrepreneurship; to apply the SWOT analysis for the development of a creative business idea as well as to apply main business principles for developing their creative enterprise.

Skill 2: Creativity

Within the learning process for developing this skill, adult learners will be trained to obtain the following abilities: to see a problem from different perspectives and come up with original and creative solutions, to use the imagination or original ideas for developing their   creative business, discover new opportunities and solutions for problems by looking beyond current practices by using innovative thinking and turning new and imaginative ideas into reality.

Skill 3: Critical thinking

Within the learning process for developing this skill, adult learners will be trained to obtain the following abilities: to think about the creative business idea in an objective and critical way, identify the different arguments that are in relation to your creative business idea and determine how strong or valid they are, recognise any weaknesses or negative points that are in the evidence or arguments as well as reflect constructively on how realistic   the business idea is.

Skill 4: Effective communicating and negotiating

Within the learning process for developing this skill, adult learners will be trained to obtain the following abilities: to understand and apply 4 different communication types (verbal, non-verbal, visual, written), communicate actively with empathy and respect, be an active listener, give and receive feedback, work in the team effectively and collaboratively as well as to structure and execute the negotiations effectively.

Skill 5: Problem-solving

Within the learning process for developing this skill, adult learners will <u>be trained to obtain the following abilities:</u> to understand the key problem-solving steps, identify problems in their creative business, develop a possible solution, and take actions, cope with uncertainty, ambiguity and risk while running the creative business as well as to understand what resources are necessary at hand to solve the problem.

4.2 Module II: ''Digital and media literacy''

The aim of **Module II** is to develop the adult learners' **Digital Competence.**

The objectives of **Module II** are to:

- deepen the adult learners' understanding of today's digital technologies;
- raise awareness of the necessity to apply the Digital Competence within the process of developing the creative business;
- deepen knowledge on five main skills related to Digital Competence;
- ensure the possibility for self-checking of the obtained knowledge;
- provide adult learners with links and references for deepening their knowledge on the Digital Competence.

Theoretical background

The adult learner's competence "Digital" which has to be developed for successful running a creative business is the ability to apply digital technologies for developing and effective running of your creative business.

It includes media literacy, digital content creation, safety (including digital well-being and competencies related to cybersecurity), communication and collaboration with fellow entrepreneurs and comprehension of the intellectual property laws.

The competence is <u>based on the knowledge</u> of a) social media tools and best practices b) ICT online platforms that enhance communication with customers and the general audience c) communicating effectively with potential business collaborators through the Internet d) online tools and methods that facilitate the inner processes of a business e) recognizing fraud and phishing attempts online.

All the above can upgrade a creative business both A) externally by enhancing its image, networking and pitching opportunities and B) internally by assisting in the organization of its workflow.

Regarding the outreach of the company, digital marketing tools are the key to a creative business in order for it to have a strong online presence in social media and on the Internet in general.

Such tools also offer access to a wide network of potential collaborators, while at the same time, they facilitate communication between the company and its customers.

Additionally, pitching ideas digitally, instead of the traditional way, can provide a surprising number of benefits that will lead to the opening of more doors along the creative entrepreneurial path.

As for the internal organization, digital tools can make many complex and repetitive operational aspects easier, such as financial control, management of resources, tax payments and many others.

At the same time, it is very important not to forget the fact that digital innovation comes with certain risks and perils, which a creative entrepreneur must know beforehand in order to prevent them or cope with them effectively in case they show up.

All the above aspects are explained in detail inside Module 2, which aims to equip learners with the knowledge of all the latest and most useful digital tools and methods for running a successful creative business.

Bonus fact: The European Union has developed the Digital Competence Framework, through which learners can assess their knowledge on digital subjects, by measuring a certain set of subskills at any given moment.

Among the skills that are included in the framework, Module 2 will enhance those that:

- are crucial for effectively using social media for promotional purposes
- facilitate the image of a creative business and enhance its communication with its audience
- will lead to successful digital pitching
- will upgrade the inner processes of the business
- ensure online safety

Main skills for the Digital Competence

In order to improve and increase the adult learners' Digital Competence, the following main skills will be developed during the training course:

Skill 1: Applying digital technologies to support creative business

Within the learning process for developing this skill, adult learners will be trained to obtain the following abilities: understand the benefits of using digital technologies to improve the productivity of the creative business, recognize how digital technology improves customers experience, understand how the digital technologies can support the financial control of his/her business, understand how the digital technologies can support communication (especially within the period of limitation of face-to-face activities like COVID-19), match each of his/her business separate functions with a corresponding digital tool, adapt to constant changes in the digital sphere.

Skill 2: Collaborating through digital technologies

Within the learning process for developing this skill, adult learners will be trained to obtain the following abilities: understand how digital technologies offer more effective business collaborations, increase and enhance his/her collaborations with other creative businesses, increase and enhance his/her collaborations with businesses outside the creative sector, increase and enhance his/her collaborations with NGOs and other non-profit institutions, spot unfruitful collaborations and handle them accordingly, use different platforms and tools for collaboration.

Skill 3: Applying digital marketing using the ICT opportunities

Within the learning process for developing this skill, adult learners will be trained to obtain the following abilities: use social media for marketing, use ZOOM and other similar ICT systems to make the marketing events within the network, understand the most common digital marketing practices for the creative sector, keep track of your reputation using digital tools, understand what to avoid during digital promoting.

Skill 4: Pitching business ideas digitally

Within the learning process for developing this skill, adult learners will be trained to obtain the following abilities: understand the main steps for creating a digital presentation of your business idea, find the right audience to pitch his/her presentation, spot the right digital channels for pitching his/her idea, go through a digital pitching session, understand the dos and don'ts of pitching online.

Skill 5: Understanding the limitations, effects and risks of digital area

Within the learning process for developing this skill, adult learners will be trained to obtain the following abilities: understand the possibility to use digital technology to secure his/her business, spot cases of spam, fraud and phishing, understand budget-related limitations for digital marketing and for digital business support, understand the risks when collaborating with others, understand the importance of non-digital human contact and limitations of communication through technology.

4.3 Module III: "*Main components of successful creative business*"

The aim of **Module III** is to develop the adult learners' competence "Understanding of main components of the creative business".

The objectives of **Module III** are to:

● to deepen the adult learners' understanding of the main components of the creative business;
● raise awareness of the necessity to apply the competence "Understanding of main components of the creative business" within the process of developing the creative business;
● deepen knowledge on five main skills related to the competence "Understanding of main components of the creative business";
● ensure the possibility for self-checking of the obtained knowledge;
● provide adult learners with links and references for deepening their knowledge on the competence "Understanding of main components of the creative business".

Theoretical background

The adult learner's competence "Understanding of main components of the creative business" which has to be developed for successful running a creative business is the ability to reflect on information about the dual nature of creative business activities: on one hand, as a driver of diversity and citizens' engagement, and on the other hand, as a driver of growth and jobs, making a positive impact to the community, recognizing also the broader contribution to creativity, talent

generation, entrepreneurship and innovation. This competence is also oriented on awareness-raising on innovation solutions in creative businesses and developing the learner's abilities to transform the success stories into their lives. This competence involves the understanding of the creative sector and how learners could join it.

The competence "Understanding main components of creative business" is based on the knowledge of a) employment and self-employment opportunities in the creative sector; b) main success factors of the creative business; c) benefits of joining the creative sector; d) best practices of the creative business; e) the main problems in creating and developing creative business and the ways to overcome them.

Creative industries are the third-largest employer in the EU, after construction, food and beverage activities. Creativity and the arts are becoming crucial assets in supporting innovation.

The key success factors are a series of five overarching aspects that ultimately determine a business's long-term success.

Learners will be able to realize and differentiate the benefits of joining the creative sector, including the impact of creative industries on economic wealth, social cohesion and cultural diversity, as well as the personal impact for them as artists and professionals.

From the experience of other creative entrepreneurs and their best practices, learners will be able to learn from their experience and apply lessons learnt on personal entrepreneurial initiatives.

Identifying the target group and the key problems/needs, which a certain target group is facing, is crucial for directing future business. Such an approach ensures the development of the right solution for the right audience and considerably reduces the risk to fail.

Main skills for the competence for the understanding of main components of the creative business.

In order to improve and increase the adult learners` competence "Understanding of main components of the creative business" the following main skills will be developed during the training course:

1. Identifying employment and self-employment opportunities in the creative sector
2. Identifying main success factors of the creative business
3. Understanding of benefits to joining the creative sector
4. Learning from other creative business best practices and applying them to their business idea
5. Understanding of the main problems in creating and developing creative business and the ways to overcome them.

Skill 1: Identifying employment and self-employment opportunities in the creative sector

Within the learning process for developing this skill, adult learners will be trained to obtain the following abilities: to realise the key facts proving the increasing employment and self-employment

opportunities in the creative sector, to understand the peculiarities of the different fields of creative business, like visual and performing arts, craftsmanship, art and antique market, fashion, music, to understand on how the creative businesses are capable to fight unemployment and create new jobs; to identify business opportunities for his/her talent in the market.

Skill 2. Identifying the main success factors of the creative business.

Within the learning process for developing this skill, adult learners will be trained to obtain the following abilities: to understand of 4 main basic points of the business (product, market, money, people) and the main structure of the business plan, to analyse their financial capacity to start the creative business as well as context and external factors of his/her own community which affect business, to follow trends in the creative industry, measure and monitor Business Performances.

Skill 3. Understanding the benefits to joining the creative sector

Within the learning process for developing this skill, adult learners will be trained to obtain the following abilities: to understand how the creative sector contributes to economic wealth and socio-economic development, to understand and list personal benefits of joining the creative sector – employment, talent articulation, joining the creative community, doing what you love and like, what you are best in, to analyse the impact of creative industries and his/her creative business on society, to identify the impact of creativity, talent and creative industries on fostering cultural diversity, social cohesion, and preserving cultural heritage.

Skill 4. Learning from other creative business best practices and applying it to their business idea

Within the learning process for developing this skill, adult learners will be trained to obtain the following abilities: to analyse best practices of others on the examples of 6 video and 12 written stories in 4 sectors: craft, music, fashion and visual art, developed during the project to define their strengths and weaknesses and compare own business idea to theirs, to understand what he/she needs to improve in order to succeed, to identify key contacts, people, organisations in his/her community for the creation of his/her business network.

Skill 5. Understanding the main problems in creating and developing creative business and the ways to overcome them.

Within the learning process for developing this skill, adult learners will be trained to obtain the following abilities: to understand which business skills they needs to successfully start and run his/her business, to identify the sufficiently relevant problems to be solved by his/her creative business and the target group experiencing the problem, to understand what resources are necessary to start the business, to create a plan with a timeline of desired activities to overcome identified problems.

4.4 Module IV: "*Effective marketing strategies for creative business*"

The aim of Module IV is to develop the adult learners` Competence - Implementing effective marketing strategies for creative business.

The objectives of this module are to:

- deepen the adult learners understanding of marketing strategies for entrepreneurs in creative business;
- raise awareness of the necessity to apply the marketing strategies within the process of developing the creative business;
- Understanding the value of the product in the creative sector as a base for the sale to potential clients;
- Deepen knowledge on five main skills related to the marketing strategies;
- Understanding of psychology of the buyer;
- Understanding branding as a base for creative business promotion.

Theoretical background

The competence "Implementing effective marketing strategies for creative business" involves understanding marketing strategies by using modern technology in marketing, building brands as an essential marketing concept, and emphasizing its influence and role in the entire business creation process. It includes information on the necessity and benefits of the market and customers' research prior to development of the marketing strategy.

There are more than 500 000 companies with more than 2billion people employed within Europe. Such a vast number means that there is plenty of space for creativity, but also the necessity to apply marketing strategies to promote a business.

Module Effective marketing strategies for the Creative sector is based on the contemporary knowledge about marketing, understanding it as an artist marketing management function that assesses customer needs and wants what is required for good market performance (https://www.economicsdiscussion.net/marketing-management/what-is-marketing-management/31788).

The learners will understand the need for the development of marketing strategies as a process, which requires professional knowledge and skills. Understanding the fundamental principles of marketing strategies such as product value, creating a product based on the market needs, understanding the psychology of the buyer, and creating one's own brand name can hugely influence artists' success. The reason why exactly this happens is that many businesses are completely unaware that they need to implement specific methods of promoting their goods or services. They consider any advertising methods as non-essential and expensive, which can hardly make them known or create brand recognition.

Main skills for the competence for implementing effective marketing strategies

To improve and increase the adult learners` competence "Implementing effective marketing strategies", the following primary skills will be developed during the training course:

1. Understanding the product's value in the creative sector, as a base for sale to potential clients
2. Applying the market and customers research methods
3. Understanding of psychology of the buyer
4. Being aware of the four Ps of marketing: product, price, place, and promotion
5. Branding as a base for creative business promotion.

Marketing strategies for entrepreneurs in the creative business sector are different from those of other sectors. Creative businesses need to adapt their unique marketing strategy to distinguish them from the competition while effectively reaching their target audience. In this course, we will explore how to develop your individualized marketing strategy so you can grow your creative business with confidence and success!

Skill 1: Understanding the product's value in the creative sector as a base for sale to potential clients

To succeed in creative business, learners need to understand what makes the industry unique to identify your niche within it. Although this can be difficult when starting out, understanding and identifying entrepreneurs` "niche" will make marketing much easier later. Within the learning process for developing this skill, adult learners will <u>be trained to obtain the following abilities</u>: provide value in the creative sector, understand how value is experienced in the creative sector, understand how digital promotion goes hand in hand with buying online, understand that customers will research your business and experience with you before they will buy.

Skill 2: Applying the market and customers research methods

Marketing research is not just for large corporations. Small businesses should follow to get ahead of the competition and make a profit. As artists, learners get to turn their creativity into a business and share their work with the world. Within the learning process for developing this skill, adult learners will <u>be trained to obtain the following abilities</u>: to identify and apply the adequate type of marketing for a specific creative business, analyse the situation for improving promotion activities, identify who is their buyer, identify where are his/her customers on the internet, analyse what exactly do his/her customers want and what are his/her obstacles and fears.

Skill 3: Understanding the psychology of the buyer

Understanding what people are thinking and why they make a purchase are keys to a successful marketing campaign, but this is not possible without knowledge about the buyer's psychology. This skill is essential to understand better how people make decisions to craft a more successful marketing strategy for your creative business. Within the learning process for developing this skill, adult learners will <u>be trained to obtain the following abilities</u>: understand purchase decision

mechanisms and why people buy, understand that buyer's respond psychologically to visual elements and storytelling, understand that value is relative - every buyer has his own scale, understand that buyers tend to buy what others are buying - the crowd effect.

Skill 4: Be aware of the four Ps of marketing: product, price, place, and promotion

The 4 Ps are the four core elements that play a role in marketing. Within the learning process for developing this skill, adult learners will <u>be trained to obtain the following abilities</u>: understand what are the 4Ps of marketing, create a product that fulfils a customer needs, conduct the research on product pricing and pick the right price for the product, identify in which place they   would put the product in order to sell it, implement the promotion strategy.

Skill 5: Branding as a base for creative business promotion

Branding is a way for businesses to establish the unique identity that sets them apart from other competitors. The challenge with artists is that sometimes they are not making a physical product, e.g. dancers. When you produce a physical product, it is easy to see how it could be improved upon, and tweaked. Branding for artists needs to encompass what the artist stands for, what their art means to them, and why people should come to them for that type of art. Within the learning process for developing this skill, adult learners will <u>be trained to obtain the following abilities</u>: understand what is branding, understand what are the benefits of branding, analyse how brands influence consumers, understand 5 steps of creating a brand for artist (Core competence, Key phrase, Logo, Brand promotion, Partnership with fellow artists), communicate and promote own brand.

4.5 Module V: "*Specific of sales and business negotiation techniques for creative business*"

The aim of Module V is to develop and sharpen the adult learners Competence - sales and negotiation skills for creative business.

The objectives of this module are to:
- Increase adult learners' understanding and management of complex and challenging negotiations
- Raise awareness of the different types of negotiating situations
- Identify the best strategies of social media for sales in creative business
- Understand how to master the sales process and develop a sales strategy.
- Increase awareness on how to manage their own emotions in a sales situation.
- Apply knowledge on how to negotiate successfully, how to deal with objections and how to close the sale.
- Enhance value creation in your organization.

Theoretical background

The adult learner's competence "Applying sales and business negotiation techniques for creative business" involves negotiation style in a challenging, action-oriented, and a creative environment (see more: https://ec.europa.eu/culture/sectors/cultural-and-creative-sectors). The competence is based on the knowledge of: negotiation strategies, key aspects of successful negotiations, principles and tips on social media sales, stages and phases of the negotiation process, key factors of successful verbal and non-verbal communication.

This module deals with negotiation (for more information: https://www.pon.harvard.edu/category/daily/negotiation-skills-daily/?cid=13) as an intrinsic part of any kind of joint action, problem-solving and dispute resolution. As such, it can be verbal, non-verbal, explicit, implicit, direct, or through intermediaries. It also deals with the blocks that lead to failed negotiations and provides learners with knowledge how to manage and overcome blocks. It teaches adult learners how to become better, more effective negotiators, able to build sustainable, relationship-enhancing deals.

The learners will improve their negotiation results by increasing their efficiency, building better relationships with less conflict, which leads to more engagement and greater trust.

The adult learners will be equipped with knowledge on best practices and processes that will help them: to navigate in any negotiation, from preparation to the closing, to maximise value and minimise risk in negotiations by developing a sustainable approach, to develop a new mind-set with the acquisition of new tools, which will help to influence thoughts, perceptions, and behaviours. (for more: https://www.ecbnetwork.eu/introducing-addict-creative-industries-portugal/).

Main skills for the competence for applying sales and business negotiation techniques for creative business

To improve and increase the adult learners' competence **"Applying sales and business negotiation techniques for creative business"**, the following primary skills will be developed during the training course:

1. Understanding the main aspect of sales negotiation strategy
2. Using social media opportunities for sales in creative business
3. Thinking clearly and rapidly under pressure and uncertainty
4. Managing the negotiation process and decisiveness
5. Effective verbal and non-verbal communication.

Skill 1: Understanding the main aspect of sales negotiation strategy

Negotiating requires working towards one common goal: maximizing how much money both sides can get out of this contract while still being fair for everyone involved. This means negotiating collaboratively - understanding what they want from us and our needs before pushing back or giving up too quickly because sometimes there will be an overlap between their desires and ours.

Within the learning process for developing this skill, adult learners will <u>be trained to obtain the following abilities</u>: strengthen relationships to build trust, emphasize the value of the solution as differentiated from the competitors, listen to customers, guide negotiations to mutually successful results.

Skill 2: Using social media opportunities for sales in creative business

To drive sales using social media, creative entrepreneurs have to figure out where their target customers are spending their time online and use the same social channels that they are already in. Just after that creating great content and generating leads have a sound effect. They should include digital activities in their business plan. Their digital strategy should not be separate from the business plan – instead, they should include digital actions throughout every part of the business plan. For example, a marketing plan should consist of digital marketing activities such as search engine optimisation, social media marketing and website development. Social media can help business strategy by leveraging a multi-channel approach and amplifying the reach. Within the learning process, adult learners will <u>be trained to obtain the following abilities</u>: to identify target customers, and the most-used platforms by their ideal customer, to track relevant statistics about customers and how to use customer stories for marketing purposes.

Skill 3: Thinking clearly and rapidly under pressure and uncertainty

To work better under pressure, adult learners will <u>be trained to obtain the following abilities</u>: to manage conflict situations, reduce misunderstanding, understand different cultures, influence the behaviour of others. Upon this module completion, learners will be able to identify "crunch times" and learn how to manage them. Crunch times consist of an intense and overwhelming period of work. Strategies like outsourcing contractor or colleague in advance in order to get things done before the deadline hits, enables crunch time management. Learners will also learn what are the key factors to look confident, persuasive and trustworthy in presenting information.

Skill 4: Managing the negotiation process and decisiveness

In business, in particular, negotiation needs management skills. There are said to be five principal stages in negotiation: Prepare, Information Exchange, Clarify, Bargain and Problem-solve, Conclude and implement. Within the learning process, adult learners will <u>be trained to obtain the following abilities</u>: use bargaining tactics, style, and emotion, enter a negotiation with proper preparation, persuade others in a friendly manner, negotiate towards a win-win outcome, conclude an agreement or sales contract and be decisive.

Skill 5: Effective verbal and non-verbal communication

Nonverbal communication, often referred to as body language, is particularly important in getting what we want in life, especially in selling. The message creative entrepreneurs convey in a sales conversation is 55% body language and nonverbal communication, 38% tone of voice and only 7% in the words that you use. When selling to customers in person, entrepreneurs` non-verbal communication skills - such as active listening and interpreting non-verbal cues - are just as important as what they say. Developing these skills will help them understand what their

customers want, so they can offer them the most suitable products and services. Within the learning process, adult learners will be trained to obtain the following abilities: talk politely to their customers yet in a convincing tone and with clear knowledge of the subject, use active listening to gather the information that can improve his/her negotiating position, developing customers` trust, as well as apply self-control techniques during sales negotiations.

5. **Methodology and the Lessons plan for the training course "Creative talent factory"**

For the purpose of training delivery, a specific **e-Learning methodology** has been designed. Extensive planning has been carried out to ensure that the e-learning course is successful and can offer the best possible experience for learners. The main objective of the selected e-learning methodology is to provide the innovative easy-to-learn pathway for upskilling the creative entrepreneurial competencies and skills needed to set up or improve the creative business. The main resource to be used in the e-learning course will be the Moodle tool, with ''snack'' learning content (Open Programmes) structured modularly. It also allows the implementation of blended learning - a combination of online self-learning and face-to-face teaching, and reversed training methods. The adult educators will have a role of facilitator, and could implement in-person sessions, or online sessions.

The learning concept we are going to apply is the ''Snack'' Learning concept and the easy-to-learn format of each module. The training course is practical and based on "snack" learning, allowing learners to analyse trends in the creative industries, with flexible and easily digestible content. The presentation of the digital course ensures the implementation of innovative flipped classroom methodology in flexible learning environments. After the successful conclusion of the training course, the innovative digital badge "Creative entrepreneur" will be available for the learners.

The above described 5 modules have been designed for the e-Learning course.

The target audience is adult learners willing to set up or improve their own businesses in the creative sector, including adults with disadvantaged backgrounds.

Lessons' plan

Session planning for each module should enable adult educators to ensure that all learners are effectively learning while remaining engaged and safe.

This lesson plan gives a step-by-step overview of the blended learning process using reversed training methodology defined in clause 5 (Methodology and the **Lessons plan for the training course "Creative talent factory"**). The lesson plan is consisted of 7 sessions, out of which 3 sessions are allocated for online self-learning, while 4 sessions are foreseen as direct group work organized in person or online and facilitated by adult educator.

No of session	Method	Content/Topics
1	1st Face-to-face / online group meeting	• Getting to know each other. Ice-breaker exercise • Learners expectations • Sensitising - Brainstorming about the barriers of participation in the Creative Culture Industries • Introduction of the CTF Training Course for adult learners • Initial assessment of competences of adult learners willing to become successful creative entrepreneurs • Introduction of Module I and Module II • Giving the task for online self-learning
2	Online self-learning session	➢ Self-learning of Introduction to the course, Module I and Module II. Fulfilling the practical exercises ➢ Self-reflection on the provided at the end of Module I and II questions
3	2nd Face-to-face / online group meeting	• Group work exercises on Module I, discussions using the questions for self-reflection • Group work on exercises on Module II, discussions using the questions for self-reflection • Introduction of Modules III and IV
4	Online self-learning session	➢ Self-learning of Module III and IV. Fulfilling the practical exercises ➢ Self-reflection on the provided at the end of Module III questions
5	3rd Face-to-face / online group meeting	• Group work exercises on Modules III and IV, discussions using the questions for self-reflection • Introduction of Module V
6	Online self-learning session	➢ Self-learning of Module V ➢ Self-reflection on the provided at the end of Module V questions
7	4th Face-to-face / online group meeting	• Group work exercises on Module V, discussions using the questions for self-reflection • Post-assessment to recognise the learner's competencies obtained during the Local Entrepreneurs Creative Talent Factory Workshop • Brainstorming on the development of the Action Plan for establishing the creative business • Digital badge "*Creative Entrepreneur*" • Reflections on the CTF course – participants' questionnaire10

6. Learning outcomes

After successful completion of the course the learners will be able to:

- Develop business ideas based on identified opportunities, and transform them into values for customers;
- Properly choose and use digital technologies for the development and running of their creative businesses;
- Understand how the creative sector functions, how important it is for society on one hand, as a driver of creativity and diversity of citizen's engagement as well as for socio-economic development on the other;
- Develop and apply effective marketing strategies for starting and running a creative business;
- Apply sales and business negotiation techniques in running a creative business.

7. Assessment strategy

Assessment is foreseen as a two-step process of self-assessment. It consists of pre- and post-assessment. The assessment tool is developed on the basis of the competence, skills and abilities matrix. This assessment tool consists of 50 tests in total (10 questions per each of 5 competencies) providing for one assessment session (pre- or post-assessment) 25 randomly selected questions/statements - 5 questions per each competence. Before starting the training course, the adult learner will run the self-assessment tool and will receive feedback on the score achieved. Upon the completion of the training course, the adult learner will run the post-assessment tool and check his/her competencies again. The logic behind this is that upon the training completion it is expected that the tool will measure the improvement of knowledge and skills, presented by the overall score test. As each question/statement has to have a clear explanation of the correct answer, it gives the possibility to learn continuously, thus the Assessment tool has also an educational value in line with supporting for recognising the learners' creative entrepreneurial competencies.

8. Teaching and learning facilities

The main resource to be used in the e-learning course will be the Moodle tool, with Bite-size Learning content (Open Programmes). It also allows the implementation of the blended learning - a combination of online training and face-to-face teaching, and reversed training methods, thus, the adult educators will have the role of facilitator, and could implement face-to-face work sessions.

The adult education institutions which will organize the CTF training courses according to the prepared training plan should ensure a convenient learning environment, technical equipment

and tools, necessary for providing the teaching and learning process based on the blended learning approach within the following facilities:

• Meeting room with multimedia for presentations with the possibility to use presentation slides and other chosen software for face-to-face meetings;

• other organisational tools for face-to-face meetings (board, handouts, paper and etc.);

• the organisations should be ready to provide the option to use their dedicated equipment by the learners or use their classroom for online learning.

The facilitators of the "Creative Entrepreneurial Local Workshop" should be prepared for the teaching process respectively. They should:

• be able to create a psychologically friendly learning environment;

• be acquainted with the background of the audiences and be aware of their needs and expectations;

• to have a good understanding of the importance of assessing the learner's competencies and the benefit of further validation of them;

• have the knowledge and skills to organise e-learning sessions using the MOOC;

• have a good knowledge of the teaching content (Modules I-V);

• have essential personal characteristics: good communication skills, tolerance, ability to motivate learners to learn;

• have good facilitator's skills like abilities to initiate discussions, collect reflections, react to feedback, provide summarised answers, etc.

Strictly follow special health and safety requirements during COVID-19 outbreak, organise online training sessions if there is no possibility to meet face-to-face.

9. References

Annex 1. CTF Competencies, skills and abilities Matrix