



Cultural and Arts Entrepreneurship
in Adult Education (CREATION)

**A train-the-trainer
in-service programme
for adult educators
& migrant support
workers**



With the support of the
Erasmus+ Programme
of the European Union





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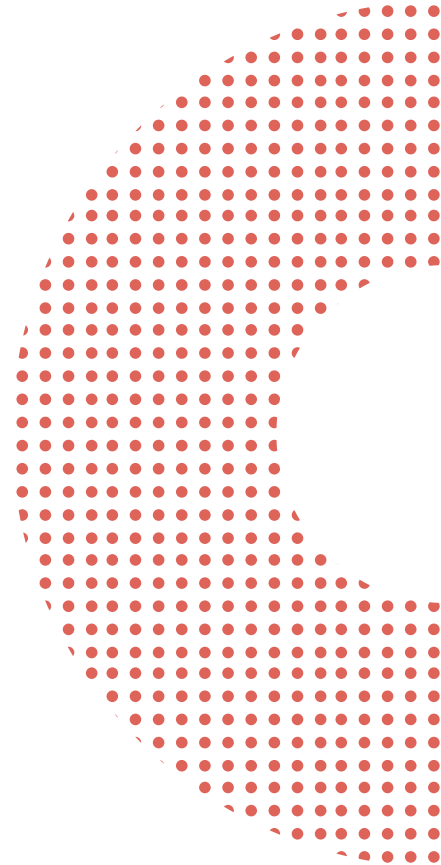
Preface

CREATION (Cultural and Arts Entrepreneurship in Adult Education) is a European Union-funded project under Erasmus+ that aims to explore the theoretical roots, pedagogical approaches and practical training in cultural entrepreneurship, specifically targeting underrepresented groups, i.e. women from marginalised backgrounds. CREATION addresses adult educators and migrant support workers - those who directly support migrant women and refugees.

The project aims to foster more opportunities for marginalised women to engage with entrepreneurship, broaden their professional opportunities, create better prospects for independent work and promote integration into their host communities.

The CREATION transnational consortium comprises IADE - Universidade Europeia (ENSILIS) (Portugal), Hub Nicosia (Cyprus), Art + Design: elearning lab - design for social change (Cyprus), European Creative Hubs Network (ECHN) (Greece), Materahub (Italy), Future In Perspective Ltd. (FIPL) (Ireland) and Jugend- & Kulturprojekt e.V. (JKPeV) (Germany).

<http://creationproject.eu/>



Introduction

How to use this Framework document

This Framework document introduces the 60 hour in-service online training course, designed to explore the significance of working with non-traditional, participatory, community-based, coworking learning resources and self-directed learning resources and on capitalising on the ubiquity of new online learning environments.

This self directed course will explore the different roles that educators and migrant support workers are required to adopt when working in these environments, as well as some key considerations when working with the most marginalised adults.

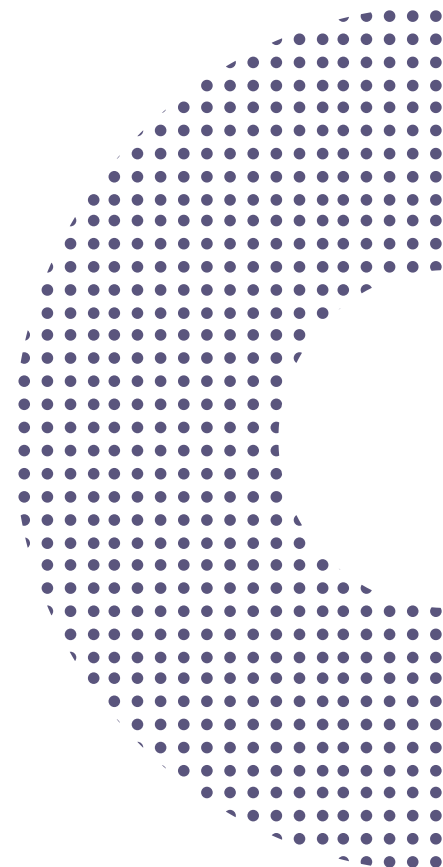
The programme is divided into three modules:

Module 1 (20 hours) - The cultural and creative industries as viable economic force - types and characteristics of cultural enterprises

Module 2 (20 hours) - Using participatory, community-based co-working learning resources and self-directed learning resources to build basic entrepreneurial skills

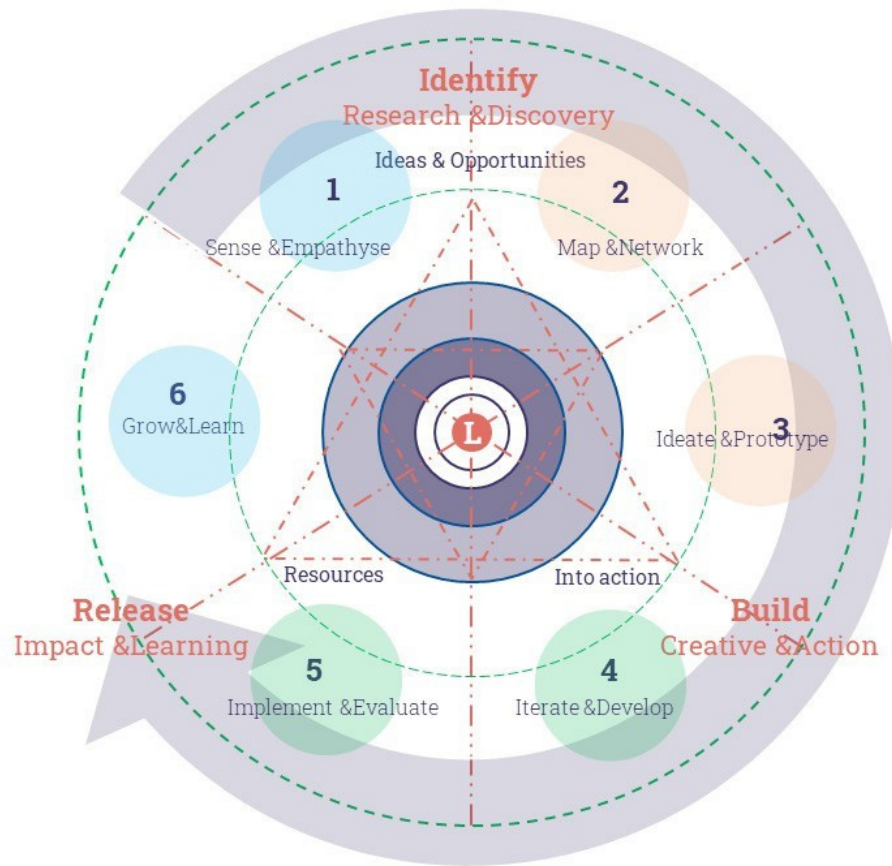
Module 3 (20 hours) - The changing role of educators within diverse communities of online learners.

The remaining of this document provides the overview of the three modules, presenting the description of each module, intended learning outcomes and content description for each of the 10 sessions in the respective modules. The training programme and resources for the Cultural and Arts Entrepreneurship in Adult Education project, can be accessed online at: <http://elearning-creationproject.eu/>



Pedagogical Framework

Based on the European Entrepreneurship Competence Framework (EntreComp)



Source: CREATION, 2020

1. Sense and Empathise

Competencies and goals:

- Spotting opportunities
- Ethical and sustainable thinking

2. Map and network

Competencies and goals:

- Creativity
- Vision
- Evaluating ideas

3. Ideate and prototype

Competencies and goals:

- Taking initiative
- Working with others
- Coping with uncertainty, ambiguity and risk

4. Iterate and develop

Competencies and goals:

- Planning and management
- Working with others
- Learning through experience

5. Implement and evaluate

Competencies and goals:

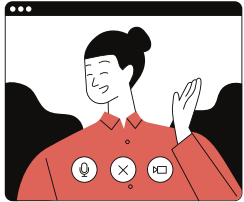
- Motivation and perseverance
- Mobilising resources
- Financial and economic literacy
- Mobilising others

6. Grow and learn

Competencies and goals:

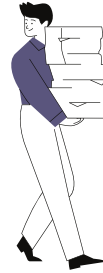
- Self-awareness and self-efficacy
- Financial and economic literacy
- Mobilising others

Learning support material



VIDEOS

with synchronized PowerPoint, to support SDL and development of related knowledge



READINGS & REFERENCES

up to date articles and scientific research relevant for learners' practice



PRESENTATIONS

to support SDL/F2F and development of related knowledge



ACTIVITIES

with step-by-step guidance, to support both F2F and SDL and development of educators' skills



CASE STUDIES

with assignment elements, to support SDL, self-reflection and development of related attitudes

Abbreviations:

Self Directed Learning (SDL)

Face-to-Face Learning (F2F)

A person in a white uniform and cap is painting the word 'BIG' in large, bold, white letters on a textured, light-colored wall. To the left, the word 'THINK' is already painted in similar large, bold, white letters. The scene is set against a background of a textured wall with some peeling paint and a blue and white polka-dot pattern in the top right corner.

THINK

BIG

Module 1

The cultural and creative industries as viable economic force - types and characteristics of cultural enterprises

Description of Module 1

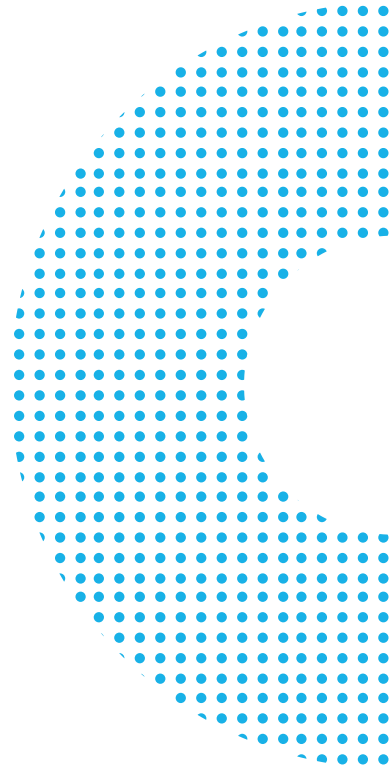
In this module, we will explore the Creative and Cultural Industries (CCIs) and Economy to focus on some key characteristics of Creative Entrepreneurship.

A guided analysis of a creative entrepreneurial mindset will allow to learn about and test personal entrepreneurial competences through the European EntreComp framework.

A specific focus on creative thinking including problem solving, communication, networking, thinking outside the box, planning and organising skills will support learners to reflect, develop and visualise a business project idea within CCIs.

Your learning pathway will be supported and enriched by a set of practical activities and targeted audio-visual resources will support an effective learning pathway.

The activities have been designed to support both F2F and SDL.

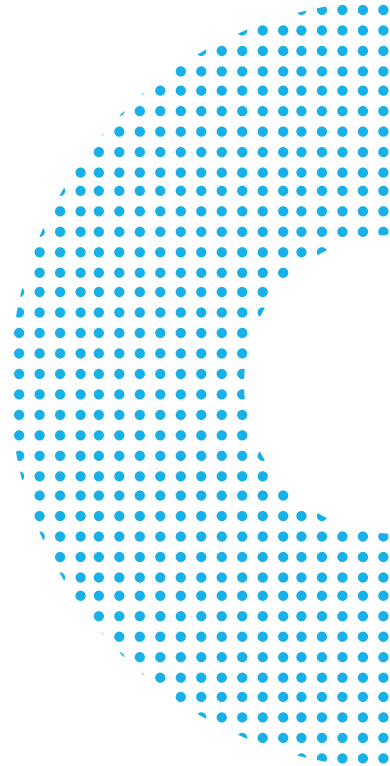


Learning outcomes

Upon completion of this unit, it is expected that the learner will:

- 1) acquire knowledge about CCIs, including characteristics, sectors and trends as well as about Creativity Economy, key characteristics and skills of Creative Entrepreneurs alongside case studies and role models.
- 2) learn about the set of learnable entrepreneurial skills identified by the EU EntreComp framework and how the participants can test their awareness of their own entrepreneurial skills accordingly through practical activities.
- 3) examine creative thinking strategies with a specific focus on the problem solving skills, which will enable learners to apply and practice these skills through related practical exercises.

- 4) acquire knowledge and strategies related to communication, networking and “thinking outside the box” competences and specific resources and practical activities will guide them in the practical application and practice of these skills.
- 5) analyse planning and organizational skills, why they are important and how they can be developed through practical activities aimed at appraising and developing these abilities within their personal and professional life.
- 6) learn about the key steps to identify and visualise an entrepreneurial project idea through practical exercises supporting them in the actual development of their early business ideas.



Overview of sessions

Session 1 (2 hours)

Let's get started. The Creative and Cultural Sectors

In this session, you will acquire useful information about CCIs, including characteristics, sectors and trends and the reasons why one might choose to work within these sectors. By learning this, you will be able to explain and give examples to your learners adequately.

Session 2 (2 hours)

The Creative Entrepreneurship

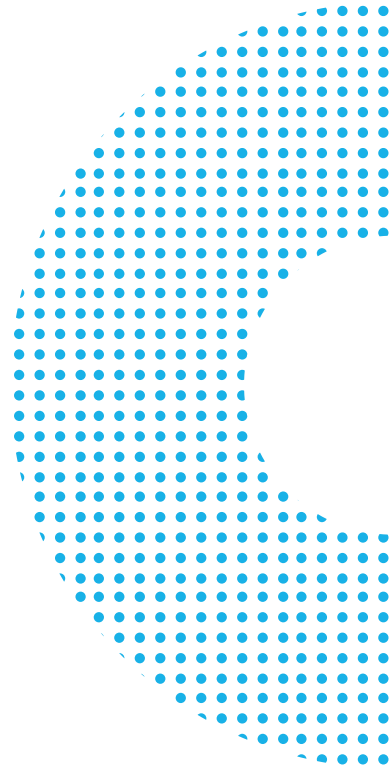
In this session, you will acquire knowledge and useful information about the Creative Economy as well as Creative Entrepreneurship key characteristics that may motivate your learners to learn more about CCIs.

By learning this, you will be able to explain and give examples of creative entrepreneurial mindset and motivate your learners to become more aware of their entrepreneurial mindset adequately.

Session 3 (2 hours)

The profile of Creative Entrepreneurs

In this session, you will acquire knowledge and useful information about key skills of Creative Entrepreneurs alongside case studies and role models. Through the resources and the activity proposed, you will stimulate your learners to identify aspiring role models of female creatives and recognise their own creative entrepreneurial potentials.



Overview of sessions

Session 4 (2 hours)

Entrepreneurial Mindset and Skills

In this session, you will examine and analyse the set of learnable skills identified by the EU EntreComp framework to illustrate the entrepreneurial skills identified by the EC. This will allow you to support learners appraise and test their own entrepreneurial skills accordingly.

Session 5 (2 hours)

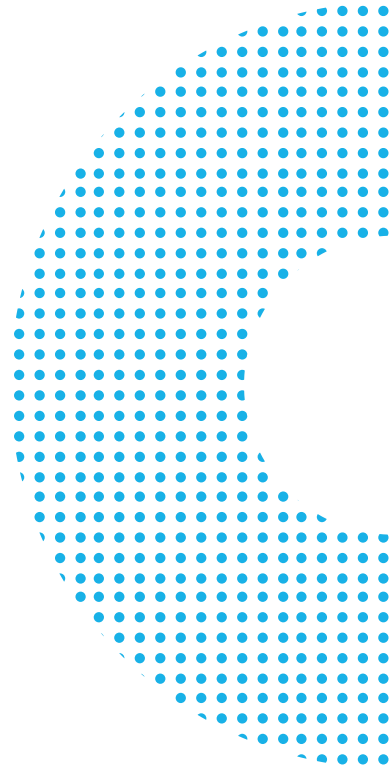
Creative thinking and problem solving

In this session, you will examine creative thinking strategies with a specific focus on the problem solving skills, which will enable you to help your learners apply and practice these skills through related practical exercises.

Session 6 (2 hours)

Effective communication and networking

In this session, you will examine types, barriers and strategies related to communication and networking competences. Specific resources and practical activities will allow you to guide your learners in the practical application and practice of these skills.



Overview of sessions

Session 7 (2 hours)

Thinking outside the box

In this session, we will analyse the “thinking outside the box” skill, why it is important and how it can be developed. Various resources and a practical exercise will allow you to support your learners in appraising and developing their ability to think differently.

Session 8 (2 hours)

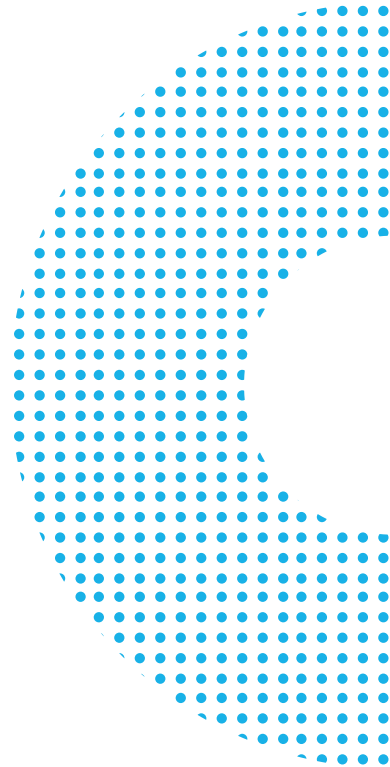
Planning and organising

In this session, we will analyse planning and organizational skills, why they are important and how they can be developed. Various activities and practical exercises will allow you to support your learners in appraising and developing their abilities to plan and organise their personal and professional life.

Session 9 (2 hours)

Exploring an early entrepreneurial idea

In this session, we will go through the key steps to identify and visualise an entrepreneurial project idea. The useful activities and practical exercises proposed will support learners in developing their early business ideas.

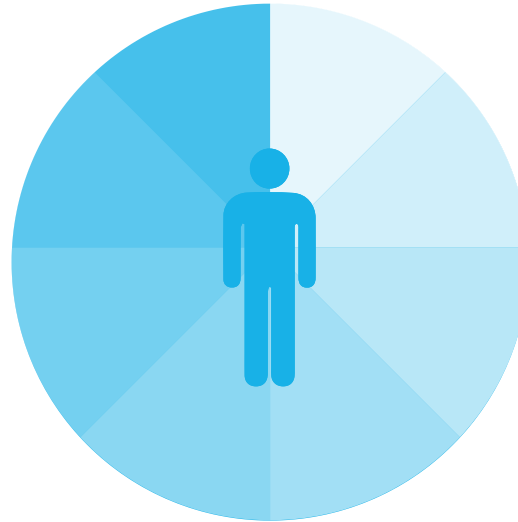


Overview of sessions

Session 10 (2 hours)

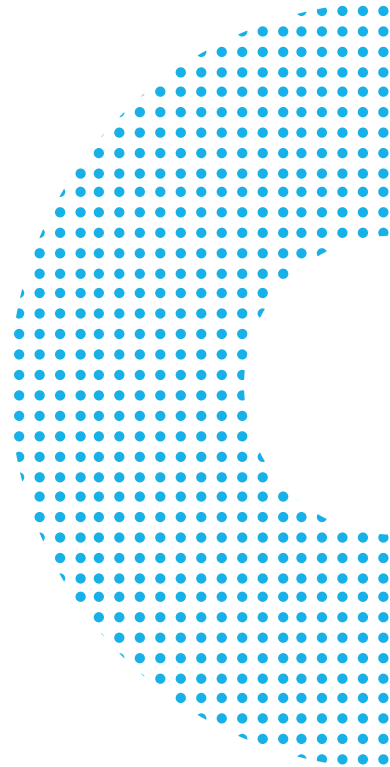
Module 1 revision

In this session, we will go through contents and medias related to all previous sessions as a useful review of all topics and contents proposed. A final self-assessment of the whole module will help you to evaluate your learning effectiveness.



Upon completion of this module, the learners will be awarded a Badu badge to recognise the learning that they have achieved.

To find out more about Badu Badges, follow this link: <https://www.badge-badu.eu/>



Module 2

Using participatory, community-based co-working learning resources and self-directed learning resources to build basic entrepreneurial skills



Description of Module 2

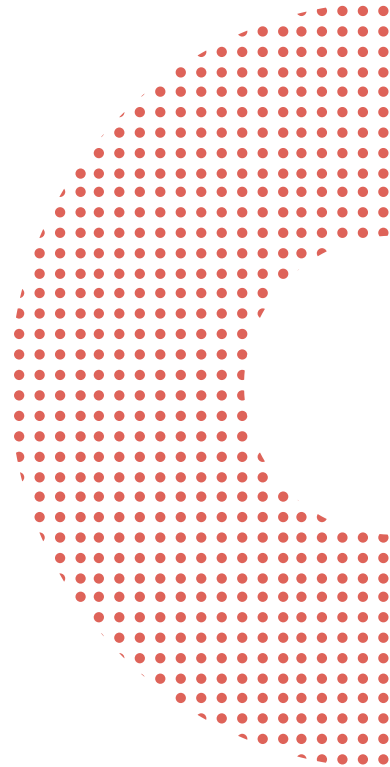
The aim of this module is to support adult educators and migrant support workers to develop their facilitation skills so that they are confident and competent to deliver community-based approaches in adult education, and engage migrant learners through participative and inclusive learning activities.

The practical activities presented in this module will provide front-line educators with access to a range of activities that they can use in their work with migrant learners, and which can be adapted to teaching basic entrepreneurial skills.

These activities will include storytelling, role-play, debating, visualisation through vision boards, and other participatory activities such as World Café and group discussions to build problem-solving skills, by addressing challenges that are contextualised in real-world settings.

As such, through this module, our intention is to support adult educators and migrant support workers, so that they feel comfortable facilitating non-formal, participatory activities to build the entrepreneurial competence of learners in their groups.

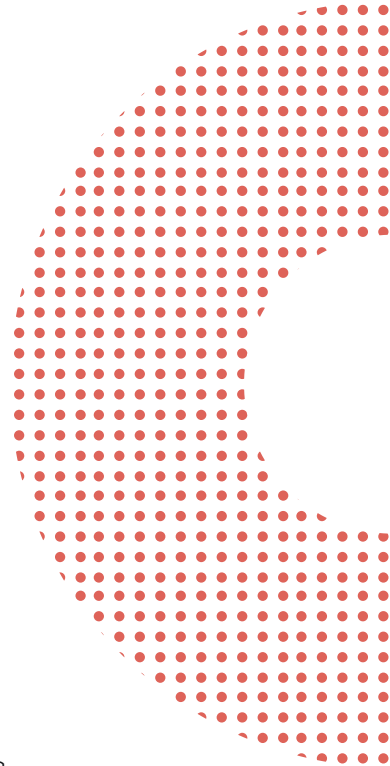
The activities have been designed to support both F2F and SDL.



Learning outcomes

Upon completion of this unit, it is expected that the learner will:

- 1) identify suitable participatory approaches that can be integrated into their teaching practice and group-work activities with migrant learners.
- 2) apply practical activities that use storytelling, role-play and debating techniques to build entrepreneurial skills in migrant learners.
- 3) develop a lesson plan to incorporate participatory approaches including a Word Café and groups discussions, while managing group dynamics.
- 4) apply creative practices, including visualisation activities, to their teaching practice to engage learners from diverse backgrounds in inclusive education activities.
- 5) synthesise the range of participatory education activities presented and develop a lesson plan for their teaching, cognisant of the merits and pitfalls of different participatory approaches.
- 6) assess the skills they need to develop as an educator to apply a mixed-method approach to engaging migrant learners in building their basic entrepreneurial skills.



Overview of sessions

Session 1 (2 hours)

Introduction to Participatory Approaches

The aim of this first session is to introduce educators to what we mean by 'participatory approaches' to education. Here we will provide an overview of community-based education practices, what their benefits are, to both learners and educators, and why they are effective practices when working with diverse groups of learners.

Session 2 (2 hours)

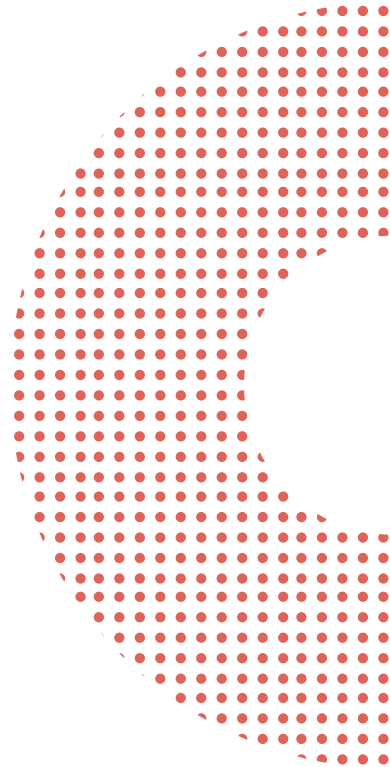
Introduction to Storytelling

The aim of this session is to present educators with a range of different storytelling activities that they can use in their teaching practice. We will begin with an introduction to storytelling techniques, and an overview of the benefits and challenges associated with storytelling in a multicultural setting. A range of different storytelling activities will be presented that can be used to build the basic entrepreneurial skills of migrant learners.

Session 3 (2 hours)

Introduction to Role-play and Debating

The aim of this session is to guide educators in using role-play and debating activities in their education provision with migrant learners to build basic entrepreneurial skills. These activities will show how role-play can be used to build confidence in learners who are only starting out in entrepreneurship and may lack experience. Through role-play, they can gain experience of presenting to potential investors, pitching an idea, presenting a brand or marketing strategy, dealing with a difficult supplier, or conducting market research, for example. Similarly, through debating, learners can develop their negotiation skills which are a key skill for entrepreneurs to have.



Overview of sessions

Session 4 (2 hours)

Introducing the World Café

The aim of this session is to present educators with the World Café group activity.

The session will outline the benefits for engaging the learners in discussing issues like 'barriers to entrepreneurship for migrant learners' or 'opportunities for migrant entrepreneurs' and gaining their perspective. We will also include step-by-step instructions on how to develop, deliver and evaluate this activity in a group.

Session 5 (2 hours)

Introduction to Facilitation

Skills and Styles for Group

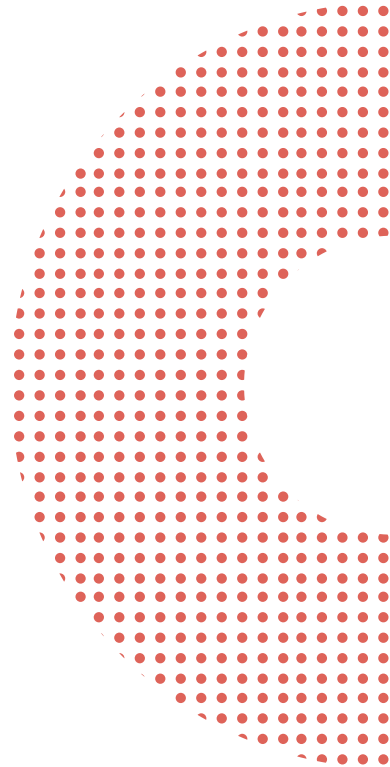
Discussion

The aim of this session is to introduce educators to the facilitation skills required to run a successful group discussion, including how to create an environment where everyone is heard, and everyone feels comfortable to share their views, especially in a multicultural environment. The session will also provide some guidance on how group discussions can be used to build basic entrepreneurship skills.

Session 6 (2 hours)

Introduction to Vision Boards

The aim of this session is to introduce educators to the technique of creating a Vision Board. The session will start with an overview of this technique, as well as a description of the benefits of using Vision Boards as a visualisation technique, especially when working with diverse groups of learners.



Overview of sessions

Session 7 (2 hours)

Introduction to Visualisation

The aim of this session is to introduce educators to the benefits of visualisation when building basic entrepreneurship skills among diverse learners. The session will also introduce educators to some different visualisation activities and different approaches to mind-mapping and brainstorming. The aim is to support educators to apply these activities in their practice.

Session 8 (2 hours)

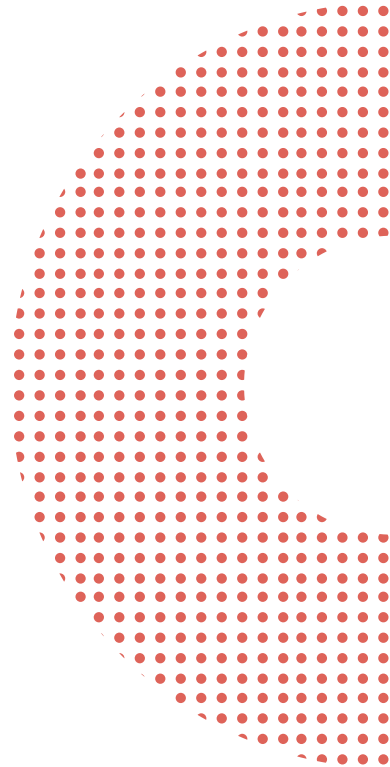
Introduction to Visualisation for Goal Setting

The aim of this session is to introduce different visualisation techniques but specifically related to goal setting, both for personal development and for entrepreneurship and planning. Through this session, the aim is to support educators to apply some different goal-setting activities in their teaching practice.

Session 9 (2 hours)

Facilitation Skills for Participatory Approaches

The aim of this session is to support the educator to recognise the skills that they need to effectively deliver the participative approaches presented in this module. This session will also support educators to evaluate their own facilitation style, and to make changes to their style to apply creative approaches to building basic skills in entrepreneurship among a diverse group of learners.



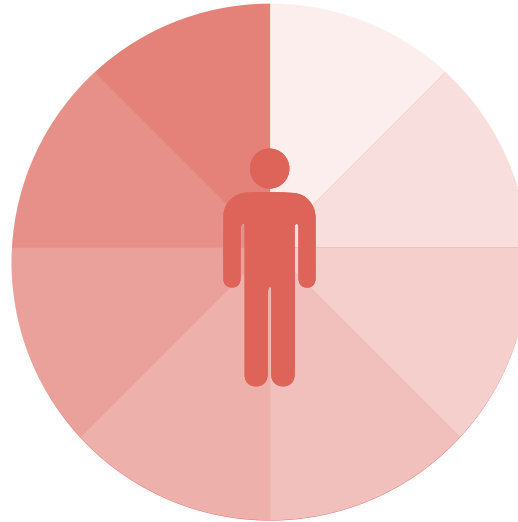
Overview of sessions

Session 10 (2 hours)

Introducing the 'Lesson Plan Canvas'

In this final session, educators will be introduced to the 'Lesson Plan Canvas', developed by Dimitra Zervaki, so that they can effectively plan to integrate these participatory approaches into their teaching practice and to provide quality learning experiences for diverse learners.

By completing this session, the educator will synthesise the range of participatory education activities presented and develop a lesson plan for their teaching, cognisant of the merits and pitfalls of different participatory approaches.



Upon completion of this module, the learners will be awarded a Badu badge to recognise the learning that they have achieved.

Module 3

The changing role of educators
within diverse communities
of online learners



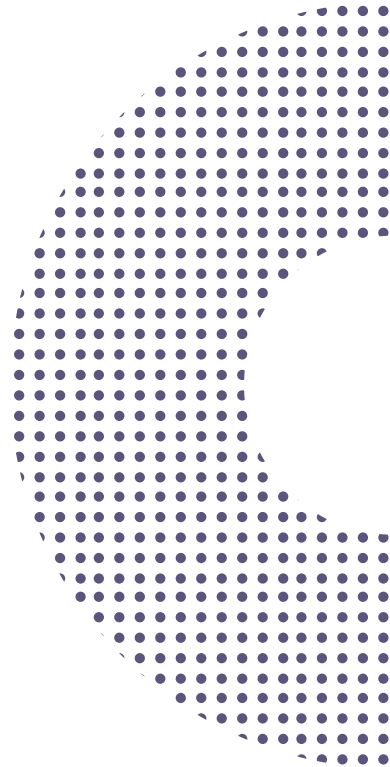
Description of Module 3

The aim of this module is to support adult educators and migrant support workers to recognise the changing role of educators within diverse communities of online learners, and compile all required knowledge to embark on the task of delivering inclusive online learning.

The activities presented in this module provide front-line educators with access to a range of tools that they can use in their work with migrant learners. Through critical reflection and creative self-directed learning, the learners are expected to identify and appraise personal strengths and weaknesses, which will inform their professional practice towards inclusive online learning for their diverse communities of learners..

The aim is to support adult educators and migrant support workers, so that they feel comfortable facilitating non-formal, online inclusive activities. The practical approaches and techniques applied in the sessions are strategically selected and can be transferred by the educators to enrich their own teaching practices.

The intention is for the educators to identify and evaluate future options and opportunities to grow and expand as digitally competent educators, who offer inclusive learning experiences.



Learning outcomes

Upon completion of this unit, it is expected that the learner will be able to:

1) identify and apply inclusive online practices that can be integrated into their teaching practice and group-work activities with diverse learners.

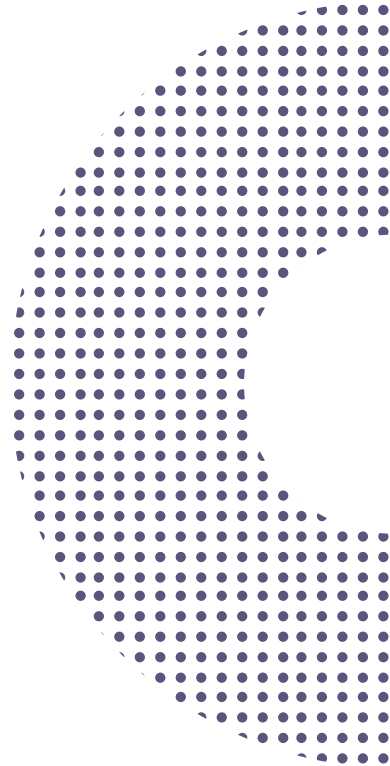
2) interpret the role of the educators in online learning and give examples of the competencies required by them to teach online.

3) consider and critically reflect on factors that inform learners' performance online.

4) consider and compare the affordances of different online learning technologies.

5) apply group and collaborative learning approaches to their teaching practice, to engage diverse learners in online learning environments.

6) apply inclusive assessment practices, including self reflection techniques, to their teaching practice to evaluate engagement and performance of learners from diverse backgrounds in inclusive education activities.



Overview of sessions

Session 1 (2 hours)

What is online learning?

What is effective online learning?

The aim of this first session is to introduce educators to what we mean by online learning in education. The learner will be exposed to an overview of online education practices, what their benefits are to both learners and educators, and what constitute effective inclusive practices.

A distinction will be made between synchronous and asynchronous learning.

Session 2 (2 hours)

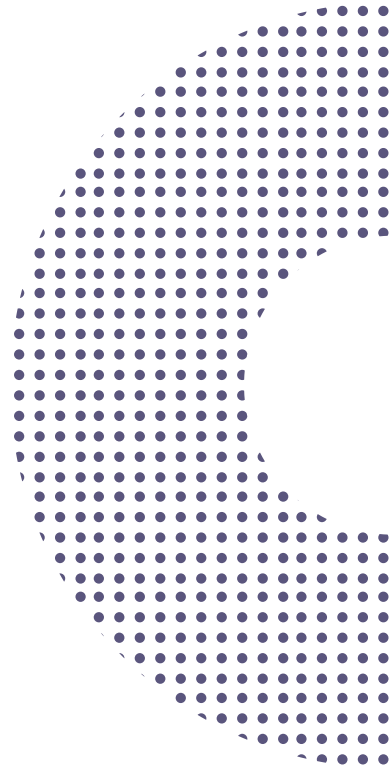
The role of the educator in online learning. What competencies are needed.

The aim of this session is to present adult educators with the role and competencies of the educators in online learning. This session will begin with an introduction to the role of the educator, and how it changes in the post-digital era. The session will then present an overview of the competencies that are required by educators to teach online.

Session 3 (2 hours)

What do learners bring to online learning? Factors that inform their learning performance.

This session will guide educators to evaluate what the learners bring to online teaching. The aim of the activities envisioned, is to critically reflect and break down factors that inform learners' performance in an online setting.



Overview of sessions

Session 4 (2 hours)

Online learning technologies.

The aim of this session is to present educators with a range of online learning technologies. The session will outline the benefits and challenges of a variety of online learning technologies. The session will also encourage educators to critically reflect on how to develop, deliver and evaluate different online learning technologies.

Session 5 (2 hours)

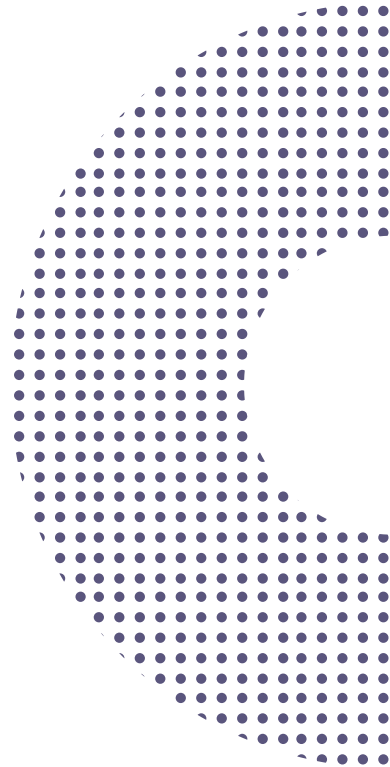
Cultural diversity and online learning, part 1.

The aim of this session is for educators to recognise the need to address the learners' cultural diversity and how it affects instructional design for online learning. The session will start with a description of the benefits of working with diverse groups of learners. The session will also include activities for educators to recognise and appraise culturally relevant and inclusive online learning.

Session 6 (2 hours)

Cultural diversity and online learning, part 2.

The aim of this session is to introduce educators to design principles and practical strategies for inclusive online learning. The session will begin with an overview of design principles for inclusive online learning practice. It is expected that the learners will apply strategic, divergent and convergent thinking to develop inclusive scenarios for online instruction.



Overview of sessions

Session 7 (2 hours)

Group and collaborative learning online.

The aim of this session is to introduce educators to the benefits and principles of group and collaborative work in online learning environments among diverse learners. The learners will be encouraged to outline and summarise benefits of group and collaborative learning online, which will then be validated through the readings provided.

Session 8 (2 hours)

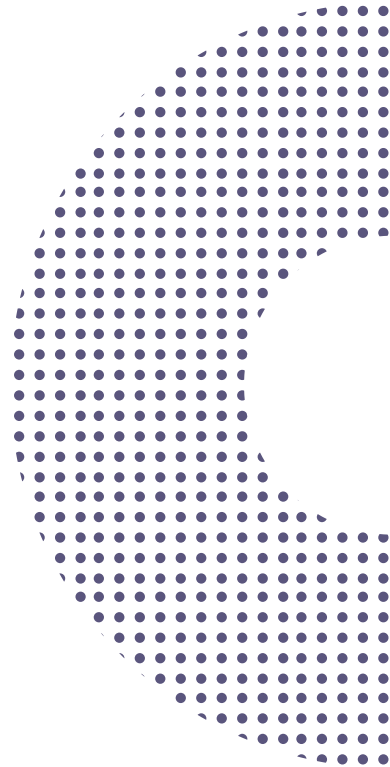
Instructional design for online learning.

The aim of this session is to support educators to recognise ways to effectively deliver online learning in the context of this module and the needs of their learners. This session will support educators to evaluate their own facilitation style. They will apply creative approaches to consider learning scenarios for a diverse group of learners. It is expected that the educators will ideate and prototype related activities.

Session 9 (2 hours)

Assessment and online learning.

The aim of this session is to introduce different assessment approaches related to online learning, both for educators' personal development and towards evaluation of diverse learners' performance. The session will present an overview of approaches to measure learner engagement in online learning. It is expected that the educators will critically reflect on different assessment approaches and revise their practices to incorporate the diverse identities of their learners.



Overview of sessions

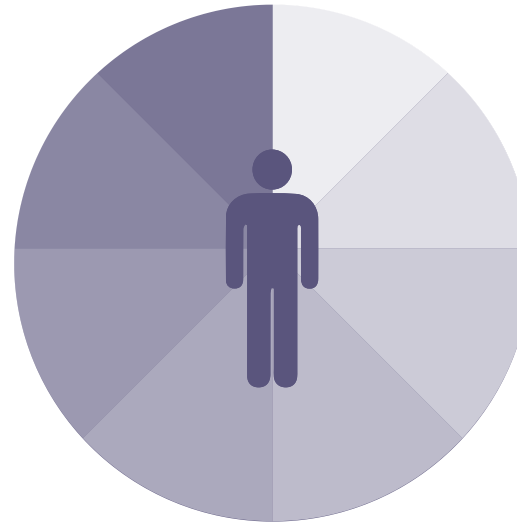
Session 10 (2 hours)

Module 3 revision

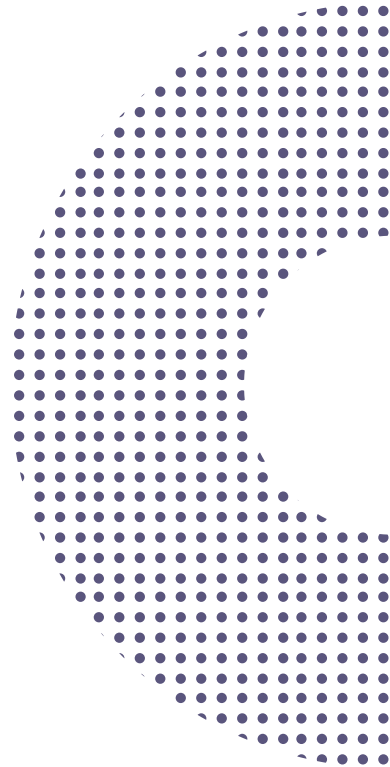
A brief revision of past sessions will aid educators to effectively plan the integration of inclusive approaches into their teaching practice and to provide quality online learning experiences for diverse learners.

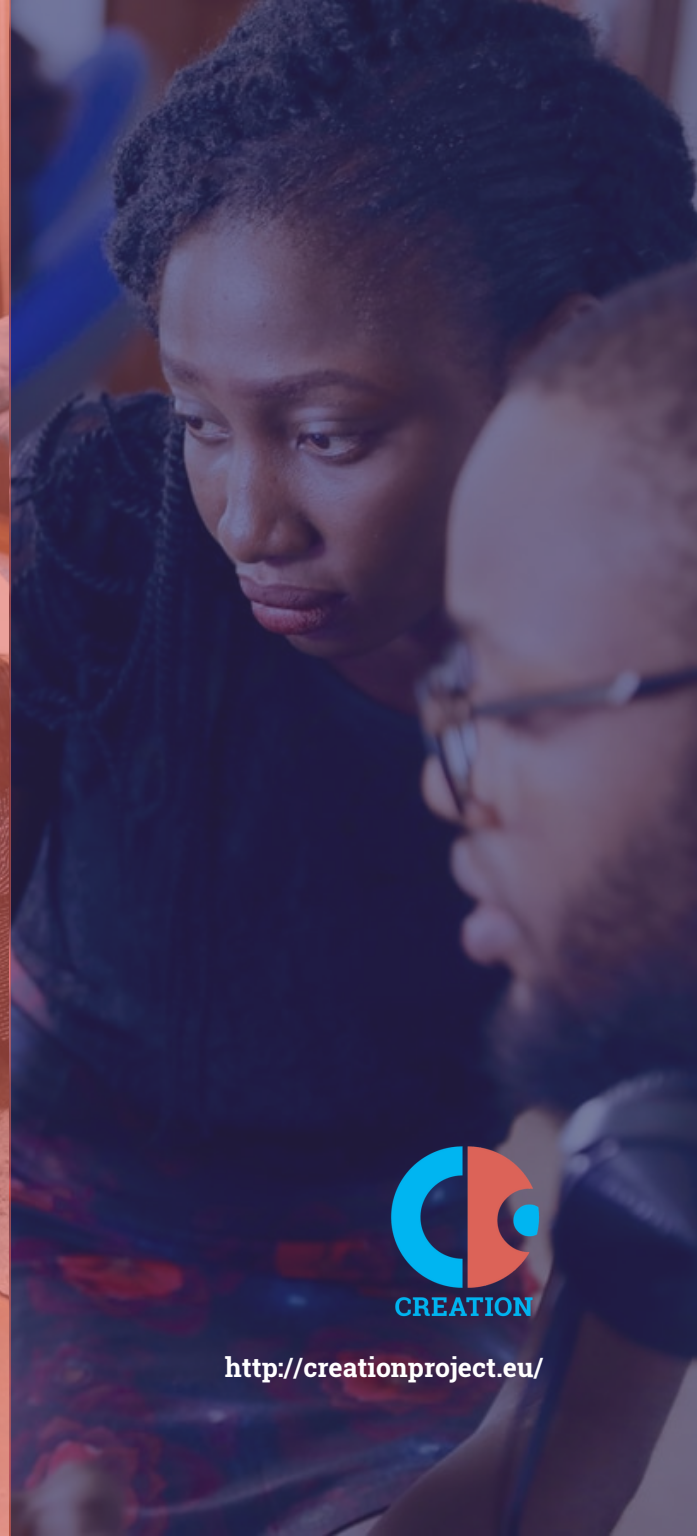
On completion of this session, it is expected that the learner will:

- a) compile all acquired knowledge through the sequence of previously completed activities to embark on the task of delivering inclusive online learning.
- b) identify and appraise personal strengths and weaknesses, that inform professional practice towards inclusive online learning.
- c) identify and evaluate future options and opportunities to grow and expand.



Upon completion of this module, the learners will be awarded a Badu badge to recognise the learning that they have achieved.





<http://creationproject.eu/>