



***Boosting Cultural and Creative Entrepreneurial
Mindset of Youth***

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**Intellectual Output 2
Tailored Training Framework**



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Introduction

iCREATE is an Erasmus+ funded project with partners from five European countries which aims at offering young people a Tailored Training Framework to accelerate Cultural and Creative Industries (CCI) entrepreneurship within and around Cultural Heritage.

The project aims to develop and deliver an integrated package for Cultural Entrepreneurship Acceleration, generating entrepreneurial creative thinking for sustainable cultural heritage management and business start-up. This will be based on their Training Needs Analysis and will include tools supporting them from the creation of their business idea and value proposition until the business start-up and first steps toward sustainability.

With this vision in mind, one of the approaches on iCREATE is to consolidate a Tailored Training Framework as a flexible learning pathway that delivers individualized training for young people aspiring to become entrepreneurs and who want to start their own business in the cultural domain, with focus on Cultural Heritage.

The key objectives of this flexible training pathway are to:

1. Develop a common conceptual approach, which could support the development of youth entrepreneurship competence in the cultural domain at European level;
2. Establish a bridge between the worlds of education and work;
3. Be taken as a reference de facto by future projects and initiatives, which aim at fostering youth entrepreneurial learning in the cultural sector;
4. Describe steps aspiring entrepreneurs in the cultural and creative sector should follow in their training course in order to make sure that the training is effective.

As a result, this output is formed of:

- the tailored training framework and its different module and learning outcomes based upon the outcome of the previous IO1 transnational research analysis, and
- the key areas of knowledge, skills, and social competences of each of these modules that the young people need in order to start their own business in the cultural domain, with focus on Cultural Heritage.

In this document we consolidate the results of a complex process. The IO1 transnational research analysis individuated the main areas representing the entrepreneurial competence gaps for young people willing to start their own business in the Cultural and Creative Sector, which we the partners have reviewed and collated into a flexible learning pathway.

The final framework consists of a set of Learning Outcomes, aggregated in Modules and described by the Knowledge, Skills and Social Competences criteria, to facilitate alignment with the EQF and the benchmarking across countries.

Target Group

The iCREATE Tailored Training Framework is aimed at young people aged 16 to 29 aspiring to become entrepreneurs and who want to start their own business in the cultural domain, with focus on Cultural Heritage. The target group may include young people in secondary, further or higher education, unemployed or employed, or in the early stages of business start-up.

Methodology

After the conclusion of IO1, a two step methodology was presented to partners in the form of a Work Plan.

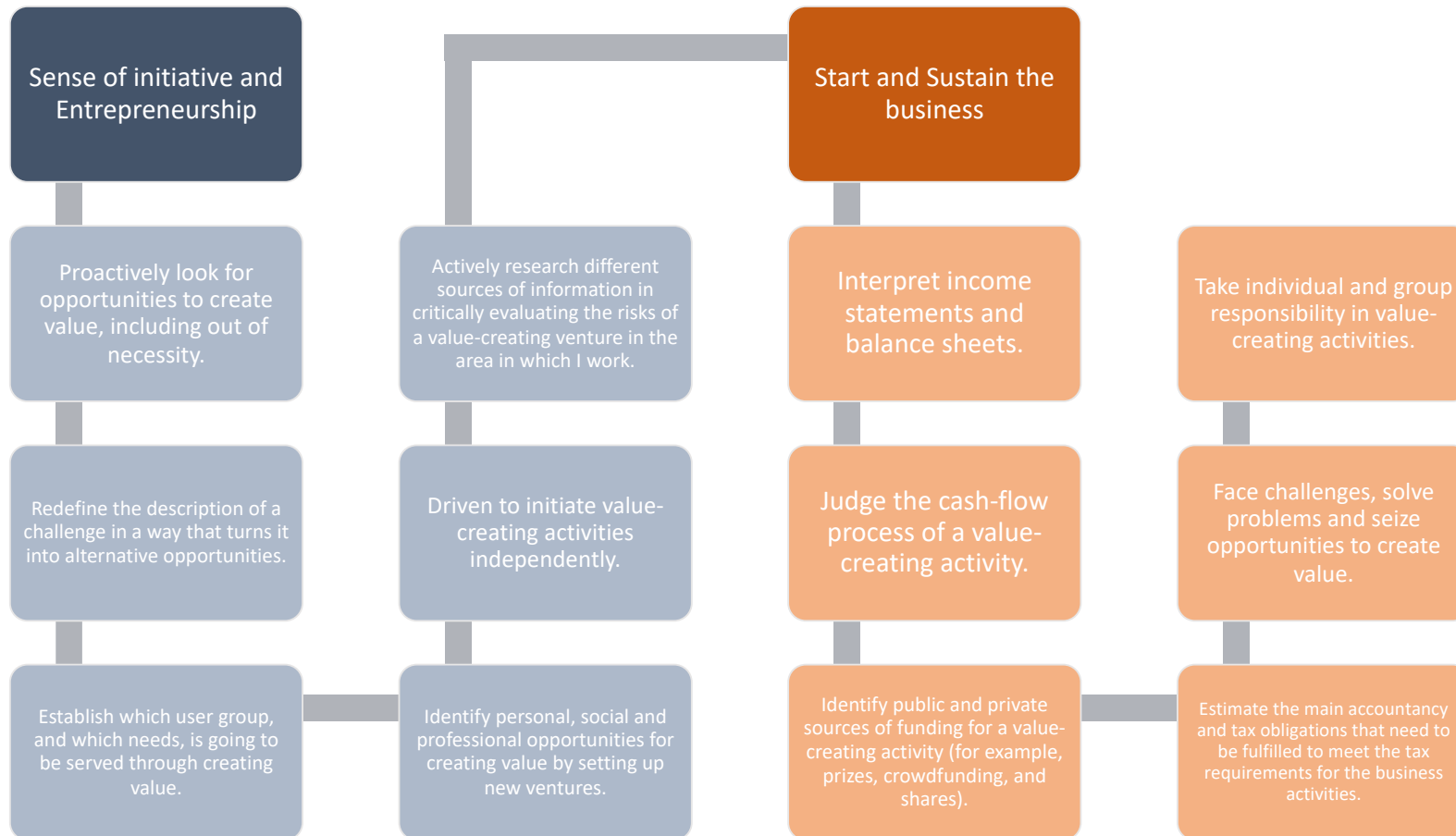
As a first step, partners were allocated the three initial areas that were defined in IO1 and its Learning Outcomes, and they were tasked to describe those by a Knowledge, Skills and Social Competence Criteria according to the EntreComp Framework and EQF standards. Each organisation worked with a peer review partner when developing their LOs to facilitate a formative evaluation process of their work.

In a following step, the whole partnership reviewed the outcomes and produced the final flexible learning pathway shown at page 6. The pathway comprises two stages:

1. Sense of initiative and entrepreneurial mindset
2. Start and sustain the business

iCREATE trainees will be able to undertake a Training Needs Analysis exercise prior to starting the online course. This will allow them to identify which training modules are relevant to their specific needs or whether they need to complete the whole learning pathway.

iCREATE Learning Pathway



iCREATE Learning Outcomes

1. Sense of initiative and entrepreneurial mindset				
Learning Outcomes				
		Knowledge	Skills	Social Competence
1.1	Proactively look for opportunities to create value, including out of necessity	<p>The learner knows how to:</p> <ul style="list-style-type: none"> identify cultural trends and target groups analyse cultural trends and target groups in relation to the needs of his/her business analyse empirical data for the purpose of value creation understanding the temporal volatility of opportunities 	<p>The learner is able to:</p> <ul style="list-style-type: none"> continuously engage with actors and participate within cultural and creative contexts, building a reciprocal network that includes both professionals and target groups take on possibilities as they arise within his/her sectoral segment establish ties with his/her target groups and execute surveys regularly 	<p>The learner:</p> <ul style="list-style-type: none"> values empirical data from his/her target groups develops and generates feeling of interest in both target groups and other professionals within his/her segment prioritises responding to data over own idealistic ambitions

<p>1.2</p>	<p>Redefine the description of a challenge in a way that turns it into alternative opportunities</p>	<p>The learner knows how to:</p> <p>identify challenges, not as threats nor obstacles to his/her business, but as indications of pathways to opportunities and value creation</p> <p>describe how this value can be created in a way that engages stakeholders</p> <p>convert these into a call to action</p>	<p>The learner is able to:</p> <p>engage with challenges by gathering new information and data</p> <p>adapt to new information and data and deliver new solutions and/or offers to his/her target groups</p> <p>propose positive solutions to problems encountered</p>	<p>The learner:</p> <p>appreciates obstacles as a main resource of information to further developing his/her business</p> <p>integrates challenges as part of his/her business philosophy</p> <p>pro-actively seeks solutions to identified problems</p>
<p>1.3</p>	<p>Establish which user group, and which needs are going to be served through creating value</p>	<p>The learner knows:</p> <p>basic principles behind group profiling and its connection with value creation</p> <p>The learner knows how to:</p>	<p>The learner is able to:</p> <p>outline a target user group profile against the general audience</p> <p>define for a particular target group a set of specific needs</p> <p>tailor their communications in ways that engage and</p>	<p>The learner:</p> <p>integrates user groups profile to be tackled through value creation</p> <p>integrates sets of specific user needs to be aligned with a value creation strategy</p>

		<p>identify key aspects and suitable methods to tackle group needs for a market-oriented purpose</p> <p>communicate effectively with identified user groups to meet their needs</p>	<p>motivate different user groups</p>	<p>engages with user groups to understand their needs</p>
1.4	<p>Identify personal, social and professional opportunities for creating value by setting up new ventures</p>	<p>The learner knows:</p> <p>how different contexts interact at personal, social, and organisational level for the creation of value</p> <p>The learner knows how to:</p> <p>identify the main factors to be taken into account to detect opportunities in existing organizations or to be addressed by setting up new ventures</p> <p>identify relevant networks personal, social and professional that can offer value creation opportunities</p>	<p>The learner is able to:</p> <p>analyse own personal context in search for value creation opportunities</p> <p>explore the organizational context for a possible opportunity, comparing the options of existing organizations and setting up a new organisation</p> <p>build personal, social and professional connections to create opportunities that create value</p>	<p>The learner:</p> <p>engages with opportunities for value creation from own personal, social, or professional context</p> <p>integrates organisational contexts suitable for a certain value creation opportunities</p> <p>foster social and professional networks for value creation</p>

<p>1.5</p>	<p>Be driven to initiate value-creating activities independently</p>	<p>The learner knows how to:</p> <p>Identify value creating initiatives which correspond to specific opportunities</p> <p>Explain the need to take initiative in a specific situation</p> <p>Differentiate between taking initiative and overstepping boundaries</p>	<p>The learner is able to:</p> <p>Rate opportunities that could lead to initiatives</p> <p>Create a timeline graph for an action</p> <p>Prioritise actions to make deadlines</p>	<p>The learner:</p> <p>Engages in value creating initiatives</p> <p>Acts towards implementing initiatives</p> <p>Meets deadlines</p>
<p>1.6</p>	<p>Actively research different sources of information in critically evaluating the risks of a value-creating venture in the area in which I work</p>	<p>The learner knows how to:</p> <p>define and select structured ways of risks assessment and quality assurance</p> <p>gather and measure risk assessment data</p> <p>propose risk mitigation measures based upon the information gathered</p>	<p>The learner is able to:</p> <p>implement evaluation tasks to monitor progress and risks</p> <p>analyse information</p> <p>make decisions in uncertain situations</p>	<p>The learner:</p> <p>is detail oriented</p> <p>acts proportionately in relation to different levels of risk</p> <p>Is resilient and confident</p>

2. Start and Sustain the business

Learning Outcomes

		Knowledge	Skills	Social Competence
2.1	Interpret income statements and balance sheets	<p>The learner knows:</p> <ul style="list-style-type: none"> financial concepts and risks financial accounting methods elements of the income statements and balance sheets methods used to read and analyse income statements and balance sheets <p>The learner knows how to:</p> <ul style="list-style-type: none"> recognise the purpose and describe the uses of income statements and balance sheets 	<p>The learner is able to:</p> <ul style="list-style-type: none"> apply different analytical methods to income statements and balance sheets understand, communicate and evaluate income statements and balance sheets illustrate the use of income statements and balance sheets in controlling cash-flow outline the purpose of financial statements in relation to understanding the organizational efficiency, valuation process and decision making 	<p>The learner:</p> <ul style="list-style-type: none"> seeks information and advice in order to engage in financial activities enacts habits of budgeting and prioritizing attains a long-term focus for the future, reflecting the considering of actions and responsibilities for financial sustainability as well as the sensitivity to risk approaches various types of financial providers and engage in financial decision

<p>2.2</p>	<p>Judge the cash-flow process of a value-creating activity</p>	<p>The learner knows:</p> <p>financial concepts and risks related to value-creating activity cash-flow</p> <p>cash flow statement direct and indirect methods</p> <p>The learner knows how to:</p> <p>recognise and describe the importance of cash-flow and know cash flows' classification</p> <p>describe the elements of cash-flow</p>	<p>The learner is able to:</p> <p>understand a cash-flow statement</p> <p>calculate cash-flows needs of a value-creating activity</p> <p>prepare a statement of cash-flow</p>	<p>The learner:</p> <p>proactively seeks information and advice in order to inform financial plans</p> <p>enacts habits of budgeting and setting priorities considering the financial landscape and the risks</p> <p>makes business and investment decisions with a deeper insight into the health of the business</p>
<p>2.3</p>	<p>Identify public and private sources of funding for a value-creating activity (for example, prizes, crowdfunding, and shares)</p>	<p>The learner knows:</p> <p>public and private sources of funding</p> <p>The learner knows how to:</p> <p>gather information for public and private sources of funding</p>	<p>The learner is able to:</p> <p>Research and analyse public and private sources of funding</p> <p>select which public and private sources of funding are relevant for a value-creating activity</p>	<p>The learner:</p> <p>Keeps themselves updated about relevant funding sources</p> <p>Pro-actively seeks out and researches sources of funding</p>

		<p>define public and private sources of funding for a value-creating activity</p> <p>compare public and private sources of funding for a value-creating activity</p> <p>list examples for public and private sources of funding for a value-creating activity</p>	<p>assess in detail how the selected public and private sources of funding align with a value-creating activity</p>	<p>Assesses the congruence of funding sources with the goals and objectives of their business venture</p>
2.4	<p>Estimate the main accountancy and tax obligations that need to be fulfilled to meet tax requirements for the business activities</p>	<p>The learner knows:</p> <p>tax requirements for the business activities in their country and where to obtain professional advice</p> <p>The learner knows how to:</p> <p>compare the tax requirements for the business activities with their accountancy and tax obligations.</p> <p>identify the main accountancy and tax obligations of their venture.</p>	<p>The learner is able to:</p> <p>analyse the tax requirements for the business activities (value-creating activities)</p> <p>describe the main accountancy and tax obligations of their business venture</p> <p>assess how their business meets the main accountancy and tax obligations</p>	<p>The learner:</p> <p>Keeps themselves informed of tax and accountancy obligations</p> <p>Seeks professional advice when needed</p> <p>Acts to comply with the regulations</p>

<p>2.5</p>	<p>Face challenges, solve problems and seize opportunities to create value</p>	<p>The learner knows how to:</p> <ul style="list-style-type: none"> identify challenges and opportunities determine how to overcome challenges identify new ideas, approaches, tools and actions in response to challenges 	<p>The learner is able to:</p> <ul style="list-style-type: none"> take up challenges act and work to overcome challenges and identify new opportunities from them find solutions to problems cope with challenging situations promptly and flexibly 	<p>The learner:</p> <ul style="list-style-type: none"> is proactive and flexible takes a problem-solving approach and operates under stress is positive, optimistic and confident
<p>2.6</p>	<p>Take individual and group responsibility in value-creating activities</p>	<p>The learner knows how to:</p> <ul style="list-style-type: none"> List advantages in sharing responsibility within a group List advantages in taking individual responsibility Describe events in which taking responsibility has produced a value-creating activity Describe how each person’s responsibility will affect a value creating activity 	<p>The learner is able to:</p> <ul style="list-style-type: none"> Allocate responsibilities among members of a group Explain the choice of the distribution of responsibility Redistribute responsibility among group members if needed 	<p>The learner:</p> <ul style="list-style-type: none"> adapts to new group environments appreciates everyone’s input operates on their own when needed