IO 3 - Implementation Guide for Entrepreneurship Education in the Field of Cultural Promotion

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1. INTRODUCTION

a. The BIDTOART project

"Cultural heritage is of great value to European society from a cultural, environmental, social and economic point of view." Thus, its sustainable management constitutes a strategic choice for the twenty-first century, as stressed by the Council in its conclusions of 21 May 2014 (3)." It is also mentioned that "the contribution of cultural heritage in terms of value creation, skills and jobs, and quality of life is underestimated."

In many European countries, the guardians of Intangible Cultural Heritage have struggled to make their living within the Cultural and Creative Sectors (CCS) (Ibañez y López-Aparicio, 2018). This situation has worsened considerably due to the outbreak of COVID-19 and many people within the field of cultural promotion continue to face economic deprivation. As stated by the OECD, "along with the tourism sector, the cultural and creative sectors are among the most affected by the current crisis, with jobs at risk ranging from 0.8 to 5.5% of employment across OECD regions." (OECD Policy Responses to Coronavirus (COVID-19)). To overcome this situation, the OECD identifies "a need to address the digital skills shortages within the sector and improve digital access beyond large metropolitan areas".

Therefore, the BIDTOART project focuses on the social and educational value of European cultural heritage by supporting individuals (such as musicians, painters, woodworkers, textile and other artists) to acquire and develop basic skills and key competences; using innovative practices in the digital era.

The main target groups of the project are:

- Primary target group (TG1): Trainers, educators, social workers and other adult education professionals who work directly with people at risk of social exclusion, or in the field of cultural promotion – at least 56 direct beneficiaries of TG1.
- Secondary target group (TG2): People at risk of social exclusion related to the field of cultural promotion as part of European Cultural Heritage – at least 102 direct beneficiaries of TG2.

The general objectives of the BIDTOART project are:

- Promote the social and educational value of European cultural heritage, and its contribution to job creation, economic growth and social cohesion.
- Extend competencies of trainers, educators, social workers and other adult education professionals who work directly with people at risk of social exclusion, or in the field of cultural promotion.
- Foster innovation of musicians, painters, woodworkers, textile and other artists at risk of social exclusion - in order to create new forms of cultural experience, dissemination and new business models with new market potential.

In order to reach the general objectives, the project produces three core intellectual outputs:

- TRAINING CURRICULUM ON ENTREPRENEURIAL MIND-SETS, CREATIVITY AND THE USE OF ICTS IN THE FIELD OF CULTURAL PROMOTION: a Training Curriculum published as e-book which focuses on how to assess entrepreneurial mind-sets, creativity and the use of ICTs in the field of cultural promotion, particularly in light of COVID-19 impacts.
- BLENDED TRAINING COURSE ON ENTREPRENEURIAL MIND-SETS, CREATIVITY AND THE USE OF ICTS IN THE FIELD OF CULTURAL PROMOTION: The training course follows a blended methodology and has a length of approximately 30 hours of learning. The training course follows a tri-modular approach,
- O3: IMPLEMENTATION GUIDE FOR ENTREPRENEURSHIP EDUCATION IN THE FIELD OF CULTURAL PROMOTION: The Implementation Guide supports trainers, educators, social workers and other adult education professionals to implement innovative entrepreneurship education in this field.

b. About this Implementation Guide

The Implementation Guide is the third Intellectual Output of the BIDTOART project. It can be understood as the final guidelines to support trainers, educators, social workers and other adult education professionals who work with people at risk of social exclusion, or in the field of cultural promotion to implement entrepreneurship education in this field.

The guidelines are the result of an extensive piloting of the previous outputs, which was implemented in all participating countries. Therefore, it includes two main chapters.

1. In the first chapter you will find instructions on how to implement the Blended Training Course. This includes information about the structure of the e-platform, access and registration and on how to navigate the course. Furthermore, you can find didactical tools that, based on the evaluation questionnaire filled out by the pilot trainers, work best in order to support the learners during entrepreneurship education.
2. The second chapter collates the main results and lessons learned from the pilot testing phase. It can be understood as a detailed case study compilation based on the national reports of the piloting sessions held in Spain, Italy, Cyprus, Serbia, Romania, and Ireland.

2. BLENDED TRAINING COURSE IMPLEMENTATION

a. The structure of the e-platform; Access and registration; Navigating the course

The BIDTOART Blended Training Course is available in 7 languages: English, Spanish, Italian, Serbian, Hungarian, Greek and Romanian. You can find the platform on the following link:

https://bidtoart.eu/en/e-learning

The Training Course consist of 3 Modules:

- Module 1: How to create a Business Plan related to cultural promotion
- Module 2: Techniques of digital editing, audiovisual shooting and live transmission, filling a knowledge gap created by COVID-19 impact
- Module 3: How to use different kinds of media for cultural promotion

The following section details instructions on the structure of the e-platform, how to access and register on the platform, and on how to navigate the course.

1. How to LOG IN and REGISTER

On the top right of the screen, you can find the button "LOG IN".
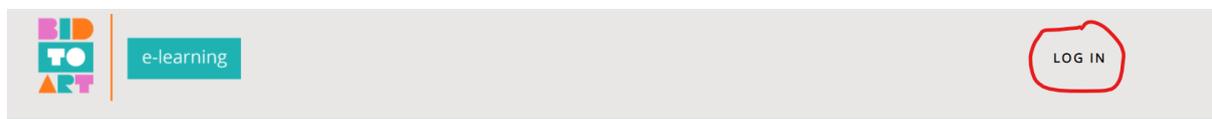
## BOOSTING DIGITAL SKILLS TO PROMOTE ENTREPRENEURSHIP FOR ARTISTS AND CULTURAL HERITAGE SECTORS
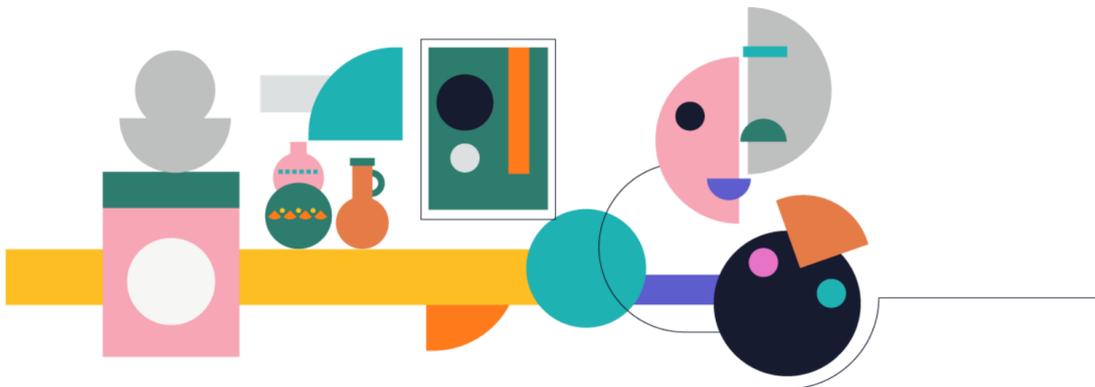
If you have already registered, you can write your "Username" or "Email Address" and the "Password" you created, in order to LOG IN.

If you have not yet registered, please press the button "Register an Account" on the right and follow the instructions. (Please, note that all learning materials are also available as pdf without registration)
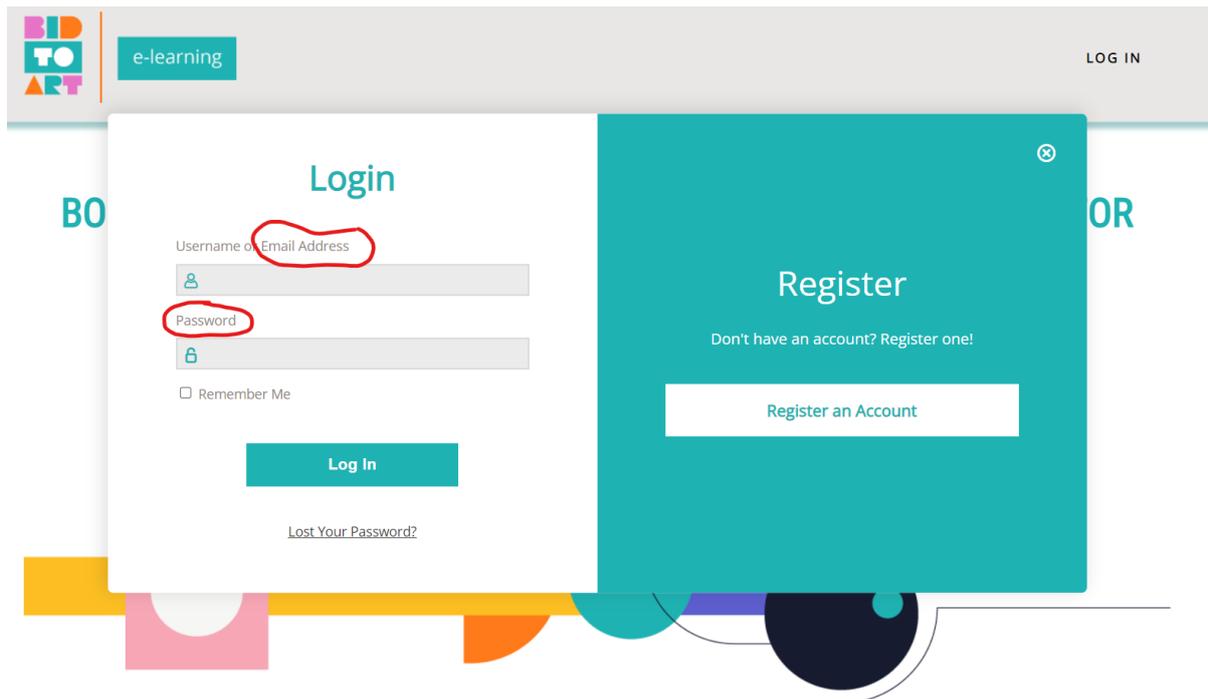
2. How to LOGOUT

When you are LOGGED IN, you can find the Username and the button "LOGOUT". on the top right of your screen. After using the platform, please press the button in order to LOGOUT.
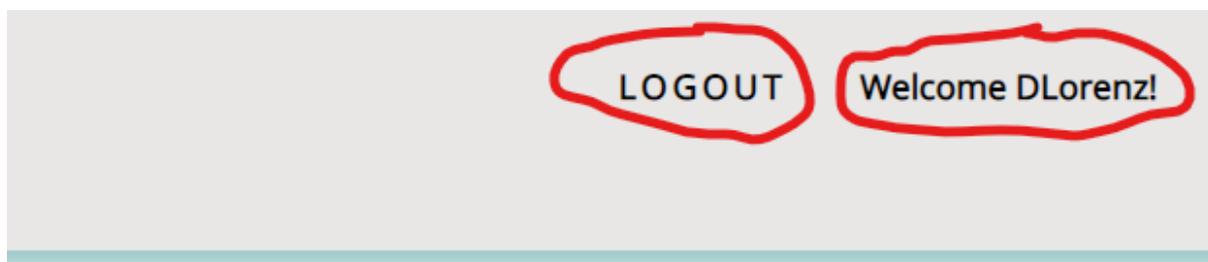
ENTREPRENEURSHIP FOR

3. Structure of the Blended Course

While LOGGED IN, you can find the 3 Modules of the Blended Training Course at the bottom of your screen:

- Module 1: How to create a Business Plan related to cultural promotion
- Module 2: Techniques of digital editing, audiovisual shooting and live transmission, filling a knowledge gap created by COVID-19 impact

- Module 3: How to use different kinds of media for cultural promotion

How to create a Business Plan related to cultural promotion

Techniques of digital editing, audiovisual shooting and live transmission, filling a knowledge created by COVID-19 impact

How to use different kinds of media for cultural promotion

4. How to start the Course

After opening one of the Modules, you will see below the title of the Module the button "Start". Press it in order to start the course.

Once you press "Start" you will find the module overview, as shown in the screenshot below.

5. Structure of the Modules

On the left of your screen, you can see now the structure of the course. All Modules are structured in a similar way. At the beginning you will find a short introduction, usually in the form of a video. Thereafter, you can see different Units that feature Micro-learning Resources.

At the end of most of the Units you will find a Resource called "F2F [face-to-face] Activity". Here you will find information about objectives, expected outcomes, description, duration, materials, location, assessment and references of the activities that can be implemented in a classroom. Please bear in mind that the Course was designed as a Blended-learning Course. Therefore, we included all materials necessary to implement the course in its entirety; both online and face-to-face.

Creating a Business Plan through a Business Model Canvas

Objectives and Expected Outcomes	+
Description of the Learning Activity	+
Duration	+
Materials/ Equipment Required	+
Location	+
Assessment/ Evaluation	+
References	+

6. Quiz

At the end of each Micro-learning Resource, the learner will be asked to do a brief Quiz in order to assess the learning process. After each question, the learner will receive feedback based on whether the answer is correct or incorrect.

Quiz

Goal setting can improve confidence and motivation.

◯   True

◯   False

SUBMIT

7. Additional Resources and References

At the very end of each Module, you will find a section called "Further Reading". Here, learners will find a variety of additional resources and references used for creating the modules. These resources can be used for self-directed learning purposes, or to support learners to continue their learning journey on the selected topic.

M1 - How to create a business plan related to cultural promotion

32% COMPLETE

- What is a Business Management Plan ✓
- Planning your Value Proposition ✓
- What is the Business Model Canvas ✓
- Creating Your Own Business Model Canvas ○
- F2F Activities ✓

▼ FURTHER READING

- Aditional Resources ✓
- References ○

Aditional Resources

Unit 1

- SMART Goals: How to Make Your Goals Achievable
- How to Set and Achieve Life Goals the Right Way
- 37 Examples of Personal Goals you Can Start Setting Today
- The importance, benefits, and value of goal setting
- 8 Reasons why goal setting is important to a fulfilling life
- How to set SMART goals
- Setting SMART goals – how to properly set a goal
- How to write SMART Goals (with examples)
- What Are Business Goals? Definitions, Steps & Examples

8. How to turn on subtitles and translate videos and webpages

- *How to turn on subtitles*

In the lower bar, click on the "subtitles/closed captions" icon to activate subtitles/closed captions. If a video doesn't have uploaded subtitles in a desired language, automatic subtitles from YouTube will be generated.

- *How to switch the language*

Go to the Configurations of the video, and you will be able to find the subtitles in every language available (Spanish, Italian, Greek, Serbian, Romanian and English). Click on "Subtitles/CC" and choose the language you desire.
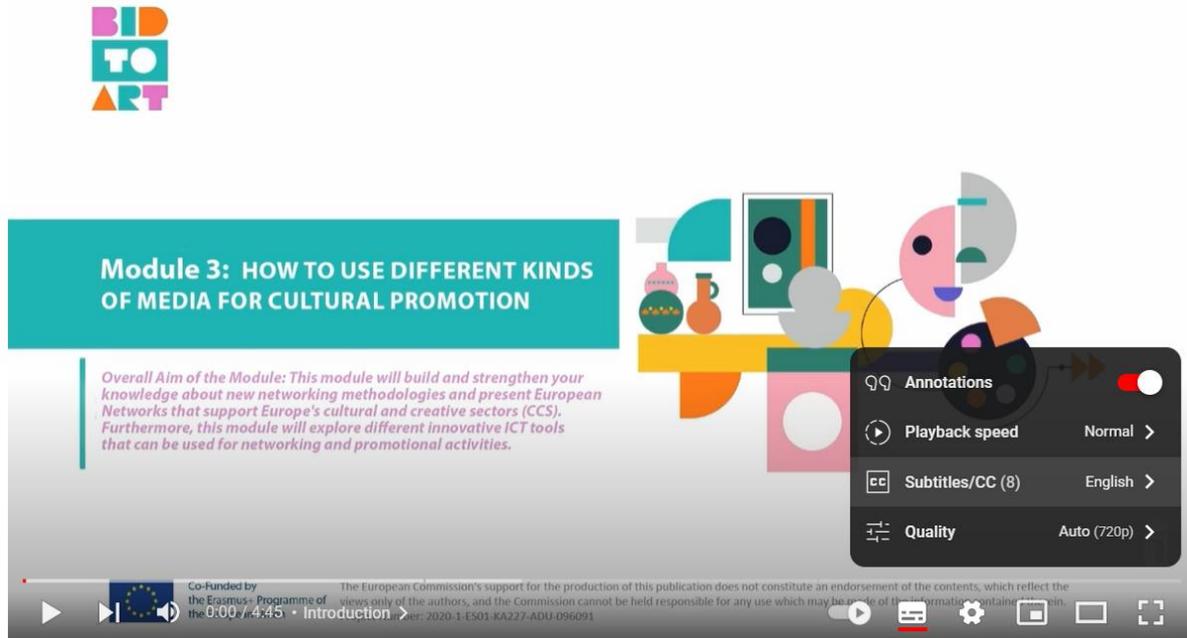
- *How to open subtitles in different languages with Auto-translation*

If you want subtitles in a language that is not available, you can go to the same Configurations button. Scroll down and you will be able to find "Auto-translate". Click there, and choose your preferred language.
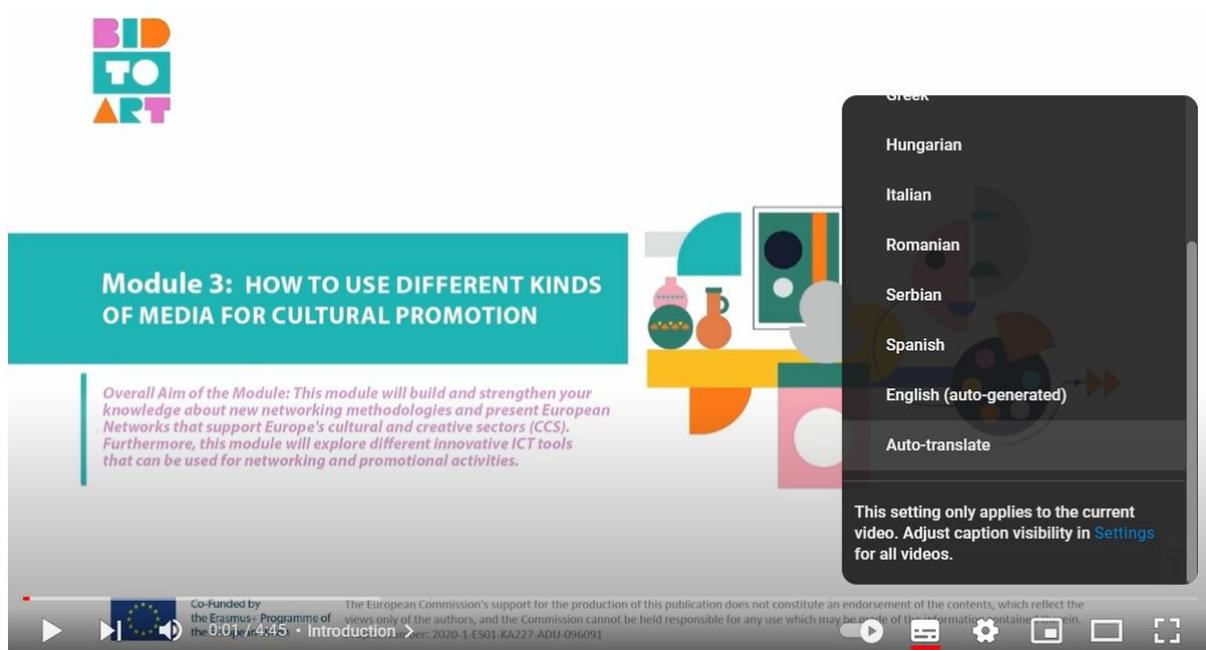
- *How to translate a webpage*

If you use google chrome and open a page that is not in your default language, you can find an icon for automatic translation on the top right of your screen. Click it and choose your preferred language.

You can also right-click anywhere on the page and then click "Translate to [Language]".
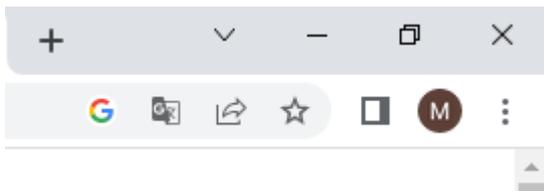
b. Didactical material and other tools to support TG1 during entrepreneurship education

On the e-learning platform of the BIDTOART project, teachers and learners can find a selection of innovative didactical material that trainers can use while implementing entrepreneurship education in the field of cultural promotion. The platform follows a Flipped-Classroom approach, which means that learners use the didactical materials to study at home (videos, text, graphics etc.) before attending a Face-to-Face session to apply the learned knowledge via roleplays, exercises, group discussions etc. In the following section, we will present some of the didactical materials and other tools that worked best during the pilot sessions held in the BIDTOART partner countries. We consider its use extremely helpful for a successful training implementation. The materials presented below follow the platform structure and cover all three modules.

1. Module 1: How to create a Business Plan related to cultural promotion

Didactical tool	**Name of innovative tool:** Startacus **Tool owner (name, website, etc.)** Alastair Camron, Startacus **Direct link for downloading tool:** https://startacus.net/toolkit **Tool description:** The Startacus Startup business toolkit takes a business through Business concept, Business planning, market research, design, marketing, and financing your business. The toolkit has resources, articles, videos, and documents to assist entrepreneurs. Users are asked to sign up for an online account and enter their details and fill out their profile while working through each part of the toolkit. The online account also allows you to interact with other entrepreneurs in an online forum which is useful for future collaboration and investment/

There is also a 'collaborate' section of the toolkit where entrepreneurs can list and showcase their startup, or idea, and pitch their project to other Startacus members, Investors, or mentors. Although the tool is not specific to creative entrepreneurs it can be used by any entrepreneur and has useful resources to support anyone in getting their business off the ground.

Didactical tool	**Name of innovative tool:** Start Your Own Business **Tool owner (name, website, etc.)** The Career Academy **Direct link for downloading tool:** **https://careeracademy.ie/product/start-your-own-business/** **Tool description: Please describe the tool´s feature, its special assets and how it should be used in our context – Max 500 Words** The start your own business compromises of 9 modules which prepare entrepreneurs for starting their own businesses. It includes support in writing a business plan and managing finances and creating an online marketing strategy. The modules consist of preparing a business plan, marketing and social media, budgeting and cashflow management, fundamentals of payroll, and financial statement analysis. The course allows flexible study and the modules can be worked through at your own pace and each student will receive one-on-one tutor support, The course also includes one-to-one mentoring with a business coach. Although the course does not specifically cater for creative entrepreneurs, it is a good foundation for entrepreneurs of any kind.

Didactical tool	**Name of innovative tool:** Digital toolbox **Tool owner:** The Arts Council of Ireland https://www.artscouncil.ie/ **Direct link for downloading tool:** **https://www.artscouncil.ie/uploadedFiles/wwwartscouncilie/Content/Arts_in_Ireland/Digital/Arts-Council-Digital-Toolbox-2021.pdf** **Tool description: Please describe the tool´s feature, its special assets and how it should be used in our context – Max 500 Words** The Arts Council Digital Toolbox is a downloadable toolkit which is a business planning tool aimed at artists or arts organisations who are looking to make their work digital. The toolkit can be downloaded in a PDF and is split into the following headings: Objectives, Planning, Production planning, Dissemination, Engaging with your audience and Evaluation. Creative entrepreneurs can work through each section and are given a range of questions to answer and focus the strategy of their business. At each step they are also provided with a database of online resources such as videos, articles, and planning and implementation tools that will support them in their journey. There are also checklists to allow entrepreneurs to see if they have completed all the tasks necessary for each step. An important part of the toolkit is the evaluation stage which allows creative entrepreneurs to measure the impact and success of their business. They also include a measurement tool which entrepreneurs can use. Overall, this tool is useful for creative entrepreneurs focusing particularly on artists selling their work digitally.

2. Module 2: Techniques of digital editing, audiovisual shooting and live transmission, filling a knowledge created by COVID-19 impact

Didactical tool	**Name of innovative tool:** Lightworks **Tool owner:** EditShare https://editshare.com/ **Direct link for downloading tool:** **https://lwks.com/** **Tool description:** Lightworks is a non-linear editing system (NLE) for editing and mastering digital video. Its free version comes with a limited number of features, such as realtime effects, multicam editing, second monitor output, ability to import a range of file types, export to Vimeo up to 720p or export to YouTube up to 720p. The tool has helped every type of video editor and creator; from Oscar-winning Hollywood legends to YouTubers. Its features include: Unmatched Format Support (import just about any common type of media file that you can lay your hands on), Simple Social Media Export (deliver your videos for any social media platform), Windows, Mac or Linux (the same user interface, experience and performance regardless of which OS you choose) and Any Frame-rate (import any frame rate file and play it at its native resolution and shape). It is also Cloud Connected and it has plenty of information and guidelines for new users.

Didactical tool	**Name of innovative tool:** Canva **Tool owner:** Canva Pty Ltd https://www.canva.com/ **Direct link for downloading tool:** **https://www.canva.com/** **Tool description:** Canva is an Australian global multi-national graphic design platform that is used to create social media graphics and presentations. Launched in 2013, it is an online design and publishing tool with a mission to empower everyone in the world to design anything and publish anywhere. Using Canva, you can enhance images, convert PDFs, add text to video, create photo effects, add frames and texts to photos, record and trim videos, create your own templates for presentations (or use and adapt the templates they offer), and even create logos. It is a very simple and user-friendly tool, for non-designers to be able to create designs in an easy way. It offers a lot of free features and it helps making graphics look professional. It also offers hundreds of elements, so the user doesn't have to draw anything, but simply use, edit and adapt the material that is already there. Overall, it is a useful tool for creative entrepreneurs, focusing particularly on graphic design.

3. Module 3: How to use different kinds of media for cultural promotion

Didactical tool	**Name of innovative tool:** Online Contest of promotional video **Tool owner:** N/A **Direct link for tool example:** **https://www.facebook.com/Bid.To.Art.project** **Tool description:** Based on the results of the Pilot Sessions and the evaluation done by the teachers, one of the tools that worked best in order to assess the learning process of the students, is to set-up an online contest of promotional videos. Learners receive the task to put into practice all knowledge learned within Module 1 and Module 2 to create a promotional video of a duration of 1 minute, related to their artistic work. The final videos are uploaded to a social media platform and the students have now the task to use their knowledge of Module 3 to promote their video via different medias. This way, learners can put into practice many different aspects covered by the Blended Training Course.

Didactical tool	**Name of innovative tool:** ArtistsOnTheWay **Tool owner:** © 2023 ArtistsOntheWay **Direct link for downloading tool:** https://www.artistsontheway.com/ **Tool description:** ArtistsOnTheWay (AOW) is a digital platform through which artists, technical specialists and promoters can manage and optimize their artistic activity. ArtistsOntheWay has tools such as "searches" by dates and areas, establishing filters to determine the type of profile, or directly by name, "radar" to receive notices of artists and technicians on selected dates and locations, "alerts" of availability notices created by the artists and technicians, which arrive by email to the promoters, "sharing" your dossier created in ArtistsOntheWay, and your calendar. And all this with direct contact between the artist or technician and the promoter, through ArtistsOntheWay's internal chat. Within the Training Course for entrepreneurship education, this tool can be used to assess knowledge and skills acquired in Module 2 and will deepen the understanding of the importance of ICT and media for cultural promotion related to Module 3. Learners (especially musicians, dancers, singers etc.) can use this platform to create a professional profile and upload their newly created portfolio.

3. MAIN RESULTS AND CONCLUSIONS FROM THE PILOT TESTING PHASE (Case study compilation derived from the testing phase)

The pilot testing of the Blended Training Course of the BIDTOART project took part between February and March 2023 in all project countries (Spain, Italy, Romania, Ireland and Cyprus). A total number of 70 learners (TG1) and 10 trainers (TG2) attended the Training Course and explored the e-learning platform, created by the project consortium. Furthermore, learners also tested Chapter 2 of this Implementation Guide: *The structure of the e-platform; Access and registration and navigating the course.*

In the following section, we will present some of the main results and conclusions, based on the questionnaires that participants completed after implementing the course.

All partner organisations responsible for implementing the piloting, promoted their course and selected a group of participants based on their organisational focus.

The consortium agreed to test the Blended Training Course in different formats to be able to evaluate its different aspects. La Guajira, as coordinator of the project, carried out an extensive piloting following its initial methodology. They structured the pilot across 3 Face-to-face sessions - 1,5 – 2h each – and hosted online learning sessions in order to prepare the Face-to-face sessions. In each session, trainers covered one of the Training Modules. Therefore, all three Modules were covered and piloted in Spain. Other organisations focused on the online part of the training, others again opted for having a 2-day face-to-face bootcamp, followed by a guided online session.

The learners came from a wide range of disciplines, all related to cultural promotion. This included but was not limited to; painters, comedians, artisans, graphic designers, playwriters, poets, photographers, dancers, artisans, librarians, musicians, etc.

Both educators and learners received an evaluation questionnaire which was sent as Google Form in the different National Languages. From this, 40 learners and 9 educators completed the questionnaires and gave detailed feedback that was directly implemented into learning materials.

a. EVALUATION OF BIDTOART TRAINING COURSE (learners experience)

1. Overall Feedback

As noted in the below chart, the overall feedback was very positive. Learners strongly agreed that "the training was worth implementing" (4,5 out of 5). The average response of the other items oscillates between 4,1 (out of 5) for "*the video collection met my expectations*" and 4,3 (out of 5) for "*the training session met my expectations*" showing a very high degree of satisfaction.


Analysing the comments within the open questions, helped us to gain a deeper perspective into how beneficial the learning materials were to both target groups. As observed in the following comments, learners were very satisfied with the training:

- "The training was useful and interesting, very helpful and qualified trainers".

- The only criticism that was spotted within the open questions was related to the duration of the training:

- "In general, I found the program very useful, it helps me in my professional field. I would have also liked more time for ´practices´, that is, for face-to-face group work, exercises, activities... and thus put into practice everything that appears in the modules."

2. Design

Regarding the Design of the training, the responses were also extremely positive. The two graphs depict that the lowest average comprised "*the amount of time allocated to each learning unit*" (3,8 out of 5) and "*the pace of the training was appropriate for the topics covered*" (4,0 out of 5). Both items were related to the specific timing (and lack of time) of the Pilot and not so much to the overall structure of the Blended Training Course. In fact, it is

perceived as a positive sign that learners would have liked to spend more time on studying the Modules.
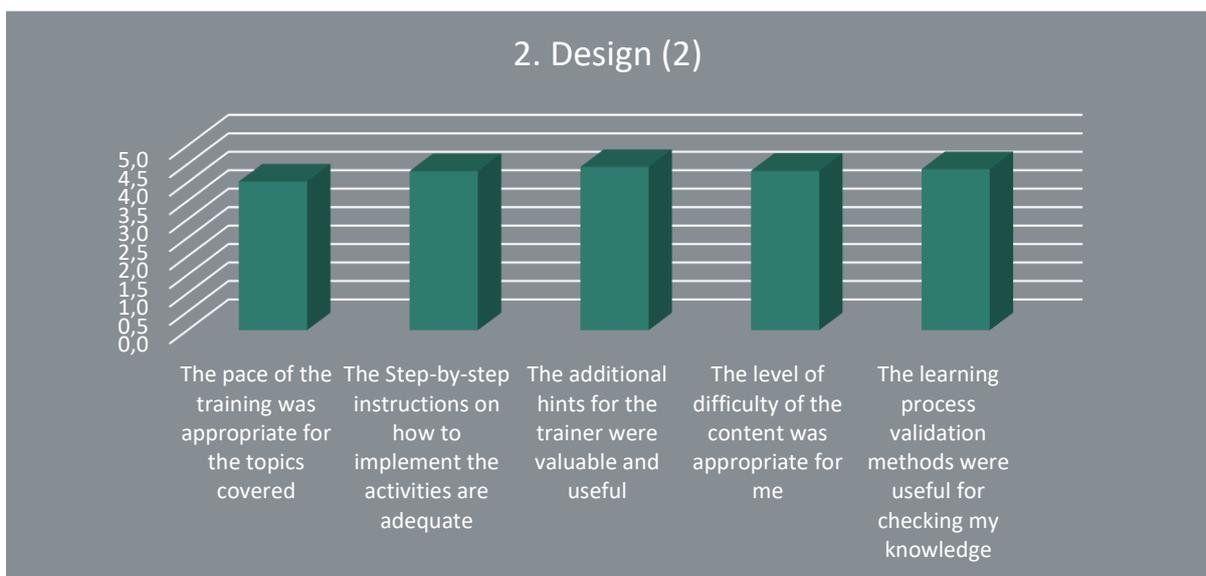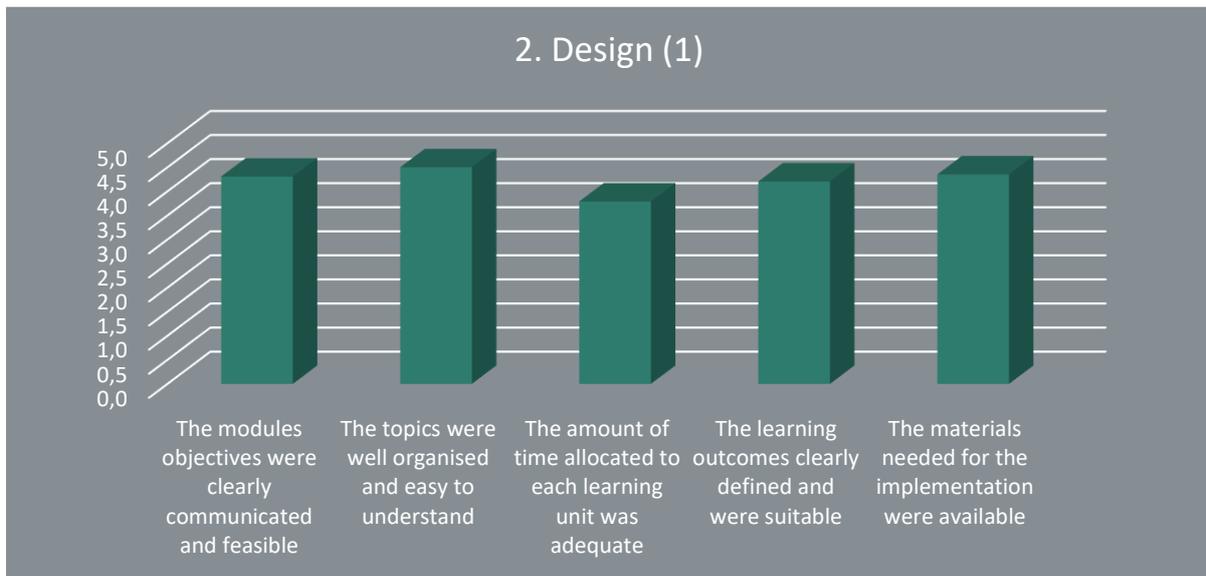
2. Design (1)

2. Design (2)

While interpreting the open questions related to the Design of the Blended Course, one further issue was mentioned. The learning process on the learning platform could not be saved, as you can see in the following two comments.

- "There were technical problems on the platform and the progress of the work done and the revised material were not saved. Every time you enter your profile it appears as if it were the first time."

- "The design of the platform is simple and very logical. There were a few glitches but they didn't make the material difficult to understand at all."

3. Training Delivery

The responses related to the training delivery were overwhelmingly positive. All learners considered the items in this regard at least as "*very good*". Additionally, almost all participants considered "*the venue and the equipment*" as excellent. It was also noted that all participants were *"motivated and had the opportunity to participate and interact actively during the training".*
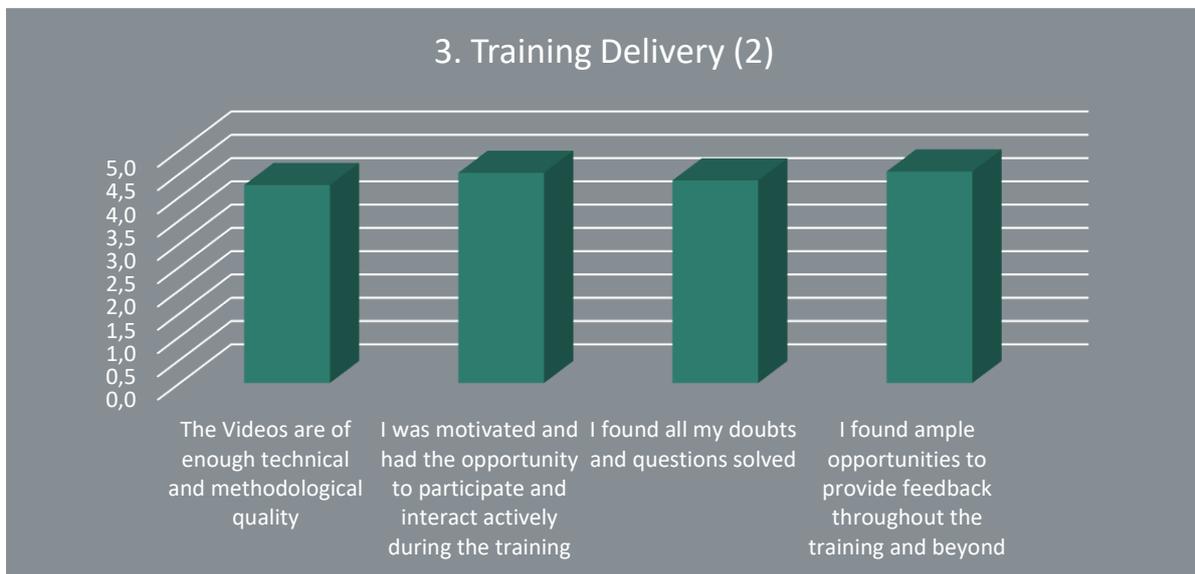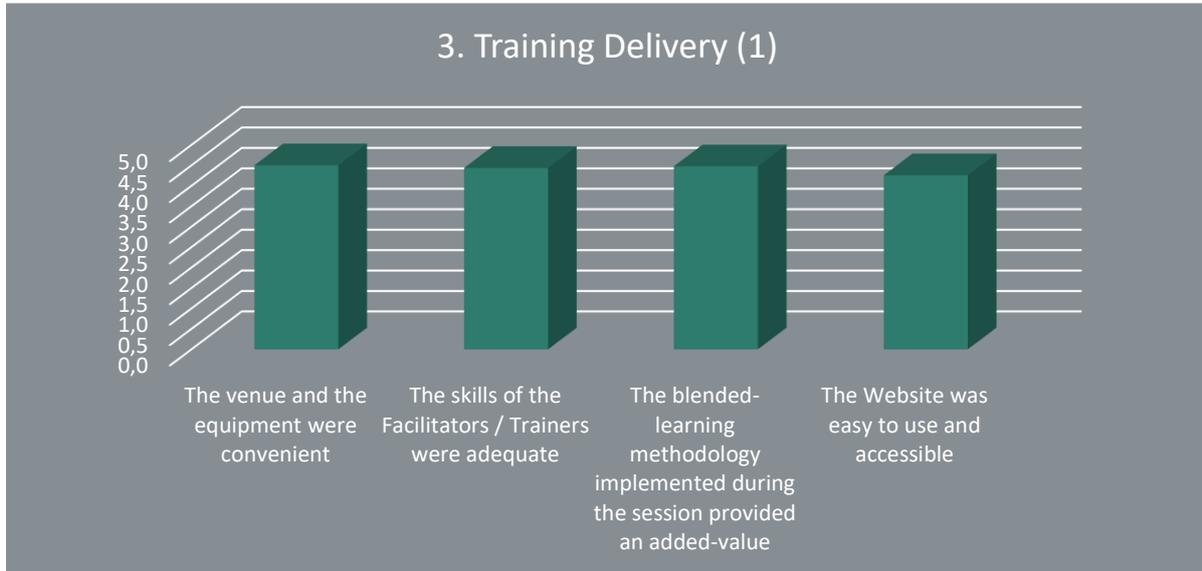

This overall perception is backed up by some of the comments:

- "The teachers were just perfect. A 10."

- "Very professional presentation. Both instructors were excellent in their presentation skills and knowledge of the subject"

- Again, it is to mention that some learners would have appreciated more time in general, and in the Face-to-Face session specifically.

- "The face-to-face sessions were too short. Face-to-face activities have contributed a lot.

- "Maybe carry out some practical exercises and share them in common to share more with the community of artists, but I think it was due to lack of time, not due to lack of interest, in general the face-to-face implementation is very good."

4. Impact

Regarding the items related to the impact of the Pilot Course, the lowest average score is 4,1 out of 5, "*very good*". This means that most of the learners considered that they "*improved their employability potential*" and their "*digital skills through the use of digital tools*".
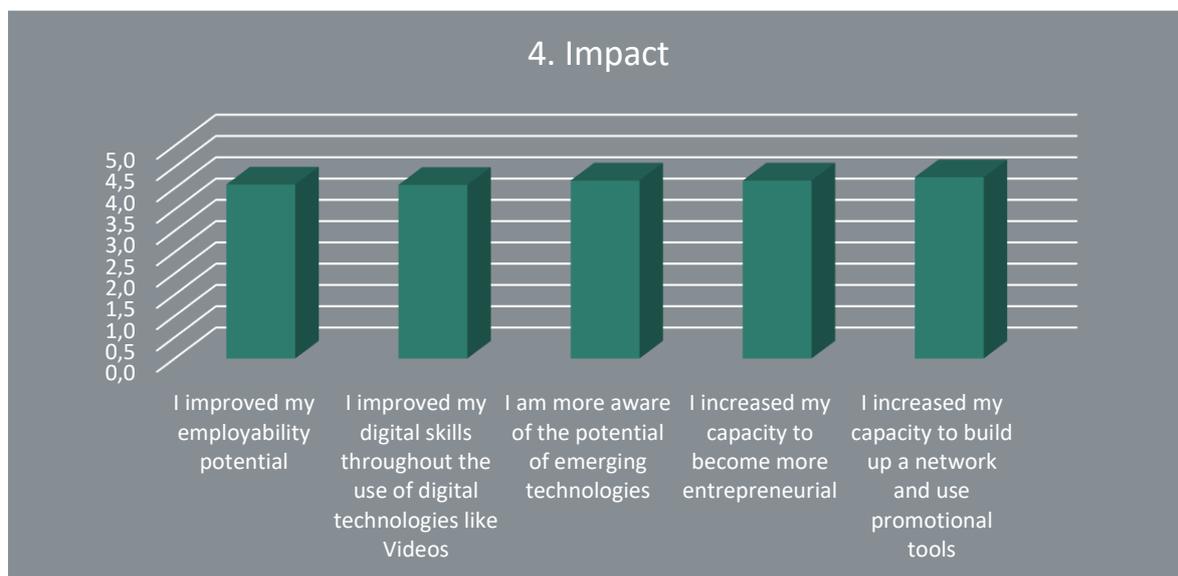
This, being one of the main objectives of the project, provided key evidence of the overall success of the Blended Training Course. Learners considered that the strongest impact was reached through the "*increasing capacity to build up a network and use of promotional tools*" (4,3 out of 5).

5. Further remarks on timing etc.

Within the questionnaire, learners had the possibility to mention if there were topics on which they would have liked to have spent more or less time on. As mentioned in previous remarks, learners very much appreciated the overall impact of the course. Furthermore, that they would have liked to spend more time on every single module and especially in the Face-to-Face sessions. Learners considered the Flipped Classroom approach to be very useful and proposed the development of more tasks at home in order to prepare for the Face-to-Face sessions.

- "I would have spent more time creating the Canvas business, as a kind of personalized tutorial".

- "Yes, it might be interesting to make an example of our own business plan and review it in class."

- "Yes, I would have liked to ask more questions about the functioning of some social networks, more time to raise a profile or to make a business plan, in general I think that there was a lack of face-to-face time."

b. EVALUATION OF BIDTOART TRAINING COURSE (teachers experience)

1. Overall Feedback

Regarding the evaluation from the point of view of the educators, the overall feedback was even higher than among learners. The lowest average score was 4,4 out of 5 for "*the training Curriculum met my expectations*" and "*the video collection met my expectations*".
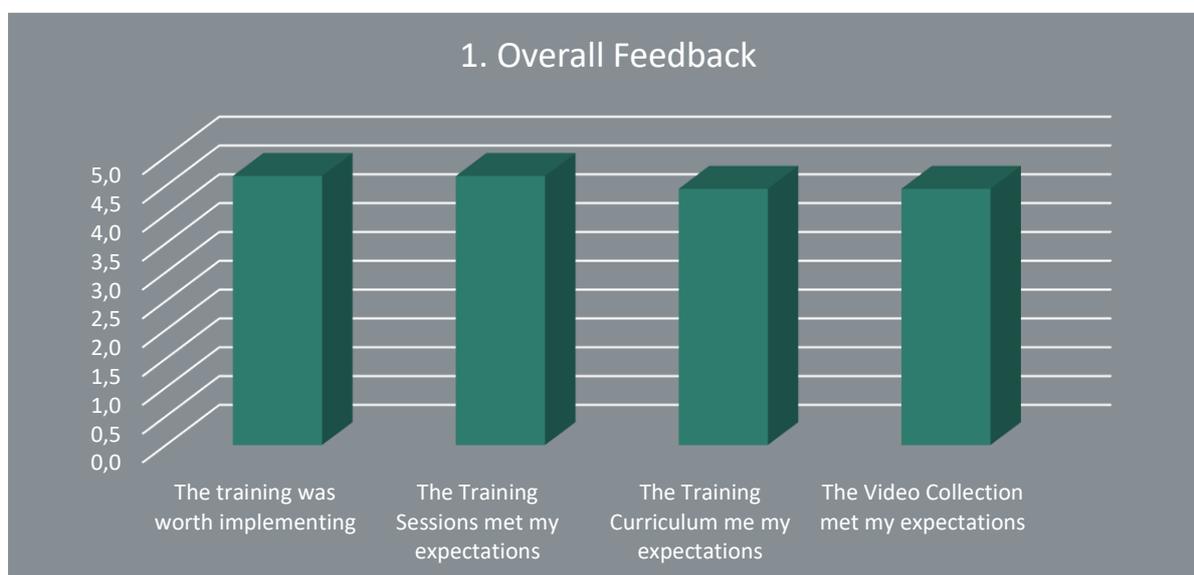
Educators appreciated that the Blended Training Course worked well for varying artistic disciplines, as can be seen in the following comments:

- "The face-to-face/online group work has allowed us to verify the importance of the proposed training. On the other hand, the heterogeneous nature of the piloting group allows us to observe its validity regardless of the artistic branch that the students have."

- "For the trainer it was good to see that the training worked well with a heterogeneous group. We had learners from many different disciplines and it was easy to adjust the materials."

2. Technical Quality

As noted below, all items regarding the *"Technical quality"* received a high average score. The items with the lowest score were "*No grammar, spelling and punctuation errors exist*" (3,9 out of 5), and "*The evaluation methods are appropriate and useful*" (4 out of 5), still a very good score. All other items oscillated between 4,2 and 4,4.

2. Technical Quality (1)

The Curriculum is, to a high extent, systematically worked through, coherent and clearly described | The tone and writing style are appropriate for its intended audience | Paragraphs are coherently sequenced with clear relationships between them | No grammar, spelling, and punctuation errors exist | The images and diagrams are clear, well explained and of a good quality

2.Technical Quality (2)

There is a clear relationship between the learning outcomes of the modules and the objectives | The Training Curriculum matches the needs of the target groups | The level of difficulty of the content is appropriate for its intended audience | The training materials and guidelines were helpful to implement the Training | The evaluation methods are appropriate and useful

3. Impact

As in the other categories, the educators considered the impact of the Blended Training Course as at least "*very good*" scoring all items with a minimum average of 4,0.
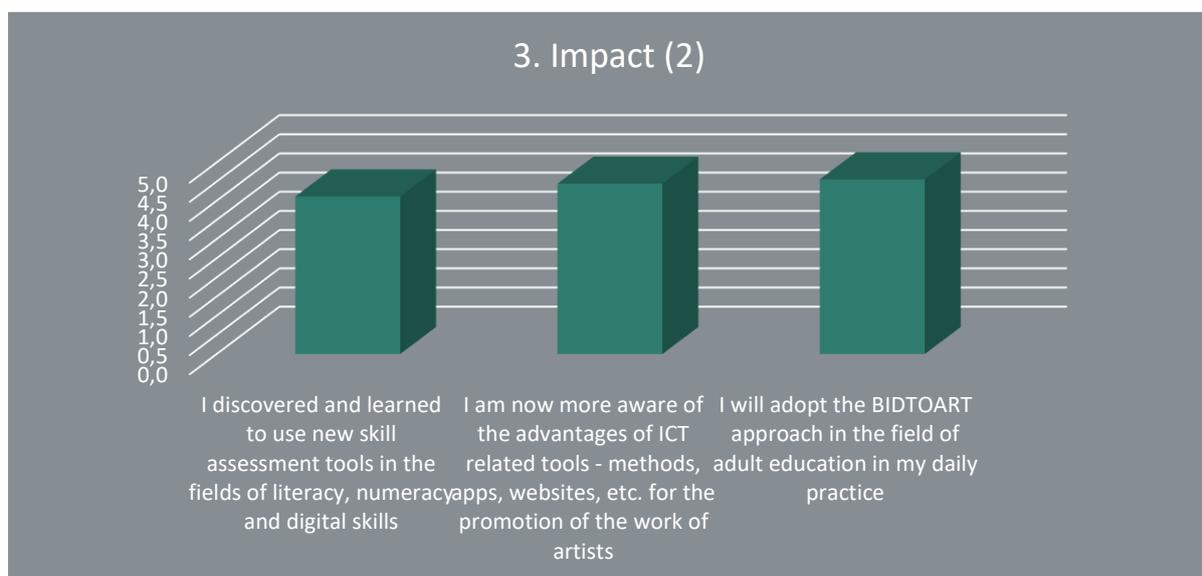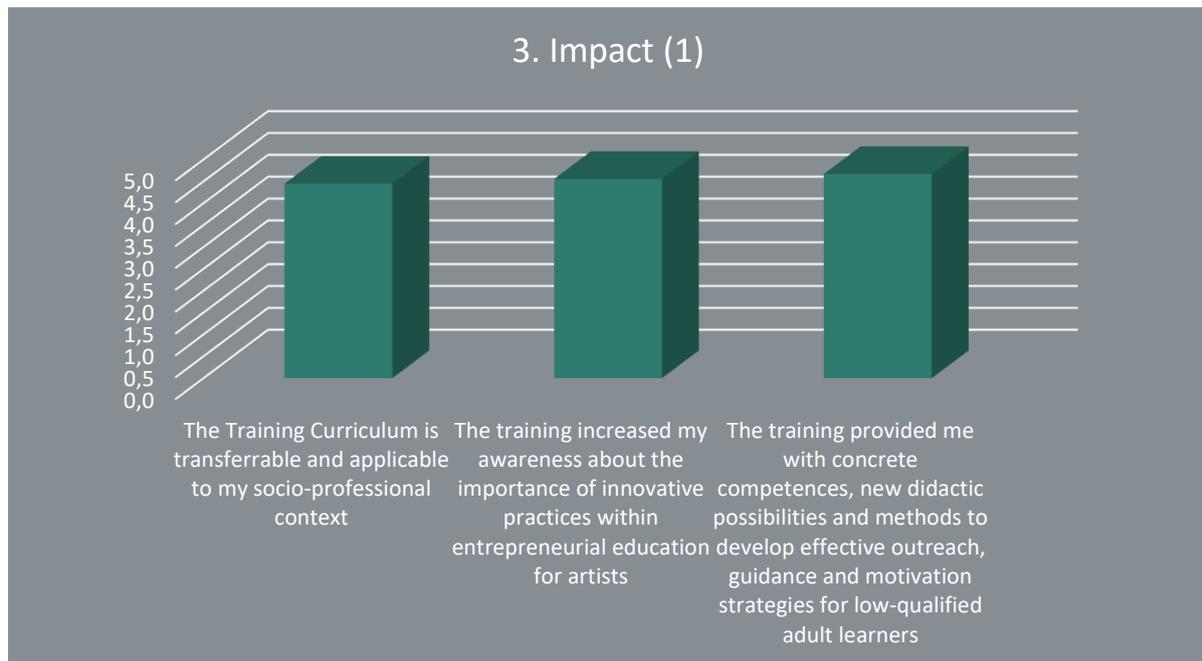
Some educators explicitly mentioned that the course will be implemented within their institution, which is essential for the replicability and sustainability of the project.

- "I consider the support of a trainer to accompany the platform important."

- "We are creating a community to improve the impact."

- "We will for sure implement the Training Course in the future. The content created gives material for a really, really long and exhaustive course."

4. Best practice of didactical tool

Educators were also asked to mention the didactical tools that worked best in order to implement the training and create a long-term impact among students. In this regard, and based on their feedback, you can find the best practice tools and didactical materials in part 2. B) of this implementation guide.

Some other comments regarding added value of the Blended Training Course include the following:

- "The creation of community within the group of students itself, creating a space to share visions and criteria in addition to understanding the general problems of artists."

- "I consider that we carried out an exhaustive pilot. Nevertheless, the content created on the training platform is enough to implement months of training. It is good to know that the content works well for different disciplines with few specific preparations of the trainer. Therefore, I consider that the possibility for actual use and replicability is really high."

c. CONCLUSIONS: summary of recommendations to improve the BIDTOART - Training Course

Generally speaking, the Pilot of the Blended Training Course, carried out by the partners of the BIDTOART consortium was very much appreciated. The platform itself was evaluated positively, and can be used as a great tool to train young artists in subjects where they lack knowledge, skills and attitudes.

The structure of the Blended Course is adequate, and the quality high. The Didactical tools presented within the course complied with their objectives to teach entrepreneurial skills related to ITC tools.

The two main recommendations to adapt the BIDTOART - Training Course are:

- Due to the vast amount of content created for the course, the implementation schedule should be lengthened. According to the feedback from participants, the course could be carried out as a 2-month course with Face-to-Face sessions once a week. In order to fully take advantage of the Blended Training Course, teachers should use the e-learning platform to follow a Flipped Classroom methodology.

- During the pilot sessions the platform still presented some glitches - mainly the fact that the learning process - could not be saved. We recommend revising this in order to make the online learning part more efficient.

A follow up idea of one of the trainers would definitely assure the sustainable use of the platform as he proposes to "create a follow up forum/online community that will continue to keep participants engaged with the material of the trainings and workshops."