SHADOWS Training Plan

for

O2 In-service Training Programme for VET Staff

This plan is meant for the training of VET staffs (10 VET professionals in each partner country) in order to capacitate them to successfully deliver the O4 Shadows Entrepreneurship Curriculum to entrepreneurs. This training addresses two distinct elements:
(1) the unique characteristics of the cultural and creative industry sector and the challenges that new start-ups face;
(2) delivering training in blended learning environments.
At the end of this training, the participants will be able to:

- understand correctly and operate efficiently with entrepreneurship concepts and terms;
- implement the O4 Shadows Curriculum to CCI entrepreneurs.

Contents	Duration	Delivery method (f2f or self-directed learning)	What the tutor does	What the learners do	Materials/ Equipment Required/ Didactic resources	Assessment/ Evaluation
1 - Introduction to in-service Training Programme for VET Staff – Module 1	**1 h**[1]	**F2f**				
Workshop Opening ➢ Tutor Introduction: • Tutor introduction to learners • Tutor requests learners to introduce themselves to each other	10 min	Class/ tutor interaction	• Very short self-professional introduction • Use of Icebreaker for participants introduction	• Follow the tutor's instructions • Participate actively in the presentation Icebreaker	• Training venue • Video Projector and Laptop • Flipchart, markers and paper • Pens and note-taking materials	N/A

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[1] The duration of F2f session does not include breaks because every partner will decide the agenda structure according to the learners needs

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					• Power point (ppt): *1-SHADOWS_O2 VET staff Training_Module 1* • Ppt slides 1-2	
Introduction to the Cultural and Creative Sector ➢ Group brainstorming activity: • Using a flipchart and marker, the tutor invites the team to provide their understanding for the CCI sector and the businesses within it The purpose of this activity is to engage and raise awareness for this sector. ➢ Tutor presentation • Following the above activity the tutor proceeds with a formal introduction into the CCI sector • Learners are invited to undertake additional reading	5 min 5 min	• Class/ tutor interaction • Group discussion and reflection • Power point presentation	• Available to answer questions • Use of short sentences • Use of clear, consistent speech • Avoid jargon • Avoid using abbreviation and explain abbreviations, as needed	• Participate in the brain-storming session • Take notes to support their learning	• Training venue • Video Projector and Laptop • Flipchart, markers and paper • Pens and note-taking materials • Ppt slides 3-4 • Ppt slides 5-7	Degree of participation in the brainstorming activity

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Contents	Duration	Delivery method (f2f or self-directed learning)	What the tutor does	What the learners do	Materials/ Equipment Required/ Didactic resources	Assessment/ Evaluation
The purpose and Impact of the SHADOWS project ➢ Tutor Presentation: • Using Ppt slides, the tutor introduces the learners into the SHADOWS project, including the problem it seeks to solve and the proposed solution ➢ Group discussion activity • Acting as a gateway to LO 3, the tutor leads a discussion on what area learners perceive the CCI graduates to be most in need of entrepreneurship training, using some examples beforehand, such as negotiation, marketing etc.	10 min 5 min	• Formal tutor input • Power point presentation • Class/ tutor interaction • Group discussion and reflection	• Available to answer questions • Use of short sentences • Use of clear, consistent speech • Avoid jargon • Avoid using abbreviation and explain abbreviations, as needed	• Take notes to support their learning • Participate in the group discussions	• Training venue • Video Projector and Laptop • Flipchart, markers and paper • Pens and note-taking materials • Ppt slides 8-12	• Input of participants for the discussed issues • Degree of participation in the group discussions
Understand the context of the O4 Curriculum and provide an understanding of the teaching methodology ➢ Tutor Presentation: • Following on from the previous activity, the tutor proceeds with a formal	10 min	• Formal tutor input • Power point	• Available to answer questions • Use of short	• Self-study • Take notes to support their learning	• Training venue • Video Projector and Laptop • Flipchart, markers	• Degree of participation in the group discussions

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Contents	Duration	Delivery method (f2f or self-directed learning)	What the tutor does	What the learners do	Materials/ Equipment Required/ Didactic resources	Assessment/ Evaluation
presentation of the context of the O4 curriculum having beforehand provided a link or a hard copy of the O4 tutor and student manual allowing them a moment of quick review ➢ Tutor Presentation: • Having understood what to expect, the tutor provides the learners a breakdown of the course and methodology, along with useful tips on the expected results and delivery methods	10 min	presentation • Class/ tutor interaction • Group discussion and reflection	sentences • Use of clear, consistent speech • Avoid jargon • Avoid using abbreviation and explain abbreviations, as needed	• Participate in the group discussions	and paper • Pens and note-taking materials • Ppt slides 13-19	
➢ Group discussion activity • Tutor conducts a brief verbal feedback session and answers to the learners' questions	5 min					
2- Understanding the CCI characteristics	**1h**	**F2f**				
Attempts to explain the CCI ➢ Tutor Presentation: • Tutor introduces into the CCI	10 min	• Formal tutor	• Available to	• Take notes	• Training venue	Degree of

Contents	Duration	Delivery method (f2f or self-directed learning)	What the tutor does	What the learners do	Materials/ Equipment Required/ Didactic resources	Assessment/ Evaluation
sector through different definitions about the CCI		input • Power point presentation • Class/ tutor interaction	answer questions • Use of short sentences • Use of clear, consistent speech • Avoid jargon • Avoid using abbreviation and explain abbreviations, as needed	to support their learning • Participate in the group discussions	• Video Projector and Laptop • Flipchart, markers and paper • Pens and note-taking materials • Power point (ppt): *2-SHADOWS_O2 VET Staff Training_Understanding CCI characteristics* • Ppt slides 1-3	participation in the group discussions
Introduction to the CCI ➤ Tutor Presentation: • Tutor introduces directly to the CCI some 'by the way information'	5 min	• Formal tutor input • Power point presentation • Class/ tutor interaction	• Available to answer questions • Use of short sentences • Use of clear, consistent speech • Avoid jargon • Avoid using abbreviation and explain	• Take notes to support their learning • Participate in the group discussions	• Training venue • Video Projector and Laptop • Flipchart, markers and paper • Pens and note-taking materials • Ppt slide 4	Degree of participation in the group discussions

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Contents	Duration	Delivery method (f2f or self-directed learning)	What the tutor does	What the learners do	Materials/ Equipment Required/ Didactic resources	Assessment/ Evaluation
			abbreviations, as needed			
Understanding the Characteristics of the CCI ➤ Tutor Presentation: • Tutor explains and shows different CCI sectors. Some more detailed, some less ➤ Group discussion activity • After showing the different sectors the tutor will discuss the differences between them • Tutor presents to the learners the Self-directed learning task "In depth knowledge of various aspects of CCI" ➤ Group discussion activity • Tutor conducts a brief verbal feedback session and answers to the learners' questions	25 min 15 min 5 min	• Formal tutor input • Power point presentation • Class/ tutor interaction • Group discussion and reflection	• Available to answer questions • Use of short sentences • Use of clear, consistent speech • Avoid jargon • Avoid using abbreviation and explain abbreviations, as needed	• Self-study • Take notes to support their learning • Participate in the group discussions	• Training venue • Video Projector and Laptop • Flipchart, markers and paper • Pens and note-taking materials • Ppt slides 5-37	• Degree of participation in the group discussions
SDL 1 - In depth knowledge of various aspects of CCI	**2 h**	**Self-directed learning**		Perform the task presented in the document: "SDL 1 …"	*SDL 1-SHADOWS_O2 VET Staff Training_Various Aspects of CCI*	

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3 - Understanding the needs and characteristics of the target group (CCI entrepreneurs)	**2.5 h**	**F2f**				
Understand the characteristics of your target group ➢ Tutor Presentation: • Tutor explains some characteristics of the target group ➢ Reflection task 1 • Tutor hands-out the printed "3A-SHADOWS_O2 VET Staff Training_Understanding needs&ch of TG-Annex 1" and allows time for reflection • Tutor facilitates a discussion on the target group and writes down on a flipchart the results of the discussions	35 min 15 min	• Formal tutor input • Power point presentation • Class/ tutor interaction • Group discussion and reflection	• Available to answer questions • Use of short sentences • Use of clear, consistent speech • Avoid jargon • Avoid using abbreviation and explain abbreviations, as needed	• Self-study • Take notes to support their learning • Participate in the group discussions	• Training venue • Video Projector and Laptop • Flipchart, markers and paper • Pens and note-taking materials • Ppt: 3-SHADOWS_O2 VET Staff Training_Understanding needs&ch of TG • Ppt slides 1-19 • Printed hand-outs: 3A-SHADOWS_O2 VET Staff Training_Understanding needs&ch of TG-Annex 1	• Self-assessment task • Degree of participation in the group discussions

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Contents	Duration	Delivery method (f2f or self-directed learning)	What the tutor does	What the learners do	Materials/ Equipment Required/ Didactic resources	Assessment/ Evaluation
Understand the needs of your target group ➢ Tutor Presentation: • Tutor explains some challenges and fears of the target group ➢ Reflection task 2 • Tutor hands-out the printed "3B-SHADOWS_O2 VET Staff Training_Understanding needs&ch of TG-Annex 2" and allows time for reflection • Tutor facilitates a group discussion on the answers of the group to the questions listed on in the task and writes down on a flipchart the results of the discussions	30 min 20 min	• Formal tutor input • Power point presentation • Class/ tutor interaction • Group discussion and reflection	• Available to answer questions • Use of short sentences • Use of clear, consistent speech • Avoid jargon • Avoid using abbreviation and explain abbreviations, as needed	• Self-study • Take notes to support their learning • Participate in the group discussions	• Training venue • Video Projector and Laptop • Flipchart, markers and paper • Pens and note-taking materials • Ppt slides 20-28 • Printed hand-outs: 3B-SHADOWS_O2 VET Staff Training_Understanding needs&ch of TG-Annex 2	• Self-assessment task • Degree of participation in the group discussions
Your position as a tutor in the CCI ➢ Reflection task 3 • Tutor presents the task (slides 29-31) and allows 15 min for discussions • All small groups post their	25 min	• Small group work • Formal tutor input	• Available to answer questions • Use of short sentences	• Participate in small group work • Take notes	• Training venue • Video Projector and Laptop • Flipchart, markers	• Degree of participation in the group

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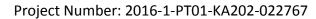| Contents	Duration	Delivery method (f2f or self-directed learning)	What the tutor does	What the learners do	Materials/ Equipment Required/ Didactic resources	Assessment/ Evaluation
flipcharts on a wall and tutor points out different general and specific skills and competences needs by a VET tutor for the CCI ➢ Tutor Presentation: • Tutor presents slides 32-40 pointing out the similarities with the lists made by learners, discussing why those skills and competencies are needed • Tutor presents to the learners the Self-directed learning task "Teaching strategies for CCI sector"	25 min	• Power point presentation • Class/ tutor interaction • Group discussion and reflection	• Use of clear, consistent speech • Avoid jargon • Avoid using abbreviation and explain abbreviations, as needed	to support their learning • Participate in the group discussions	and paper • Pens and note-taking materials • Ppt slides 29-40	discussions
SDL 2 - Teaching strategies for CCI sector	**3 h**	**Self-directed learning**		Perform the task presented in the document: "SDL 2 …"	SDL 2-SHADOWS_O2 VET Staff Training_Teaching strategies	
4 - Business Model Canvas – Showcase Video- Module 2	**2 h**	**F2f**				
➢ Tutor Presentation: • Tutor explains the successful case of entrepreneurship in cultural and creative	80 min	• Formal tutor input	• Available to answer	• Take notes to support	• Training venue	• Degree of participation

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Contents	Duration	Delivery method (f2f or self-directed learning)	What the tutor does	What the learners do	Materials/ Equipment Required/ Didactic resources	Assessment/ Evaluation
Industries Mo.Ca - Mobiliário de Cartão (slides 1-2) • Tutor hands-out the BMC template and briefly presents how BMC is used • Tutor presents slide 3 ➢ Group discussion activity • Tutor facilitates a group discussion based on questions on slide 4. • Tutor presents to the learners the Self-directed learning task "How to develop a CCI business based on BMC" ➢ Group discussion activity • Tutor conducts a brief verbal feedback session and answers to the learners' questions	40 min	• Power point presentation • Class/ tutor interaction • Group discussion and reflection	questions • Use of short sentences • Use of clear, consistent speech • Avoid jargon • Avoid using abbreviation and explain abbreviations, as needed	their learning • Participate in the group discussions	• Video Projector and Laptop • Flipchart, markers and paper • Pens and note-taking materials • Ppt 4-SHADOWS_O2 VET Staff Training_BMC–Showcase Video-Module 2 • Printed hand-outs: 4A-SHADOWS_O2 VET Staff Training_BMC template	in the group discussions
SDL 3 - How to develop a CCI business based on BMC	**2.5 h**	**Self-directed learning**		Perform the task presented in the document "SDL3…"	SDL 3-SHADOWS_O2 VET Staff Training_How to develop a CCI based on BMC SDL 3A-SHADOWS_O2 VET Staff Training_BMC Template	
5 - The Shadows platform: what is it and how to use it (including creating an account and registering,	**1 h**	**F2f**				

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Contents	Duration	Delivery method (f2f or self-directed learning)	What the tutor does	What the learners do	Materials/ Equipment Required/ Didactic resources	Assessment/ Evaluation
navigating through it and using it under the tutor's supervision)						
How to use the platform ➢ Group activity: • Using the PowerPoint slides and the actual platform the tutor instruct the learners on how to first register for the site • Learners create the account • The tutor then allows a quick moment for the learners to navigate the platform	30 min	• Formal tutor input • Power point presentation • Class/ tutor interaction • Group discussion and reflection	• Available to answer questions • Use of short sentences • Use of clear, consistent speech • Avoid jargon • Avoid using abbreviation and explain abbreviations, as needed	• Take notes to support their learning • Participate in the group discussions	• Training venue • Video Projector and Laptop • Flipchart, markers and paper • Pens and note-taking materials • Ppt 5- SHADOWS_O2 VET Staff Training_Module 7 • Ppt slides 1-4	• Degree of participation in the group discussions
The platform context ➢ Tutor presentation: • Using PowerPoint slides, the tutor introduces the learners into the SHADOWS project platform context including the observatory and the online material	30 min	• Formal tutor input • Power point presentation • Class/ tutor interaction	• Available to answer questions • Use of short sentences • Use of clear, consistent	• Take notes to support their learning • Participate in the group discussions	• Training venue • Video Projector and Laptop • Flipchart, markers and paper • Pens and note-	• Degree of participation in the group discussions

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Contents	Duration	Delivery method (f2f or self-directed learning)	What the tutor does	What the learners do	Materials/ Equipment Required/ Didactic resources	Assessment/ Evaluation
➢ Group discussion activity • Tutor conducts a brief verbal feedback session and answers to the learners' questions		• Group discussion and reflection	speech • Avoid jargon • Avoid using abbreviation and explain abbreviations, as needed		taking materials • Ppt slides 5-12	
6 - Financing your business idea creatively - Practical examples for delivering Modules 5 and 8	**3.5 h**	**F2f**				
➢ Tutor presentation and group activities • The tutor will Introduce the concept of Creative problem solving in Finance • Why is clarifying costs useful? • Exercise: Lets apply creative thinking to the Case study • What is creative Financing? What is Radiotopia?- Case Study • The Diversification of Funding: Adaptability • Reminder: Design Thinking (exercise based on the	5 min 5 min 15 min 5 min 15 min 15 min	• Formal tutor input • Power point presentation • Class/ tutor interaction • Group discussion and reflection	• Available to answer questions • Use of short sentences • Use of clear, consistent speech • Avoid jargon • Avoid using abbreviation and explain abbreviations, as needed	• Take notes to support their learning • Participate in the group discussions	• Training venue • Video Projector and Laptop • Flipchart, markers and paper • Pens and note-taking materials • Access to Internet • Access to Case Studies of Output 4 • Ppt: 6-SHADOWS_O2 VET Staff Training_Combin	• Degree of participation in the group discussions and Case Study responses

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Contents	Duration	Delivery method (f2f or self-directed learning)	What the tutor does	What the learners do	Materials/ Equipment Required/ Didactic resources	Assessment/ Evaluation
Radiotopia Case Study) • Exercise: What do we learn from Radiotopia's Creative financing?	5 min				ing Creativity with Finance CPD Module 5 and 8	
• Exercise: Creative Ways of Financing Your Business	30 min				• Ppt: 6 A-SHADOWS_O2 VET Staff Training_Combining Creativity with Finance Module 5 and 8	
• Reminder: Design Thinking • Reminder: How to Improve your Adaptability • Reminder: When to Request External Finance • Reminder: What is a Financier looking for? • The Bank View of Lending Types of Bank Finance • Crowdfunding (Kickstarter / Indiegogo)	60 min					
• Exercise: Creative Ways of Financing Your Business	20 min					
• Test Case Study: Case Study: Understanding Financing: GEM Bespoke Fashion						
• Tutor presents to the learners the Self-directed learning task "Practical exercises/ Case Studies related to Modules 5	30 min					

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Contents	Duration	Delivery method (f2f or self-directed learning)	What the tutor does	What the learners do	Materials/ Equipment Required/ Didactic resources	Assessment/ Evaluation
and 8" ➢ Group discussion activity • Tutor conducts a brief verbal feedback session and answers to the learners' questions	5 min					
SDL 4 - Practical exercises/ Case Studies related to Modules 5 and 8	**3.5 h**	**Self-directed learning**		Perform the task presented in the document "SDL 4- …"	SDL 4-SHADOWS_O2 VET Staff Training_Understanding Financing	
7 - Practical examples for delivering Modules 3 and 9	**3.5 h**	**F2f**				
The importance of visual presentation while working with young artists ➢ Tutor introduction • Tutor presents briefly Modules 3 and 9 of the SHADOWS curriculum • Tutor initiates short brainstorming session with the participants about potential problems they might encounter ➢ Tutor presentation	20 min	• Formal tutor input • Power point presentation • Class/ tutor interaction • Group discussion and reflection	• Available to answer questions • Use of short sentences • Use of clear, consistent speech • Avoid jargon	• Take notes to support their learning • Participate in the group discussions	• Training venue • Video Projector and Laptop • Flipchart, markers and paper • Pens and note-taking materials • Access to Internet • Ppt: 7-	• Degree of participation in the group discussions

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Contents	Duration	Delivery method (f2f or self-directed learning)	What the tutor does	What the learners do	Materials/ Equipment Required/ Didactic resources	Assessment/ Evaluation
• Tutor explains how crucial it is to create and present visually attractive resources while teaching young people, especially artists • Tutor shows the examples of how pictures dominated the communication of young generations • Tutor explains that in order to teach young people about presentation, the teacher must also present their resources in attractive way • Tutor shows the learners the good examples of branding • Tutor introduces the learners to the online platforms for young artists to present their work	60 min		• Avoid using abbreviation and explain abbreviations, as needed		SHADOWS_O2 VET Staff Training_Practical ex delivering Modules 3 and 9 • Ppt slides 1-51	
How to be reliable while teaching about communication? ➢ Tutor presentation • Tutor initiates short brainstorming session about the experiences with working	60 min	• Formal tutor input • Power point presentation	• Available to answer questions • Use of short	• Take notes to support their learning • Participate in	• Training venue • Video Projector and Laptop • Flipchart, markers	• Degree of participation in the group discussions

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with young people • Tutor explains that in order to be reliable while teaching about communication, the teacher must also know how to communicate with young people • Tutor presents the basic rules of communication with young people (be open-minded, don't judge, be curious, honest etc.) • Tutor explains the role of online communication in young people's lives. • Tutor shows a short movie about the increasing role of video as a mean of communication: https://www.youtube.com/watch?v=Cio4mBuHNQ8		• Class/ tutor interaction • Group discussion and reflection	sentences • Use of clear, consistent speech • Avoid jargon • Avoid using abbreviation and explain abbreviations, as needed	the group discussions • Watch the movie and share their thoughts about it	and paper • Pens and note-taking materials • Access to Internet • Ppt slides 52-65 • Access to movie: https://www.youtube.com/watch?v=Cio4mBuHNQ8	
Understanding the context for CCI marketing ➢ Tutor presentation • Tutor explains that teachers must be up-to-date with marketing trends before	60 min	• Formal tutor input • Power point presentation • Class/ tutor	• • Available to answer questions • Use of short	• Take notes to support their learning • Participate in	• Training venue • Video Projector and Laptop • Flipchart, markers	• Degree of participation in the group discussions

Contents	Duration	Delivery method (f2f or self-directed learning)	What the tutor does	What the learners do	Materials/ Equipment Required/ Didactic resources	Assessment/ Evaluation
teaching about marketing • Tutor explains why social media is a key tool for marketing for CCI graduates • Tutor introduces learners to the latest trends in online marketing • Tutor presents to the learners the Self-directed learning task "Exercises/ Case Studies related to Module 3 and 9" ➤ Group discussion activity • Tutor conducts a brief verbal feedback session and answers to the learners' questions	5 min 5 min	interaction • Group discussion and reflection	sentences • Use of clear, consistent speech • Avoid jargon • Avoid using abbreviation and explain abbreviations, as needed	the group discussions	and paper • Pens and note-taking materials • Access to Internet • Ppt slides 66-81	
SDL 5 - Exercises/ Case Studies related to Module 3 and 9	**4 h**	**Self-directed learning**		Perform the tasks presented in the document: "SDL 5 …"	SDL 5-SHADOWS_O2 VET Staff Training_Case Studies Modules 3 and 9	
8 - Closure and feedback upon the training	**0.5 h**	F2f	• Tutor conducts a brief verbal feedback session and answers to the learners' questions • Tutor kindly	• Participate in the group discussions • Fill in the feedback form	8-SHADOWS_O2 VET Staff Training_Feedback upon the training	

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			asks the learners to fill in the feedback form			
Total time: **30 hours** **(15 f2f and 15 of self-directed learning)**						

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