

Cultural entrepreneurship for women  
from marginalised backgrounds

# Toolkit for adult educators & migrant support workers



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





# Credits

CREATION comprises the following:



## IADE - Universidade Europeia

Local contact person: Dr Ana Margarida Ferreira - Contact email: ana.margarida.ferreira@universidadeeuropeia.pt - Address: IADE, Avenida D. Carlos I, n.º 4, 1200-649 Lisbon, Portugal - Phone: +351 21 393 9600 <https://www.iade.europeia.pt/en>

## HUB NICOSIA

Local contact person: Dr Stefania Savva - Contact email: stephania.hubnicosia@gmail.com - Address: Tagmatarchi Dimitri Poulou 33, Nicosia 1101, Cyprus - Phone: +357 22 252315, +357 99341214 <https://www.hubnicosia.org/>

## Art + Design: elearning lab

Local contact person: Dr Nicos Souleles - Contact email: nicos.souleles@cut.ac.cy - Address: Cyprus University of Technology, 30 Arch. Kyprianos Str., 3036, Limassol, Cyprus - Phone: +375 2500 2101 <http://www.elearningartdesign.org/>

## European Creative Hubs Network

Local contact person: Chryssa Vlachopoulou - Contact email: chryssa@creativehubs.net - Address: European Creative Hubs Network, 84, Pireos st. 10435, Athens, Greece - Phone: +30 210 3425 335 - <https://creativehubs.net/>

## Matera Hub

Local contact person: Germana Girelli - Contact email: info@materahub.com - Address: via Luigi Einaudi 73/b, 75100, Matera Italy - Phone: +39 0835 389438 <https://www.materahub.com/en/>

## FIPL

Local contact person: Sarah Keegan - Contact email: sarah@fipl.ie - Address: Unit A, Virginia Shopping Centre, Virginia, County Cavan, A82CX44, Ireland - Phone: +353 8736 53670 - <https://fipl.eu/>

## JUGEND- & KULTURPROJEKT E.V.

Local contact person: Stefan Kiehne - Contact email: info@jkpev.de - Address: Hechtstraße 17, 01097 Dresden, Germany - Phone: +49 351 810 4766 <https://www.jkpev.de/en/>

# Contents

|   |    |
|---|----|
| <b>Preface</b>                                    | 1  |
| <b>Introduction</b> - How to use the toolkit      | 2  |
| <b>Pedagogical Framework</b> - Based on EntreComp | 4  |
| <b>Museums</b>                                    | 5  |
| Learning resource A: Sense and empathise          | 6  |
| Learning resource B: Map and network              | 8  |
| Learning resource C: Ideate and prototype         | 10 |
| Learning resource D: Iterate and develop          | 12 |
| Learning resource E: Implement and evaluate       | 14 |
| Learning resource F: Grow and learn               | 16 |
| <b>Design</b>                                     | 19 |
| Learning resource A: Sense and empathise          | 20 |
| Learning resource B: Map and network              | 22 |
| Learning resource C: Ideate and prototype         | 24 |
| Learning resource D: Iterate and develop          | 26 |
| Learning resource E: Implement and evaluate       | 28 |
| Learning resource F: Grow and learn               | 30 |
| <b>Arts &amp; Crafts</b>                          | 33 |
| Learning resource A: Sense and empathise          | 34 |
| Learning resource B: Map and network              | 36 |
| Learning resource C: Ideate and prototype         | 38 |
| Learning resource D: Iterate and develop          | 40 |
| Learning resource E: Implement and evaluate       | 42 |
| Learning resource F: Grow and learn               | 44 |
| <b>Summary of online resources</b>                | 46 |

How to reference this publication [APA 7]:

Souleles, N., Samdanis, M., Savva, S., Ferreira, A.M., & Laghos, A. (2020). Cultural entrepreneurship for women from marginalised backgrounds: Toolkit for adult educators. CREATION. <http://creationproject.eu/>

# 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 the toolkit

This toolkit provides a collection of embedded-learning and design-based learning activities and resources. It is based on a pedagogical framework informed by the European Entrepreneurship Competence Framework (EntreComp) for entrepreneurship education and developed specifically by the Creation team (Page 4). The intention is for educators and migrant workers to use this toolkit to teach basic cultural entrepreneurial skills and competences to marginalised adult women.

The toolkit is divided into three thematic units: Museums, Design and Arts & Crafts. Each unit is independent from the others and entails the completion of a total of six stages to achieve all the learning outcomes. As indicated on Page 4, each stage builds on the previous one to progress (clockwise) around the circle. Think of it as scaffolding knowledge, as progressively building more learning to eventually complete the circle.

Each stage is accompanied by a set of activities and a list of resources to successfully complete it. Internet access and a computer are a prerequisite to complete all the stages in all three thematic units. It is estimated that it will take maximum 24-30 days to complete each thematic unit.

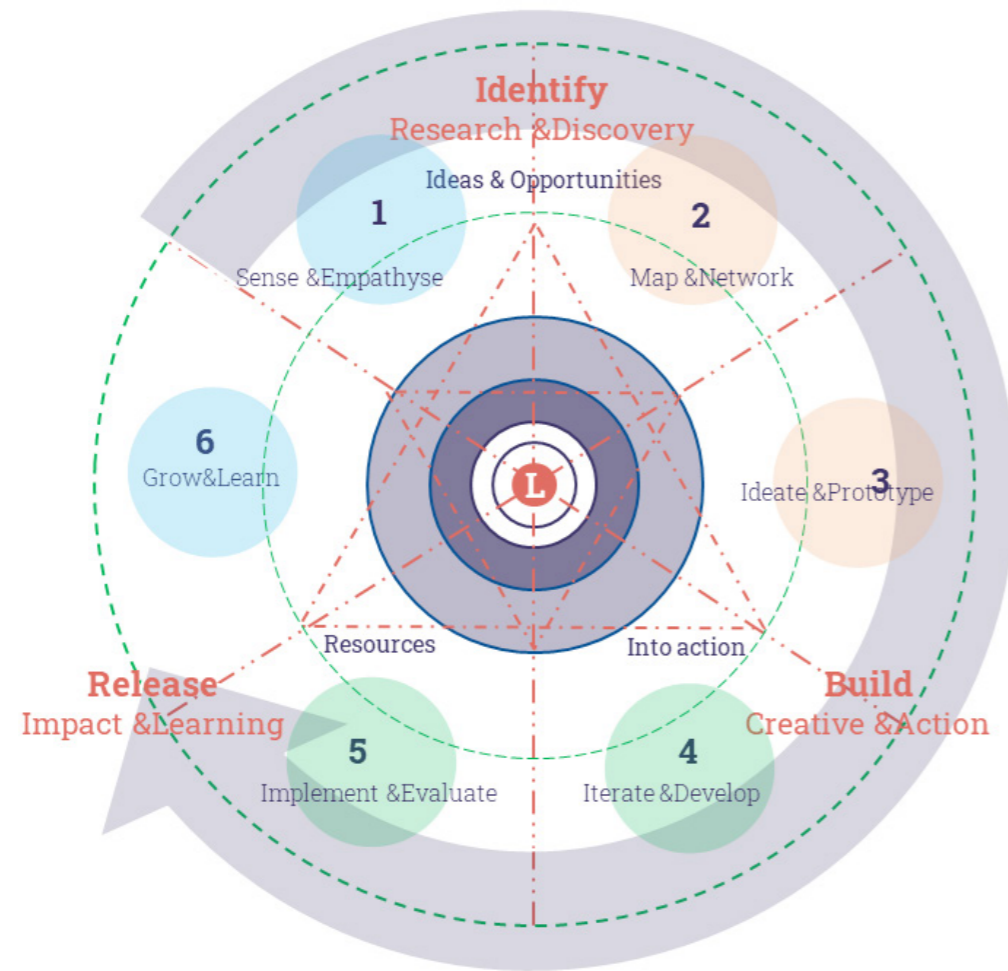
Lastly, as a trainer you need to remain aware that fostering the essential generic skills in entrepreneurship is only one aspect of the learning process. Your target group of learners faces structural, contextual and educational challenges that are unique to them and will operate in a predominantly male-dominated sector. For example, ethnic minority entrepreneurs are confronted – amongst others – with racism, unawareness of available sources of finance, low adoption of Information and Communication Technologies as well as dealing with language and cultural differences.

*"Build your business success around something that you love – something that is inherently and endlessly interesting to you."*

Martha Stewart, businesswoman, writer, and television personality

# 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

# Museums





## Learning resource A: Sense and empathise

Competencies and goals:

- Spotting opportunities
- Ethical and sustainable thinking



### Learning outcomes (LO) 1–4

1. On completion of this task, it is expected that the learner will identify and define innovative entrepreneurial opportunities in the context of museums in the European market.

2. On completion of this task, it is expected that the learner will use empathy to detect entrepreneurial ideas and opportunities in the context of museums.

3. On completion of this task, it is expected that the learner will recognise the affordances and marketing potential of various social media and online platforms in the context of museums.

4. On completion of this task, it is expected that the learner will consider and critically reflect on the ethical and sustainability aspects of entrepreneurial practices, ideas and opportunities in the context of museums.

**Estimated maximum time to complete the activities:**  
Two and a half days.



### Activities

1. Identify and record in writing 4–6 existing innovative entrepreneurial opportunities in relation to museums in the European market (200–300 words in total). (LO1)

*[Estimated completion time for this activity: 1–2 days.]*

2. Briefly summarise the characteristics and qualities that make each existing entrepreneurial opportunity worthwhile for yourself and others. Explain each of your 4–6 choices, summarising in 50–100 words. Include a brief elaboration on the ethical and sustainability aspects of your choices. (LO1, LO2, LO4)

*[Estimated completion time for this activity: 2 hours.]*

3. Identify and record in writing 4–6 examples of how museums use different social media (Facebook page, Facebook group, Twitter, LinkedIn, Instagram, YouTube) to promote their activities. Share your findings and discuss them with your peers and/or instructor. (LO3)

*[Estimated completion time for this activity: 1–2 hours.]*

### Learning support material

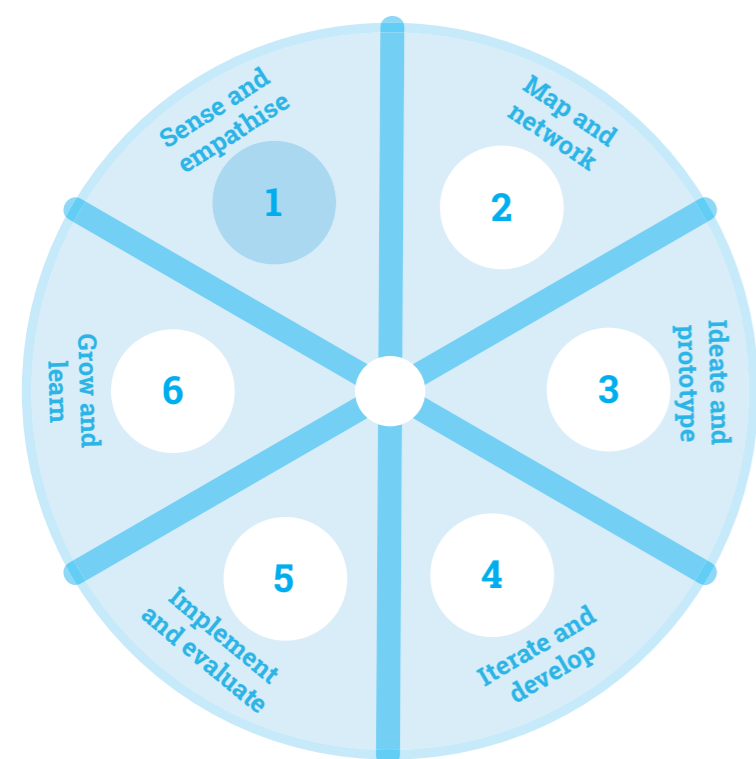
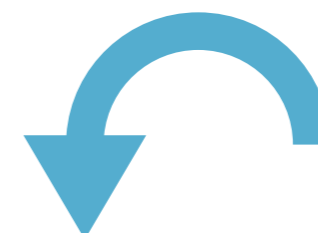
a) Access online the document EntreComp: The Entrepreneurship Competence Framework at: <https://bit.ly/3cmfvza> [2016]

Next, scroll down to page 23 of this document, and read the columns titled 'Level 1' and 'Level 2', which describe the reasons for this activity.

b) Are there any museums near you – in your region or city/town? Can you explore them as a resource for this activity? Do they have a social media presence?

c) Explore the available museums at the European Museums Network: <http://museums.eu>

d) Can you identify on Facebook, Twitter, LinkedIn, Instagram and YouTube museums with an online social presence? What characteristics and qualities do you identify from these museums? For example, how is Tate Modern using social media: <https://www.tate.org.uk>





## Learning resource B: Map and network

Competencies and goals:

- Creativity
- Vision
- Evaluating ideas



### Learning outcomes (LO) 5–9

5. On completion of this task, it is expected that the learner will combine ideas and knowledge to create a novel and appropriate entrepreneurial idea.

6. On completion of this task, it is expected that the learner will apply strategic, divergent and convergent thinking to create novel entrepreneurial ideas for museums.

7. On completion of this task, it is expected that the learner will recognise and appraise entrepreneurial ideas about museums in the European market.

8. On completion of this task, it is expected that the learner will visualise and articulate a scenario to guide efforts and actions.

9. On completion of this task, it is expected that the learner will identify specific resources and contacts relevant to the entrepreneurial idea.

**Estimated maximum time to complete the activities:**  
Two and a half days.



### Activities

Develop an initial broad entrepreneurial idea, based on the following activities:

1. Develop a description of 2–3 different entrepreneurial ideas (200 words maximum for each idea). These ideas are expected to be novel and appropriate. Consider novelty: what can you offer that is unique? (LO5, LO6)

*[Estimated completion time for this activity: 1–2 days.]*

2. Compare and consider these ideas and select one that provides for an as yet unexplored opportunity for the European market. Think strategically: why is your idea appropriate and viable? (LO6, LO7)

*[Estimated completion time for this activity: 1–2 hours.]*

3. Expand on this idea by articulating the stages that will guide your actions towards its completion. Include the potential resources and networks required. Envision the future of this idea: what makes it sustainable? (500 words) (LO8, LO9)

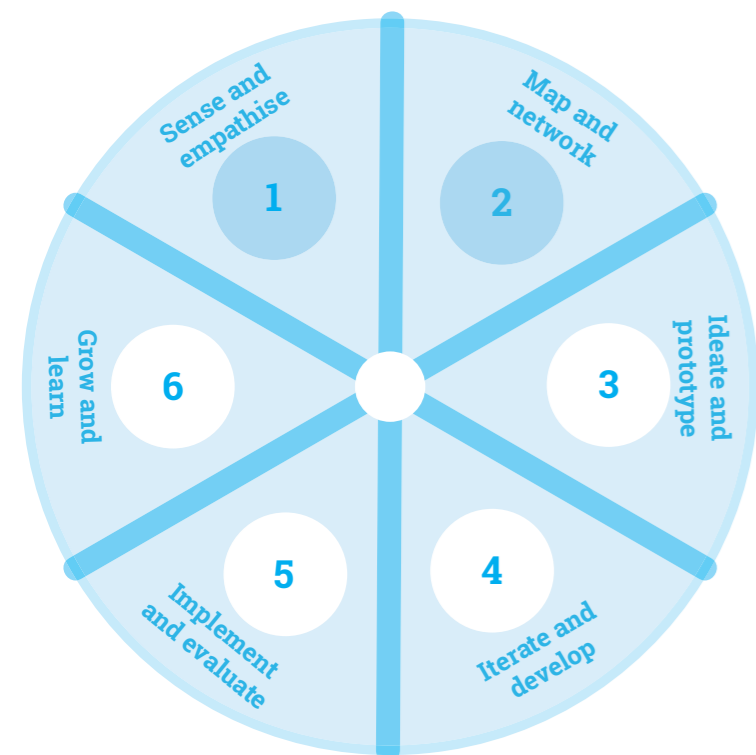
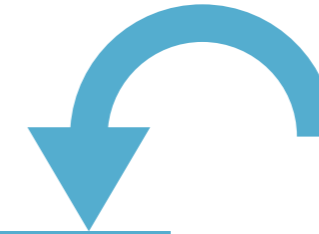
*[Estimated completion time for this activity: 1–2 days.]*

### Learning support material

a) Prior to completing the activities of this section, download and read the first three chapters of the document titled 'Developing and evolving in museums, innovation workbook' at: <https://bit.ly/3t9zjLX>

b) Examples of innovative museums: <https://bit.ly/3t8HqZp>

c) Museums and sustainability: <https://bit.ly/3tdaezK>





## Learning resource C: Ideate and prototype

Competencies and goals:

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



### Learning outcomes (LO) 10–12

10. On completion of this task, it is expected that the learner will develop a marketing plan for entrepreneurial ideas relating to museums.

11. On completion of this task, it is expected that the learner will engage cooperatively with others to ideate and prototype related activities.

12. On completion of this task, it is expected that the learner will, within the value-creating process, include planned ways of testing ideas and prototypes from the early stages, to estimate uncertainty and reduce risks.

**Estimated maximum time to complete the activities:**  
Five days.



### Activities

Drawing from the previous activities, now develop a specific entrepreneurial idea, based on the following:

1. Identify and describe in 200–400 words two opportunities and two challenges relevant to the external environment in which your entrepreneurial idea will take place. (LO10)

*[Estimated completion time for this activity: 1 day.]*

2. Use your network and online tools to compare your entrepreneurial idea to similar existing ones. Who is your target audience? In what way are you offering them something unique? What visuals (branding, logos, etc.) do you consider appropriate for this idea? In 200–400 words, articulate your idea considering these two points. (LO10, LO11)

*[Estimated completion time for this activity: 1–2 days.]*

3. Next, seek and record feedback (images, interviews, audio, social media, text, etc) for this idea from your network and target audience. How did they perceive your entrepreneurial idea? How can you further refine this idea to reduce risks and uncertainty? Record this in no less than 150 words. (LO11, LO12)

*[Estimated completion time for this activity: 1–2 days.]*

### Learning support material

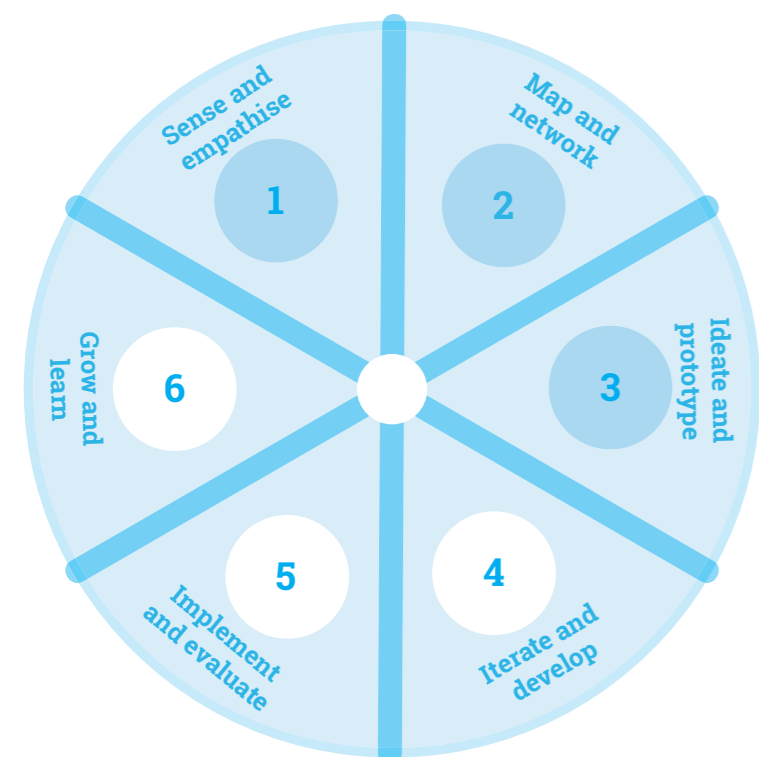
a) Access online the document 'EntreComp: The Entrepreneurship Competence Framework' at: <https://bit.ly/39upCAa> [2016]

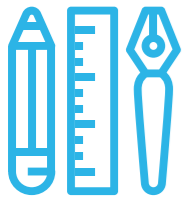
Next, scroll down to page 23 of this document, and read the columns titled 'Level 3' and 'Level 4'. These two columns describe the reasons for this section's activities.

b) Download the template for the 'Business Model Canvas' from: <https://bit.ly/2YzPRi5>

Page 1 explains each section of the template. Page 2 is the one the learner has to complete. In particular, after the learner completes activities 1–3 of this section, they are to complete the sections of this template: 'Customer Segments', 'Value Propositions' and 'Key Partners'.

For the section 'Value Proposition' the learner is advised to view the following: <https://youtu.be/VnBUOjxmn1g>





## Learning resource D: Iterate and develop

Competencies and goals:

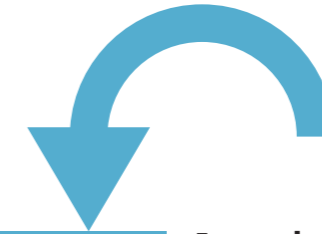
- Planning and management
- Working with others
- Learning through experience



### Learning outcomes (LO) 13–16

13. On completion of this task, it is expected that the learner will define priorities and develop an innovative business model and related implementation plan for the sector.
14. On completion of this task, it is expected that the learner will engage cooperatively with others to iterate and develop entrepreneurial outputs for museums in Europe.
15. On completion of this task, it is expected that the learner will use Information and Communication Technologies to engage with various stakeholders (existing network, target audience, other interested parties) and promote outputs.
16. On completion of this task, it is expected that the learner will critically reflect on their outcomes and revise their practices.

**Estimated maximum time to complete the activities:**  
Four and a half days.



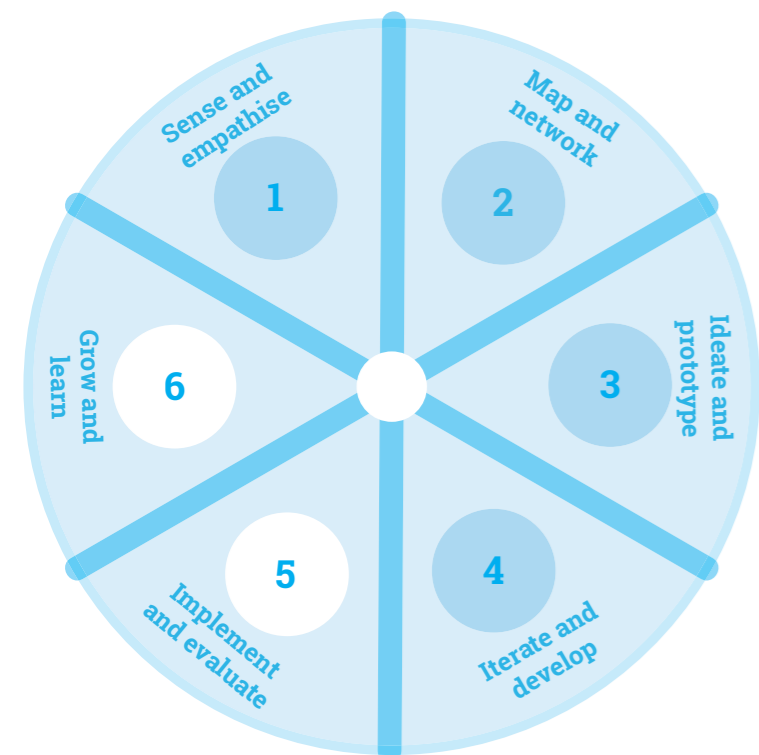
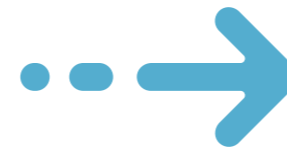
### Activities

Continuing on from the previous activities:

1. Collaborate with your network and appropriate others to itemise and estimate the various costs and revenue sources associated with your entrepreneurial idea. Present these in a table. (LO13, LO14)  
**[Estimated completion time for this activity: 1–2 days.]**
2. Collaborate with your stakeholders (face-to-face and/or through Information and Communication Technologies) to seek feedback and further refine and develop your business plan as recorded so far. (LO15, LO16, LO18, LO19)  
**[Estimated completion time for this activity: 1–2 days.]**
3. In 100–200 words, describe how and why your initial business plan has been modified. (LO16)  
**[Estimated completion time for this activity: 1–2 hours.]**
4. Start at least one social media account to create an online presence for your entrepreneurial idea (facebook, Twitter, LinkedIn, Instagram, etc.). Develop content for this account considering your 'Customer Segments' and 'Value Propositions' as developed in c) Ideate and prototype.  
**[Estimated completion time for this activity: 2–3 hours.]**

### Learning support material

- a) After the completion of activities 1–4, return to the 'Business Model Canvas' and complete the sections 'Key Activities', 'Key Resources', 'Customer Relationships' and 'Channels'.
- b) Also complete the sections 'Cost Structure' and 'Revenue Streams' of the template.
- c) For activity 4, explore how museums are using social media to engage the public:  
<https://bit.ly/39wXyw1>  
<https://bit.ly/36qu1lP>







## Learning resource E: Implement and evaluate

Competencies and goals:

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



### Learning outcomes (LO) 17–20

17. On completion of this task, it is expected that the learner will identify various funding opportunities and will select one or two viable ones based on economic evidence and weigh the costs against benefits.

18. On completion of this task, it is expected that the learner will efficiently organise and manage diverse and available resources, including Information and Communication Technologies.

19. On completion of this task, it is expected that the learner will demonstrate effective communication, negotiation and leadership.

20. On completion of this task, it is expected that the learner will demonstrate resilience under uncertainty, ambiguity and pressure.

**Estimated maximum time to complete the activities:**  
Four and a half days.



### Activities

1. Investigate and identify at least two potential sources of financial support. How can you finance your concept? How can you convince others to invest in your concept? (Crowdfunding, personal savings, bank loan, other funding). Briefly describe in 100–200 words your financial and/or funding plans. (LO17, LO18, LO19, LO22)

**[Estimated completion time for this activity: 1–2 days.]**

2. Communicate with an entrepreneur in the cultural industries to seek feedback and evaluation of your business plan. This person could become your mentor. (LO17, LO19)

**[Estimated completion time for this activity: 1–2 days.]**

3. In 200–300 words, identify and list briefly up to two challenges you were confronted with so far in developing your business plan and how you resolved these challenges. (LO19, LO20)

**[Estimated completion time for this activity: 1–2 hours.]**

### Learning support material

a) Resources for financial support are likely to be country-specific. There are also European-wide opportunities for financing small and medium enterprises (SMEs). The learner is encouraged to search for both. The following two links provide information about options and opportunities in the EU:

<https://bit.ly/2MB9510>

<https://bit.ly/3iYV2BT>

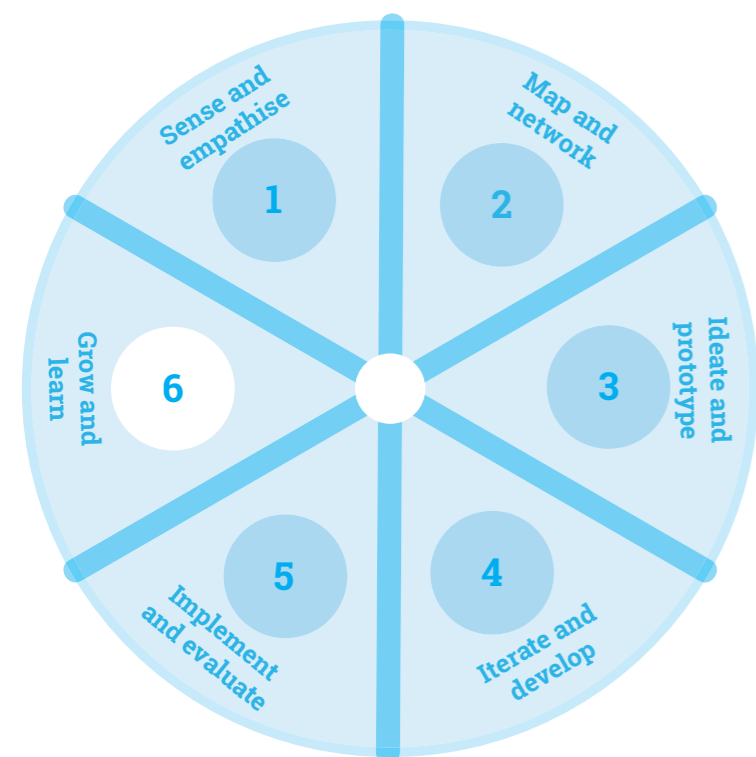
b) The basics of crowdfunding:  
<https://bit.ly/2YwcHHs>

c) Discover the artists and organisations using Kickstarter to realize ambitious projects in visual art and performance:

<https://bit.ly/3oxSX0H>

d) The Essential Guide to Crowdfunding by Indiegogo:

<https://bit.ly/3afv8Wo>





## Learning resource F: Grow and learn

Competencies and goals:

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



### Learning outcomes (LO) 21–24

21. On completion of this task, it is expected that the learner will compile all acquired knowledge through the sequence of previously completed activities to embark on the task of becoming an autonomous entrepreneur.

22. On completion of this task, it is expected that the learner will articulate and evaluate the social, cultural and economic impact of his/her entrepreneurial activities.

23. On completion of this task, it is expected that the learner will identify and appraise personal strengths and weaknesses, including communication, negotiation and leadership skills that inform professional practice.

24. On completion of this task, it is expected that the learner will identify and evaluate future options and opportunities to grow and expand.

**Estimated maximum time to complete the activities:**  
Three and a half days.



### Activities

1. Compile all that you have developed so far into one document – the complete business plan. Include the following: Executive Summary, Company Description, Products and Services Description, Marketing Plan, Operational Plan and Financial Plan. (LO21)

*[Estimated completion time for this activity: 1–2 days.]*

2. Determine how you will measure the social, cultural and economic impact of your enterprise. What key performance indicators will you use for the future evaluation of your enterprise? List and justify these indicators (100–200 words in total). (LO22)

*[Estimated completion time for this activity: 1–2 hours.]*

3. Reflect on your strengths and weaknesses, and appraise your personal strengths and weaknesses, including communication, negotiation and leadership skills. What steps will you take to address areas for improvement? Discuss these points with your mentor and/or instructor. (LO23, LO24)

*[Estimated completion time for this activity: 1 day.]*

### Learning support material

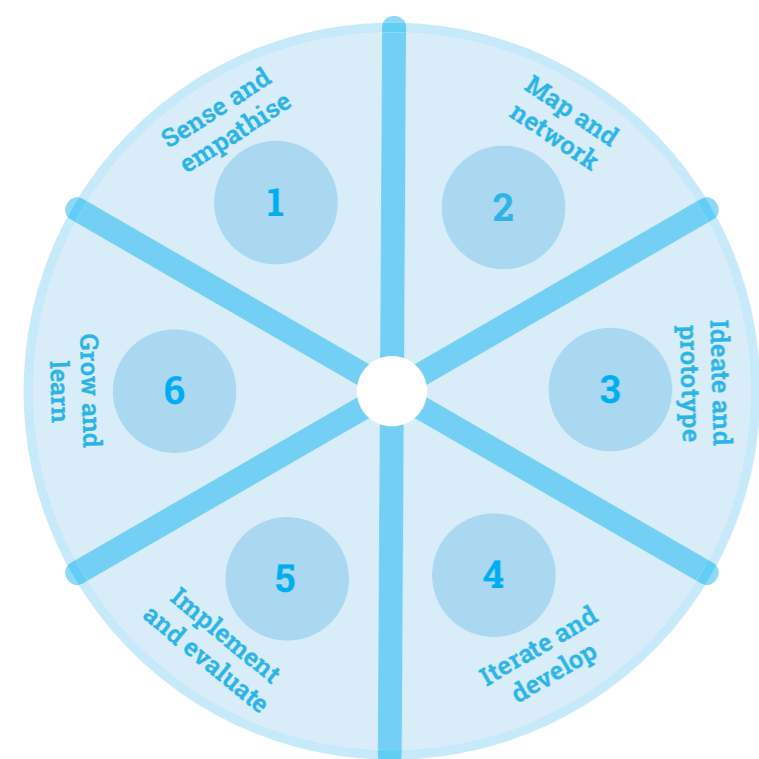
a) Sample business plan template. This provides information on how to structure the final business plan: <https://bit.ly/3cpRUxx>

b) Information on how to start a business in Europe: <https://bit.ly/2MgZJuN>

c) Examples of Key Performance Indicators (KPIs) for arts, entertainment and recreation: <https://bit.ly/3cC9b6X>

d) WEGATE is a European Gateway for Women's Entrepreneurship. It includes various resources, such as mentorship, guidance and success stories: <https://wegate.eu/>

e) Check if there is an Impact Hub in your country and what services they can offer to assist with setting up a business, networking and expanding: <https://impacthub.net/>



“Passion, creativity, and resilience are the most crucial skills in business. If you’ve got those, you’re ready to embark on the journey...”

— Jo Malone  
Founder of Jo Malone

Design





## Learning resource A: Sense and empathise

Competencies and goals:

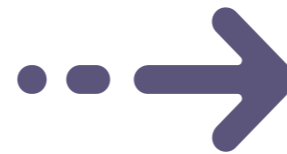
- Spotting opportunities
- Ethical and sustainable thinking



### Learning outcomes (LO) 1–4

1. On completion of this task, it is expected that the learner will identify and define innovative entrepreneurial opportunities in the context of design in the European market.
2. On completion of this task, it is expected that the learner will use empathy to detect entrepreneurial ideas and opportunities in the design context.
3. On completion of this task, it is expected that the learner will recognise the affordances and marketing potential of various social media and online platforms in the design context.
4. On completion of this task, it is expected that the learner will consider and critically reflect on the ethical and sustainability aspects of entrepreneurial practices, ideas and opportunities in the design context.

**Estimated maximum time to complete the activities:**  
Two and a half days.



### Activities

1. Identify and record in writing 4–6 existing innovative entrepreneurial opportunities in relation to museums in the European market (200–300 words in total). (LO1)  
**[Estimated completion time for this activity: 1–2 days.]**
2. Briefly summarise the characteristics and qualities that make each existing entrepreneurial opportunity worthwhile for yourself and others. Explain your 4–6 choices, summarising each one in 50–100 words. Briefly elaborate on the ethical and sustainability aspects of your choices. (LO1, LO2, LO4)  
**[Estimated completion time for this activity: 2 hours.]**
3. Identify and record in writing 4–6 examples of how designers use different social media (Facebook page, Facebook group, Twitter, LinkedIn, Instagram, YouTube) to promote their activities. Share your findings and discuss them with your peers and/or instructor. (LO3)  
**[Estimated completion time for this activity: 1–2 hours.]**

### Learning support material

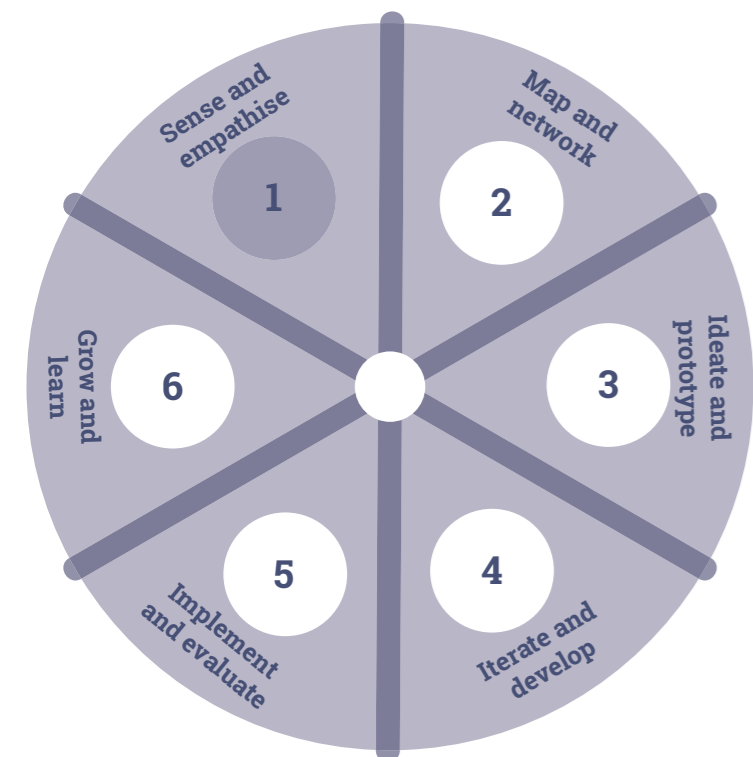
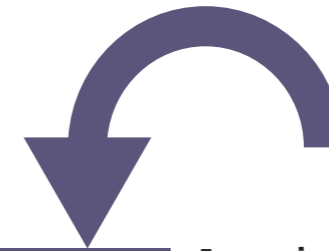
a) Access online the document 'EntreComp: The Entrepreneurship Competence Framework' at: <https://bit.ly/3pAy2LP> [2016]

Next, scroll down to page 23 of this document, and read the columns titled 'Level 1' and 'Level 2'. These two columns describe the reasons for this activity.

b) Are there any design outlets (various products or design-related services, etc.) near you – in your region or city/town? Can you explore them as an inspiration or resource for this activity? Do they have a social media presence?

c) Explore what others are designing: <https://europeandesign.org/>  
<https://www.designweek.co.uk/>

d) Can you identify on Facebook, Twitter, LinkedIn, Instagram and YouTube design outlets with an online social presence? What characteristics and qualities do you identify from these design outlets? For example, how is AISPI using social media: <https://aispi.co/about/>

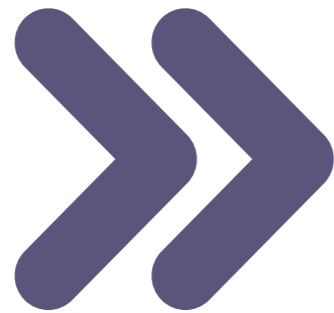




## Learning resource B: Map and network

Competencies and goals:

- Creativity
- Vision
- Evaluating ideas



### Learning outcomes (LO) 5–9

5. On completion of this task, it is expected that the learner will combine ideas and knowledge to create a novel and appropriate entrepreneurial idea.

6. On completion of this task, it is expected that the learner will apply strategic, divergent and convergent thinking to create novel entrepreneurial ideas in the context of design.

7. On completion of this task, it is expected that the learner will recognise and appraise entrepreneurial ideas about design in the European market.

8. On completion of this task, it is expected that the learner will visualise and articulate a scenario to guide efforts and actions.

9. On completion of this task, it is expected that the learner will identify specific resources and contacts relevant to the entrepreneurial idea.

**Estimated maximum time to complete the activities:**  
Two and a half days.



### Activities

Develop an initial broad entrepreneurial idea, based on the following activities:

1. Develop a description of 2–3 different entrepreneurial ideas (200 words maximum for each idea). These ideas are expected to be novel and appropriate. Consider novelty: what can you offer that is unique? (LO5, LO6)

**[Estimated completion time for this activity: 1–2 days.]**

2. Compare and consider these ideas and select one that provides for an as yet unexplored opportunity for the European market. Think strategically: why is your idea appropriate and viable? (LO6, LO7)

**[Estimated completion time for this activity: 1–2 hours.]**

3. Expand on this idea by articulating the stages that will guide your actions towards its completion. Include the potential resources and networks required. Envision the future of this idea: what makes it sustainable? (500 words) (LO8, LO9)

**[Estimated completion time for this activity: 1–2 days.]**

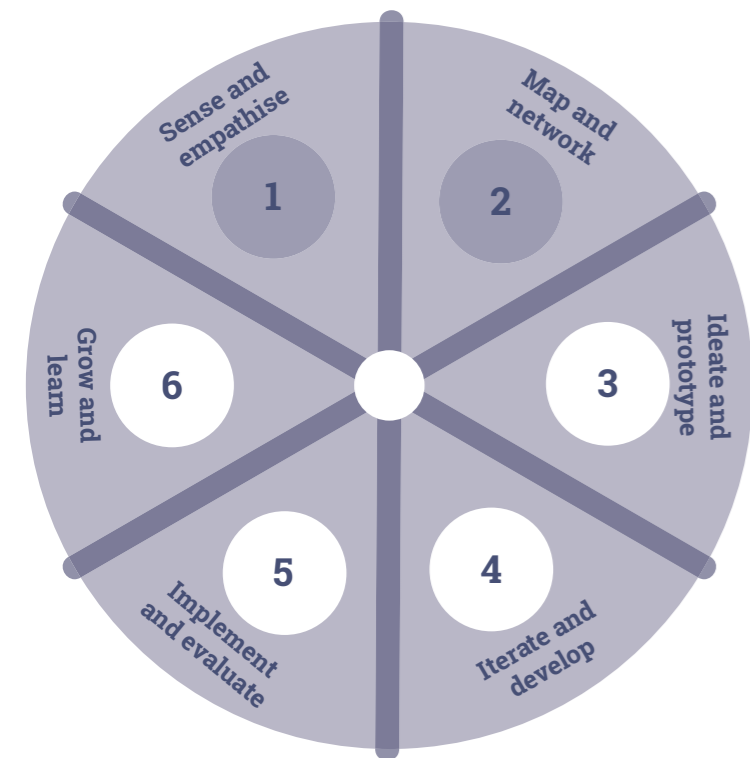
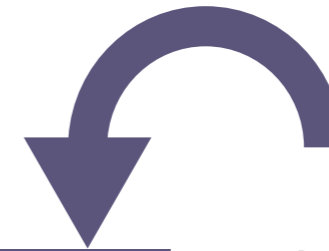
### Learning support material

a) Leading women in design:  
<https://bit.ly/3pyN4BT>

b) Award winning product designs:  
<https://bit.ly/3r9RpvN>

c) A useful resource to consider sustainability issues:  
<https://bit.ly/3cq1hyK>

d) Inspirational design concepts:  
<https://bit.ly/3ovzJji>

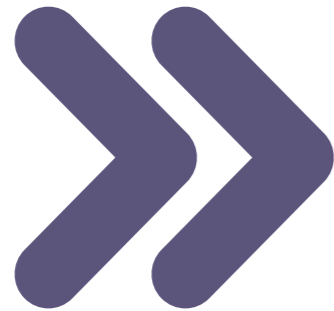




## Learning resource C: Ideate and prototype

Competencies and goals:

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



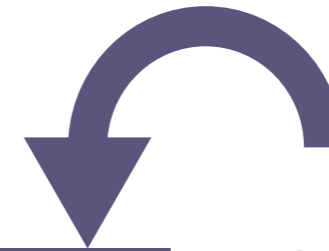
### Learning outcomes (LO) 10–12

10. On completion of this task, it is expected that the learner will develop a marketing plan for entrepreneurial ideas relating to design.

11. On completion of this task, it is expected that the learner will engage cooperatively with others to ideate and prototype design outcomes.

12. On completion of this task, it is expected that the learner will, within the value-creating process, include planned ways of testing ideas and prototypes from the early stages, to estimate uncertainty and reduce risks.

**Estimated maximum time to complete the activities:**  
Five days.



### Activities

Drawing from the previous activities, now develop a specific entrepreneurial idea, based on the following:

1. Identify and describe in 200–400 words, two opportunities and two challenges relevant to the external environment in which your entrepreneurial idea will take place. (LO10)

**[Estimated completion time for this activity: 1 day.]**

2. Use your network and online tools to compare your entrepreneurial idea to similar existing ones. Who is your target audience? In what way are you offering them something unique? What visuals (branding, logos, etc) do you consider appropriate for this idea? In 200–400 words, articulate your idea considering these two points. (LO10, LO11)

**[Estimated completion time for this activity: 1–2 days.]**

3. Next, seek and record feedback (images, interviews, audio, social media, text, etc.) for this idea from your network and target audience. How did they perceive your entrepreneurial idea? How can you further refine this idea to reduce risks and uncertainty? Record this in no less than 150 words. (LO11, LO12)

**[Estimated completion time for this activity: 1–2 days.]**

### Learning support material

a) Access online the document 'EntreComp: The Entrepreneurship Competence Framework' at: <https://bit.ly/3oz3WXV> [2016]

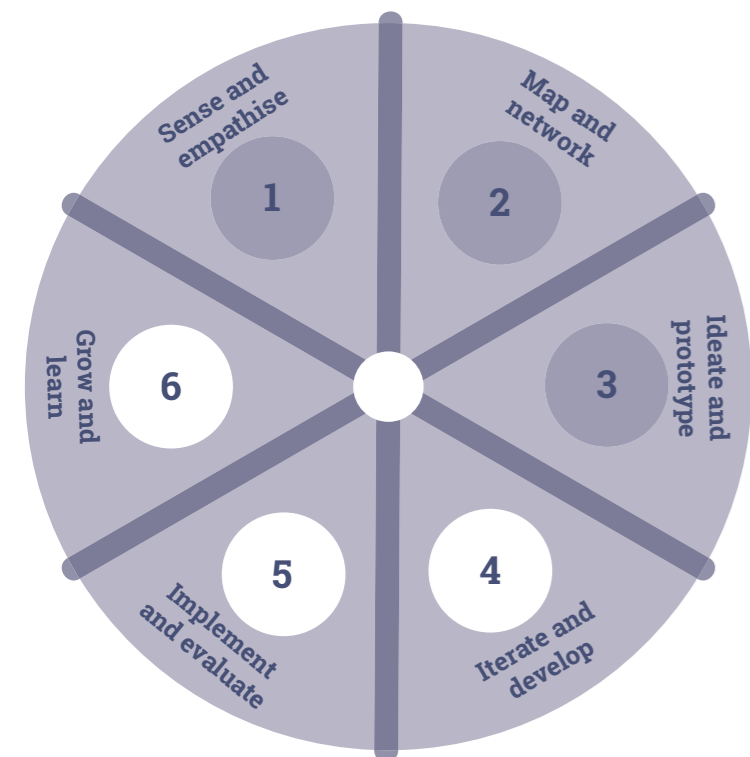
Next, scroll down to page 23 of this document, and read the columns titled 'Level 3' and 'Level 4'. These two columns describe the reasons for this section's activities.

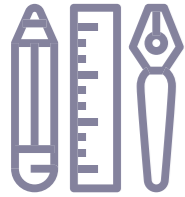
b) Download the template for 'Business Model Canvas' from: <https://bit.ly/2Yu8Cnq>

Page 1 explains each section of the template. Page 2 is the one the learner has to complete. In particular, after the learner completes activities 1–3 of this section, they are to complete the sections of this template: 'Customer Segments', 'Value Propositions' and 'Key Partners'.

For the section 'Value Proposition', the learner is advised to view the following:

<https://youtu.be/VnBUOjxmn1g>





## Learning resource D: Iterate and develop

Competencies and goals:

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



### Learning outcomes (LO) 13–16

13. On completion of this task, it is expected that the learner will define priorities and develop an innovative business model and related implementation plan for the sector.

14. On completion of this task, it is expected that the learner will engage cooperatively with others to iterate and develop entrepreneurial outputs for museums in Europe.

15. On completion of this task, it is expected that the learner will use Information and Communication Technologies to engage with various stakeholders (existing network, target audience and other interested parties) and promote outputs.

16. On completion of this task, it is expected that the learner will critically reflect on their outcomes and revise their practices.

**Estimated maximum time to complete the activities:**  
Four and a half days.



### Activities

Continuing on from the previous activities:

1. Collaborate with your network and appropriate others to Itemise and estimate the various costs and revenue sources associated with your entrepreneurial idea. Present these in a table. (LO13, LO14)

**[Estimated completion time for this activity: 1–2 days.]**

2. Collaborate with your stakeholders (face-to-face and/or through Information and Communication Technologies) to seek feedback and further refine and develop your business plan as recorded so far. (LO15, LO16, LO18, LO19)

**[Estimated completion time for this activity: 1–2 days.]**

3. In 100–200 words, describe how and why your initial business plan has been modified. (LO16)

**[Estimated completion time for this activity: 1–2 hours.]**

4. Start at least one social media account to create an online presence for your entrepreneurial idea (facebook, Twitter, LinkedIn, Instagram, etc.). Develop content for this account considering your 'Customer Segments' and 'Value Propositions' as developed in c) Ideate and prototype.

**[Estimated completion time for this activity: 2–3 hours.]**

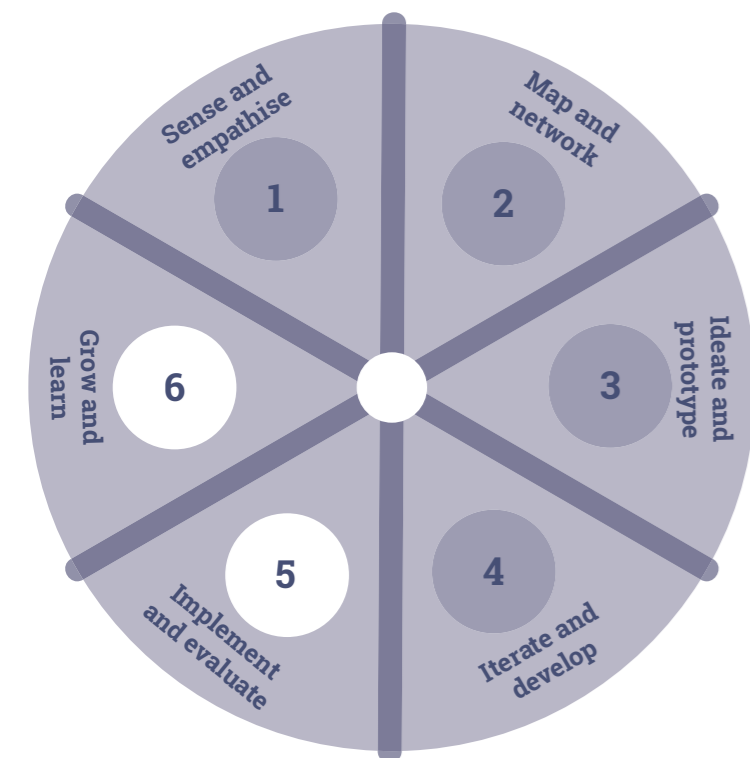
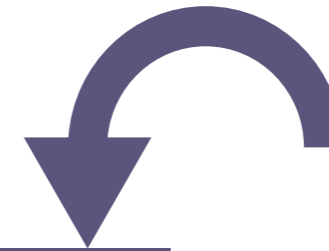
### Learning support material

a) After the completion of activities 1–4, return to the 'Business Model Canvas', and complete the sections 'Key Activities', 'Key Resources', 'Customer Relationships' and 'Channels'.

b) Also complete the sections 'Cost Structure' and 'Revenue Streams' of the template.

c) For activity 4, read how designers are using social media:  
<https://bit.ly/32CwZl8>

d) For example, how is AISPI using social media (Instagram, Facebook):  
<https://aispi.co/about/>

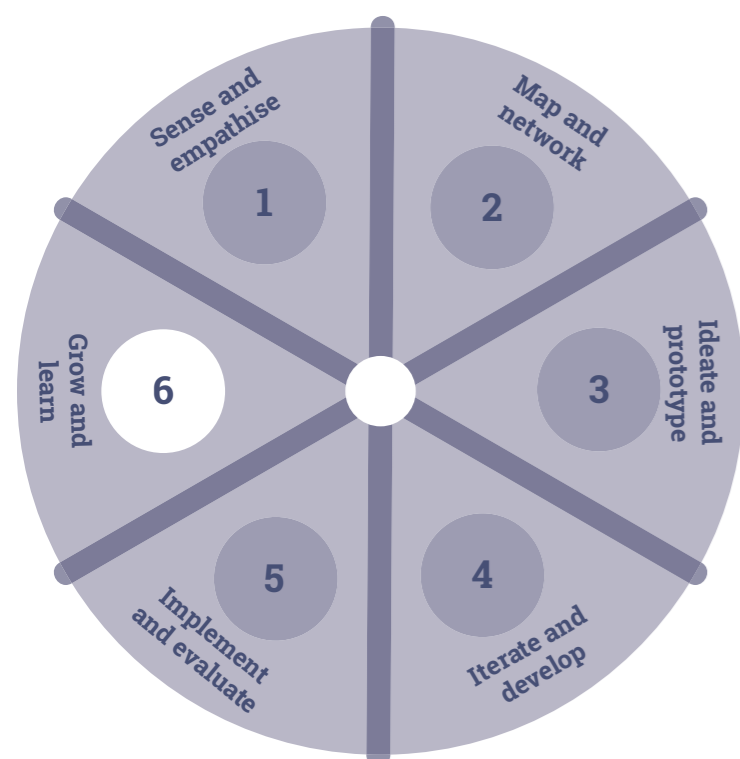




## Learning resource E: Implement and evaluate

Competencies and goals:

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



### Learning outcomes (LO) 17–20

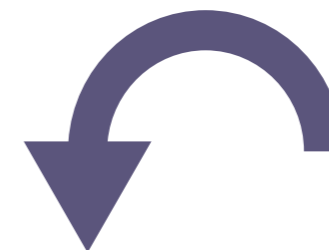
17. On completion of this task, it is expected that the learner will identify various funding opportunities, select one or two viable ones based on economic evidence and weigh the costs against the benefits.

18. On completion of this task, it is expected that the learner will efficiently organise and manage diverse and available resources, including Information and Communication Technologies.

19. On completion of this task, it is expected that the learner will demonstrate effective communication, negotiation and leadership.

20. On completion of this task, it is expected that the learner will demonstrate resilience under uncertainty, ambiguity and pressure.

**Estimated maximum time to complete the activities:**  
Four and a half days.



### Activities

1. Investigate and identify at least two potential sources of financial support. How can you finance your concept? How can you convince others to invest in your concept? (Crowdfunding, personal savings, bank loan or other funding). Briefly describe in 100–200 words your financial and/or funding plans. (LO17, LO18, LO19, LO22)

**[Estimated completion time for this activity: 1–2 days.]**

2. Communicate with an entrepreneur in the cultural industries to seek feedback and evaluation of your business plan. This person could become your mentor. (LO17, LO19)

**[Estimated completion time for this activity: 1–2 days.]**

3. In 200–300 words, identify and list briefly up to two challenges you were confronted with so far in developing your business plan and how you resolved these challenges. (LO19, LO20)

**[Estimated completion time for this activity: 1–2 hours.]**

### Learning support material

a) Resources for financial support are likely to be country-specific. There are also European-wide opportunities for financing small and medium enterprises (SMEs). The learner is encouraged to search for both. The following two links provide information about options and opportunities in the EU:

<https://bit.ly/3iZTKq0>  
<https://bit.ly/2L1yrrB>

b) The basics of crowdfunding:  
<https://bit.ly/3owKNpv>

c) Discover the artists and organisations using Kickstarter to realise ambitious projects in visual art and performance:

<https://bit.ly/3alQCko>

d) The Essential Guide to Crowdfunding by Indiegogo:  
<https://bit.ly/3r6h08J>





## Learning resource F: Grow and learn

Competencies and goals:

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



### Learning outcomes (LO) 21–24

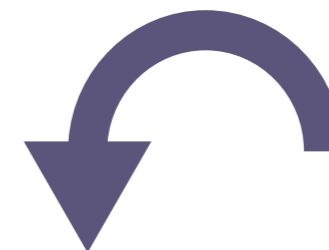
21. On completion of this task, it is expected that the learner will compile all acquired knowledge through the sequence of previously complete activities to embark on the task of becoming an autonomous entrepreneur.

22. On completion of this task, it is expected that the learner will articulate and evaluate the social, cultural and economic impact of her entrepreneurial activities.

23. On completion of this task, it is expected that the learner will identify and appraise personal strengths and weaknesses, including communication, negotiation and leadership skills that inform professional practice.

24. On completion of this task, it is expected that the learner will identify and evaluate future options and opportunities to grow and expand.

**Estimated maximum time to complete the activities:**  
Three and a half days.



### Activities

1. Compile all that you have developed so far into one document – the complete business plan. Include the following: Executive Summary, Company Description, Products and Services Description, Marketing Plan, Operational Plan and Financial Plan. (LO21)

**[Estimated completion time for this activity: 1–2 days.]**

2. Determine how you will measure the social, cultural and economic impact of your enterprise. What key performance indicators will you use for the future evaluation of your enterprise? List and justify these indicators (100–200 words in total). (LO22)

**[Estimated completion time for this activity: 1–2 hours.]**

3. Reflect on your strengths and weaknesses, and appraise your personal strengths and weaknesses, including communication, negotiation and leadership skills. What steps will you take to address areas for improvement? Discuss these points with your mentor and/or instructor. (LO23, LO24)

**[Estimated completion time for this activity: 1 day.]**

### Learning support material

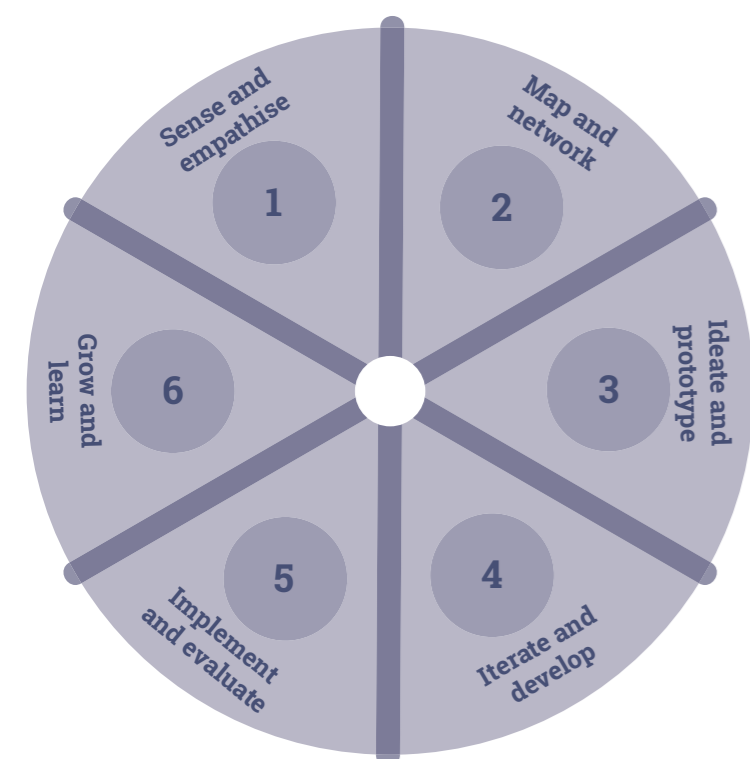
a) Sample business plan template. This provides information on how to structure the final business plan: <https://bit.ly/3r6lhcc>

b) Information on how to start a business in Europe: <https://bit.ly/3pBZKrB>

c) Examples of Key Performance Indicators (KPIs) for arts, entertainment and recreation: <https://bit.ly/3cqeeas>

d) WEGATE is a European Gateway for Women's Entrepreneurship. It includes various resources, such as mentorship, guidance and success stories: <https://wegate.eu/>

e) Check if there is an Impact Hub in your country and what services they can offer to assist with setting up a business, networking and expanding: <https://impacthub.net/>

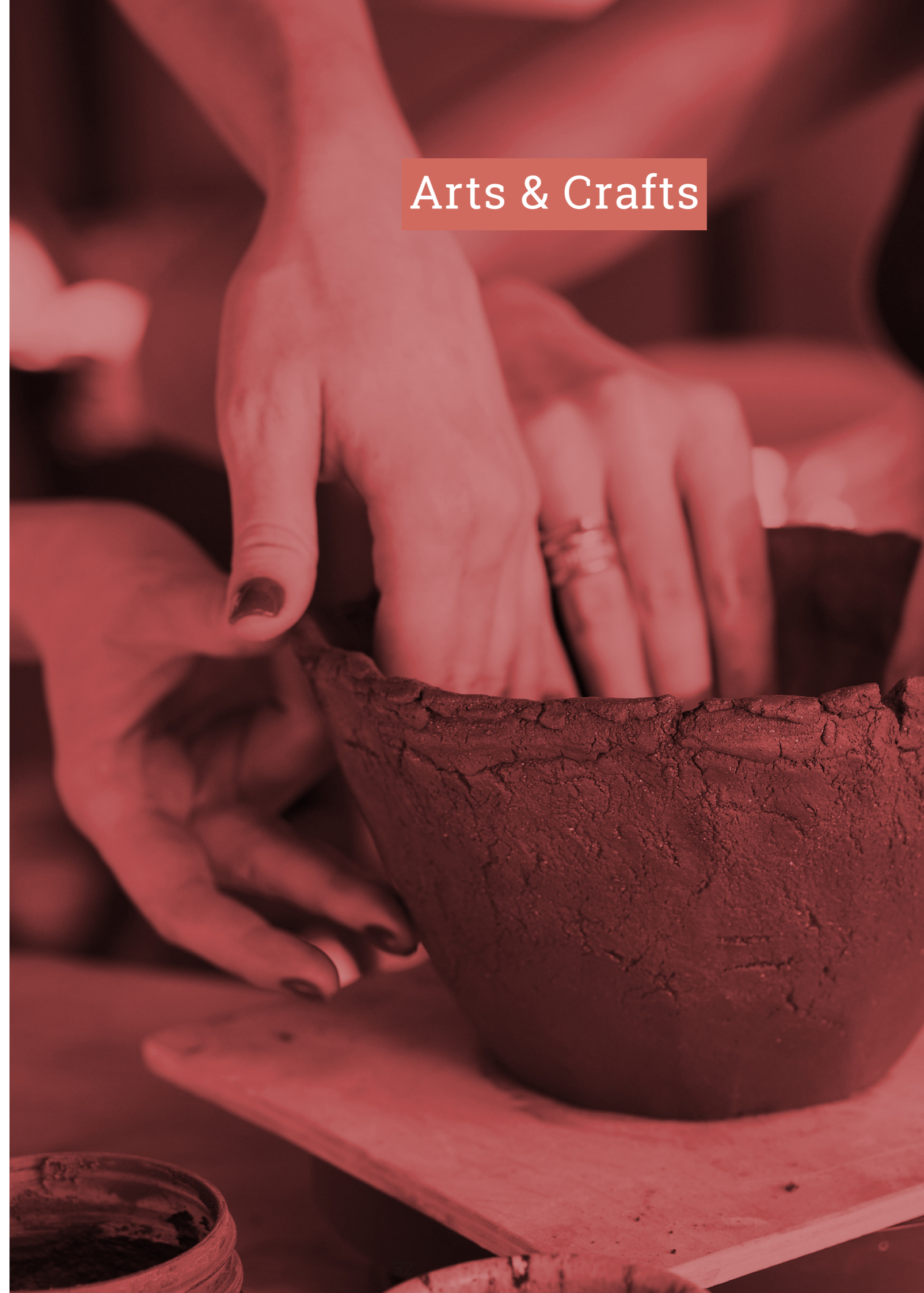


**“I want every little girl who’s been told she’s bossy to be told again she has leadership skills.”**

— Sheryl Sandberg

Chief Operating Officer at Facebook

Arts & Crafts





## Learning resource A: Sense and empathise

Competencies and goals:

- Spotting opportunities
- Ethical and sustainable thinking



### Learning outcomes (LO) 1–4

1. On completion of this task, it is expected that the learner will identify and define innovative entrepreneurial opportunities in the Arts & Crafts domain in the European market.

2. On completion of this task, it is expected that the learner will use empathy to detect entrepreneurial ideas and opportunities in the Arts & Crafts domain.

3. On completion of this task, it is expected that the learner will recognise the affordances and marketing potential of various social media and online platforms in the context of Arts & Crafts.

4. On completion of this task, it is expected that the learner will consider and critically reflect on the ethical and sustainability aspects of entrepreneurial practices, ideas and opportunities in the Arts & Crafts domain.

**Estimated maximum time to complete the activities:**  
Two and a half days.

### Activities

1. Identify and record in writing 4–6 existing innovative entrepreneurial opportunities in relation to museums in the European market (200–300 words in total). (LO1)  
**[Estimated completion time for this activity: 1–2 days.]**

2. Briefly summarise the characteristics and qualities that make each existing entrepreneurial opportunity worthwhile for yourself and others. Explain your 4–6 choices, summarising each one in 50–100 words. Briefly elaborate on the ethical and sustainability aspects of your choices. (LO1, LO2, LO4)  
**[Estimated completion time for this activity: 2 hours.]**

3. Identify and record in writing 4–6 examples of how museums use different social media (Facebook page, Facebook group, Twitter, LinkedIn, Instagram, YouTube) to promote their activities. Share your findings and discuss them with your peers and/or instructor. (LO3)  
**[Estimated completion time for this activity: 1–2 hours.]**

### Learning support material

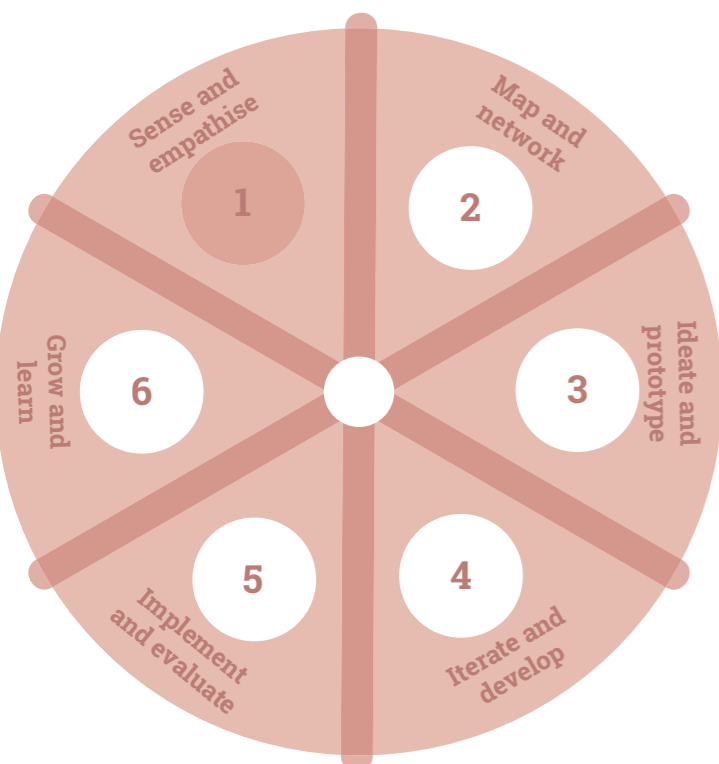
a) Access online the document 'EntreComp: The Entrepreneurship Competence Framework' at: <https://bit.ly/2YvIOSI> [2016]

Next, scroll down to page 23 of this document, and read the columns titled 'Level 1' and 'Level 2'. These two columns describe the reasons for this activity.

b) Are there any arts and crafts outlets/studios in your region or city/town? Can you explore them as an inspiration or resource for this activity? Do they have a social media presence?

c) Explore what others are creating with arts and crafts: <https://bit.ly/3owicAz>

d) Can you identify on Facebook, Twitter, LinkedIn, Instagram and YouTube arts and crafts outlets/studios with an online social presence? What characteristics and qualities do you identify from these design outlets? For example, how is Maria A. Aristidou using social media: <https://bit.ly/3tbJa3R>





## Learning resource B: Map and network

Competencies and goals:

- Creativity
- Vision
- Evaluating ideas



### Learning outcomes (LO) 5–9

5. On completion of this task, it is expected that the learner will combine ideas and knowledge to create a novel and appropriate entrepreneurial idea.

6. On completion of this task, it is expected that the learner will apply strategic, divergent and convergent thinking to create novel entrepreneurial ideas in Arts & Crafts.

7. On completion of this task, it is expected that the learner will recognise and appraise entrepreneurial ideas about Arts & Crafts in the European market.

8. On completion of this task, it is expected that the learner will visualise and articulate a scenario to guide efforts and actions.

9. On completion of this task, it is expected that the learner will identify specific resources and contacts relevant to the entrepreneurial idea.

**Estimated maximum time to complete the activities:**  
Two and a half days.



### Activities

Develop an initial broad entrepreneurial idea, based on the following activities:

1. Develop a description of 2–3 different entrepreneurial ideas (200 words maximum for each idea). These ideas are expected to be novel and appropriate. Consider novelty: what can you offer that is unique? (LO5, LO6)

*[Estimated completion time for this activity: 1–2 days.]*

2. Compare and consider these ideas and select one of them that provides for a yet unexplored opportunity for the European market. Think strategically: why is your idea appropriate and viable? (LO6, LO7)

*[Estimated completion time for this activity: 1–2 hours.]*

3. Expand on this idea by articulating the stages that will guide your actions towards its completion. Include the potential resources and networks required. Envision the future of this idea: what makes it sustainable? (500 words) (LO8, LO9)

*[Estimated completion time for this activity: 1–2 days.]*

### Learning support material

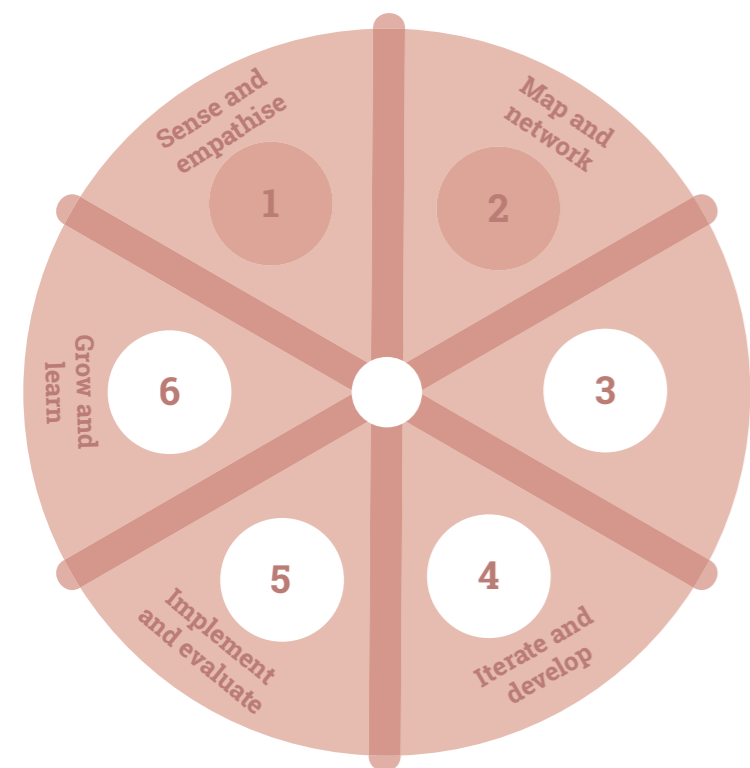
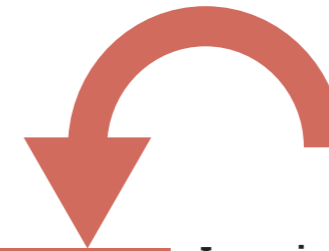
a) Leading women in arts and crafts: <https://bit.ly/2Yr6n4b>

b) What others are doing with arts and crafts: <https://bit.ly/3j3mpuE>

c) A useful resource to consider issues of sustainability: <https://bit.ly/39tjyb4>

d) Inspirational ceramic concepts: <https://bit.ly/3pyItQ6>

e) Inspirational furniture concepts: <https://bit.ly/3oBP2Qy>





## Learning resource C: Ideate and prototype

Competencies and goals:

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



### Learning outcomes (LO) 10–12

10. On completion of this task, it is expected that the learner will develop a marketing plan for entrepreneurial ideas relating to the Arts & Crafts domain.

11. On completion of this task, it is expected that the learner will engage cooperatively with others to ideate and prototype Arts & Crafts outputs.

12. On completion of this task, it is expected that the learner will, within the value-creating process, include planned ways of testing ideas and prototypes from the early stages, to estimate uncertainty and reduce risks.

**Estimated maximum time to complete the activities:**  
Five days.



### Activities

Drawing from the previous activities, now develop a specific entrepreneurial idea, based on the following:

1. Identify and describe in 200–400 words two opportunities and two challenges relevant to the external environment in which your entrepreneurial idea will take place. (LO10)

**[Estimated completion time for this activity: 1 day.]**

2. Use your network and online tools to compare your entrepreneurial idea to similar existing ones. Who is your target audience? In what way are you offering them something unique? What visuals (branding, logos, etc) do you consider appropriate for this idea? In 200–400 words, articulate your idea, considering these two points. (LO10, LO11)

**[Estimated completion time for this activity: 1–2 days.]**

3. Next, seek and record feedback (images, interviews, audio, social media, text, etc.) for this idea from your network and target audience. How did they perceive your entrepreneurial idea? How can you further refine this idea to reduce risks and uncertainty? Record this in no less than 150 words. (LO11, LO12)

**[Estimated completion time for this activity: 1–2 days.]**

### Learning support material

a) Access online the document 'EntreComp: The Entrepreneurship Competence Framework' at: <https://bit.ly/3ad5nWK> [2016]

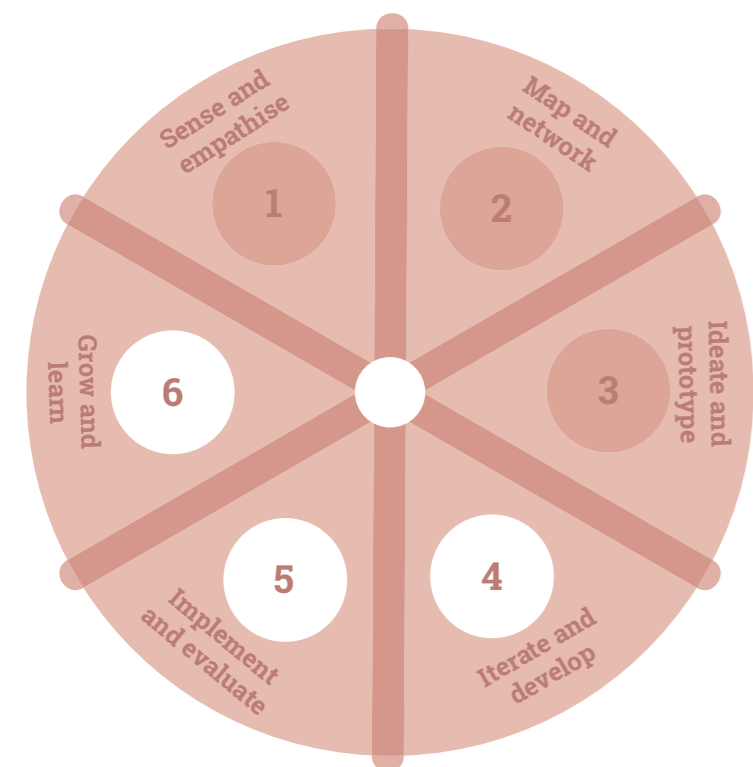
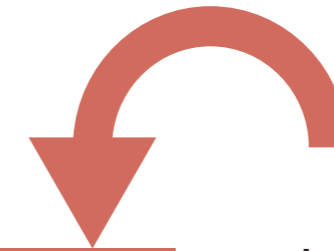
Next, scroll down to page 23 of this document, and read the columns titled 'Level 3' and 'Level 4'. These two columns describe the reasons for the activities of this section.

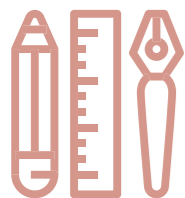
b) Download the 'Business Model Canvas' template from <https://bit.ly/2NQYp2f>

Page 1 explains each section of the template. Page 2 is the one the learner has to complete. In particular, after the learner completes activities 1–3 of this section, they are to complete the sections of this template: 'Customer Segments', 'Value Propositions' and 'Key Partners'.

For the section 'Value Proposition', the learner is advised to view the following:

<https://youtu.be/VnBUOjxmnlg>





## Learning resource D: Iterate and develop

Competencies and goals:

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



### Learning outcomes (LO) 13–16

13. On completion of this task, it is expected that the learner will define priorities and develop an innovative business model and related implementation plan for the sector.

14. On completion of this task, it is expected that the learner will engage cooperatively with others to iterate and develop Arts & Crafts outputs in Europe.

15. On completion of this task, it is expected that the learner will use Information and Communication Technologies to engage with various stakeholders (existing network, target audience, other interested parties) and promote outputs.

16. On completion of this task, it is expected that the learner will critically reflect on their outcomes and revise their practices.

### Estimated maximum time to complete the activities:

Four and a half days.



### Activities

Continuing on from the previous activities:

1. Collaborate with your network and appropriate others to itemise and estimate the various costs and revenue sources associated with your entrepreneurial idea. Present these in a table. (LO13, LO14)  
**[Estimated completion time for this activity: 1–2 days.]**
2. Collaborate with your stakeholders (face-to-face and/or through Information and Communication Technologies) to seek feedback and further refine and develop your business plan as recorded so far. (LO15, LO16, LO18, LO19)  
**[Estimated completion time for this activity: 1–2 days.]**
3. In 100–200 words, describe how and why your initial business plan has been modified. (LO16)  
**[Estimated completion time for this activity: 1–2 hours.]**
4. Start at least one social media account to create an online presence for your entrepreneurial idea (facebook, Twitter, LinkedIn, Instagram, etc.). Develop content for this account considering your 'Customer Segments' and 'Value Propositions' as developed in c) Ideate and prototype.  
**[Estimated completion time for this activity: 2–3 hours.]**



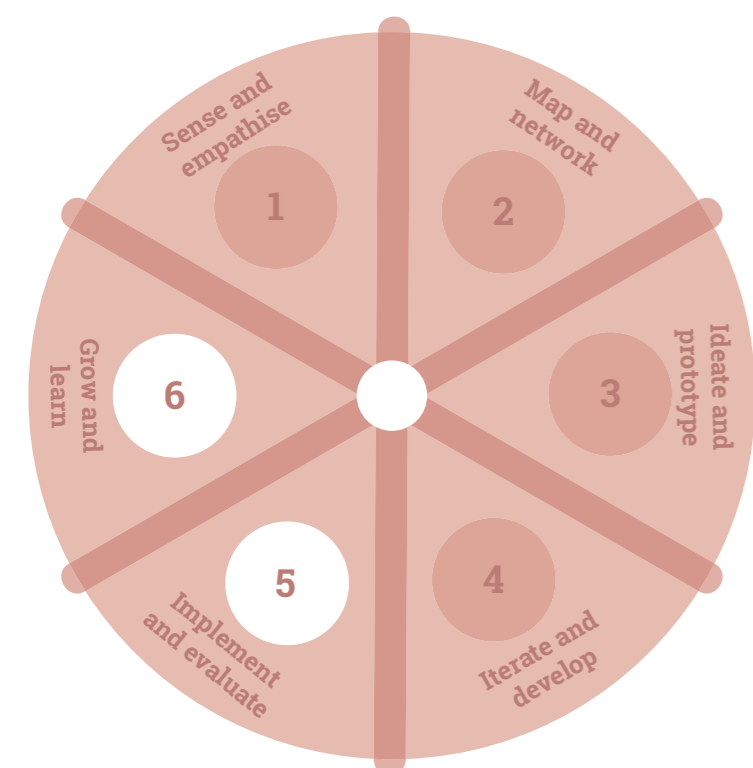
### Learning support material

a) After the completion of activities 1–4, return to the 'Business Model Canvas', and complete the sections 'Key Activities', 'Key Resources', 'Customer Relationships' and 'Channels'.

b) Also complete the sections 'Cost Structure' and 'Revenue Streams' of the template.

c) For activity 4, useful information how to use social media for arts and crafts:  
<https://bit.ly/3cqqLS0>

d) Four Artists Share Tips for Using Instagram to Grow Your Art Practice:  
<https://bit.ly/3cqRozw>

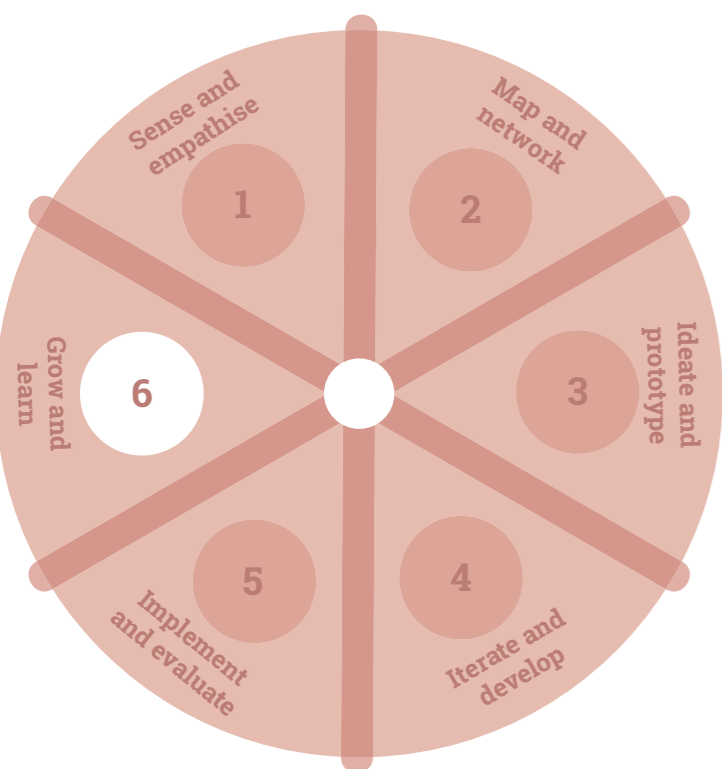




## Learning resource E: Implement and evaluate

Competencies and goals:

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



### Learning outcomes (LO) 17–20

17. On completion of this task, it is expected that the learner will identify various funding opportunities and will select one or two viable ones based on economic evidence and weigh the costs against the benefits.

18. On completion of this task, it is expected that the learner will efficiently organise and manage diverse and available resources including Information and Communication Technologies.

19. On completion of this task, it is expected that the learner will demonstrate effective communication, negotiation and leadership.

20. On completion of this task, it is expected that the learner will demonstrate resilience under uncertainty, ambiguity and pressure.

**Estimated maximum time to complete the activities:**  
Four and a half days.



### Activities

1. Investigate and identify at least two potential sources of financial support. How can you finance your concept? How can you convince others to invest in your concept? (Crowdfunding, personal savings, bank loan or other funding). Briefly describe in 100–200 words what your financial and/or funding plans are. (LO17, LO18, LO19, LO22)  
**[Estimated completion time for this activity: 1–2 days.]**

2. Communicate with an entrepreneur in the cultural industries to seek feedback and evaluation of your business plan. This person could become your mentor. (LO17, LO19)  
**[Estimated completion time for this activity: 1–2 days.]**

3. In 200–300 words, identify and list briefly up to two challenges you were confronted with so far in developing your business plan and how you resolved these challenges. (LO19, LO20)  
**[Estimated completion time for this activity: 1–2 hours.]**

### Learning support material

a) Resources for financial support are likely to be country-specific. There are also European-wide opportunities for financing small and medium enterprises (SMEs). The learner is encouraged to search for both. The following two links provide information about options and opportunities in the EU:  
<https://bit.ly/39yUmjA>  
<https://bit.ly/39x8p9f>

b) The basics of crowdfunding:  
<https://bit.ly/3oB8kWa>

c) Discover the artists and organisations using Kickstarter to realize ambitious projects in visual art and performance:  
<https://bit.ly/3r6KYJS>

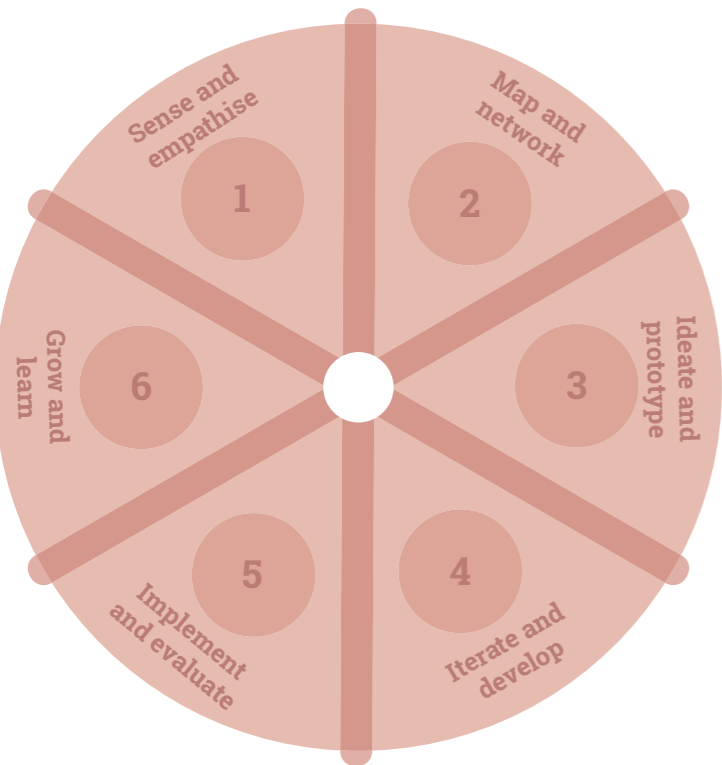
d) The Essential Guide to Crowdfunding by Indiegogo:  
<https://bit.ly/3cq5yAE>



## Learning resource F: Grow and learn

Competencies and goals:

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



### Learning outcomes (LO) 21–24

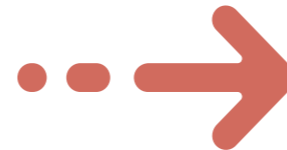
21. On completion of this task, it is expected that the learner will compile all acquired knowledge through the sequence of previously completed activities to embark on the task of becoming an autonomous entrepreneur.

22. On completion of this task, it is expected that the learner will articulate and evaluate the social, cultural and economic impact of his/her entrepreneurial activities.

23. On completion of this task, it is expected that the learner will identify and appraise personal strengths and weaknesses, including communication, negotiation and leadership skills that inform professional practice.

24. On completion of this task, it is expected that the learner will identify and evaluate future options and opportunities to grow and expand.

**Estimated maximum time to complete the activities:**  
Three and a half days.



### Activities

1. Compile all that you have developed so far into one document, the complete business plan. Include the following: Executive Summary, Company Description, Products and Services Description, Marketing Plan, Operational Plan and Financial Plan. (LO21)

*[Estimated completion time for this activity: 1–2 days.]*

2. Determine how you will measure the social, cultural and economic impact of your enterprise. What key performance indicators will you use for the future evaluation of your enterprise? List and justify these indicators (100–200 words in total). (LO22)

*[Estimated completion time for this activity: 1–2 hours.]*

3. Reflect on your strengths and weaknesses and appraise your personal strengths and weaknesses, including communication, negotiation and leadership skills. What steps will you take to address areas for improvement? Discuss these points with your mentor and/or instructor. (LO23, LO24)

*[Estimated completion time for this activity: 1 day.]*

### Learning support material

a) Sample business plan template. This provides information on how to structure the final business plan: <https://bit.ly/36pvIW3>

b) Information on how to start a business in Europe: <https://bit.ly/2YvETKO>

c) Examples of Key Performance Indicators (KPIs) for arts, entertainment and recreation: <https://bit.ly/39x2DnV>

d) WEGATE is a European Gateway for Women's Entrepreneurship. It includes various resources, such as mentorship, guidance and success stories: <https://wegate.eu/>

e) Check if there is an Impact Hub in your country and what services they can offer to assist with setting up a business, networking and expanding: <https://impacthub.net/>



## Summary of online resources

### Museums

EntreComp: The Entrepreneurship Competence Framework [2016]: <https://bit.ly/3iZBBJ0>

Museums at the European Museums Network: <http://museums.eu>

Tate Modern: <https://www.tate.org.uk>

Developing and evolving in museums, innovation workbook' at: <https://bit.ly/2Ma4lTD>

Examples of innovative museums: <https://bit.ly/3pyW75P>

Museums and sustainability: <https://bit.ly/3pA6qX8>

Template for the 'Business Model Canvas' from: <https://bit.ly/3afG6ew>

Value Proposition: <https://youtu.be/VnBUOjxmn1g>

Museums and social media: <https://bit.ly/2MEMyDS>

<https://bit.ly/3r6nrIO>

Information about options and opportunities in the EU: <https://bit.ly/36shT3v>

<https://bit.ly/3r9ZFfh>

The basics of crowdfunding: <https://bit.ly/36qmOlo>

Kickstarter: <https://bit.ly/2MGKjj7>

The Essential Guide to Crowdfunding by Indiegogo: <https://bit.ly/3pA7t9w>

Sample template for a business plan. How <https://bit.ly/3taGZh5>

Examples of Key Performance Indicators (KPIs) for arts, entertainment and recreation: <https://bit.ly/3owlOCD>

European Gateway for Women's Entrepreneurship: <https://wegate.eu/>

Impact Hub in your country: <https://impacthub.net/>

### Design

EntreComp: The Entrepreneurship Competence Framework [2016]: <https://bit.ly/3pxANgR>

Explore what others are designing: <https://europeandesign.org/>  
<https://www.designweek.co.uk/>

How is AISPI using social media: <https://aispi.co/about/>

Leading women in design: <https://bit.ly/3pD90M8>

Award winning product designs: <https://bit.ly/3ozXhwm>

A useful resource to consider sustainability issues: <https://bit.ly/3ozXhwm>

Inspirational design concepts: <https://bit.ly/3td9bA7>

Template for Business Model Canvas from: <https://bit.ly/3afICl3>

Value Proposition: <https://youtu.be/VnBUOjxmn1g>

How designers are using social media: <https://bit.ly/32CwZl8>

How is AISPI using social media (Instagram, Facebook): <https://aispi.co/about/>

Information about options and opportunities in the EU: <https://bit.ly/3r5dCLh>

<https://bit.ly/3tanhSH>

The basics of crowdfunding: <https://bit.ly/2NF7Xgv>

Artists and organisations using Kickstarter to realise ambitious projects in visual arts and performance: <https://bit.ly/3axhsX9>

The Essential Guide to Crowdfunding by Indiegogo:

Sample business plan template: <https://bit.ly/3j00hkJ>

Information on how to start a business in Europe: <https://bit.ly/3oAkeQd>

Examples of Key Performance Indicators (KPIs) for arts, entertainment and recreation: <https://bit.ly/2Ys9x7w>

European Gateway for Women's Entrepreneurship: <https://wegate.eu/>

Impact Hub in your country: <https://impacthub.net/>

### Arts & Crafts

EntreComp: The Entrepreneurship Competence Framework [2016]: <https://bit.ly/3r5DCq2>

Explore what others are creating with arts and crafts: <https://bit.ly/3t7HvfQ>

How is Maria A. Aristidou using social media: <https://bit.ly/2M9g7xx>

Leading women in arts and crafts: What others are doing with arts and crafts: <https://bit.ly/3cp7QzX>

Issues of sustainability: <https://bit.ly/39zhb6K>

Inspirational ceramic concepts: <https://bit.ly/3ajHooY>

Inspirational furniture concepts: <https://bit.ly/36nNdjN>

Business Model Canvas template: <https://bit.ly/3r6OXG8>

Value Proposition: <https://youtu.be/VnBUOjxmn1g>

How to use social media for arts and crafts: <https://bit.ly/3tb0ypD>

Four Artists Share Tips for Using Instagram to Grow Your Art Practice: <https://bit.ly/2YrHcOH>

Information about options and opportunities in the EU: <https://bit.ly/39xtbFO>

<https://bit.ly/3jlrJOY>

The basics of crowdfunding: <https://bit.ly/39zhWN8>

Artists and organisations using Kickstarter: <https://bit.ly/3cr1Q9R>

The Essential Guide to Crowdfunding by Indiegogo: <https://bit.ly/3iZs9pb>

Sample business plan template: <https://bit.ly/3coIWk4>

Information on how to start a business in Europe: <https://bit.ly/3otNZ5j>

Examples of Key Performance Indicators (KPIs) for arts, entertainment and recreation: <https://bit.ly/39vKyqk>

European Gateway for Women's Entrepreneurship: <https://wegate.eu/>

Impact Hub in your country: <https://impacthub.net/>



CREATION

<http://creationproject.eu/>

ISBN 978-9925-586-54-7