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Alliance for a Net Positive Performing Arts Sector

**WP3 – Design and Development of the INSPIRE
Online Training Programme and Practical
Handbook**

D3.2 – INSPIRE Practical Handbook

PI4SD

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Foreword and Context

The **INSPIRE – Alliance for a Net Positive Performing Arts Sector** is an Erasmus+ Innovation Alliance project that aims to upscale the green, digital, entrepreneurial, resilience, and transversal skills of existing and prospective professionals in the performing arts sector. Its overarching goal is to empower the sector to act as both a driver and an enabler of sustainable development in Europe and beyond.

INSPIRE brings together higher and vocational education institutions, cultural organisations, and industry actors from six European countries to co-create a new learning ecosystem for the performing arts. This ecosystem combines capacity building, innovation in education, and sectoral transformation, supporting professionals and educators in adapting to the environmental, digital, and social transitions shaping the creative industries.

Within this framework, the **INSPIRE Practical Handbook** has been developed under Work Package 3 (WP3) as a key deliverable that translates the project’s pedagogical model and training framework into practical guidance for trainers and educators. It also provides adaptable resources to support the delivery of learner-centred, project-based, blended, and work-based learning across different training contexts. The Handbook complements the **INSPIRE Online Training Programme (VOOC)** helping trainers deliver and integrate the programme’s modules into real-world learning environments.

The Handbook is structured in two main parts. The first part “Overview and Pedagogical Framework” presents the purpose, target groups, learning architecture, and methodological approach that underpin the INSPIRE training model. The second part comprises the four thematic chapters, which are:

- Chapter 1: Advanced Educational Practices for Continuous and Lifelong Learning
- Chapter 2: Resilience and Soft Skills for Trainers in the Performing Arts Sector
- Chapter 3: Sustainability in the Performing Arts Sector
- Chapter 4: Working with the INSPIRE Online Training Programme

Developed through the collaboration of the INSPIRE partnership, this Handbook aims to become a lasting resource for educators and professionals seeking to connect creativity, sustainability, and innovation. It invites trainers to apply its principles, adapt them to their contexts, and contribute to a more resilient and forward-thinking performing arts ecosystem.



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**WP3 – Design and Development of the INSPIRE
Online Training Programme and Practical
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D3.2 – INSPIRE Practical Handbook

**Overview and Pedagogical Framework of the
INSPIRE Practical Handbook**

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Overview and Pedagogical Framework of the INSPIRE Practical Handbook

1.1. Purpose of the INSPIRE Practical Handbook

The **INSPIRE Practical Handbook** aims to equip trainers and educators in vocational and higher education with the knowledge, skills, and methodologies needed to promote sustainability, digital transformation, entrepreneurship, and resilience in the performing arts sector. It is designed not only to support the implementation of the self-paced **INSPIRE Training Programme (VOOC)**, but also to contribute more broadly to capacity-building and innovation in the performing arts sector.

While the INSPIRE Online Training Programme provides full, structured lessons across five modules, the Handbook complements it by offering methodological, thematic, and contextual guidance that enables trainers to apply inclusive, practice-oriented approaches such as project-based, micro-learning, blended, and work-based learning, while promoting continuous and lifelong learning. It also supports the effective transfer of this knowledge to other professionals, learners, and institutional contexts.

The Handbook serves both as a guide and a practical resource for trainers who act as **facilitators, mentors, and ambassadors**, able to:

- ✓ Understand and promote the INSPIRE Online Training Programme.
- ✓ Guide learners through it and encourage participation.
- ✓ Lead reflective discussions and follow-up activities.

It also supports **flexible** and **scalable learning design**, enabling trainers to tailor content to real-world professional needs in the performing arts sector, providing:

- ➔ A clear introduction to the structure and flow of the INSPIRE Online Training Programme
- ➔ Thematic and methodological guidance for selected modules
- ➔ Contextual insights into key sectoral themes such as sustainability and resilience
- ➔ Pedagogical strategies to support learner engagement and programme promotion

The Handbook is intended as a resource for both initial training and ongoing professional development and is available as an open educational resource in the following languages: English (EN), Greek (EL), Italian (IT), German (DE), French (FR), and Spanish (ES).

1.2. Target Groups

The target groups that the INSPIRE Practical Handbook addresses are:

- ☑ Trainers and educators in Higher Education (HE) and Vocational Education and Training (VET)
- ☑ Higher Education institutions and Vocational Education and Training organisations
- ☑ Teaching and training staff from academia, VET institutions, and enterprises

1.3. INSPIRE Practical Handbook Structure & Content

The INSPIRE Practical Handbook is structured into four chapters, each addressing a key area of the INSPIRE Training

Programme (VOOC). Three chapters correspond directly to specific VOOC modules, while one focuses on pedagogical approaches and learner-centred methodologies that underpin effective delivery across all themes.

The content supports trainers in understanding the programme's core themes and applying inclusive, practice-oriented training methods within the performing arts sector. Each chapter combines theoretical background, practical guidance, and suggested activities, all aligned with the programme's emphasis on sustainability, digital transformation, entrepreneurship, resilience, and continuous learning. The Handbook is designed for flexible use, making it suitable for both face-to-face and online contexts.

The chapters are presented in a logical, development-oriented sequence that guides trainers progressively through the programme's components. The structure begins with educational practices and tools, moves to the development of resilience and soft skills (Module 5 of the VOOC), and then explores sustainability in the performing arts (Module 1), before concluding with an introduction to the VOOC itself and its remaining modules (Modules 2–4) on digital transformation, green and innovative practices, and entrepreneurship.

This sequence supports trainers of varying experience levels in delivering learner-centred, blended, and sustainability-oriented training. By starting with practical methodologies, it builds a strong foundation for understanding the programme's core values and structure, facilitating a smooth cognitive progression from foundational pedagogical skills to more complex thematic content.

The following overview presents the four chapters of the INSPIRE Practical Handbook and summarises their thematic focus and purpose.

- **Chapter 1: Advanced Educational Practices for Continuous and Lifelong Learning**

This chapter presents a range of learner-centred methodologies, including project-based, micro-learning, blended, work-based, and other non-formal education approaches. It also explores how to apply sustainability principles in training delivery, introduces relevant digital tools to support blended and distance learning, and offers practical strategies for enhancing learner engagement with key themes such as sustainability, digitalisation, and entrepreneurship.

- **Chapter 2: Resilience and Soft Skills for Trainers in the Performing Arts Sector**

This chapter highlights the importance of resilience and soft skills for trainers themselves and provides guidance on developing emotional intelligence, communication, adaptability, and stress management in training contexts. It is directly based on Module 5 of the VOOC, which addresses essential people management and resilience skills in the performing arts sector. The chapter adapts the module's learner-facing content into a trainer-oriented perspective, preparing educators both to strengthen their own capacities and to foster these competencies in learners. It also supports the integration of these skills into professional learning environments, contributing to more inclusive, sustainable, and supportive teaching practices.

- **Chapter 3: Sustainability in the Performing Arts Sector**

This chapter introduces trainers to the concept of sustainability as it applies to the performing arts field, covering environmental, economic, and social dimensions. Aligned with Module 1 of the INSPIRE Online Training Programme, it offers sector-specific context to help trainers guide learners in understanding the sustainability challenges and opportunities unique to their professional environment.

- **Chapter 4: Working with the INSPIRE Online Training Programme**

This chapter introduces the structure, flow, and learning objectives of the full INSPIRE Online Training Programme (VOOC). It provides trainers with a comprehensive overview of the programme’s pedagogical model and then focuses specifically on Modules 2, 3, and 4, offering theoretical and practical content related to digital transformation, green and innovative practices, and entrepreneurship.

1.4. INSPIRE Practical Handbook Architecture

The INSPIRE Practical Handbook comprises a total of 40 hours of learning, provided in a blended-learning format as follows:

Figure 1:

The face-to-face training

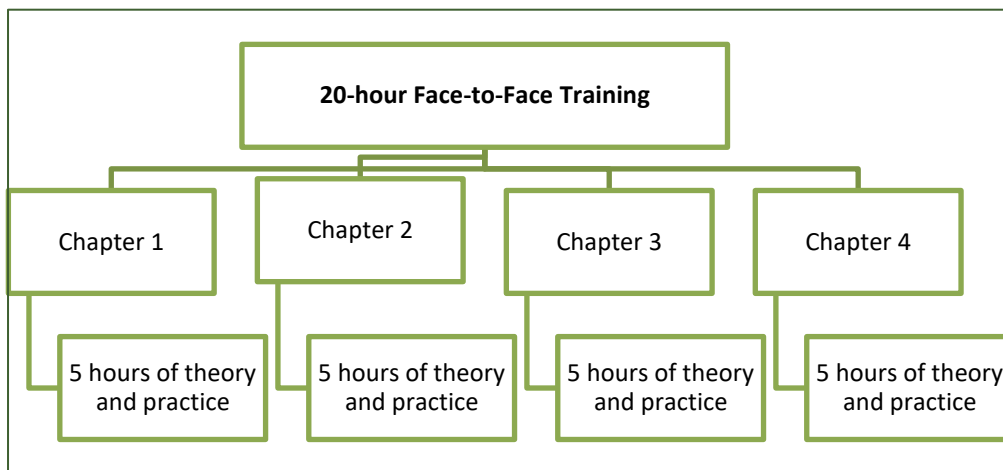
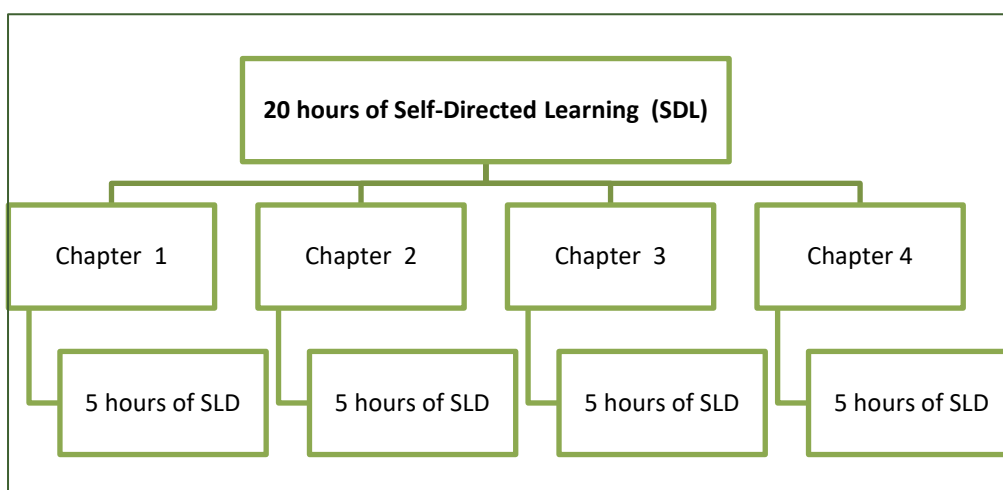


Figure 2:

The Self-Directed learning

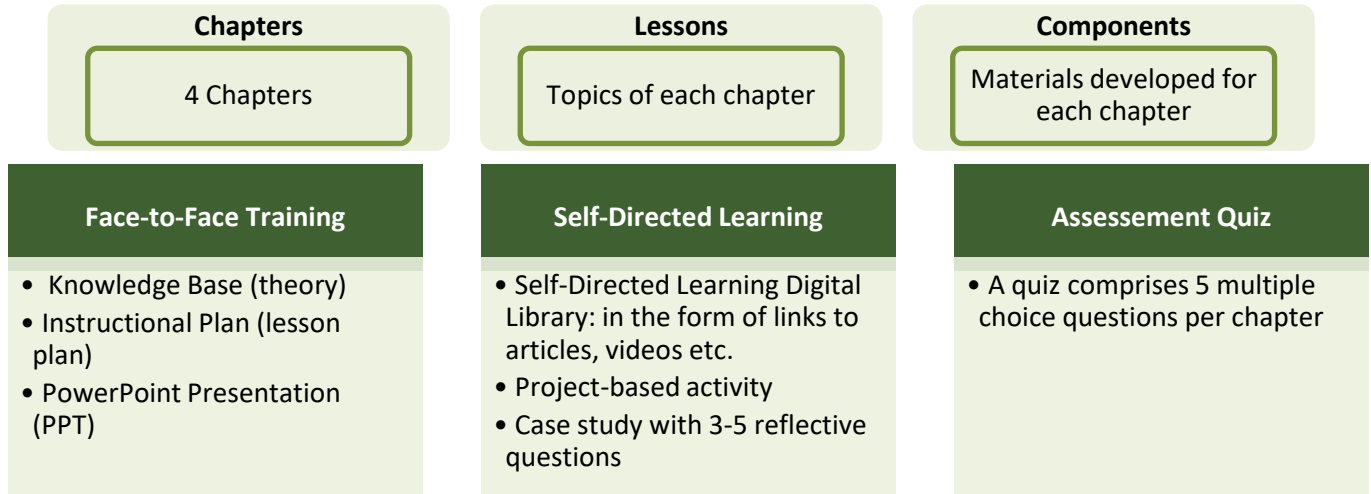


1.5. INSPIRE Practical Handbook Chapters’ Building Blocks and Components

The **building blocks** and the **components** of each chapter are the following:

Figure 3:

The building blocks and the components of INSPIRE Practical Handbook’s chapters



1.6. Learning Approaches

Building on the INSPIRE Training Framework, the handbook integrates a combination of flexible, learner-centred approaches that reflect the Erasmus+ Innovation Alliances’ priorities and the realities of adult and professional learning. These include:

- ✓ Blended learning, combining in-person seminars with self-directed engagement
- ✓ Work-based learning, delivered through practical activities such as project-based tasks and case studies that simulate real-world challenges in the performing arts sector
- ✓ Project-based and experiential learning, to encourage active engagement and applied understanding
- ✓ Microlearning, allowing trainers to engage with focused topics as needed
- ✓ Non-formal and personalised learning, supporting autonomy, reflection, and peer collaboration
- ✓ Integration of digital tools to support delivery in online and hybrid environments

By embedding these approaches, the INSPIRE Practical Handbook ensures that trainers are not only informed about the INSPIRE Training Programme, but also empowered to apply, promote, and scale its impact in ways that are responsive to both institutional contexts and the wider needs of the performing arts sector.

1.7. Assessment and Feedback Approaches

The INSPIRE Practical Handbook supports a blended training model, delivered face-to-face, online, or in hybrid format, followed by a structured self-directed learning phase. Assessment and feedback methods are designed to foster engagement, reflection, and practical application while ensuring quality and consistency in trainer preparation.

Aligned with the INSPIRE Training Framework, the approach builds on the triad of knowledge, skills, and competences:

- **Knowledge** – understanding of key concepts and content from the INSPIRE Training Programme
- **Skills** – ability to apply knowledge in practical situations
- **Competences** – integrated use of knowledge and skills in real or simulated professional contexts

Assessment combines formative and summative methods, including:

- **Reflective Self-Assessment:** prompts and checklists to help trainers evaluate their understanding and readiness to apply the programme.
- **Peer Feedback and Group Discussion:** collaborative exchanges that assess communication, critical thinking, and teamwork.
- **Case Study Analysis:** application of knowledge to real-world challenges in the performing arts.
- **Practical Task or Activity Planning:** short training designs or VOOC integration plans demonstrating applied competences.
- **Facilitator Feedback:** ongoing input on engagement, adaptability, and contextualisation of programme content.
- **Final Quiz for Certification:** short online test verifying comprehension of core concepts and resulting in certification.

Together, these methods ensure a robust, learner-centred assessment process aligned with the aims of the INSPIRE Training Programme and the broader objectives of capacity-building and innovation in the performing arts sector.