T1.6.2 FINAL REPORT ON THE RESULTS OF JAP'S IMPLEMENTATION

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List of Abbreviations

Abbreviation	Term
AUEB – RC	Athens University of Economics and Business Research Center
CCIs	Cultural and Creative Industries
CCS	Cultural and Creative Sector
CREATURES	Project "Promoting Creative Tourism through new Experiential and Sustainable routes"
FVGAR	Friuli Venezia Giulia Autonomous Region
JAP	Joint Acceleration Programme
KPIs	Key Performance Indicators
MCBO	Metropolitan City of Bologna
PSP	Patras Science Park S.A
RDNC	The Regional Directorate of National Culture
SEBS	School of Economics and Business in Sarajevo
SMEs	Small and medium enterprises
UIRS	Urban Planning Institute of the Republic of Slovenia

1. Introduction

"Final Report on the Results of JAP's implementation" is part of the implementation work package T1: 'To increase CCI-related businesses, SMEs, and start-ups' capacities and knowledge. In the CreaTourES project application form, the report's content is described in the following way: ''PPs will produce Joint Acceleration Programme (JAP) particularly targeted at CCI-related SMEs & start-ups, to be implemented according to the specific features and needs of the ADRION territories'' (CREATURES, 2020; p.51).

Joint Acceleration Programme (JAP) aimed to speed up (accelerate) the development of innovative business ideas into viable business projects for both start-ups and existing businesses in Cultural and Creative Industries (CCIs) across six countries in the Adrion Region (Italy, Slovenia, Greece, Croatia, Albania, and Bosnia and Herzegovina). The main features of the Joint Acceleration Programme (JAP) are summarised in the table below. Common features include:

- ✓ Interactive working methods complemented with tailor-made expert advice based on the business needs of participants;
- ✓ A small number of participants (up to 10) to allow interactive sessions (and finding common points of interest)
- ✓ The curriculum structure takes businesses through the whole start-up process: from identifying needs and innovative ideas to presenting a final pitch or new business plan /model. Thus, participants in the JAP received 'fast track' support in all aspects of business development.

According to the CREATURES Application Form (CREATURES, 2020; p. 45) and the general JAP description, the objective of the JAP is to support CCI-related SMEs and start-ups of ADRION partner regions:

- ✓ "PPs will produce a Joint Acceleration Programme particularly targeted at CCI-related SMEs and start-ups of ADRION partner regions." (CREATURES Application Form, p. 45).
- ✓ "The JAP will support them, raising their knowledge, accelerating their capacities and enhancing their involvement and potential in cultural heritage promotion-valorisation, as well as in developing new sustainable and experiential business models in the ADRION Region." (CREATURES Application Form, p. 45; General JAP description, p. 3).
- ✓ "The JAP will also help them increase their innovation, attractiveness, and competitiveness level, speeding up their professional growth in the project fields and their ability to contribute to the region's growth and development."

1.1. Joint Acceleration Programme (JAP)

According to the CREATURES project application form, the partners must develop a Transnational Joint Acceleration Programme – JAP, based on the exchange & learning activities previously implemented within the WP1 (To increase CCI-related businesses, SMEs, and start-ups' capacities and knowledge). The responsibility of each project partner is to set up local JAP designed for CCI-related SMEs and start-ups as well as individuals and informal groups (teams) that have innovative ideas that can be transformed into a viable and profitable creative enterprise.

Business accelerators have taken a relevant position in regional and global business ecosystems, supporting start-ups and successful companies. Business accelerators become intermediaries between companies, often at the early stage of development or the R&D stage, reducing the risk of failure based on their expertise and network. The management of business accelerators mainly collaborates with key partners, for example, policy-makers, universities, or managers of other accelerators, and it is aimed at strategic development. In turn, the mentors of business accelerators work with companies participating in the program and alumni, investors, and businesses. Business accelerators form part of this specialist infrastructure as they provide training and support for entrepreneurs. In order to nurture ideas, entrepreneurs need access to advise and help with business activities. This is where accelerators can make a big difference in the speed and development of an entrepreneurial ecosystem. Accelerators are a central player in an ecosystem as they provide the catalyst for ideas to be progressed to commercial business ventures. The main goal of accelerators is to "stimulate start-up activity by providing seed capital, help identify investment opportunities from local investors and match start-ups with potential customers" (Brown, Mawson, Lee & Peterson, 2019, p. 887). There are many different kinds of accelerators, but common to all is the idea that coaching and mentoring can profoundly influence start-up activity. This means that entrepreneurs will seek accelerators when they have a growth-orientated venture.

In a nutshell, the business accelerator can be described as a ''fixed-term, cohort-based program, including mentorship and educational components, that culminates in a public pitch event or demo-day" (Cohen & Hochberg 2014, p. 4). The idea of accelerators is to create an environment to stimulate entrepreneurship by supporting cohorts of entrepreneurial firms through an intense, time-limited program offering mentoring, networking, and coworking (Drori and Wright 2018). Although business accelerators have their roots in incubators, they differ from incubators by key characteristics, including their cohort- and program-based structure, limited duration, high intensity, intense educational program with mentorship and seminars, and a final pitching event. Unlike incubators, which nurture start-ups over a more extended period, accelerators intend to support new innovative firms to survive, scale up, and grow (Mian et al., 2016).

1.2. Process of setting – up the Local Acceleration Programme

Setting up the Local Acceleration Programme was the responsibility of all project partners. Patras Science Park (PSP) created the methodology for the local versions of JAP development and the template for preparing the local version of JAP. The methodology for the local version of JAP development provided guidelines in the following areas:

1. Selection of participants / Call for Expression of Interest
2. Selection of the local expert team
3. Programme duration
4. Programme outline and content
5. Educational materials
6. Timeline/Gantt chart of the implementation of the JAP modules

As regards the participants, three target groups have been identified:

- ✓ established SMEs and companies in the CC Industry;
- ✓ Individuals who have innovative ideas that can be transformed into a viable and profitable creative enterprise; and
- ✓ informal groups and teams with innovative ideas that can be transformed into a viable and profitable creative enterprise.

Selection of Participants. The methodology for setting up the JAP of individual partners identified two options for selecting the JAP participants: (1) through public open calls; and (2) through direct contact with potential participants in the local Joint Acceleration Programmes.

Selection of the Local expert team. In terms of local teams, the methodology for JAP development suggested that each partner should create a local team of experts-mentors that will deliver the local Joint Acceleration Programme. It was suggested that the composition and size of each local team depends entirely on the local partner, provided that the selected experts/mentors possess the knowledge, experience, and skills needed to address the requirements of the training and mentoring modules. Moreover, it was expected that selected experts should have in-depth knowledge about Culture and Creative Industries (CCIs).

Programme Duration. As regards the duration of the local versions of JAP, the methodology for JAP development defined duration of four months spread between September to December 2021, taking into consideration the local particularities and the availability of experts and partners.

Program outline and content. According to the JAP development methodology, the content of the modules should be developed by the project partners and delivered by the local experts-partners. The suggested outline and content for the Joint Acceleration Programme is presented in Table 1.

Table 1 Suggested local Joint Acceleration Programme Outline and Content

	Short description of the module	Suggested content of the module
Module 1: Introduction to the Culture and Creative Sector	This module aims to familiarize the participants with key concepts and frameworks which underpin the JAP. The primary aim of this module will be to define what we mean by the cultural and creative industries, using theories and key figures to illuminate this emerging sector and its importance.	✓ Definition of the CC Sector ✓ Characteristics and Particularities ✓ Size, Importance, and contribution to the Local Economy ✓ Interconnections with other economic sectors ✓ Emerging opportunities
Module 2: Business Development	This Module provides theoretical and practical knowledge about strategy, innovation, networking, business growth and, at the same time, systematically incorporates sustainability and internationalization aspects	✓ The CCS Market ✓ Value Proposition ✓ Business Models ✓ Business Model Canvas ✓ Business Planning ✓ Technology Readiness Model – TRL ✓ Business Readiness Model - BRL ✓ Communication – Marketing

		✓ Sales ✓ Company Types and differences ✓ Legal Issues ✓ Scaling the Company
Module 3: Personalized Support	In this Module, mentors will be assigned to participants to provide practical and sound one-to-one business guidance. Selected Mentors will offer their experience and give advice, new insights, face-to-face counseling, valuable feedback, and industry know-how.	✓ 1 to 1 Mentorship ✓ Allocation of Mentors ✓ Identification of needs ✓ Individual sessions
Module 4: Funding – Fundraising – Pitching	This Module will provide information about developing a long-range fundraising plan, designing a strategy for ensuring the sustainability of their business, and presenting their idea to Venture Capital managers, Business Angels, and funders.	✓ How to fund the start-up ✓ Angels, VCs, Investors, Funds, EIC Accelerator ✓ Fundraising, Crowdfunding ✓ How to present the venture ✓ Elevation Pitch ✓ Pitch Presentation

Project partner AUEB-RC developed the methodology for the evaluation of the Joint Acceleration Programme (JAP) - JAP evaluation methodology report in December 2021, as a part of the WP T1 methodological framework developed and reported in DT1.1.1 "Working Methodology" (AUEB- RC, 2020). JAP Evaluation methodology report includes the methodological framework for performing the evaluation of the customised JAPs that are delivered by project partners, identifies the evaluation dimensions, Key Performance Areas (KPAs) and Key Performance Indicators (KPIs), and provides guidelines for the data collection and analysis, and for the production of the JAP's mid-term and final evaluation reports. For the collection of the evaluation data, AUEB-RC developed customised evaluation instruments for each of the seven project partners according to the characteristics of their customised local JA (AUEB-RC, 2021). Moreover, the ethical guidelines included in the JAP Evaluation Methodology have been adhered to by the partners in the local JAP evaluation surveys.

1.3. Objectives and structure of this report

In this report, the implementation of the four phases of JAP implemented by CreaTourES project partners is presented. Seven local JAPs were setup by the project partners (Metropolitan City of Bologna, Friuli Venezia Giulia Autonomous Region, Urban Planning Institute of the Republic of Slovenia, Patras Science Park S.A., Regional Development Agency Dubrovnik-Neretva, Regional Directorate of Cultural Heritage – Vlora and School of Economics and Business in Sarajevo).

The overview of the local Joint Accelerator Programmes' implementation is presented following the template created by SEBS to gather data from all project partners about the implementation of the JAP.

The concluding chapter presents the comparison among the seven implemented local Joint Acceleration Programmes.

2. Implementation of the local version of JAP per Project Partner

2.1. Metropolitan City of Bologna(Italy)

The Metropolitan City of Bologna (MCBO) is a territorial body of a wider area comprising 55 municipalities. The area is characterized by rich cultural and natural heritage, with many natural parks, suggestive trails, and thematic itineraries for visitors. The City of Bologna is an important transport hub, industrial and business centre. The city is also a tourist destination. Its offer is based on cultural and artistic heritage and gastronomic products. Together with trade fairs, this attracts many business travellers.

2.1.1. Preparation & Delivery of Module #1: Introduction to CCIs

Participants. Participants were recruited via direct contact with CCI's related SMEs and start-up representatives operating their businesses in the Apennine mountain area of the Metropolitan City of Bologna. Ten CCI's related SMEs and start-ups were selected as participants in the local version of the JAP.

General description and objectives of Module. Considering the target audience of the local version of JAP, which consists of ten CCI's related SMEs and start-ups doing business in the Apennine mountain area of the Metropolitan City of Bologna, it was decided to redefine the content of Module 1 to address the specific training needs of the participants.

Module 1 was designed to identify the specific training needs of the participants in the local version of JAP and defined the content of modules based on the identified training needs. The following training needs have been identified:

- ✓ improving capabilities in the field of digitization and communication on the Web;
- ✓ boosting fundraising capacities;
- ✓ strengthening networking skills to facilitate new forms of organized tourism at the local level;
- ✓ learning methods and acquiring tools to improve their capacities in developing a diversified tourism offer, e.g., by undertaking a target analysis of potential visitors; and
- ✓ learning how to define and/or improve their marketing plan at local, national, and international levels.

Local Expert Team. The local expert team included two experienced interviewers who conducted the one-to-one interview with recruited participants in the local version of JAP. Both interviewers are professionals working within a company that addresses the training needs of professionals in the CCIs.

Delivery. The interviews with the participants involved in JAP implemented by MCBO were conducted in October 2021. The duration of each interview was 60 minutes.

2.1.2. Evaluation of Module #1: Introduction to CCIs

Module 1 did not envision the identification of training needs. However, MCBO thought that the content of training activities (modules) should be created based on the identified training needs of potential participants. Thus, MCBO identified specific training needs using bilateral interviews with SMEs/start-ups selected to participate in the local version of JAP. Indeed, all the SMEs and start-ups involved in local version of JAP already belong and operate within the CCI sector by ensuring sustainable tourism offers both in terms of products and/or services to tourists visiting the Bolognese Apennine area along the Piccola Cassia route. In addition, JAP's participants could not attend training activities in December 2021 since they are very busy due to the Christmas period, during which generally the tourist flow increases. Due to the reasons explained above, MCBO needed to reshape training activities regarding Module 1 by focusing instead on identifying the specific training needs of JAP's participants and tailoring the contents of other modules, particularly Module 2 and Module 4, to meet these training needs. Therefore, the identification of specific training needs conducted within the Module 1 will be evaluated through the "overall evaluation questionnaire" only.

2.1.3. Preparation & Delivery of Module #2: Business Development

General description and objectives of Module 2. The second training module addressed the topics of web marketing and communication related to CCIs. The module's content is designed to support local SMEs and start-ups in CCIs in developing specific skills in promoting the area by reaching and retaining different targets of visitors and tourists. The main aspects of this module concern the development of technical and strategic communication skills, including:

- design and elaboration of innovative project proposals;
- communication and storytelling tools to promote natural and cultural peculiarities of the territory;
- the construction of editorial and communication plans based on the target audience;
- online and off-line communication tools for the enhancement of territorial heritage and local development; and
- a communication strategy oriented to the territorial brand.

The main objectives of training Module 2 were:

1. Ten representatives of CCI's related SMEs/start-ups attending the training organized by MCBO will learn how to undertake a target analysis and develop effective web communication strategies to promote better sustainable and experiential tourism products available at the local level (rural/mountain area of MCBO);
2. Ten representatives of CCI's related SMEs/start-ups attending the training organized by MCBO will learn the fundamentals of storytelling and other essential communication tools to increase their efficacy in attracting diversified targets of tourists (including young tourists), specifically by enhancing their capacity to promote their own business offers in the field of sustainable/experiential tourism;
3. Ten representatives of CCI's related SMEs/start-ups attending the training organized by MCBO will learn how to develop an effective corporate communication plan integrated with

local promotion programs for cultural and natural heritage, as well as specific techniques for promoting their business products and services in the field of sustainable tourism;

4. Ten representatives of CCI's related SMEs/start-ups attending the training organized by MCBO will raise their awareness by better understanding their high potential as crucial local stakeholders in promoting innovative sustainable tourism products, including the availability of new cultural and natural itineraries, available in rural/mountain areas of the MCBO.

Expected learning outcomes. Through Module 2, MCBO intended to support the SMEs/start-ups involved in the local version of JAP to develop and implement strategic innovation processes that can ensure them a more significant presence and competitiveness within the sustainable tourism sector at the local level. In particular, participants were supported in developing an effective communication plan and improving their capacity to exploit the potential of social media (e.g., FB, Instagram, etc.) in promoting the territory and its cultural/natural products. The primary learning outcomes of Module 2 are summarised in the table below.

Table 2 Learning outcomes of Module 2, MCBO

Topics	Learning outcomes
Design and elaboration of innovative project proposals	LO1.1. Training participants can identify relevant funding opportunities (e.g., call for proposals) available at the local, national, and European levels; LO1.2. Training participants improved their networking skills and are capable of identifying relevant consulting firms to discuss and getting support in developing their project proposal at local, national, European levels;
The construction of editorial and communication plans based on the target audience	LO2.1. Training participants are capable of diversifying web communication strategies based on different targets of potential tourists, including the younger;

Methods of learning. Due to the persistence of the COVID-19 pandemic, it has been decided to implement the module through two online webinars.

Training Team Profile and Training Materials. Trainers were selected from the world of entrepreneurship and consultancy. Two highly qualified social media management and marketing professionals, with specific reference to the tourism sector, delivered Module 2. Specifically, the first webinar, titled "Social media management and marketing", was held by a senior expert in social media marketing for CCIs. The second webinar of Module 2, entitled "Main characteristics of social media marketing's tools - how to plan and deliver an effective communication strategy, " was held by a marketing communication expert. Training materials consisted of two PowerPoint presentations: 1) digital opportunities for tourism development - how to define a digital marketing plan; 2) the tools of digital marketing, characteristics, and methods of use. Trainers who delivered Module 2 also prepared training materials.

Delivery. The online webinars about digital marketing were delivered on February the 8th and the 10th 2022.

2.1.4. Evaluation of Module #2: Business development

The table and chart below summarize the assessment results undertaken by training participants concerning Module 2. The evaluation exercise has been based on seven key performance indicators for which quantitative information were collected, as summarized in the table and chart below.

Table 4 Key performance indicators for quality assessment of Module 2, MCBO

Key performance indicators	Number of respondents	Mean value ($\bar{x}$)	Standard deviation(σ)	Median
P2.1: Satisfaction with the pace of delivery.	5	3.6	0.55	4
P2.2: Ease to ask questions to the instructor(s).	5	3.8	0.84	4
P2.3: Effectiveness of instructor(s) in presenting and explaining the training materials.	5	3.8	0.84	4
P2.4: Satisfaction with overall delivery of module.	5	4	0.00	4
P2.5: Likelihood of participant using in their work the information received during the training.	5	3.4	0.55	3
P2.6a: Level of knowledge on the module topic before participation in module.	5	2.6	0.55	3
P2.6b. Level of knowledge on the module topic after participation in module.	5	3.6	0.55	4

Figure 1. Key performance indicators for quality assessment of Module 2, MCBO

Five participants out of 10 attending Module 2 of the JAP training programme have filled out the evaluation questionnaire for Module 2. Concerning the main strengths identified, all the respondents have expressed a general appreciation of the JAP training activities, with specific reference to the competencies of selected trainers, the pertinence of the topics addressed, and the appropriateness of training materials provided; one respondent has identified among the JAP strengths, the possibility of better understanding how the leading social media's algorithms works. Concerning weaknesses, only two respondents commented that "there was not enough time to deepen further the topics addressed" and that "only a few examples were provided". One comment

was collected concerning the suggestions for improving the JAP training programme, which regarded the desire to get similar capacity-building training activities for CCIs yearly. Based of self-assessment of the knowledge before and after the attendance of training sessions delivered within Module 2, participants reported higher knowledge about business development after their participation in the local version of JAP. Participants' subjective knowledge before the attendance of Module 2 was evaluated with an average grade of 2.6 (on a scale of 1 to 5). However, participants' subjective knowledge about business development increased after they attended Module 2 (average grade of 3.6).

2.1.5. Preparation & Delivery of Module #3: Personalized Support

General description and objectives of Module. Module 3 consisted of 3 hours of personalized support provided by selected key experts to each SME and start-up involved in the implementation of the Acceleration Programme implemented by MCBO. Module 3 was implemented between March and April 2022. Six companies out of ten participated in the implementation of Module 3. Among these six, two of them have received additional hours of personal support (topics covered in the first two modules - introduction to CCIs and business development) since these two SMEs replaced those participants, which decided to not participate in Module 3.

Based on the different case studies/project proposals submitted by the ten SMEs and start-ups involved in the implementation of the Acceleration Programme implemented by MCB=, a key expert was selected to support each one of them for 3 hours of individual consultancy/personal support in identifying strategies, solutions, best practices, etc.

Expected learning outcomes. Through Module 3, MCBO intended to develop marketing and digital capacities and fundraising strategies and capacities of SMEs/start-ups involved in the local version of JAP. The primary learning outcomes of Module 3 are summarised in the table below.

Table 3 Learning outcomes of Module 3, MCBO

Topics	Learning outcomes
Enhancing the Marketing and Digital Marketing capacities;	LO1.1. In-depth study of the technical part of structuring the tourist packages, specifically the bureaucratic requirements to market properly (e.g. agreements to be made between the SME – a travel agency specialised in providing e-bike ad trekking offers on the Apennine area - and hotels, guides tourist etc; documentation that the SME must issue to customers (specifically, insurance copy, receipt etc). LO1.2. Understanding how to do a detailed assessment of the target audience & business goals to plan and launch a digital marketing campaign. LO1.3. Use of social networks to promote the business, use of SEO for search engine positioning, tools for effective digital communication, creation e promotion of events and their communication through tools

	digital, acquire new customers using the tools of digital communication. LO1.4. Social media and digital marketing activities in general, advice on how to deepen the strategies already in place;
Improving fundraising strategies and capacities;	**LO2.1.** Providing a general overview of public tenders and funding available at local/regional level. Focus on funding opportunities available through the "LAG Bolognese Apennines".

Methods of learning. Module 3 was implemented through Synchronous Online Learning (participants and instructors/trainers are online at the same time). Each SME/Start-Up identified a case study based on their actual business. Each company received 3 hours of personal support with a selected consultant, during which individual case studies were addressed. No training materials were foreseen with reference to the implementation of Module 3.

Training Team Profile and Training Materials. Since mentors and their professional backgrounds are one of the key driving forces for the development of business accelerator, MCB= selected four experts to provide mentoring services to the participants of the local version of JAP. Mentors have diverse prior experience in CCIs since they are persons who built their companies from scratch in CCIs. They work as consultants and advisers in different fields, such as marketing communication, social media marketing, territorial marketing, and local development.

Delivery. One-on-one online mentoring sessions with each SME/start-up participating in the local version of JAP were held during March and April 2022. During one-on-one online sessions, mentors had the opportunity to help participants to develop their ideas further. Within Module 3, the mentor had 3 hours of online mentoring activities per each SME/start-us.

2.1.6. Evaluation of Module #3: Personalized Support

The table and chart below summarize the assessment results undertaken by participants In Module 3 implemented within JAP organized by MCBO. Out of 6 participants in Module 3, four of them filled in the evaluation questionnaire designed to assess the quality of delivery of Module 3.

Table 4 Key performance indicators for quality assessment of Module 3, MCBO

Key performance indicators	Number of respondents	Mean value ($\bar{x}$)	Standard deviation(σ)	Median
P2.11. Indicate how well your mentor understood your business environment.	4	4.8	0.50	5
P2.12: Indicate how effective you found your mentor to convey his ideas / advice in addressing your business issues.	4	4.5	0.57	4.5
P2.13: Indicate how useful you found the advice you received from your mentor(s) during Module 3.	4	4.5	0.57	4.5
P2.14: Indicate how satisfied you are with your overall mentoring experience in Module 3.	4	4.8	0.50	5

Figure 2. Key performance indicators for quality assessment of Module 3, MCBO
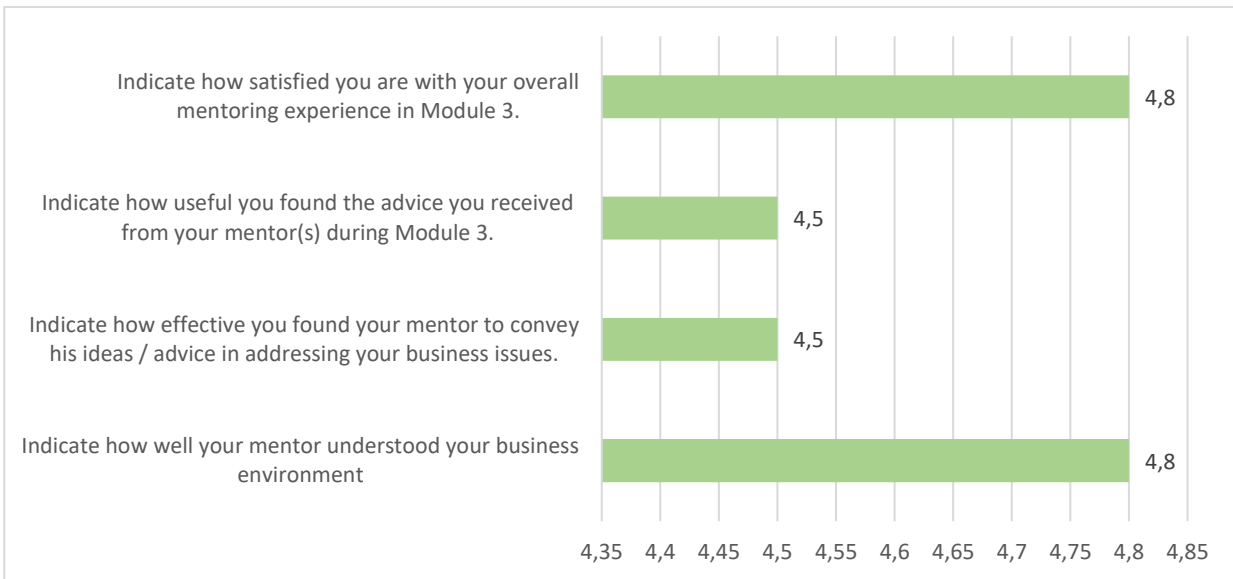
Participants shared opinions about the main strengths and weaknesses of Module 3 and provided recommendations for similar programmes in the future. Based on participants' opinions, we can conclude that participants perceived this module as applicable since it allowed them to share their business ideas, discuss challenges related to their business ideas and identify potential solutions to business challenges. Regarding weaknesses, participants noted that 3 hours of online one-on-one meeting sessions was too short to cover all topics in which they are interested. Therefore, a more significant number of one-on-one sessions is welcomed in similar future acceleration programmes.

Table 4 Reflective summary of Module 3, MCBO

Listed strengths of Module 3	Listed weaknesses of Module 3	Listed recommendations for improving Module 3
The opportunity of sharing challenges and identify solutions based on previous experiences of other stakeholders which have phased similar challenges in the past was highly appreciated. We have really appreciated the opportunity of interacting with other stakeholders, including SMEs and Start-Ups operating in the sector of sustainable tourism, and that may share the same challenges. The possibility of asking questions to the selected trainers was also very much appreciated. Consultants are very prepared and skilled to provide us with useful insights.	We would have appreciated receiving a handout also for this module, but unfortunately it was not provided. Given that the training was provided online, some connection issue was raised. 3 hours of personal support concentrated in 1 day only The time was not enough to address a quite complex topic for which more than 1 personalized session would be needed;	The trainer repeated several times the same concepts. We would have appreciated a broader view on the subject. We would advise dividing these 3 hours of personal support by foreseeing 2 hours for the self-introduction of the SMEs/START-UPS involved & identification of issues to be tackled + 1 hour (on a different day) to get the answers.

2.1.7. Preparation & Delivery of Module #4: Funding - Fundraising - Pitching

General description and objectives of Module 4. The fund-raising module was delivered through online lessons during January and February 2022. The Module is composed of 4 webinars (2 hours each) on the following topics:

- EU funding opportunities for CCIs (25th January 2022);
- National and regional funding opportunities for CCIs (26th, January 2022);
- LAG Bolognese Apennines: LAG's Funding opportunities and local development (1st February 2022);
- Crowdfunding (2nd February 2022);

Out of ten SMEs/start-ups selected and available to participate in the local version of JAP, nine attended the webinars provided through Module 4.

The main objectives of Module 4 were as follows:

- Improving knowledge about the EU funding opportunities addressing CCIs;
- Learning how to identify relevant funding opportunities for CCIs at national and regional level;
- Improving knowledge about local founding opportunities availability, with specific reference to those offered through LAGs; and
- Understanding how to launch a crowdfunding campaign through dedicated online platforms.

Expected learning outcomes. Through Module 4, MCBO intended to inform participants about the EU funding programmes addressing the CCIs and equip them with the theoretical and practical tools for identifying relevant funding opportunities at national and regional levels. The primary learning outcomes of Module 4 are summarised in the table below.

Table 5 Learning outcomes of Module 4, MCBO

Topics	Learning outcomes
EU funding opportunities for CCIs	LO1.1. Providing an overview of EU funding programmes addressing the CCIs.
National (PNRR) and regional funding opportunities for CCIs	LO2.1. Providing theoretical and practical tools for the identification of relevant funding opportunities at national and regional level.
LAG Bolognese Apennines: LAG's Funding opportunities and local development	LO3.1. Offering an overview about funding opportunities available at local level, with a focus on those offered through the LAG Bolognese Apennines.
Crowdfunding	LO4.1. Recognize crowdfunding as an effective tool for the economy of the territory. LO4.2. Offering an overview of MCBO's available services supporting business development.

Methods of learning. Module 4 was implemented through Synchronous Online Learning. For each webinar implemented (4 in total), handouts were provided by the trainers. During each webinar, the presence of a facilitator was ensured to moderate foreseen Q&A sessions.

Training Team Profile and Training Materials. Webinars were held by five lecturers – experts with a diverse backgrounds in CCIs whom MCBO selected. During webinars, lecturers used power point presentations as main training material.

Delivery. Four webinars were held in January and February 2022. The duration of each webinar was 2 hours. Therefore, 8 hours, in total, were used to develop participants' funding- fundraising and pitching capabilities.

2.1.8. Evaluation of Module #4: Funding - Fundraising - Pitching

The table and chart below summarize the assessment results undertaken by participants In Module 4 implemented within JAP organized by MCBO. Among nine participants involved in Module 4, four participants filled in the questionnaire designed to assess the quality of the delivery of Module 4.

Table 6 Key performance indicators for quality assessment of Module 4, MCBO

Key performance indicators	Number of respondents	Mean value ($\bar{x}$)	Standard deviation(σ)	Median
P2.1. - 4. Indicate how satisfied you are with the pace of delivery of Module 4.	4	3.75	1.25	4
P2.2. - 4: Indicate how easy it was to ask questions to the instructor(s) of Module 4.	4	3.75	0.50	4
P2. 3.– 4. Indicate how effective was/were the instructor(s) of Module 4 in presenting and explaining the training materials.	4	3.5	1.00	4
P2.4. – 4. Indicate how satisfied you are with the overall delivery of Module 4.	4	3.75	1.25	4
P2.5. – 4. Indicate how likely it is that you will use in your work the information in Module 4 in your activities.	4	3.5	1.29	3.5
P2-6. - 4a. (before). Indicate your level of knowledge on funding BEFORE your participation in Module 4.	4	2.0	0.82	2
P2-6. - 4a. (after). Indicate your level of knowledge on funding AFTER your participation in Module 4.	4	3.0	0.82	3
P2.6. – 4b. (before). Please indicate your level of knowledge on fundraising and pitching BEFORE your participation in Module 4	4	2.0	0.82	2
P2.6. – 4b. (after. Please indicate your level of knowledge on fundraising and pitching AFTER your participation in Module 4	4	3.25	0.96	3

Quality indicators related to Module 4 indicate that participants were satisfied with the overall delivery of Module 4. In terms of main strengths, participants indicated that topics covered within Module 4, increased their awareness about EU funding opportunities and broaden their knowledge about funding alternatives for their business ideas. Also, the difference between subjective

knowledge about funding, fundraising and pitching indicates that knowledge gained through Module 4 had improved participants' understanding of funding, fundraising, and pitching. The only weakness listed by participants is the lack of workshops to increase their practical skills related to funding and pitching.

Table 7 Reflective summary of Module 4, MCBO

Listed strengths of Module 4	Listed weaknesses of Module 4	Listed recommendations for improving Module 4
Synergies between different topics addressed by the trainers were highly appreciated. One of the trainers was really good at providing practical examples. Information provided with reference to EU funding opportunities was very much appreciated.	No practical exercises were foreseen.	To foresee practical exercises too.

2.1.9. Overall evaluation of Acceleration Programme

At the end of the local version of JAP, participants were asked to share their opinions about the overall acceleration programme implemented by MCBO. The overall evaluation results of MCBO's JAP are presented in the table below. Out of 10 participants engaged in the local version of JAP, six participants filled in the questionnaire designed to assess the quality of overall JAP implemented by MCBO.

Table 8 Overall evaluation of Acceleration Programme, MCBO

Key performance indicators	Number of respondents	Mean value (x̄)	SD (σ)	Median
A1- 1a.Level of awareness of business opportunities in the fields of cultural heritage promotion and valorisation and/or sustainable and experiential tourism models in your Region BEFORE your participation in this training and mentoring programme	6	2.2	0.75	2
A1-1b. Level of awareness of business opportunities in the fields of cultural heritage promotion and valorisation and/or sustainable and experiential tourism models in your Region AFTER your participation in this training and mentoring programme	6	3.6	0.41	4
A2-1a. Level of knowledge and skills in developing a business strategy BEFORE your participation in this training and mentoring programme	6	2.0	0.89	2
A2-1b. Level of knowledge and skills in developing a business strategy AFTER your participation in this training and mentoring programme	6	3.7	0.52	4
A3-1a Level of knowledge and skills in developing an innovation strategy BEFORE your participation in this training and mentoring programme	6	2.0	1.09	2
A3-1b. Level of knowledge and skills in developing an innovation strategy AFTER your participation in this training and mentoring programme	6	3.3	0.52	3
P4-1a. Level of knowledge and skills on how you can analyse the competitiveness of your company BEFORE your participation in this training and mentoring programme	6	2.2	0.75	2
P4-1b. Level of knowledge and skills on how you can analyse the competitiveness of your company AFTER your participation in this training and mentoring programme	6	3.5	0.84	4
P5-1a. Level of knowledge and skills on how you can analyse the competitiveness of your company AFTER your participation in this training and mentoring programme	5	1.8	0.84	2

P5-1b. Level of knowledge and skills on how to attract funding AFTER your participation in this training and mentoring programme	5	4.4	0.55	4

Overall evaluation of the JAP implemented by MCBO indicates that participants increased their knowledge and skills related to the business strategy, innovation strategy, and funding. In addition, participation in the local version of JAP increased the participants' awareness of business opportunities in the fields of cultural heritage promotion and valorisation and/or sustainable and experiential tourism models in the relevant region.

2.2. Friuli Venezia Giulia Autonomous Region (Italy)

The main economic specializations in the Autonomous FVG region, identified in the Regional Operational Programme (ROP) 2014-2020 are wood/furniture sector, manufacture of metal products, manufacture of machinery and equipment, food and beverage industry, ICT, metallurgy, and shipbuilding. The CCIs sector is mainly defined by tourism and creativity-driven productive service industries. The creative-driven productive service industries are those manufacturing activities that benefit from, although not directly involved, in cultural and creative activities. The core activities are those of the creative industries (architecture and design; communication), cultural industries (cinema, radio, TV; video games and software; music; publishing and printing; performing arts: historical and artistic heritage). This region ranks second in Italy in terms of tourism, while artisanship plays an essential role in the region's productive sectors.

2.2.1. Preparation & Delivery of Module #1: Introduction to CCIs

Participants. Friuli Venezia Giulia Region (FVGAR) selected participants in the local version of JAP based on the public selection of local enterprises and SMEs doing business in CCIs. Eight persons affiliated with a start-up / SME participated in Module 1 of the JAPimplemented by the FVGAR.

General description and objectives of Module. Module 1 was implemented through two different online meetings:

- Online meeting "*Introduction to the local version of JAP*" (held on 6th October 2021). FVGAR organised an online meeting to introduce the upcoming local version of JAP, the content of the local version of JAP, and activities organised in cooperation with two Regional Business Incubators.
- Workshop "*The CCIs: Technological innovation and cultural crossover as development drivers*" (held on the 29th November 2021). The general topics of discussion were the definition of CCS, characteristics and particularities of CCS, size of CCS, importance and contribution of CCS to the local economy, and Interconnections of CCS with other economic sectors. More specific topics of discussion were the following:
  - ✓ Overview of the CC Production System and its two domains – core culture and creative-driven;
  - ✓ Description of the adopted strategies for an acceleration in digital transition in 2020;
  - ✓ Key trends that should be taken into consideration – digitalisation, environmental awareness, new types of collaborative work, regulatory framework, the cultural and creative sector as an integral part of the economy and tourism;
  - ✓ Contribution of European policies, stressing out the European initiative 'New European Bauhaus';
  - ✓ The importance of technological innovations – new business models, the impact of the innovation on the process of creation, and the importance of new forms of cultural and creative expression; and
  - ✓ Key technologic trends and initiatives.

Expected learning outcomes. Learning outcomes of Module 1 articulated by the FVGAR are presented in the table below.

Table 9 Learning outcomes of Module 1, FVGAR

Topics	Learning outcomes
The cultural and creative production system	LO1. Strengthening the audience's knowledge of the cultural and creative sector
Effects of the health emergency on the cultural and creative sector	LO2. Dissemination and overview of the evolution of the CCIs following the covid-19 pandemic
EU policies to support the cultural and creative sector	LO3. Increasing the ICC knowledge of existing instruments

Methods of learning. Module 1 was delivered through synchronous online learning, i.e., participants and instructors were online simultaneously).

Training Team Profile and Training Materials. Module 1 is delivered by an expert with knowledge and experience in the CC sector. Training materials included the PowerPoint presentation "*The CCIs: technological innovation and cultural crossover as development drivers*", created and delivered by the lecturer/trainer.

Delivery. Online meeting "Introduction to the Local Accelerator Programme" and Workshop "The CCIs: Technological innovation and cultural crossover as development drivers" were delivered in October and November 2021.

Table 10 Delivery timeline for Module 1, FVGAR

Event	Date	Time	Duration	Location
Online meeting / Workshop ''Introduction to the Local Accelerator Programme''	06/10/2021	11:30 – 12:30	60 minutes	Online, Italy
Webinar ''The CCIs: Technological innovation and cultural crossover as development drivers''	29/11/2021	14:30 – 16:00	90 minutes	Online, Italy

Figure 3 Event photography as information support for delivering Module 1, FVGAR

2.2.2. Evaluation of Module #1: Introduction to CCIs

The quality of training in Module 1 was assessed based on the key performance indicators – quantitative data. Results are presented in the table and depicted graphically. Out of eight participants engaged in Module 1, five participants filled in the evaluation questionnaire.

Table 11   Evaluation of Module 1, FVGAR

Key performance indicators	Number of respondents	Mean value ($\bar{x}$)	Standard deviation(σ)	Median
P2.1: Satisfaction with the pace of delivery.	5	4.80	0.45	5.00
P2.2: Ease to ask questions to the instructor(s).	5	4.80	0.45	5.00
P2.3: Effectiveness of instructor(s) in presenting and explaining the training materials.	0	na	na	na
P2.4: Satisfaction with overall delivery of module.	5	4.80	0.45	5.00
P2.5: Likelihood of participant using in their work the information received during the training.	5	4.60	0.55	5.00
P2.6a: Level of knowledge on the module topic before participation in module.	5	3.80	0.84	4.00
P2.6b. Level of knowledge on the module topic after participation in module.	5	4.00	0.71	4.00

Based on the evaluation of the quality of Module 1 within the JAP delivered by FVGAR, we can see that participants expressed a high level of satisfaction with the pace of delivery, the possibility to ask questions, and the usefulness of the information provided during the training. In terms of knowledge acquired during the training (Module 1), participants believe that their knowledge about CCIs was higher after participating in training activities organized within Module 1.

Figure 4. Key performance indicators for quality assessment of Module 1, FVGAR
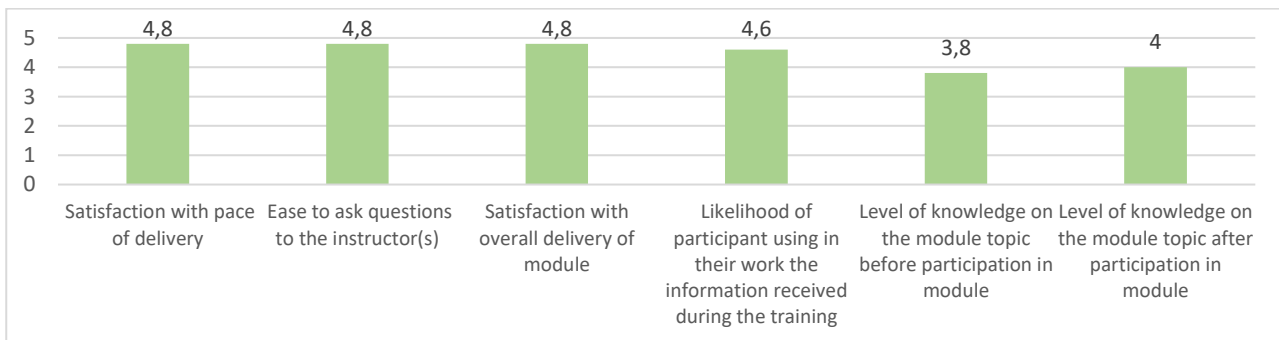
Although the evaluation questionnaire included open-ended questions, participants did not respond. Thus, a reflective summary of the responses aiming to identify strengths, weaknesses, and recommendations related to the delivery of Module 1 is not possible to conduct.

2.2.3. Preparation & Delivery of Module #2: Business Development

Participants. Ten persons affiliated with a start-up / SME participated in Module 2 of the JAP implemented by the FVGAR.

General description and objectives of Module. Module 2 was delivered as an online workshop entitled "Value proposition: the customer at the centre". Module 2 covered the following topics:

- Creation of a successful product - from the idea to the final realization;
- Centralization of customer's wishes and expectations;
- Ideas adapting to changes - innovation never follows a linear process;
- Three key components of a product – functional, emotional, and social value;
- Value proposition and its three elements – the subject, situation analysis, a value, and a solution (Problem Solving PDCA plan-do-check-act)
- Presentation of different problem-solving schemes, business model schemes, corporate value systems

The main objective of Module 2 is to enrich the knowledge of participants in the Local Acceleration Programme by providing them with state-of-the-art knowledge related to:

- Three main product components: how to create a successful product;
- The main elements of a value proposition: problem-solving scheme, storytelling, and business model scheme.

Expected learning outcomes. The expected learning outcomes of Module 2 are described in the table below.

Table 12 Learning outcomes of Module 2, FVGAR

Topics	Learning outcomes
How to create a successful product?	LO1.1. Innovation does not follow a linear process, and it has to adapt to the existing changes. LO1.2. Each product has to be: functional, emotional, and social.
Value proposition: the problem-solving scheme	LO2. The main elements of a value proposition are: the subject, situation analysis, a value, and a solution.
Storytelling and business model scheme	LO3. Storytelling, or coming out with ideas and alternatives, should be strengthened with a business model scheme: the main question is HOW to create.

Methods of learning. Synchronous online learning (participants and instructors were online simultaneously) was used as a method of learning within Module 2.

Training Team Profile and Training Materials. Training materials included the PowerPoint presentation "Value proposition: the customer at the centre", created and delivered by the instructor/lecturer. Module 2 was delivered by an independent business strategist and corporate innovator.

Delivery. Online workshop "Value proposition: the customer at the centre" was held on 6th December 2021.

Table 13 Delivery timeline for Module 2, FVGAR

Event	Date	Time	Duration	Location
Online workshop ''Value proposition: the customer at the centre''	06/12/2021	14:30 – 16:00	90 minutes	Italy

Figure 5 Event photography as information support for delivering Module 2, FVGAR

2.2.4. Evaluation of Module #2: Business Development

The quality of training in Module 2 was assessed based on the key performance indicators – quantitative data. Results are presented in the table and depicted graphically. Five, out of ten participants involved in Module 2, filled in the questionnaire designed to assess the quality of delivery of Module 2.

Table 14   Evaluation of Module 2, FVGAR

Key performance indicators	Number of respondents	Mean value ($\bar{x}$)	Standard deviation(σ)	Median
P2.1: Satisfaction with the pace of delivery.	5	4.80	0.45	5.00
P2.2: Ease to ask questions to the instructor(s).	5	4.60	0.68	5.00
P2.3: Effectiveness of instructor(s) in presenting and explaining the training materials.	5	4.40	0.89	5.0
P2.4: Satisfaction with overall delivery of module.	5	4.60	0.45	5.00

P2.5: Likelihood of participant using in their work the information received during the training.	5	5.00	0.00	5.00
P2.6a: Level of knowledge on the module topic before participation in module.	5	3.80	0.84	4.00
P2.6b. Level of knowledge on the module topic after participation in module.	5	4.20	0.45	4.00

Figure 6. Key performance indicators for quality assessment of Module 2, FVGAR

Participants were very satisfied with the peace of delivery, the possibility to easily ask instructors about topics discussed, and the effectiveness of instructors in presenting and explaining training materials. Subjective assessment of knowledge related to business development was higher after participating in training activities within Module 2 than the knowledge before participation in the local version of JAP.

Although the evaluation questionnaire included open-ended questions, participants did not provide comments about strengths, weaknesses, and recommendations for future training activities.

2.2.5. Preparation & Delivery of Module #3: Business Model Design

General description and objectives of Module. The training Module 3 within JAP implemented by FVGAR was focused on strengthening SMEs and CCIs capacity to use the business model canvas instrument. The Module 3 was designed aiming to:

- Increase participants' understanding of the difference between a business plan and a business model canvas, and
- Provide insights into the advantages of the business model canvas instrument.

Expected learning outcomes. The expected learning outcomes of Module 3 are described in the table below.

Table 15 Learning outcomes of Module 3, FVGAR

Topics	Learning outcomes
Why the business model?	LO1.1. Understanding the basis of a business model LO1.2. Understanding the basis of value creation for customer and businesses
The Business model canvas	LO2.1. Understanding key elements of the business model canvas LO2.2. Understanding the value proposition of the business model canvas
CCIs insights	LO3.1. Learn practical suggestions for relations with CCIs LO3.2. Acquire the capacity to understand a MVP

Methods of learning. Synchronous online learning (participants and instructors were online simultaneously) was used as a method of learning within Module 3.

Training Team Profile and Training Materials. Training materials included the PowerPoint presentation created and delivered by the instructor/lecturer. Module 3 was delivered by an expert in the field of business model design.

Delivery. An online group session related to mentoring activities was delivered on 13th December 2021.

Table 16 Delivery timeline for Module 3, FVGAR

Event	Date	Time	Duration	Location
Online event	13/12/2021	14:30 – 16:00	90 minutes	Italy

Figure 7 Event photography as information support for delivering Module 3, FVGAR
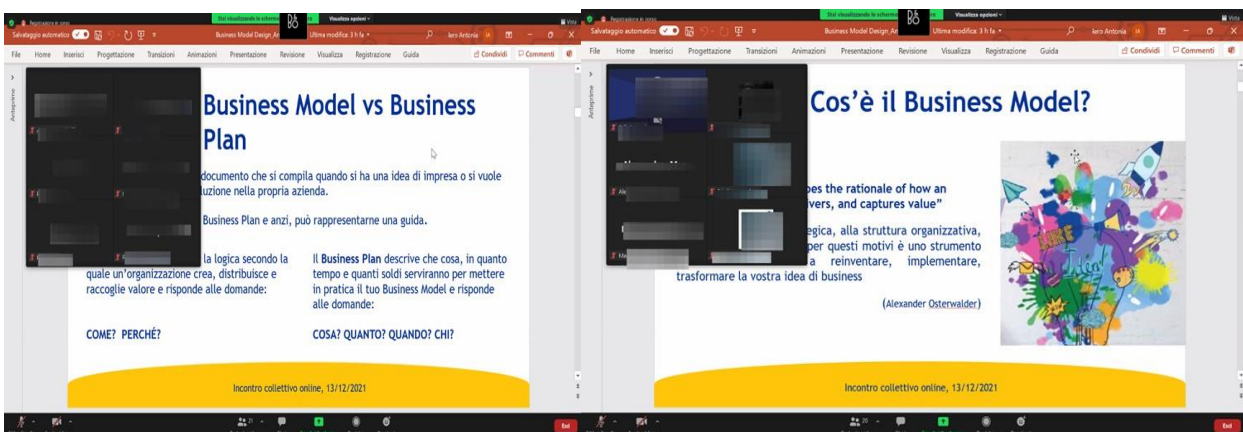
2.2.6. Evaluation of Module #3: Business Model Design

The table and chart below summarize the assessment results undertaken by participants In Module 3 implemented within the JAP organized by FVGAR. Out of ten participants involved in Module 3, six of them filled in the evaluation questionnaire for Module 3.

Table 17 Key performance indicators for quality assessment of Module 3, FVGAR

Key performance indicators	Number of respondents	Mean value (x̄)	Standard deviation(σ)	Median
P2.1: Satisfaction with the pace of delivery.	6	3.50	1.04	3.5
P2.2: Ease to ask questions to the instructor(s).	6	3.83	0.98	3.5
P2.3: Effectiveness of instructor(s) in presenting and explaining the training materials.	6	3.83	0.98	3.5
P2.4: Satisfaction with overall delivery of module.	6	3.67	1.21	3.5
P2.5: Likelihood of participant using in their work the information received during the training.	6	3.83	0.98	3.5
P2.6a: Level of knowledge on the module topic before participation in module.	6	3.67	1.03	4.0
P2.6b. Level of knowledge on the module topic after participation in module.	6	3.83	0.75	4.0

Figure 8. Key performance indicators for quality assessment of Module 3, FVGAR
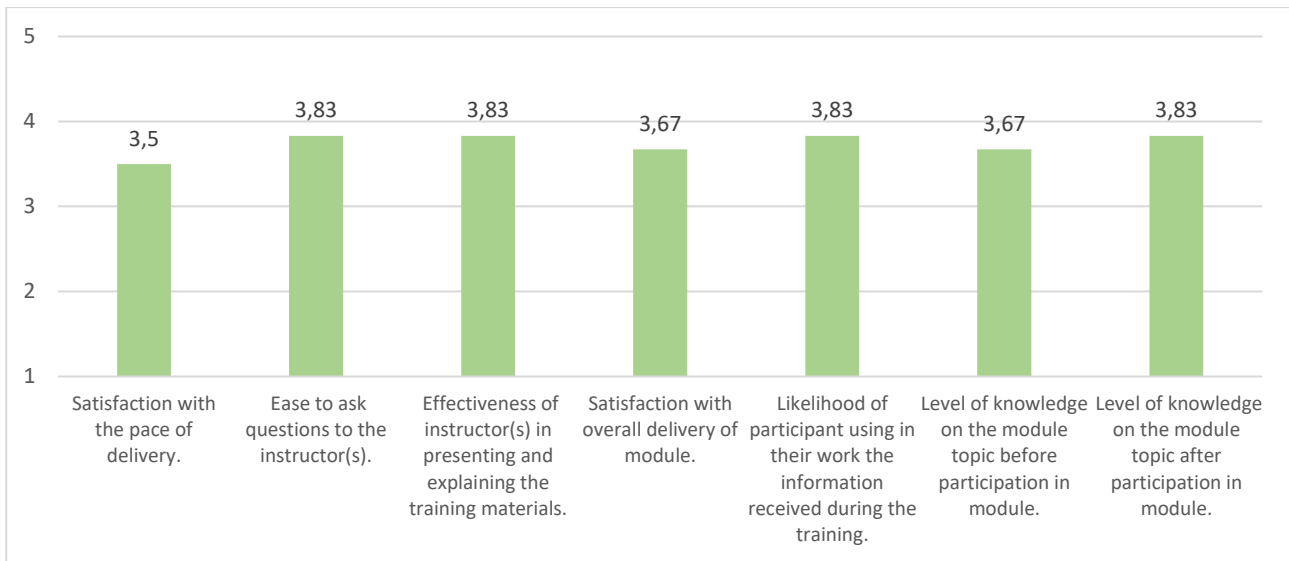
In terms of main strengths, participants welcomed the idea of Acceleration Programme overall, and particularly training about business model design. However, participants indicated some weaknesses in Module 3, including the lack of interaction with participants, and the repetition of topics covered within Module 2. Moreover, participants indicate that topics covered within Module 3 increased their knowledge and skills related to the development of their business ideas. The subjective knowledge about topics covered in the Module 3 increased from the average grade 3.67 to 3.83.

Table 18 Reflective summary of Module 3, FVGAR

Listed strengths of Module 3	Listed weaknesses of Module 3	Listed recommendations for improving Module 3
The fact that FVGAR organized this programme is a good thing.	Repetition some of the content covered within Module 2. Low level of involvement of participants trainings A lack of practical examples Scholastic approach of lecturer.	More engaging materials More interactivity among participants and instructors/trainers.

2.2.7. Preparation & Delivery of Module #4: Funding - Fundraising - Pitching

General description and objectives of Module 4. Training Module 4 focused on strengthening SMEs and CCIs capacity to introduce the project to an investor. Module 4 was designed to create the opportunity for participants to acquire the following know-how:

- Understanding the key elements to attract an investor;
- The creation of a successful start-up; and
- Understanding how to estimate the real value of a start-up.

Expected learning outcomes. The expected learning outcomes of Module 4 are described in the table below.

Table 19 Learning outcomes of Module 4, FVGAR

Topics	Learning outcomes
How to create a successful start-up?	LO1.1. Considering the key elements to attract an investor e.g.: team, timing. LO1.2. Choosing the right funding channels, LO1.3. Expanding the business idea LO1.4. Diversifying business plan and elevator

Methods of learning. Synchronous online learning (participants and instructors were online simultaneously) was used as a method of learning within Module 4.

Training Team Profile and Training Materials. Training materials included the PowerPoint presentation created and delivered by the instructor/lecturer. Module 4 was delivered by a business consultant.

Delivery. Module 4 was delivered online on 16th December 2021.

Table 20 Delivery timeline for Module 4, FVGAR

Event	Date	Time	Duration	Location
Online event	16/12/2021	14:30 – 16:00	90 minutes	Italy

Figure 9 Event photography as information support for delivering Module 4, FVGAR

2.2.8. Evaluation of Module #4: Funding - Fundraising - Pitching

The table and chart below summarize the assessment results undertaken by participants In Module 4 implemented within the JAP organized by FVGAR. Out of the total number of participants involved in Module 4 (18 participants), four evaluated the delivery quality of Module 4.

Table 21 Key performance indicators for quality assessment of Module 4, FVGAR

Key performance indicators	Number of respondents	Mean value (x̄)	Standard deviation(σ)	Median
P2.1: Satisfaction with the pace of delivery.	4	5.0	0.00	5
P2.2: Ease to ask questions to the instructor(s).	4	3.75	0.50	4
P2.3: Effectiveness of instructor(s) in presenting and explaining the training materials.	4	3.75	0.50	4
P2.4: Satisfaction with overall delivery of module.	4	5.0	0.00	5
P2.5: Likelihood of participant using in their work the information received during the training.	4	4.75	0.50	5
P2.6a: Level of knowledge on the module topic before participation in module.	4	4.00	0.81	4
P2.6b. Level of knowledge on the module topic after participation in module.	4	4.25	0.50	4

In terms of main strengths, participants were delighted with the presented content and teaching style of the trainer/lecturer. Regarding knowledge about funding, fundraising and pitching, respondents indicated that the level of subjective knowledge about these topics increased after participating in the local version of JAP (average grade before participation in the local version of JAP was 4.00 and after participation in the local version of JAP was 4.25). Two participants indicated that the duration of the module was time-limited, and they did not have enough time to explore topics covered within Module 4.

Table 22 Reflective summary of Module 4, FVGAR

Listed strengths of Module 4	Listed weaknesses of Module 4	Listed recommendations for improving Module 4
Clearness of speaker /lecturer Clarity and focused oriented Information delivered was very practical and easy to understand	Limited duration Not enough time	Module 4 should be divided into several sessions

2.2.9. Overall evaluation of Acceleration Programme

The instrument designed to evaluate participants' experience related to the overall acceleration programme was completed only by 1 participant who had been engaged in the JAP organized by FVGAR. Since the instrument for the overall evaluation of JAP was distributed among project partners at the end of December 2021, it was difficult to FVGAR to reach participants and get their responses about modules that had been already finalized.

2.3. Urban Planning Institute of the Republic of Slovenia (Slovenia)

2.3.1. Preparation & Delivery of Module #1: Introduction to CCIs

Participants. The Urban Planning Institute of the Republic of Slovenia (UIRS prepared an open call for the local version of JAP, which was promoted before and during the conference "Cultural tourism and heritage" organised by the Museum of Architecture and Design (MAO). UIRS published the open call on UIRS website, as part of the conference, and on social media platforms, like Facebook and Instagram. The open call for participants was published on 12/10/2021 and was open until 29/10/2021. The participants for the local version of JAP had to apply on the open call through the UIRS website and provide the requested information by filling out a short application form. The participants had to state their personal information and contacts and a description of their project and their goals. UIRS also asked potential participants in the local version of JAP to submit any visual materials or their websites. The second stage began with individual interviews and presentations of the projects in front of the committee, consisting of three members, experts in the CCIs. The interviews and presentation of the project prepared by potential participants were conducted via Zoom, and the interview duration was around 15 minutes per participant (for the presentation and possible questions from the committee). After all the presentations were held, the committee members had a meeting to discuss the project applicants, and they selected ten participants for the JAP implemented by UIRS. Selected participants belong to two target groups (TG): TG1 - five individuals affiliated with a start-up / SME (e.g., owner, employee) and TG2- five Individuals aiming to establish a company.

General description and objectives of Module 1. This module aimed to enhance participants' knowledge about the CC sector and its characteristics, emphasising the Slovenian CCS. The main objectives of Module 1 were:

- Learn the main definitions of the CCS in Slovenia;
- Identify the main characteristics of the CCS in Slovenia;
- Learn about the research related to the Slovenian CCS;
- Discuss the potential of the Slovenian CCS; and
- Learn about the possible development of support policies and programs in the CCS.

Expected learning outcomes. The table below includes the expected learning outcomes of Module 1 articulated within the JAP delivered by UIRS.

Table 23 Learning outcomes of Module 1, UIRS

Topics	Learning outcomes
Cultural and creative sector (CCS) in Slovenia	LO1.1. Participants learned about the background of CCS. LO1.2. Policies in place for support of CCS in Slovenia
Research of the Slovenian CCS sector	LO2.1. Value of CCS in Slovenia LO2.2. Size of CCS in Slovenia LO2.3. Learning about all the 14 fields and definitions of CCS and their functions
Support policies and programs in the field of CCS	LO3.1. Presentation of different support policies in place for the creatives

	LO3.2. The Centre for creativity's programs and how to participate
	LO3.3. Presentation of the public tender Spodbujanje kreativnih kulturnih industrij – CzK 2022 intended for start-ups and creatives to apply for with their developing projects

Methods of learning. The following methods of learning were used within Module 1:

1. Instructor-Led Training – all the participants had an online lecture led by an expert in the CC sector;
2. Asynchronous Online Learning -the lecturer provided the participants with materials they had to read;
3. Self-Instruction and Performance Support – the participants and the lecturer discussed all the reading material provided by the lecturer/instructor.

Training Team Profile and Training Materials Module 1 was held by a creative industries developer, manager, and expert. For the last fifteen years, the trainer has been working in the CCI sector and fostering cross-sectoral cooperation with businesses and other sectors. The following educational materials were used: Powerpoint presentation "Introduction to CCS in Slovenia", brochure "Kulturno kreativni imperativ" (Centre for Creativity and Barbara Predan, 2020) , research "Statističnaanalizastanja kulturnega in kreativnega sektorja v Sloveniji 2008–2017" (Institute for Economic Research, 2020), book "KCDM 2.0: Z designom do uspešneorganizacije" (KCDM 2.0., 2019), and Report of THE OMC (Open Method of Coordination) working group of Member States' experts – Study.

Delivery. Module 1 was delivered online on 30/112021.

Table 24 Delivery timeline for Module 1, UIRS

Event	Date	Time	Duration	Location
Module 1: Introduction to CCI	30/11/2021	10:00 – 12:00	120 minutes	Online, Zoom, Slovenia

Figure 10 Event photography as information support for delivering Module 1, UIRS
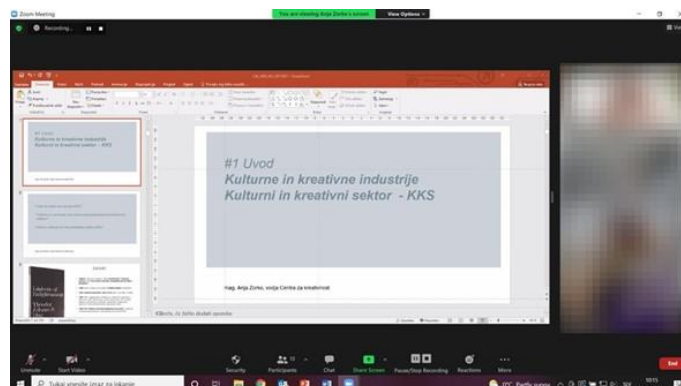
2.3.2. Evaluation of Module #1: Introduction to CCIs

After participating in Module 1, participants had the opportunity to assess the quality of delivered training activities. The table below summarizes the evaluation results of Module 1 delivered within the JAP implemented by UIRS. All participants of training organized within Module 1 filled in the questionnaire designed to assess the quality of delivery of Module 1.

Table 25 Evaluation of Module 1, UIRS

Key performance indicators	Number of respondents	Mean value ($\bar{x}$)	Standard deviation(σ)	Median
P2.1: Satisfaction with the pace of delivery.	10	4.60	0.52	5.00
P2.2: Ease to ask questions to the instructor(s).	10	5.00	0.00	5.00
P2.3: Effectiveness of instructor(s) in presenting and explaining the training materials.	10	4.50	0.53	4.50
P2.4: Satisfaction with overall delivery of module.	10	4.70	0.48	5.00
P2.5: Likelihood of participant using in their work the information received during the training.	10	5.00	0.00	5.00
P2.6a: Level of knowledge on the module topic before participation in module.	10	3.40	0.52	3.00
P2.6b. Level of knowledge on the module topic after participation in module.	10	4.10	0.57	4.00

Participants were delighted with the training activities, particularly with the usefulness of information presented during training and the instructor's willingness to respond to questions asked by participants. Based on the responses provided by participants, we can conclude that participants' knowledge about the CC sector increased after participating in the training activities.

Figure 11. Key performance indicators for quality assessment of Module 1, UIRS
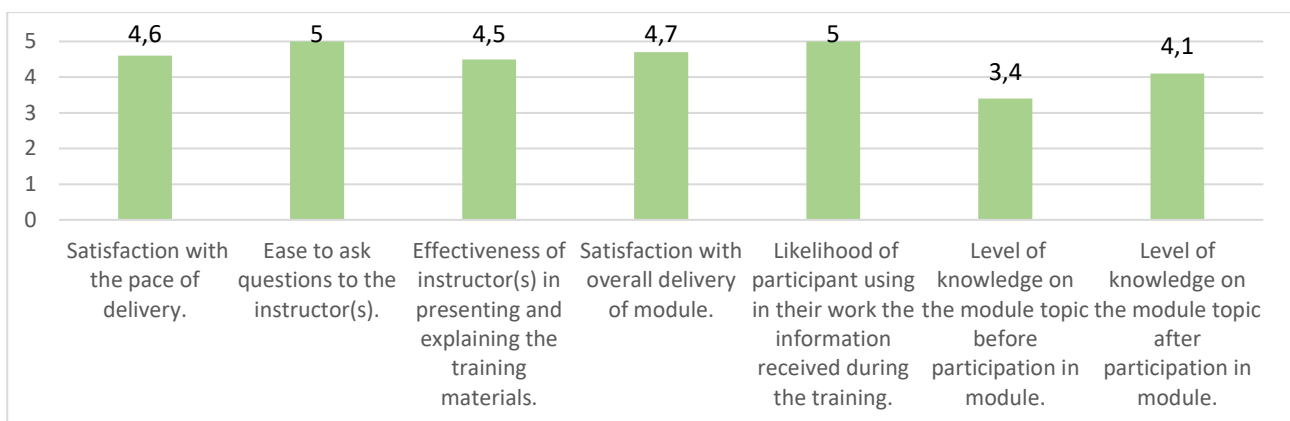
The participants did not respond to the open-ended questions. Thus, a reflective summary of the responses aiming to identify strengths, weaknesses, and recommendations related to the delivery of Module 1 is not possible to conduct. However, UIRS team summarized strengths, weaknesses, and recommendations from its perspective (please see the table below).

Table 26 Reflective summary of Module 1, UIRS

Listed strengths of Module 1	Listed weaknesses of Module 1	Listed recommendations for improving Module 1
Since the open call for the Local Acceleration Programme was organized at the end of October, the modules coincided with the public tender CzK 2022 where creatives and creative companies can apply to receive grants for their developing projects. The strength of Module 1 was that we were able to present them with an opportunity to receive funding.	The focus of Module 1 was intended to be on the Slovenian CC sector, with an understanding of the EU policies in place as well. The problem is that there are not so many support policies within the Slovenian CC sector. Thus, we presented the first-ever research on the CC sector in Slovenia, made by Centre for Creativity, aiming to show the size and value of the CC sector and why it is worth investing in.	Since we intended to launch the open call at the end of October when we had the conference, this did not leave us much time for the selection process and then the implementation of Module 1. If we were to do it again, we would leave more time for the Modules since they were condensed now.

2.3.3. Preparation & Delivery of Module #2: Introduction to Cultural Tourism

General description and objectives of Module 2. While selecting participants in the local version of JAP, UIRS found that some participants do not have basic knowledge about cultural tourism. Thus, UIRS modified Module 2 from Business Development to Introduction to Cultural Tourism.   Module 2 aimed to provide an overview of developments in promoting the innovation of Slovenian tourism. Specific objectives of Module 2 were:

- Learn the main definitions of cultural tourism and its characteristics;
- Identify the main characteristics of cultural tourism in Slovenia;
- Learn about what role innovation plays in tourism;
- What role in tourism and what innovation potential has the sector of cultural and creative industries; and
- Learn about the key goals and strategic guidelines for Ljubljana and try and implement them in the specific project.

Expected learning outcomes. The table below contains the description of the expected learning outcomes of Module 2 articulated by the UIRS.

Table 27 Learning outcomes of Module 2, UIRS

Topics	Learning outcomes
Cultural tourism in Slovenia	LO1.1. Learning about the size and potential of cultural tourism LO1.2. Characteristics of the cultural tourism in Slovenia
Innovation in cultural tourism	LO2.1. Innovation and its role in developing an attractive package LO2.2. How to promote and where to find the buyer
Strategic guidelines for Ljubljana	LO3.1. Presentation of Ljubljana's key guidelines for developing cultural tourism

	LO3.2. Main key focus points for the next planning
Cultural tourists in Ljubljana	LO4.1. Learning about the needs and wants of a cultural tourist LO4.2. Main characteristics of a potential tourist interested in culture LO4.3. How to design with your potential tourist in mind

Methods of learning. Module 2 was delivered via the following methods of learning:

1. Instructor-Led Training – all the participants had an online lecture led by two experts/lecturers;
2. Asynchronous Online Learning - lecturers provided the participants with materials they had to read
3. Self-Instruction and Performance Support – the participants and the lecturer discussed all the reading material provided by the lecturers. They were also available for any further questions and support regarding the educational material.

Training Team Profile and Training Materials. Module 2 was delivered by two lecturers with rich scholarly and practice work in the CCS. The following educational materials were used: a Powerpoint presentation 'Cultural tourism" (prepared by the lecturer), a Powerpoint presentation' Introduction to Cultural tourism" (prepared by the lecturer), strategic document "Strateškesmernicerazvojakulturnegaturizma v Ljubljani za obdobje 2017–2020" (Turizem Ljubljana, 2017), and article "Kulturniturizemkotkreativnarabaobstoječega" (Mr. Gregor Butala, 2017).

Delivery. Module 2 was delivered online on 02/12/2021 and 03/12/2021.

Table 28 Delivery timeline for Module 2, UIRS

Event	Date	Time	Duration	Location
Module 2: Introduction to Cultural Tourism	02/12/2021 03/12/2021	10:00 – 12:00 10:00 – 12:00	120 minutes 120 minutes	Online, Zoom, Slovenia

Figure 12 Event photography as information support for delivering Module 2, UIRS
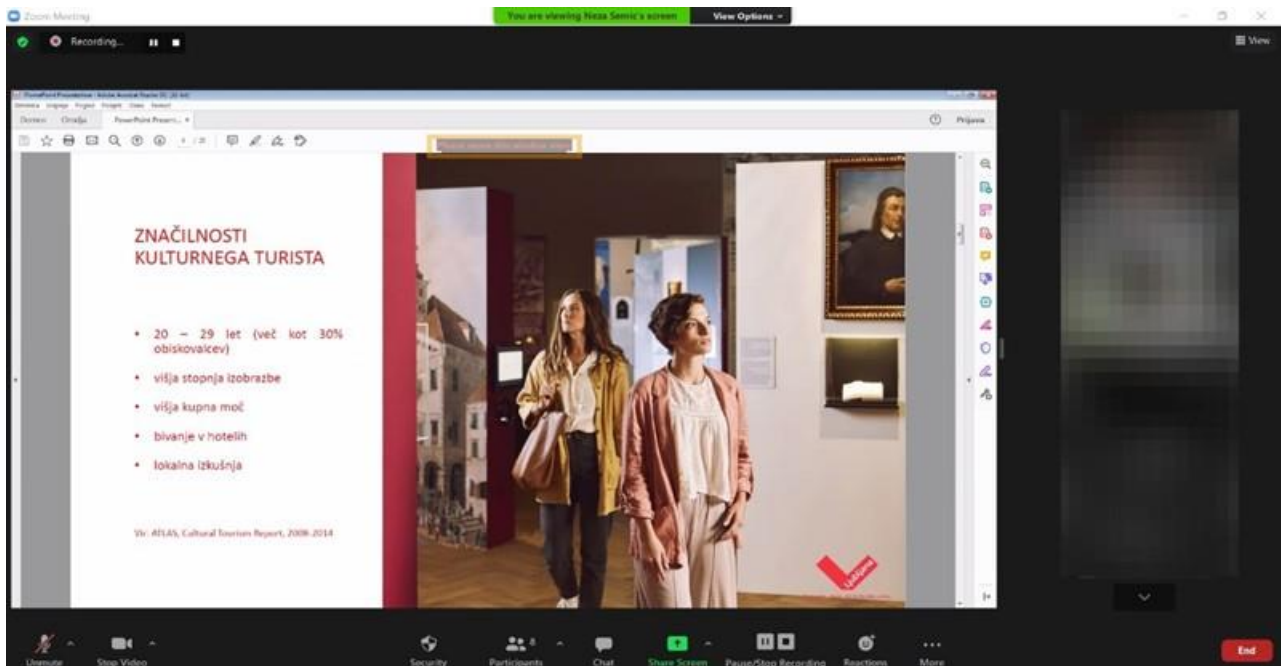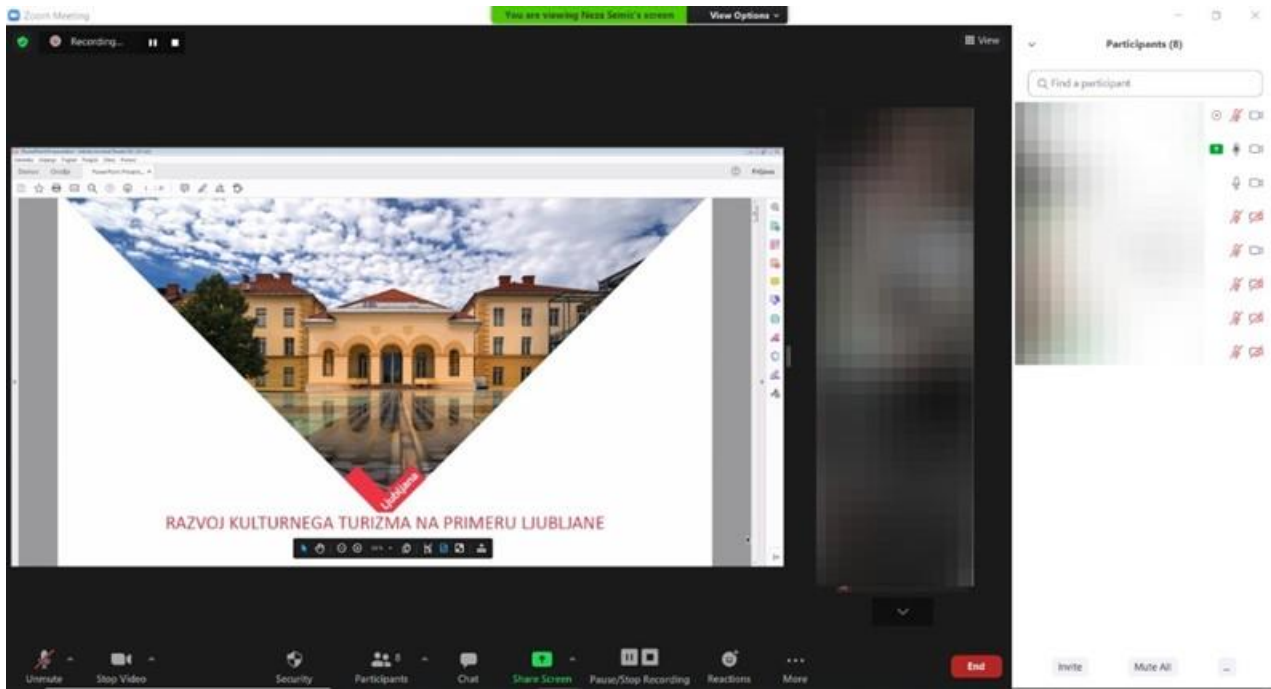
2.3.4. Evaluation of Module #2: Introduction to Creative Tourism

The quality of training in Module 2: Introduction to Creative Tourism was assessed based on the key performance indicators – quantitative data. Results are presented in the table and depicted graphically. All participants engaged in Module 2 assessed the quality of delivery of this module.

Table 29   Evaluation of Module 2, UIRS

Key performance indicators	Number of respondents	Mean value ($\bar{x}$)	Standard deviation(σ)	Median
P2.1: Satisfaction with the pace of delivery.	10	4.55	0.53	5.0
P2.2: Ease to ask questions to the instructor(s).	10	5.0	0.00	5.0
P2.3: Effectiveness of instructor(s) in presenting and explaining the training materials.	10	4.9	0.33	5.0
P2.4: Satisfaction with overall delivery of module.	10	4.7	0.50	5.0
P2.5: Likelihood of participant using in their work the information received during the training.	10	4.9	0.33	5.0
P2.6a: Level of knowledge on the module topic before participation in module.	10	3.1	0.78	3.0
P2.6b. Level of knowledge on the module topic after participation in module.	10	3.9	0.60	4.0

Participants were very satisfied with all elements of the training activities implemented within Module 2: Introduction to Creative Tourism. Participants evaluated 'the easiness of asking questions", ''the effectiveness of instructors", and "the usefulness of provided information" with the highest scores. Also, subjective knowledge about creative tourism was higher after participating in the training activities related to creative tourism.

Figure 13. Key performance indicators for quality assessment of Module 2, UIRS
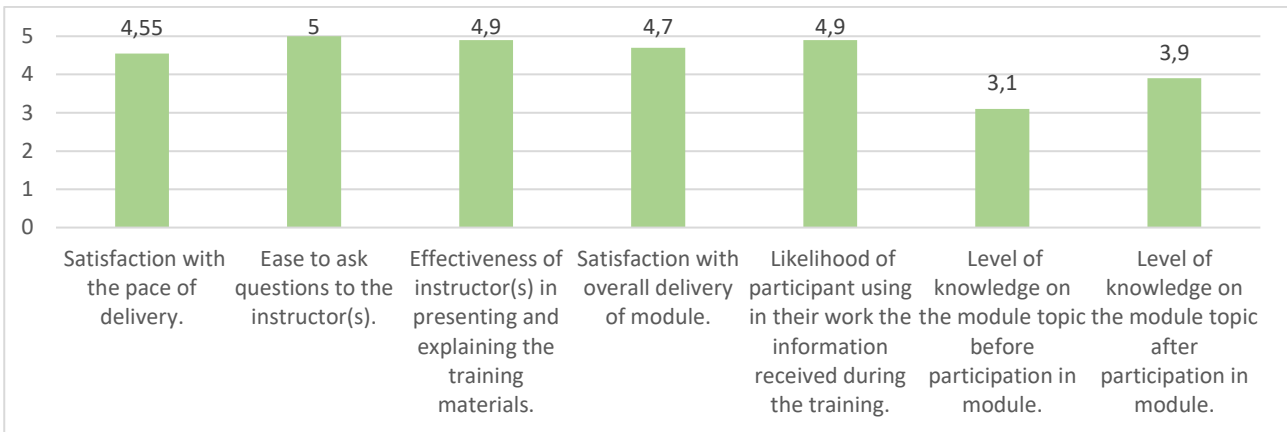
Since participants did not respond to open questions regarding the main strengths, weaknesses, and recommendations related to the delivery of Module 2, the UIRS team summarized strengths, weaknesses, and recommendations from its perspective, as presented below.

Table 30 Reflective summary of Module 2, UIRS

Listed strengths of Module 2	Listed weaknesses of Module 2	Listed recommendations for improving Module 2
Module 2 had two lecturers both extremely knowledgeable about cultural tourism, both in theory and in practice, since they both teach and work in the sector. We had a healthy debate develop in all the lectures, with participants showing high interest in the topic presented.	We noticed no significant weaknesses in Module 2.	While there were minor organizational hiccups with the Zoom connection, we have no major improvement recommendations.

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2.3.5. Preparation & Delivery of Module #3: Business Development

General description and objectives of Module 3. The aim of Module 3 was to raise the participants' awareness that the only way to run a truly successful company is to have a deep understanding of their clients and to give participants the concrete knowledge and tools to do so. The JAP focused on finding real problems and desires of customers, understanding the world through their eyes and using these insights to create a better product/service. Participants learned about concrete approaches and tools that they can use and test in practice at the workshop. After the workshop, they were to discover and talk to their potential customers and thus set the foundation for a successful business story. In addition, Module 3 equipped participants with the lean way of developing business models. Participants had the opportunity to acquire knowledge about tools such as Business Model Canvas and some other tools.

Main objectives of Module 3 were:

- Explanation of key business methods and lean start-up methodology
- Managing the costs of a project
- Explanation of a Business model and validation of the business model
- Segmentation of customers and target groups
- Preparation of a Business Model Canvas for each project

Expected learning outcomes. The table below contains the description of the expected learning outcomes of Module 3 articulated by the UIRS.

Table 31 Learning outcomes of Module 3, UIRS

Topics	Learning outcomes
Lean start-up methodology	LO1.1. Concrete steps for development of their owns project business ideas LO1.2. Explanation of Problem - Solution Fit' in 'Product - Market Fit
Segmentation of customers	LO2.1. Finding true desires for a potential customer LO2.2. Preparing target audiences for each project
Business model	LO3.1. Business Model canvas and other similar tools LO3.2. Preparation of a business model for each participants' project LO3.3. Preparation of a Value Proposition canvas

Methods of learning. The following methods of learning were used within Module 3:

4. Instructor-Led Training – all the participants had an online lecture led by one expert.
5. Asynchronous Online Learning - the lecturer provided the participants with materials they had to read.
6. Self-Instruction and Performance Support – the participants and the lecturer discussed all the reading material provided by the lecturer and also had to work independently outside of the classroom to prepare the business models for their own projects, which were later discussed with in their one-on- one mentorship programme.

Training Team Profile and Training Materials. Module 3 was delivered by one lecturer with rich scholarly and practice work in the CCI sector. The following educational materials were used: PowerPoint presentation (Introduction to Business and Business Plan), the template for the preparation of business model, Business Model Canvas, and other business model preparation tools.

Delivery. Module 3 was delivered online as two days webinar (6th and 7th December 2021).

Table 32 Delivery timeline for Module 3, UIRS

Event	Date	Time	Duration	Location
Module 3: Business Development	07/12/2021 08/12/2021	10:00 – 12:00 10:00 – 12:00	120 minutes 120 minutes	Online, Zoom, Slovenia

Figure 14 Event photography as information support for delivering Module 3, UIRS
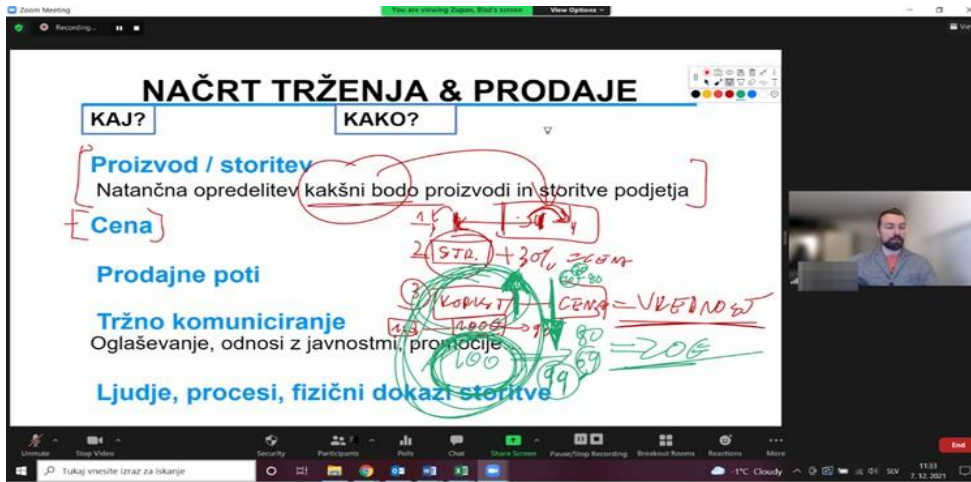
2.3.6. Evaluation of Module #3: Business Development

The table and chart below summarize the assessment results undertaken by participants In Module 3 implemented within the JAP organized by UIRS. All participants who took part in the training section within Module 3 assessed the quality of delivery of Module 3.

Table 33 Key performance indicators for quality assessment of Module 3, UIRS

Key performance indicators	Number of respondents	Mean value ($\bar{x}$)	Standard deviation(σ)	Median
P2.1: Satisfaction with the pace of delivery.	10	4.0	0.67	4
P2.2: Ease to ask questions to the instructor(s).	10	5.0	0.00	5
P2.3: Effectiveness of instructor(s) in presenting and explaining the training materials.	10	4.6	0.52	5
P2.4: Satisfaction with overall delivery of module.	10	4.7	0.48	5
P2.5: Likelihood of participant using in their work the information received during the training.	10	4.8	0.42	5
P2.6a: Level of knowledge on the module topic before participation in module.	10	2.8	0.78	3
P2.6b. Level of knowledge on the module topic after participation in module.	10	3.6	0.52	4

Participants were delighted with the pace of delivery of Module 3, the instructor's willingness to provide answers to participants' questions and the instructor's effectiveness in presenting and explaining training materials. In addition, based on participants' responses, their level of subjective knowledge about business model development increased as a result of their participation in the local version of the JAP.

Figure 15. Key performance indicators for quality assessment of Module 3, UIRS

The UIRS team summarized the strengths and weaknesses of Module 3 and provided recommendations for similar training programmes in the future.

Table 34 Reflective summary of Module 3, UIRS

Listed strengths of Module 3	Listed weaknesses of Module 3	Listed recommendations for improving Module 3
The lecturer with extensive knowledge and expertise. He also connected immensely with the participants and helped them throughout the process.	Because of the time constraint we had to cover a lot of information in a short period of time with participants having to do a lot of outside work as well to prepare for their one on one mentorships as well.	We have no major recommendations for improving this Module.

2.3.7. Preparation & Delivery of Module #4: Funding – Fundraising - Pitching

General description and objectives of Module 4. Module 4 focused on sales, marketing strategies, funding, financing and pitching. Although the common misconception is that selling is about pushing, nagging and manipulating people into buying things they do not need, that is wrong. In Module 4 the participants discussed the difference between the Fixed and Growth mindset concepts, about unique selling propositions, and key marketing concepts. Participants gained knowledge and skills on how to build a database of contacts of potential customers online and through physical channels, which marketing tools and channels exist and how to communicate through different marketing channels. Each project had to prepare its own marketing action plan, which they discussed during sessions.

The second workshop covered basic concepts of accounting and finance and focused mainly on the concept of pitching your idea before investors, press and clients and using storytelling to capture attention and influence people in a positive way. We presented participants with practical experiences and recommendations on how to prepare an effective presentation - especially to potential investors. Participants had to work on the structure of the pitch and on the basic elements of storytelling. They also mapped the audience to come up with more empathetic messages. Based on practical examples participants received instructions and advice on how to prepare a

presentation of their entrepreneurial idea for such way they will have the opportunity to meet with capital investors.

The main objectives of Module 4 were:
- to understand how mindsets affect success and have an impact on sales performance;
- to understand the value of customer relationships in the sales process;
- to define a USP (Unique selling proposition);
- to understand four stages of sale;
- to understand how to build a database of contacts of potential customers online and through physical channels;
- to prepare a marketing action plan;
- learn about the structure of an elevator pitch; and
- to prepare the pitch and present it in front of the lecturer and participants

Expected learning outcomes. The table below contains the description of the expected learning outcomes of Module 4 articulated by the UIRS.

Table 35 Learning outcomes of Module 4, UIRS

Topics	Learning outcomes
Sales	LO1.1. How a Growth Mindset helps to deal with rejections, criticism, objection and sales challenges LO1.2. USP - Unique selling proposition - what is USP and how to define it LO1.3. Sales stages and tools to lead sales communication process
Marketing	LO2.1. Learning about the key concepts of marketing LO2.2. Preparation of a marketing action plan
Pitching	LO3.1. Demo pitch for potential investors LO3.2. Preparation of an elevator pitch LO3.3. Presentation of the pitch

Methods of learning. The following methods of learning were used within Module 4:

1. Instructor-Led Training – all the participants had an online lecture led by the instructor/lecturer;
2. Asynchronous Online Learning - the lecturer provided the participants with materials they had to read
3. Self-Instruction and Performance Support – the participants and the lecturer discussed all the reading material provided by the lecturer and also had to work independently outside of the classroom to prepare a marketing action plan for their own projects, they also had to prepare an elevator pitch that they presented in front of the participants

Training Team Profile and Training Materials. Module 4 was delivered by one lecturer who is experienced coach and rhetoric trainer. Powerpoint presentations ("Sales and building sales competencies" and "How to pitch like a pro") were used as main training materials.

Delivery. Module 4 was delivered online as two days webinar (8th and 9th December 2021).

Table 36 Delivery timeline for Module 4, UIRS

Event	Date	Time	Duration	Location
Module 4: Funding – Fundraising – Pitching	08/12/2021 09/12/2021	10:00 – 12:00 10:00 – 12:00	120 minutes 120 minutes	Online, Zoom, Slovenia

Figure 16 Event photography as information support for delivering Module 4, UIRS


2.3.8. Evaluation of Module #4: Funding – Fundraising – Pitching

The table and chart below summarize the assessment results undertaken by participants In Module 4 implemented within the JAP implemented by UIRS. All participants of training sessions within Module 4 assessed this module's delivery quality.

Table 37 Key performance indicators for quality assessment of Module 4, UIRS

Key performance indicators	Number of respondents	Mean value (x̄)	Standard deviation(σ)	Median
P2.1: Satisfaction with the pace of delivery.	10	4.5	0.52	4.5
P2.2: Ease to ask questions to the instructor(s).	10	5.0	0.00	5
P2.3: Effectiveness of instructor(s) in presenting and explaining the training materials.	10	4.6	0.52	5
P2.4: Satisfaction with overall delivery of module.	10	5.0	0.00	5
P2.5: Likelihood of participant using in their work the information received during the training.	10	4.4	0.52	4
P2.6a: Level of knowledge on the module topic before participation in module.	10	3.2	0.63	3

P2.6b. Level of knowledge on the module topic after participation in module.	10	4.0	0.67	4

Participants expressed higher level of satisfaction with all elements of delivery of Module 4. Also, participants indicated that their level of subjective knowledge about funding, fundraising, and pitching increased after they finished training within module 4 of the JAP organized by UIRS.

Figure 17. Key performance indicators for quality assessment of Module 4, UIRS

The strengths and weaknesses related to Module 4 were summarized in table below.

Table 38 Reflective summary of Module 4, UIRS

Listed strengths of Module 4	Listed weaknesses of Module 4	Listed recommendations for improving Module 4
A hands-on experience in which participants had to be very involved in all the lectures. They had to present their marketing action plan and also pitch in front of the participants while the lecturer have them pointers on how to improve their elevator pitch.	We noticed no major weaknesses of Module 4.	We have no major recommendations for improving this Module.

2.3.9. Preparation & Delivery of Module #5: Personalized support

The main objective of Module 5 was to assign one mentor to each participant with whom they would work one-on-one on their projects. After selecting all the participants, UIRS prepared a short questionnaire about their projects and asked them about key objectives they would like to work on and that they feel least knowledgeable in. The organization team then picked 5 possible mentors for each participant out of Centre for Creativity's mentoring scheme along with their CV's and previous projects. Participants then had to select one mentor with whom they had 5 individual lessons. The selected mentors received information about each participant and their project and key objectives they want to work on. Each mentor then designed lessons/sessions per the assigned

participant's specific needs. At the end of the mentoring process (five individual sessions), the mentors had to file a report about their work prepared by the organizational team.

Module 5 was delivered online in December 2021. Five individual sessions arranged between the mentor and the participants were held in period between 10th and 20th December 2021. In total, fifty individual sessions were held to provide personal support to the participants in the local version of the JAP.

Participants were delighted with the personalized support provided by mentors (see table below).

Table 39 Key performance indicators for quality assessment of Module 5, UIRS

Key performance indicators	Number of respondents	Mean value ($\bar{x}$)	Standard deviation(σ)	Median
P2.1: Satisfaction with the pace of delivery.	10	4.8	0.52	5
P2.2: Ease to ask questions to the instructor(s).	10	5.0	0.00	5
P2.3: Effectiveness of instructor(s) in presenting and explaining the training materials.	10	5.0	0.00	5
P2.4: Satisfaction with overall delivery of module.	10	5.0	0.00	5
P2.5: Likelihood of participant using in their work the information received during the training.	10	5.0	0.00	5
P2.6a: Level of knowledge on the module topic before participation in module.	10	3.1	0.32	3
P2.6b. Level of knowledge on the module topic after participation in module.	10	4.1	0.32	4

Based on the participants' feedback, personalized support was the most valuable and informational part of the JAP implemented by UIRS. They stated that it would be beneficial to dedicate more hours to individual sessions (mentoring activities on-one-one-one). Moreover, the subjective knowledge about topics covered in Module 5 increased from the average grade of 3.1 to the average grade of 4.1. The increased level of participants' knowledge about developing business ideas is the direct outcome of the JAP implemented by UIRS.

Table 40 Reflective summary of Module 5, UIRS

Listed strengths of Module 5	Listed weaknesses of Module 5	Listed recommendations for improving Module
Personalised support designed for each individual participant's project based on their personal needs and key objectives.	Harder to monitor their work and see their progress because the participant and mentor organized their individual sessions alone.	All the participants agreed that individual sessions and personalised support was the most useful and informational, so in the future we would have even more hours dedicated for individual sessions. Participants could also choose more than one mentor to cover even wider base of knowledge and needs.

2.3.10. Overall evaluation of Acceleration Programme

The questionnaire for evaluation of overall JAP was developed by AUEB- RC at the end of December 2021. Since UIRS finalized the local version of the JAP in December 2021, the overall evaluation of the JAP was not conducted. However, participants' evaluation of all modules indicates that the JAP implemented by UIRS met their expectations. Moreover, participants perceived all activities implemented within the local version of the JAP as valuable and highly effective.

2.4. Region of Western Greece / Patras Science Park (Greece)

The Region of Western Greece (RWG) is one of 13 regions of Greece. It is a secondary local government organization covering the north-western part of the Peloponnese and the west part of Central Greece. Its population is almost 680,000 (679,796 according to the 2011 census) and occupies an area of 11,300 km2. Most enterprises located in the Western Greece Region that are active in all sectors of the economy are small and medium-sized. The CCI sector in the Region of Western Greece in 2017 appeared to be consisting of 1,918 companies, employing 3,216 employees, which is 1.8% of the entire region's workforce, while its total turnover is 78,678.17 mil. In addition, the vast majority of CCI stakeholders belong to the region's public sector or the municipal and regional authorities.

2.4.1. Preparation & Delivery of Module #1: Introduction to CCIs

Participants. The call for applications was open on 12/8/2021, and it lasted 30 days. The call was published on the PSP web page, Facebook page of the local version of JAP, media, third parties' web pages, and social media pages. After evaluating applications, eight applicants were selected to participate in the Local Acceleration Programme. Six participants were affiliated with a start-up / SME (Target Group 1), and three were members of a team aiming to establish a company in the CC sector.

General description and objectives of Module. Module 1 aimed to familiarize the participants with key concepts and frameworks which underpin the local version of the JAP. The primary aim of this module is to define what we mean by the cultural and creative industries, using theories and key figures to illuminate this emerging sector and its importance.

Expected learning outcomes. The expected learning outcomes of Module 1 were presented in table below.

Table 41 Learning outcomes of Module 1, PSP

Topics	Learning outcomes
Definition of CC sector	LO1.1. Identifying the professions that make up the CCI's LO1.2.Understanding the difference between culture and creativity
Characteristics and Particularities	LO2.1. Defining the factors that make the CCI sector unique LO2.2. Realizing the need for horizontal collaborations between individuals of the CCIs ecosystem
Size, Importance, and contribution to the Local Economy	LO3.1. Identifying the potential of CC sector in Western Greece LO3.2. Transferring good practices from other regions and cities about the contribution of CC sector to the local economy
Interconnections with other economic sectors	LO4.1. Understanding ways of interconnection between CCIs and other sectors, such as tourism and agro-food

Methods of learning. Module 1 was delivered onsite at Mosaic Hub & PSP using Instructor-Led Training learning methods.

Training Team Profile and Training Materials. The training team included two cultural managers with a rich experience in the CCS. The instructors used Powerpoint presentations as the main educational materials.

Delivery. Module 1 was designed as a 3-day seminar held onsite.

Table 42 Delivery timeline for Module 1, PSP

	Date	Time	Duration	Location
Module 1: Introduction to CCIs	20/09/2021	17:00 – 20:00	240 minutes	Patras,
	29/09/2021	17:00 – 20:00	240 minutes	(Mosaic
	6/10/2021	17:00 – 18:00	60 minutes	Hub & PSP)

Figure 18 Event photography as information support for delivering Module 1, PSP

2.4.2. Evaluation of Module #1: Introduction to CCIs

The assessment results of the quality of training activities (Module 1) delivered within the JAP implemented by PSP are presented in the table below. Six, out of eight participants, evaluated the quality of Module 1 organized by PSP.

Table 43   Evaluation of Module 1, PSP

Key performance indicators	Number of respondents	Mean value (x̄)	Standard deviation(σ)	Median
P2.1: Satisfaction with the pace of delivery.	6	4.3	0.52	4.0
P2.2: Ease to ask questions to the instructor(s).	6	5.0	0.00	5.0
P2.3: Effectiveness of instructor(s) in presenting and explaining the training materials.	6	4.5	0.55	4.5
P2.4: Satisfaction with overall delivery of module.	6	4.7	0.52	5.0
P2.5: Likelihood of participant using in their work the information received during the training.	6	4.7	0.52	5.0
P2.6a: Level of knowledge on the module topic before participation in module.	6	3.3	0.82	3.5
P2.6b. Level of knowledge on the module topic after participation in module.	6	4.8	0.41	5.0

Participants expressed a high level of satisfaction with the instructors' willingness to respond to questions related to the topic, the usefulness of information related to the CC sector, and instructors' effectiveness in presenting and explaining training materials. The difference in the level of knowledge about the CC sector before and after the participation in the training activities implies that Module 1 enriched the participants' knowledge about the CCI sector.

Figure 19. Key performance indicators for quality assessment of Module 1, PSP
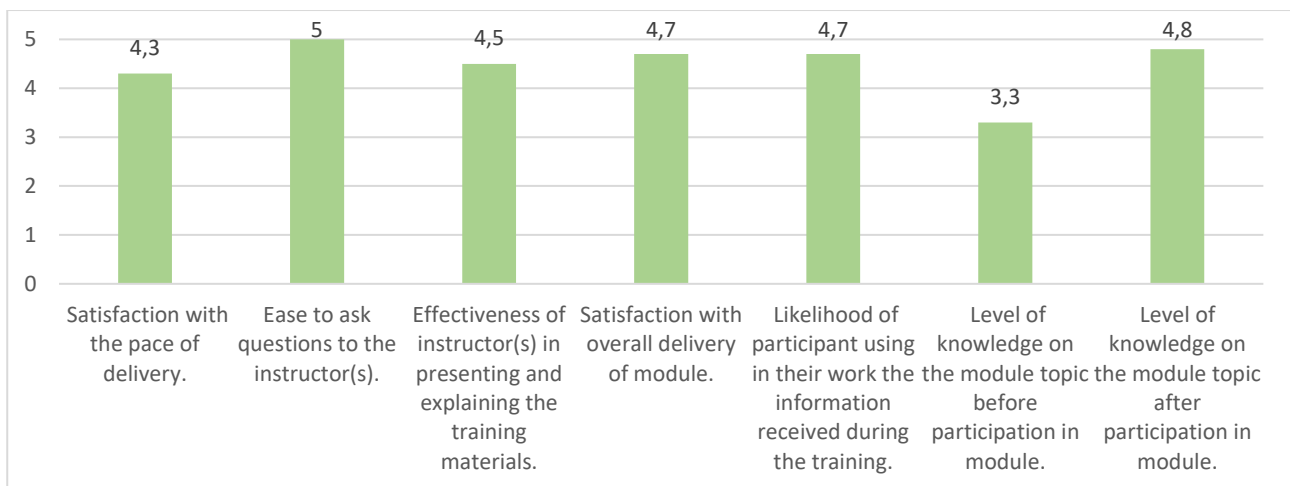
The participants did not respond to the open-ended questions. Thus, a reflective summary of the responses aiming to identify strengths, weaknesses, and recommendations related to the delivery of Module 1 is not possible to conduct.

Since PSP used open calls, we can evaluate the quality of the recruitment process and selection of participants in the local version of the JAP. All participants stated that the description of the acceleration programme's scope, objectives and target groups and criteria for the selection process was clear/very clear and helpful/very helpful.

Table 44 Evaluation of Open Call, PSP

Key performance indicators	Number of respondents	Mean value (x̄)	Standard deviation(σ)	Median
P1.2. The clearness of the description of the scope, objectives and target groups of the acceleration programme in order to allow you to decide if you will apply in the Call for Expression of Interest.	6	4.33	0.52	4.0
P1.3. The helpfulness of the information on the eligibility criteria to allow you to decide if you are eligible to apply for participation in the acceleration programme.	6	5.0	0.00	5.0
P1.4. The helpfulness of the information on the selection criteria to allow you to decide if you will apply in the Call for Expression of Interest	6	4.67	0.52	5.0
P1.5. The clearness of the information on the participant selection process	6	5.00	0.00	5.00

Participants stated that they learned about the Call for Expression of Interest to participate in the Local Acceleration Programme via the website and press.

2.4.3. Preparation & Delivery of Module #2: Business Development

General description and objectives of Module. Module 2 provides theoretical and practical knowledge about strategy, innovation, entrepreneurship, networking, and business growth and, at the same time, systematically incorporates sustainability and internationalization aspects.

Expected learning outcomes. The expected learning outcomes of Module 2 were presented in table below.

Table 45 Learning outcomes of Module 2, PPS

Topics	Learning outcomes
CCI Market	LO1.1. Identifying the special characteristics of the CCI's market in Greece LO1.2. Learning the commonalities and differences between the CCI's market in Greece and Europe
The value proposition	LO2.1. Learning how to identify and describe the needs that a product/service covers LO2.2. Identifying the target market of a product/service
Business Models	LO3.1.Understanding the crucial role of a Business Model Canva for presenting a new company/product/service LO3.2. Designing a Business Model Canva
Business Plan	LO4.1. Understanding the main chapters of a business plan

	LO4.2. Evaluating and adjusting a business plan, according to the needs that arise
Communication – Marketing	LO5.1. Identifying the special marketing needs in the CCI sector LO5.1. Designing a successful communication strategy
Sales	LO6.1. Setting realistic goals for a product/service sales LO6.2. Learning techniques to achieve sales
Company Types and differences	LO7.1. Having the knowledge to decide which company type is more suitable for every business plan
Legal Issues	LO8.1. . Learning the main principles of the Greek legal system for business and having access to valid sources for further information
Scaling your Company	LO9.1. Setting a plan for a company's scaling up

Methods of learning. Module 2 was delivered onsite at Mosaic Hub & PSP using Instructor-Led Training learning methods.

Training Team Profile and Training Materials. The training team included two cultural managers and a business consultant /expert for communication in culture. The instructors used Powerpoint presentations, lecture notes, and video clips.

Delivery. Module 2 was designed as a 5-day seminar held onsite.

Table 46 Delivery timeline for Module 2, PSP

	Date	Time	Duration	Location
Module 2: Business Development	13/10/2021	17:00 – 20:00	240 minutes	Patras,
	25/10/2021	17:00 – 20:00	240 minutes	(Mosaic
	01/11/2021	17:00 – 20:00	240 minutes	Hub & PSP)
	08/11/2011	17-00- - 20; 00	240 minutes	
	22/11/2021	17:00 – 20:00	240 minutes	

Figure 20 Event photography as information support for delivering Module 2, PSP

2.4.4. Evaluation of Module #2: Business Development

Assessment results of training activities (Module 2) are presented in the table and depicted graphically. Out of eight participants in Module 2, six of them evaluated the quality of delivery of this module.

Table 47 Evaluation of Module 2, PSP

Key performance indicators	Number of respondents	Mean value (x̄)	Standard deviation(σ)	Median
P2.1: Satisfaction with the pace of delivery.	6	4.5	0.55	4.5
P2.2: Ease to ask questions to the instructor(s).	6	5.0	0.00	5.0
P2.3: Effectiveness of instructor(s) in presenting and explaining the training materials.	6	4.7	0.52	5.0
P2.4: Satisfaction with overall delivery of module.	6	4.8	0.41	5.0
P2.5: Likelihood of participant using in their work the information received during the training.	6	4.7	0.52	5.0
P2.6a: Level of knowledge on the module topic before participation in module.	6	4.3	0.52	4.0
P2.6b. Level of knowledge on the module topic after participation in module.	6	5.0	0.00	5.0

The ''easiness of asking questions to instructors'', ''the effectiveness of instructors in presenting and delivering training materials,'' and ''the pace of the delivery'' were evaluated by high scores, indicating that participants were very satisfied with the delivery of Module 2. In addition, subjective knowledge about business development was higher after participating in the training activities within Module 2, indicating that information provided within Module 2 enhanced the participant's knowledge about business development in the CCS.

Figure 21. Key performance indicators for quality assessment of Module 2, PSP
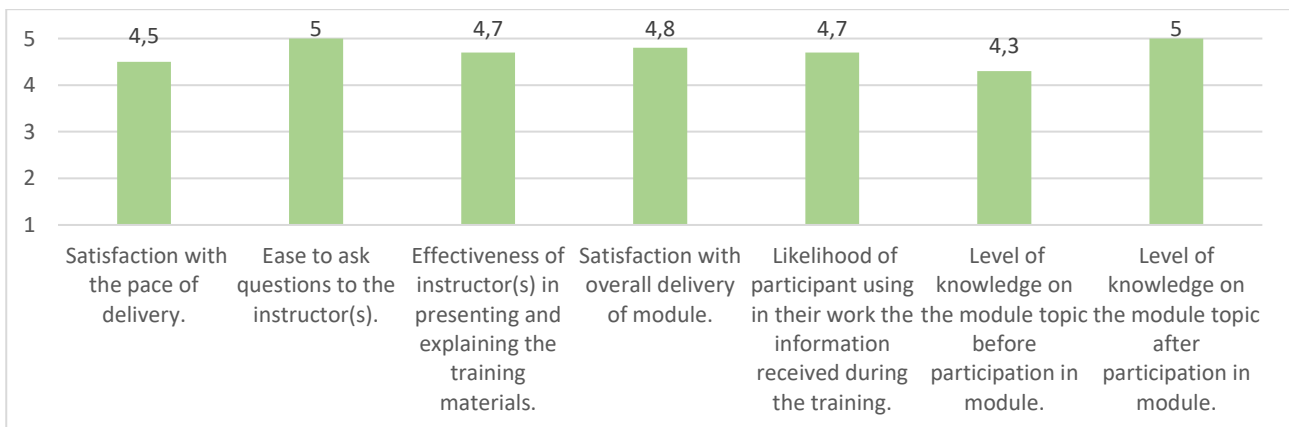
The participants did not respond to open-ended questions. Thus, a reflective summary of the responses aiming to identify strengths, weaknesses, and recommendations related to the delivery of Module 2 is not possible to conduct.

2.4.5. Preparation & Delivery of Module #3: Personalized Support

General description and objectives of Module. In this Module, mentors were assigned to participants to provide practical and sound one-to-one business guidance. Selected Mentors will offer their experience and give advice, new insights, face-to-face counselling, valuable feedback and industry know-how. The main aim of Module 3 was to explore the needs of each group and to offer individual support in the maturation of its idea.

Expected learning outcomes. The expected learning outcomes of Module 3 are described in the table below.

Table 48 Learning outcomes of Module 3, PSP

Topics	Learning outcomes
Needs identification	LO1.1. Understanding the special needs of the participants by the mentors and analysis of the ways to cover them, inside and outside the context of JAP.
Knowledge transfer	LO2.1. Acquisition of knowledge by the participants about the data of the creative sector in Western Greece and in the whole country, with emphasis on the field that each group deals with. Discussion on good practices and ideas that have been implemented by companies in the industry.

Methods of learning. One-on-one meetings with participants involved in the Acceleration Programme.

Training Team Profile and Training Materials. Two experts with rich experience in CC sector were engaged as mentors for participants/mentees. Due to the nature of the Module – identification of needs of participants involved in the Acceleration Programme and providing mentoring services to meet their needs, educational materials were not produced.

Delivery. Module 3 was delivered between 1st and 23rd December 2021 via on-to-one mentor sessions with participants involved in the local version of the JAP.

Table 49 Delivery timeline for Module 3, PSP

Event	Date	Time	Duration	Location
One-on-one mentorship sessions	1st December – 23rd December 2021	na	12 hours per team	Different locations

2.4.6. Evaluation of Module #3: Personalized Support

The table and chart below summarize the assessment results undertaken by participants In Module 3 implemented within the JAP organized by PSP. Oot of six participants engaged in Modul3 3, five of tem assessed the quality of Module 3.

Table 50 Key performance indicators for quality assessment of Module 3, PSP

Key performance indicators	Number of respondents	Mean value (x̄)	Standard deviation(σ)	Median
P2.11. Indicate how well your mentor understood your business environment.	5	5.0	0.00	5
P2.12: Indicate how effective you found your mentor to convey his ideas / advice in addressing your business issues.	5	4.6	0.55	5
P2.13: Indicate how useful you found the advice you received from your mentor(s) during Module 3.	5	4.6	0.55	5
P2.14: Indicate how satisfied you are with your overall mentoring experience in Module 3.	5	4..6	0.55	5

 Participants were very satisfied with all elements of the delivery of Module 3. Although participants did not provide their insights into the main strengths and weaknesses of mentorship module, the quantitative indicators suggest mentoring services met their expectations.

Figure 22. Key performance indicators for quality assessment of Module 3, PSP
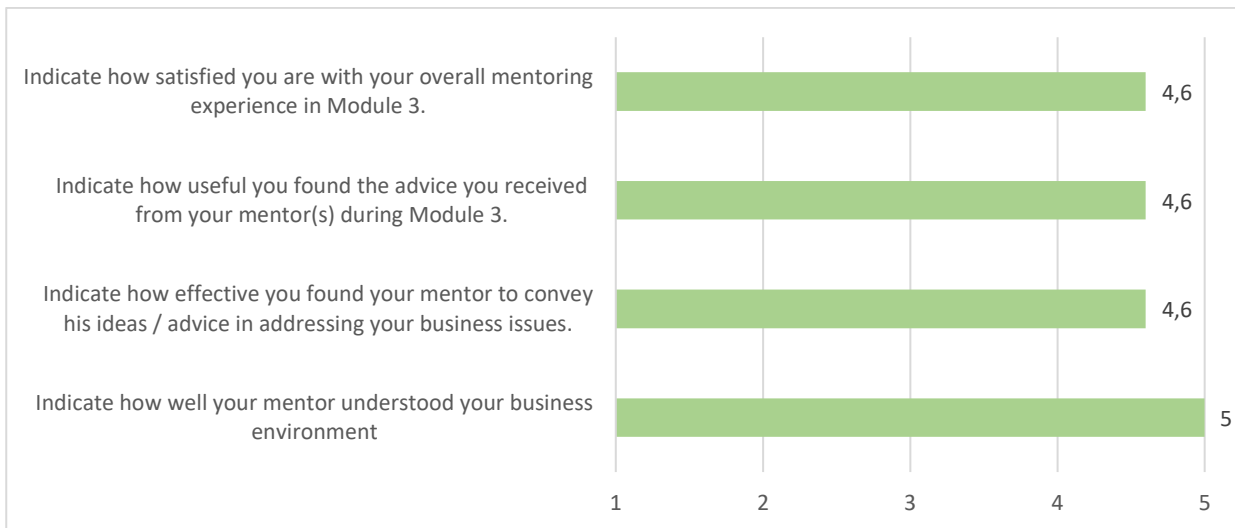
2.4.7. Preparation & Delivery of Module #4: Funding – Fundraising – Pitching

General description and objectives of Module. This Module helped participants to develop and adopt strategies for diversifying their funding base and promoting their venture or idea. It provided information about how to develop a long-range fundraising plan, how to design a strategy for ensuring the sustainability of their business and how to present their idea to Venture capitals, Angels and funders.

Depending on each topic: Participants will be able to…

Topic 1: How to fund your start-up. Angels, VCs, Investors, Funds, Fundraising, Crowdfunding

… identify the most popular sources of funding for a creative company and the ways in which they can access these sources

Topic 2: How to present your venture. Elevation Pitch. Pitch Presentation

… understand the basic methods of presenting an idea or a company, to be trained in different presentation techniques and to prepare the presentation of their own project.

Expected learning outcomes.

Table 51 Learning outcomes of Module 4, PSP

Topics	Learning outcomes
How to fund your start-up. Angels, VCs, Investors, Funds, Fundraising, Crowdfunding.	LO1.1. Identifying funding sources, their special characteristics and the ways they are implemented LO1.2. Approaching funding agencies in Greece and abroad LO1.3. Finding out which source of funding is most suitable for each idea or company
How to present your venture. Elevation Pitch. Pitch Presentation.	LO2.1. Being able to understand the specifics of a corporate presentation, depending on the target audience LO2.2. Practicing presentation techniques in person or via zoom LO2.3. Preparing the presentation of a specific project

Methods of learning. Module 3 was designed and delivered as instructor-led training.

Training Team Profile and Training Materials. Two experts with rich experience in CCS were engaged as instructors. Powerpoint presentations created by instructors were used as main training materials.

Delivery. Module 4 was delivered as the four-day onsite seminar.

Table 52 Delivery timeline for Module 4, PSP

	Date	Time	Duration	Location
Module 4: Funding- Fundraising – Pitching	13/12/2021 12/01/2022 26/01/2022 02/02/2022	17:00 – 20:00 or 16:00 – 19:00	180 minutes 180 minutes 180 minutes 180 minutes	Patras, (Mosaic Hub & PSP)

Figure 23 Event photography as information support for delivering Module 4, PSP

2.4.8. Evaluation of Module #4: Funding - Fundraising - Pitching

The table and chart below summarize the assessment results undertaken by participants In Module 4 implemented within the JAP organized by PSP. Out of six participants involved in Module 4, five of them evaluated the quality of module's delivery.

Table 53 Key performance indicators for quality assessment of Module 4, PSP

Key performance indicators	Number of respondents	Mean value (x̄)	Standard deviation(σ)	Median
P2.1. - 4. Indicate how satisfied you are with the pace of delivery of Module 4.	5	4.8	0.45	5
P2.2. - 4: Indicate how easy it was to ask questions to the instructor(s) of Module 4.	5	5.0	0.00	5
P2. 3.– 4. Indicate how effective was/were the instructor(s) of Module 4 in presenting and explaining the training materials.	5	4.6	0.55	5
P2.4. – 4. Indicate how satisfied you are with the overall delivery of Module 4.	5	4.8	0.45	5
P2.5. – 4. Indicate how likely it is that you will use in your work the information in Module 4 in your activities.	5	5.0	0.00	5
P2-6. - 4a. (before). Indicate your level of knowledge on funding BEFORE your participation in Module 4.	5	3.4	0.55	3
P2-6. - 4a. (after). Indicate your level of knowledge on funding AFTER your participation in Module 4.	5	4.8	0.45	5
P2.6. – 4b. (before). Please indicate your level of knowledge on fundraising and pitching BEFORE your participation in Module 4	5	3.2	0.45	3
P2.6. – 4b. (after. Please indicate your level of knowledge on fundraising and pitching AFTER your participation in Module 4	5	4.6	0.55	5

As shown in the table above, participants expressed satisfaction with all elements of Module 4. Based on participants' feedback, we can conclude that participation in this module increased participants' level of knowledge about funding, fundraising, and pitching.

2.4.9. Overall evaluation of Acceleration Programme

At the end of local version of the JAP, participants were asked to share their opinions about the overall JAP implemented by PSP. The overall evaluation results of PSP's JAP are presented in the table below. Out of eight participants engaged in the local version of JAP, five of them evaluated the overall JAP implemented by PSP.

Table 54 Overall evaluation of Acceleration Programme, PSP

Key performance indicators	Number of respondents	Mean value (x̄)	SD (σ)	Median
A1- 1a.Level of awareness of business opportunities in the fields of cultural heritage promotion and valorisation and/or sustainable and experiential tourism models in your Region BEFORE your participation in this training and mentoring programme	5	3.2	0.45	3
A1-1b. Level of awareness of business opportunities in the fields of cultural heritage promotion and valorisation and/or sustainable and experiential tourism models in your Region AFTER your participation in this training and mentoring programme	5	4.4	0.55	4
A2-1a. Level of knowledge and skills in developing a business strategy BEFORE your participation in this training and mentoring programme	5	3.4	0.55	3
A2-1b. Level of knowledge and skills in developing a business strategy AFTER your participation in this training and mentoring programme	5	4.3	0.45	4
A3-1a Level of knowledge and skills in developing an innovation strategy BEFORE your participation in this training and mentoring programme	5	2.8	0.45	3
A3-1b. Level of knowledge and skills in developing an innovation strategy AFTER your participation in this training and mentoring programme	5	4.0	0.00	4
P4-1a. Level of knowledge and skills on how you can analyse the competitiveness of your company BEFORE your participation in this training and mentoring programme	5	3.2	0.45	3
P4-1b. Level of knowledge and skills on how you can analyse the competitiveness of your company AFTER your participation in this training and mentoring programme	5	4.6	0.55	5
P5-1a. Level of knowledge and skills on how you can analyse the competitiveness of your company AFTER your participation in this training and mentoring programme	5	3.2	0.45	3
P5-1b. Level of knowledge and skills on how to attract funding AFTER your participation in this training and mentoring programme	5	4.4	0.55	4

Results of JAP overall evaluation implemented by PSP indicate that participants' knowledge about funding, fundraising, and pitching increases after participation in this programme. In addition, participation in the   JAP organized by PSP increases participants' awareness of business opportunities in the fields of cultural heritage promotion and valorisation and/or sustainable and experiential tourism models in Western Greece.

2.5. Dubrovnik-Neretva Region / Regional Development Agency Dubrovnik-Neretva County (Croatia)

The Dubrovnik Neretva County (DNC) is the southernmost region of the Republic of Croatia composed of a relatively narrow longitudinal coastal area of the Renaissance city-state Ragusa's territory and lower Neretva wetland. Its centre, the City of Dubrovnik, is the lead star of Croatian tourism. The entire Old City of Dubrovnik is a UNESCO World Heritage Site, with its medieval, six meters thick and two kilometers long walls. Procession and the Festivity of the Dubrovnik's saint patron St. Blaise, celebrated every year on 3rd of February since the year 972 is also on the UNESCO's Intangible Cultural Heritage List. Traditional maritime shipbuilding, nautical skills and knowledge made the base for present-day nautical tourism, especially considering the sea represents over 80% of the County's territory while there are 40 protected natural areas. The Mljet National Park, founded in 1960, is the oldest marine protected area in the Mediterranean. The gourmet centre of the region is Ston on the Pelješac peninsula, which presents a regional version of the Mediterranean cuisine. The scenery of the countryside is marked by the network of dry-stone walls, technique, and know-how acquired through the centuries of adapting rocky red-toned land for agriculture, protected by UNESCO.

2.5.1. Preparation & Delivery of Module #1: Introduction to CCIs

Participants. The call for applications was opened on 15/10/2021 and closed on 03/11/2011. The call was published on DUNEA's web page, social media, local media, and potential participants were also invited via e-mail. The three-member selection committee accepted all the applications. In the end, ten participants were involved in the local version of the JAP. Six were persons affiliated with a start-up / SME (Target Group 1), and four were individuals aiming to establish a company in the CCI sector.

General description and objectives of Module 1. Module 1 aimed to familiarize the participants with the key concepts and frameworks of the CC sector, increasing the participants' capacities to do business supporting cultural heritage preservation and sustainable tourism. Through nine hours of workshops and lectures, participants should get a definition of the CC sector, its characteristics and particularities, and its development throughout history. One of the aims of this module is also to emphasize the importance and contribution of the CC sector to the local economy and its interconnection with the other economic sectors.   During this module, participants had the opportunity to gain insight into statistics of the new entrepreneurship projects within the CC sector and the reasons why some projects do not succeed in the market.

Expected learning outcomes. The expected learning outcomes of Module 1 were presented in table below.

Table 55 Learning outcomes of Module 1, DUNEA

Topics	Learning outcomes
Definition of CC sector	LO1.1. The participants will be able to identify the main characteristics and particularities of the CCI sector. LO1.2. The participants will get an insight into the historical review of the CCI sector. LO1.3. The participants will be able to define typology / NACE classification/professions included in the CCI sector
Characteristics and Particularities	LO2.1. The participants will be able to identify the main characteristics of the CCI sector. LO2.2. The participants will be able to compare CCIs with other industries. LO2.3. The participants will understand trends and the potential of CCIs on the local level and in the EU.
Size, Importance, and contribution to the Local Economy	LO3.1. The participants will be able to compare trends and differences between CCIs throughout history. LO3.2. The participants will be able to define the contribution of the CCIs to the local economy.
Interconnections with other economic sectors	LO4.1. The participants will be able to recognize the interconnection of the CCI sector with the other economic sectors. LO4.2. The participants will be able to recognize the interconnection of the CCI sector with the other sectors on the local level. LO4.3. The participants will be able to start/improve their business by supporting cultural heritage preservation and sustainable tourism.
Importance of design and 'design thinking'	LO5.1. The participants will be familiarized with the importance of design in entrepreneurial projects. LO5.2. The participants will be able to use the 'design thinking' method to create a new product/service.

Methods of learning. Module 1 was delivered in the hybrid model (online and onsite) using Instructor-Led Training learning methods.

Training Team Profile and Training Materials. Module 1 was delivered by one expert with knowledge and experience in promoting Croatian design and art. The instructor used a range of educational materials, including Powerpoint presentations, case studies, links to online resources, and third-party tools and software.

Delivery. Module 1 was designed as a 2-days hybrid seminar.

Table 56 Delivery timeline for Module 1, DUNEA

	Date	Time	Duration	Location
Module 1: Introduction to CCIs	08/11/2021 09/11/2021	9:00 – 13:00 9:00 – 13:00	270 minutes 270 minutes	Hybrid model

Figure 24 Event photography as information support for delivering Module 1, DUNEA

2.5.2. Evaluation of Module #1: Introduction to CCIs

The quality of training in Module 1: Introduction to CCIs was assessed based on the key performance indicators – quantitative data. Results are presented in the table and depicted graphically. Nine out of ten participants in Module 1 assessed the quality of delivery of training sessions within this module.

Table 57   Evaluation of Module 1, DUNEA

Key performance indicators	Number of respondents	Mean value (x̄)	Standard deviation(σ)	Median
P2.1: Satisfaction with the pace of delivery.	9	4.44	0.73	5.0
P2.2: Ease to ask questions to the instructor(s).	9	4.55	0.73	5.0
P2.3: Effectiveness of instructor(s) in presenting and explaining the training materials.	9	4.33	1.00	5.0
P2.4: Satisfaction with overall delivery of module.	9	4.44	0.73	5.0
P2.5: Likelihood of participant using in their work the information received during the training.	9	4.44	0.73	5.0
P2.6a: Level of knowledge on the module topic before participation in module.	9	3.0	0.71	3.0
P2.6b: Level of knowledge on the module topic after participation in module.	9	4.11	0.33	4.0

Nine participants evaluated the training activities designed to enrich the participants' knowledge about the CC sector. The difference between participants' knowledge before and after participation in the training activities implies that the training materials and instructor-led sessions increased the participant's knowledge about the CC sector. Also, participants expressed satisfaction with the key elements of the delivery of Module 1.

Figure 25. Key performance indicators for quality assessment of Module 1, DUNEA
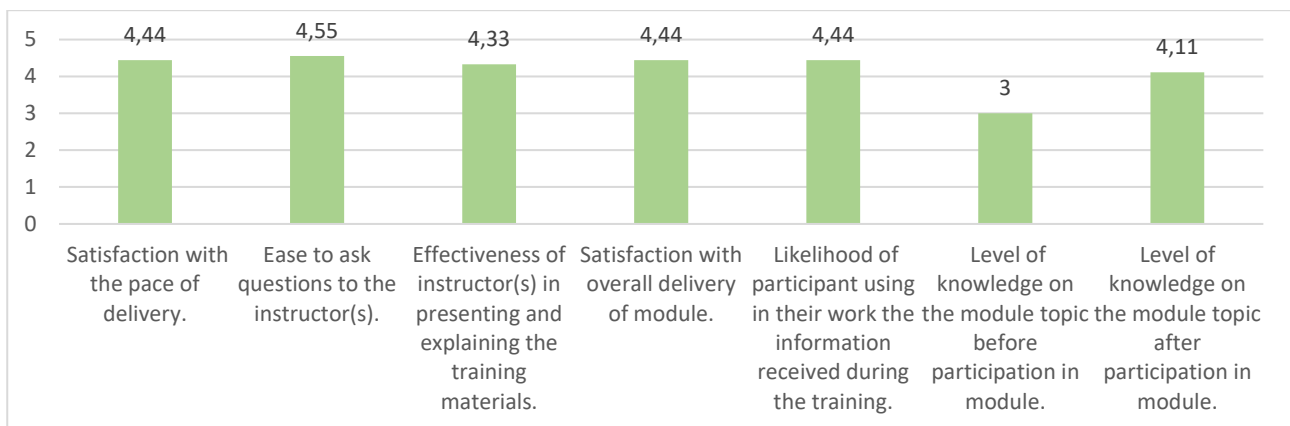
Based on participants' responses to open-ended questions about strengths, weaknesses, and recommendations for improving Module 1, key points were presented in the table below.

Table 58 Reflective summary of Module 1, DUNEA

Listed strengths of Module 1	Listed weaknesses of Module 1	Listed recommendations for improving Module 1
Experts in their line of work gave us valuable tips	To some participants, advices were not so helpful.	Less "monolog teaching" more "practical teaching"

Since DUNEA used the open call to recruit participants, we can evaluate the quality of the recruitment process and selection of participants in the Local Acceleration Programme. Participants stated that the description of the scope, objectives, and target groups of the acceleration programme as well as criteria for the selection process was clear/very clear and helpful/very helpful.

Table 59 Evaluation of Open Call, DUNEA

Key performance indicators	Number of respondents	Mean value (x̄)	Standard deviation(σ)	Median
P1.2: The clearness of the description of the scope, objectives and target groups of the acceleration programme in order to allow you to decide if you will apply in the Call for Expression of Interest.	9	4.44	0.53	4.0
P1.3.: The helpfulness of the information on the eligibility criteria to allow you to decide if you are eligible to apply for participation in the acceleration programme.	9	4.33	0.71	4.0
P1.4.: The helpfulness of the information on the selection criteria to allow you to decide if you will apply in the Call for Expression of Interest	9	4.33	0.50	4.0
P1.5.: The clearness of the information on the participant selection process	9	4.33	0.50	4.0

2.5.3. Preparation & Delivery of Module #2: Business Development

General description and objectives of Module. The first part of the second Module explained what 'design thinking is, the essential elements of the 'design thinking' method, the approaches to the 'design thinking', and how it developed throughout history. Through interactive sessions, participants learned 'Business Model Canvas Starter'. The particular focus was on prototyping, storytelling, and value proposition analysis. The participants wrote business plans and analysed them with the lecturer. The second part of the second Module was implemented as a case study presented by the local CCI business owners. They presented their entire business plan - from the initial idea to the final product/service – emphasising their mistakes and difficulties in the market. The participants had an opportunity to analyse their product/service, discuss how to accomplish all the steps in their business development, and predict all challenges they might experience on their way to success.

Expected learning outcomes. The expected learning outcomes of Module 2 were presented in table below.

Table 60 Learning outcomes of Module 2, DUNEA

Topics	Learning outcomes
Design Thinking	LO1.1. The participants will be able to define what design thinking is. LO1.2. The participants will understand different approaches to design thinking methodology. LO1.3. The participants will be able to determine basic elements of design thinking.
Customer Value through Personas	LO2.1. The participants will be able to define a concept of a costumer persona.

	LO2.2. The participants will be able to define key elements of their customer personas. LO2.3. The participants will be able to make an empathy map based on their customer persona
Business Model Canvas	LO3.1. The participants will know how to use a Business Model Canvas. LO3.2. The participants will be able to make a business plan based on Business Model Canvas
Case study – Red History Museum	LO4.1. The participants will be able to analyze the ideas in two ways (inwards/outwards). LO4.2. The participants will be able to make a SWOT analysis of their idea. LO4.3. The participants will be able to determine the processes needed for an idea to become profitable.

Methods of learning. Module 2 was delivered in the hybrid model (online and onsite) using Instructor-Led Training learning methods.

Training Team Profile and Training Materials. Module 2 was delivered by three lecturers, experts with extensive experience in CCS. Instructors used various educational materials, including Powerpoint presentations, case studies, and links to online resources.

Delivery. Module 2 was designed as a 4-day hybrid seminar.

Table 61 Delivery timeline for Module 2, DUNEA

	Date	Time	Duration	Location
Module 2: Business Development	19/11/2021 20/11/2021 22/11/2021 23/11/2021	9:00 – 13:00 9:00 – 13:00 9:00 - 13:00 9:00 – 13:00	15h	Hybrid mode (onsite and online), Dubrovnik

## 2.5.4. Evaluation of Module #2: Business Development

The quality of training in Module 2: Business Development was assessed based on the key performance indicators – quantitative data. Results are presented in the table and depicted graphically. Nine out of ten participants in Module 2 evaluated the quality of training sessions delivered within Module 2 organized by DUNEA:

Table 62 Evaluation of Module 2, DUNEA

Key performance indicators	Number of respondents	Mean value ($\bar{x}$)	Standard deviation(σ)	Median
P2.1: Satisfaction with the pace of delivery.	9	4.66	0.50	5.0
P2.2: Ease to ask questions to the instructor(s).	9	4.55	0.73	5.0
P2.3: Effectiveness of instructor(s) in presenting and explaining the training materials.	9	4.77	0.44	5.0
P2.4: Satisfaction with overall delivery of module.	9	4.66	0.50	5.0
P2.5: Likelihood of participant using in their work the information received during the training.	9	4.77	0.73	5.0

P2.6a: Level of knowledge on the module topic before participation in module.	9	3.33	1.11	3.0
P2.6b. Level of knowledge on the module topic after participation in module.	9	4.11	0.60	4.0

Evaluation results of Module 2 indicate that participants enriched their knowledge about business development in the CCS. In addition, participants were satisfied with the main elements of the delivery of Module 2, such as "effectiveness of instructors in presenting and explaining the training materials", ''ease of asking questions to instructors," and ''the usefulness of presented information".

Figure 26. Key performance indicators for quality assessment of Module 2, DUNEA
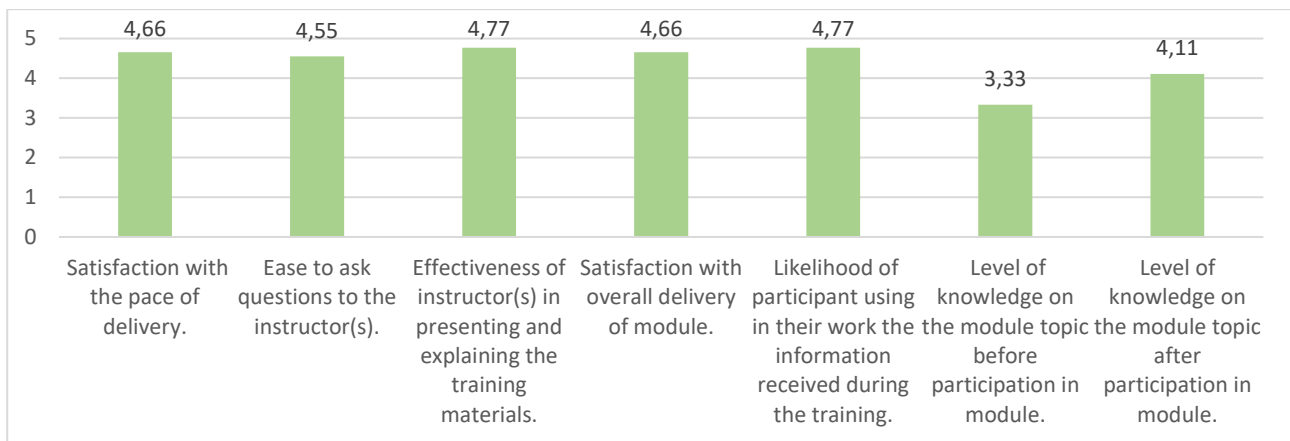
Based on participants' responses to open-ended questions about strengths, weaknesses, and recommendations for improving Module 2, key points were presented in the table below.

Table 63 Reflective summary of Module 2, DUNEA

Listed strengths of Module 2	Listed weaknesses of Module 2	Listed recommendations for improving Module 2
- The main strength is the ability to expand the mind to think about all possibilities that are out there, helping the participants see a more comprehensive picture. The energy and the knowledge the instructors have shared with us have just increased the development and efficiency of the individual idea or business. - Loved the practical work - Everything was well organized. During the program, we had all the necessary support.	- There was not enough time to learn more	- More design thinking classes - More time for individual onsite mentoring

2.5.5. Preparation & Delivery of Module #3: Personalized Support

General description and objectives of Module. The goal of Training module 3 is to enable entrepreneurs to get more insightful overview of their own business through cooperation with mentor. Mentors are allocated according the participants' needs and weaknesses detected based on earlier modules experiences and self-assessment of each entrepreneur in CCI. Through the individual approach, the mentor can analyse aspects of mentees' business related to their expertise and advise them accordingly.

The main aims of this module were defined as follows:

- Participants will be able to detect their business-related weaknesses and strengths
- Participants will get individual counselling related to detected weaknesses
- Participants will get recommendations for future steps based on their mentors' expertise

Expected learning outcomes. The expected learning outcomes of Module 3 are described in the table below.

Table 64 Learning outcomes of Module 3, DUNEA

Topics	Learning outcomes
Mentors' allocation	LO1.1. Allocation of mentors was based on the mentors' expertise and the initial participants' needs
Needs identification	LO2.1. Mentors conducted a series of short meetings with SMEs/Teams in order to identify the topics of the personalized training they need
1 to 1 Mentorship sessions	LO3.1. Working on the topics identified during the previous step

Methods of learning. Two methods of learning were used to deliver Module 3:

- Instructor-Led Training – some of the personalized one-on-one meetings were organized in person
- Synchronous Online Learning – some of the personalized one-on-one meetings were done online using Teams/Zoom

Training Team Profile and Training Materials. Mentorship within Module 3 was delivered by three business experts with rich experience in CCS. Three mentors conducted short meetings with participants aiming to identify their business needs and after that provided mentoring service through individual on-on-one sessions with participants in the JAP.

Delivery. Mentorship within Module 3 was delivered between 6th and 27th December 2021 in online format. In total, 12 hours of mentoring services were provided to participants in the JAP implemented by DUNEA.

Table 65 Delivery timeline for Module 3, DUNEA

Event	Date	Time	Duration	Location
Module 3: Personalized support/mentorship	06/12 – 27/12 2021	As per agreement between mentor and participant	12 hours	Dubrovnik, Croatia, online

2.5.6. Evaluation of Module #3: Personalized Support

The table and chart below summarize the assessment results undertaken by participants In Module 3 implemented within JAP organized by DUNEA. All participants engaged in Module 3 evaluated the quality of mentoring services.

Table 66 Key performance indicators for quality assessment of Module 3, DUNEA

Key performance indicators	Number of respondents	Mean value ($\bar{x}$)	Standard deviation(σ)	Median
P2.11. Indicate how well your mentor understood your business environment.	6	4.5	0.84	5
P2.12: Indicate how effective you found your mentor to convey his ideas / advice in addressing your business issues.	6	4.3	0.82	4.5
P2.13: Indicate how useful you found the advice you received from your mentor(s) during Module 3.	6	4.7	0.52	5
P2.14: Indicate how satisfied you are with your overall mentoring experience in Module 3.	6	4.7	0.52	5

Participants were satisfied with all elements of the delivery of Module 3. They indicated that excellent organization and tailor-made mentoring support for their businesses were the key strengths of this module. Based on participants' feedback, potential avenues for improvements are the duration of the mentorship program (longer programmes are preferred among mentees) and better match of mentors and mentees.

Figure 27. Key performance indicators for quality assessment of Module 3, DUNEA

Indicate how satisfied you are with your overall mentoring experience in Module 3. — 4,7

Indicate how useful you found the advice you received from your mentor(s) during Module 3. — 4,7

Indicate how effective you found your mentor to convey his ideas / advice in addressing your business issues. — 4,3

Indicate how well your mentor understood your business environment — 4,5

2.5.7. Preparation & Delivery of Module #4: Funding - Fundraising - Pitching

General description and objectives of Module. The Module 4 Funding – Fundraising – Pitching was designed to teach participants on how to develop their business finance wise, through different options of fundraising. DUNEA, as a host institution of JAP, articulated the following objectives within the Module 4:

- Participants will be able to understand start-up funding works
- Participants will be able to decide on the best funding options for their enterprise
- Participants will understand external organisations and private capital funds
- Participants will understand how to use Crowdfunding and other Fundraising practices in order to raise small amounts of money from large numbers of people
- Participants will be able to Create an Effective Pitch presentation

Expected learning outcomes. The expected learning outcomes of Module 4 articulated by DUNEA are presented in table below.

Table 67 Learning outcomes of Module 4, DUNEA

Topics	Learning outcomes
How to fund your start-up	LO1.1. Participants will learn funding rounds available to start-ups LO1.2. Participants will be able to decide on the best funding options for their enterprise
Angels, VCs, Investors, Funds, EIV Accelerator	LO2.1. Participants will understand pros and cons of external organisations and private capital funds LO2.2. Participants will be able to define key differences between angel investors and venture capitalists

	LO2.3. Participants will understand investor's role in the business
Fundraising, Crowdfunding	LO3.1. Participants will understand how to use Crowdfunding and other Fundraising practices in order to raise small amounts of money from large numbers of people LO3.2. Participants will understand requirements for a successful crowdfunding campaign, including content creation, campaign launch and campaign fine tuning
How to present your venture Elevator Pitch / Pitch Presentation	LO4.1. Participants will be able to differ types of presentations (Elevator, Typical Pitch etc.) LO4.2. Participants will learn to prepare a customised, tailor-made pitch for each participant

Methods of learning. Two methods of learning were used to deliver Module 4:

- Instructor-Led Training (face-to-face, in-person training delivered in a classroom, in the presence of an instructor or facilitator); and
- Synchronous Online Learning (participants and instructors/trainers are online at the same time.

Training Team Profile and Training Materials. The training team included two experts with rich consulting experience in CCS. . Instructors used their own power points presentations, online resources, and document Creative Europe 2021 – 2027.

Delivery. Module 4 was delivered as 3-day seminar held in Hotel Adria, Dubrovnik, Croatia.

Table 68 Delivery timeline for Module 4, DUNEA

Event	Date	Time	Duration	Location
Module 4: Funding/Fundraising/Pitching	02/12 – 04/12 2021	10:00 – 14:00 each day	12 hours	Dubrovnik, Croatia, hotel Adria

Figure 28 Event photography as information support for delivering Module 4, DUNEA

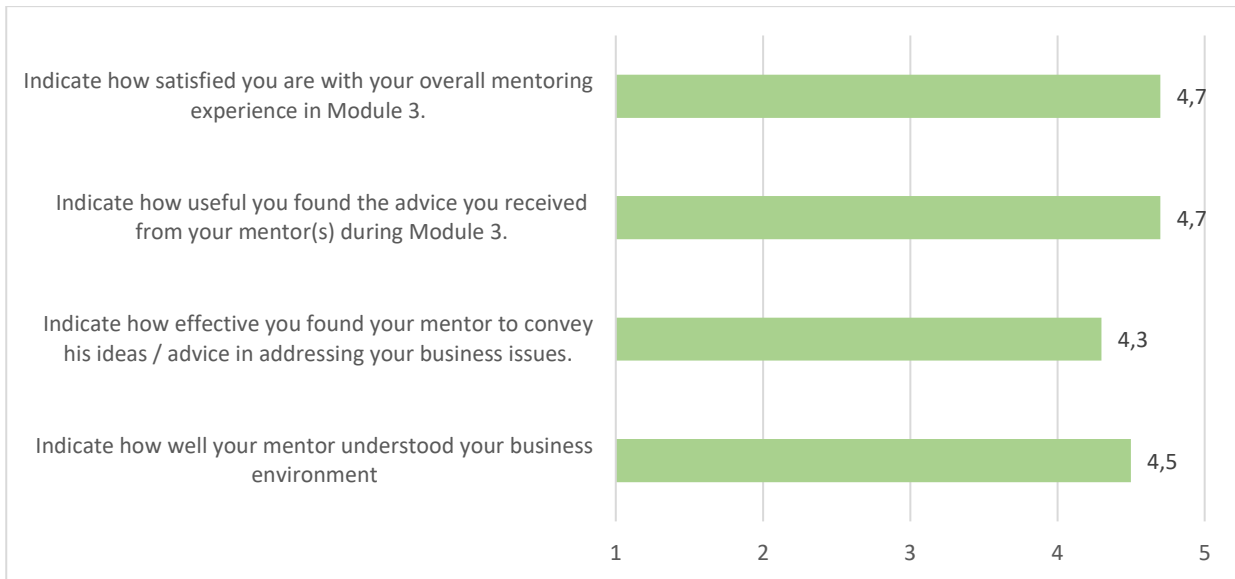## 2.5.8. Evaluation of Module #4: Funding - Fundraising - Pitching

The table and chart below summarize the assessment results undertaken by participants In Module 4 implemented within JAP set up and run by DUNEA. Six out of ten participants in Module 4 assessed the quality of module's delivery.

Table 69 Key performance indicators for quality assessment of Module 4, DUNEA

Key performance indicators	Number of respondents	Mean value ($\bar{x}$)	Standard deviation(σ)	Median
P2.1. - 4. Indicate how satisfied you are with the pace of delivery of Module 4.	6	4.5	0.55	4.5
P2.2. - 4: Indicate how easy it was to ask questions to the instructor(s) of Module 4.	6	4.5	0.55	4.5
P2. 3.– 4. Indicate how effective was/were the instructor(s) of Module 4 in presenting and explaining the training materials.	6	4.5	0.55	4.5
P2.4. – 4. Indicate how satisfied you are with the overall delivery of Module 4.	6	4.5	0.55	4.5
P2.5. – 4. Indicate how likely it is that you will use in your work the information in Module 4 in your activities.	6	4.3	0.52	4
P2-6. - 4a. (before). Indicate your level of knowledge on funding BEFORE your participation in Module 4.	6	2.7	0.82	2.5
P2-6. - 4a. (after). Indicate your level of knowledge on funding AFTER your participation in Module 4.	6	4.0	0.99	4
P2.6. – 4b. (before). Please indicate your level of knowledge on fundraising and pitching BEFORE your participation in Module 4	6	2.33	0.52	2
P2.6. – 4b. (after. Please indicate your level of knowledge on fundraising and pitching AFTER your participation in Module 4	6	4.0	0.63	4

As shown in the table above, participants were satisfied with pace of delivery of Module 4, the effectiveness of teaching style, and the instructors' willingness to respond to participants' questions. Moreover, the information provided within this module increased participants' knowledge about funding, fundraising, and pitching. Regarding weaknesses, the participants expressed that this type of programme should be longer.

2.5.9. Overall evaluation of Acceleration Programme

At the end of local version of JAP, participants were asked to share their opinions about overall acceleration programme implemented by DUNEA. The results of overall evaluation of DUNEA's JAP are presented in table below. Six out of ten participants involved in the local version of JAP assessed the quality of overall JAP implemented by DUNEA.

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Table 70 Overall evaluation of Acceleration Programme, DUNEA

Key performance indicators	Number of respondents	Mean value (x̄)	SD (σ)	Median
A1- 1a.Level of awareness of business opportunities in the fields of cultural heritage promotion and valorisation and/or sustainable and experiential tourism models in your Region BEFORE your participation in this training and mentoring programme	6	2.7	0.52	3
A1-1b. Level of awareness of business opportunities in the fields of cultural heritage promotion and valorisation and/or sustainable and experiential tourism models in your Region AFTER your participation in this training and mentoring programme	6	4.0	0.63	4
A2-1a. Level of knowledge and skills in developing a business strategy BEFORE your participation in this training and mentoring programme	6	2.3	0.82	2.5
A2-1b. Level of knowledge and skills in developing a business strategy AFTER your participation in this training and mentoring programme	6	3.83	0.75	4
A3-1a Level of knowledge and skills in developing an innovation strategy BEFORE your participation in this training and mentoring programme	6	2.5	0.55	2.5
A3-1b. Level of knowledge and skills in developing an innovation strategy AFTER your participation in this training and mentoring programme	6	3.8	0.75	4
P4-1a. Level of knowledge and skills on how you can analyse the competitiveness of your company BEFORE your participation in this training and mentoring programme	6	2.5	0.55	2.5
P4-1b. Level of knowledge and skills on how you can analyse the competitiveness of your company AFTER your participation in this training and mentoring programme	6	3.8	0.75	4
P5-1a. Level of knowledge and skills on how you can analyse the competitiveness of your company AFTER your participation in this training and mentoring programme	6	2.3	0.52	2
P5-1b. Level of knowledge and skills on how to attract funding AFTER your participation in this training and mentoring programme	6	3.7	0.82	3.5

 Results of overall evaluation of Acceleration Programme organized by DUNEA, indicate that participants   increased their business skills and gain knowledge needed to analyze the competitiveness of their businesses, develop innovation strategy, and identify opportunities in the fields of cultural heritage promotion and valorisation and/or sustainable and experiential tourism models in Croatia.

2.6. Vlora Region / Regional Directorate of Cultural Heritage (Albania)

Albania is a small country situated in South-Eastern Europe in the Balkan Peninsula. It encompasses an area of 28,748 square kilometers, and the country has a population of 2.862.427 inhabitants. Agriculture dominates the economy and employs about half of the workforce, but services and tourism are increasingly important. Albania remains one of Europe's poorest countries, with sluggish economic growth hindered by a large informal economy and weak energy and transportation infrastructure. High unemployment and a lack of opportunity encourage substantial emigration.

2.6.1. Preparation & Delivery of Module #1: Introduction to CCIs

Participants. The call for applications was opened on 16/10/2021 and closed 30 days later. Since potential participants did not express interest in participating in the Local Acceleration Programme, the second call was launched on 02/02/2022. The duration of the second call is 15 days. In the end, nine participants were involved in the Local Acceleration Programme. Seven participants were individuals aiming to establish a company in the CCI sector (Target Group 2), one participant was a person affiliated with a start-up / SME (Target Group 1), and one participant was a member of a team aiming to establish a company in the CCI sector (Target Group 3).

General description and objectives of Module 1. Module 1 was delivered by a consulting and capacity-building company for start-ups and enterprises with substantial experience in start-up acceleration, mentoring, and pitching programs. This module aimed to give the participants knowledge about the creative sector and its characteristics, considering this sector's state-of-the-art analysis in Albania.

Expected learning outcomes. The expected learning outcomes of Module 1 were presented in table below.

Table 71 Learning outcomes of Module 1, RDNC

Topics	Learning outcomes
The cultural and creative sector in Albania, opportunities, and challenges	LO1.1. Participants learned about the EACEA definition of CCS and their registration status in Albania LO1.2. National Policies to support CCS' development in Albania
State of the art of the CC' sector in Albania	LO2.1. Context analysis LO2.2. Size of CCS in Albania and their contribution to the national GDP LO2.3. Clarifying the 14 fields of creative industries according to EACEA definition, discrepancies on registration status for Albanian CC businesses.
National Policies and Legislation in the field of the CC sector	LO3.1. Presentation of different support policies in place for the creatives LO3.2. The National Chamber of Handcrafts, mission, vision, and activity. LO3.3. Vlora INCLUST network in the field of CCS' quadruple helix approach

Methods of learning. Module 1 was delivered through the use of the following learning methods:

- Virtual instructor-led classrooms,– all the participants had an online lecture led by two instructors.
- Asynchronous Online Learning - lecturers provided the participants with materials they had to read (presentations and videos)
- Social learning – people getting involved in an important or lively discussion plays a significant role in knowledge retention, making it a critical point of online training method.

Training Team Profile and Training Materials. Module 1 was delivered by two experts with a rich experience in the C sector. Lecturers used different educational materials, including Powerpoint presentations, brochures, research articles, and other publications.

Delivery. Module 1 was delivered on 31/03/2022 online (Zoom platform). The duration of Module 1 was 3 hours. (10: 00 – 13:00).

2.6.2. Evaluation of Module #1: Introduction to CCIs

The quality of training in Module 1: Introduction to CCIs was assessed based on the key performance indicators – quantitative data. Results are presented in the table and depicted graphically. All participants involved in Module 1 within the local version of JAP assessed the quality of training sessions delivered within this module.

Table 72 Evaluation of Module 1, RDNC

Key performance indicators	Number of respondents	Mean value ($\bar{x}$)	Standard deviation(σ)	Median
P2.1: Satisfaction with the pace of delivery.	9	4.55	0.53	5.0
P2.2: Ease to ask questions to the instructor(s).	9	5.00	0.00	5.0
P2.3: Effectiveness of instructor(s) in presenting and explaining the training materials.	9	4.50	0.53	4.5
P2.4: Satisfaction with overall delivery of module.	9	4.60	0.52	5.0
P2.5: Likelihood of participant using in their work the information received during the training.	9	5.00	0.00	5.0
P2.6a: Level of knowledge on the module topic before participation in module.	9	3.00	0.71	3.0
P2.6b. Level of knowledge on the module topic after participation in module.	9	4.00	0.71	4.0

Participants were delighted with all elements of the delivery of Module 1. In addition, participants indicated that they enriched their knowledge about the CC sector due to their involvement in training activities within Module 1.

Figure 29. Key performance indicators for quality assessment of Module 1, RDNC

Table 73 Reflective summary of Module 1, RDNC

Listed strengths of Module 1	Listed weaknesses of Module 1	Listed recommendations for improving Module
This module's strength is that all the participants had the chance to be introduced and get familiar with the stathe-of.-the art of CC sector in Albania and region. .	Currently, the CCI sector in Albania is relatively new and emerging. Thus, support policies are still lacking.	The selection process required more time than expected since the CC sector is still in the nascent phase. In addition, participants did not have a very clear perception of the CC sector and the importance of acquiring new knowledge and skills needed for business development in the CC sector.

Figure 30 Event photography as information support for delivering Module 1, RDNC
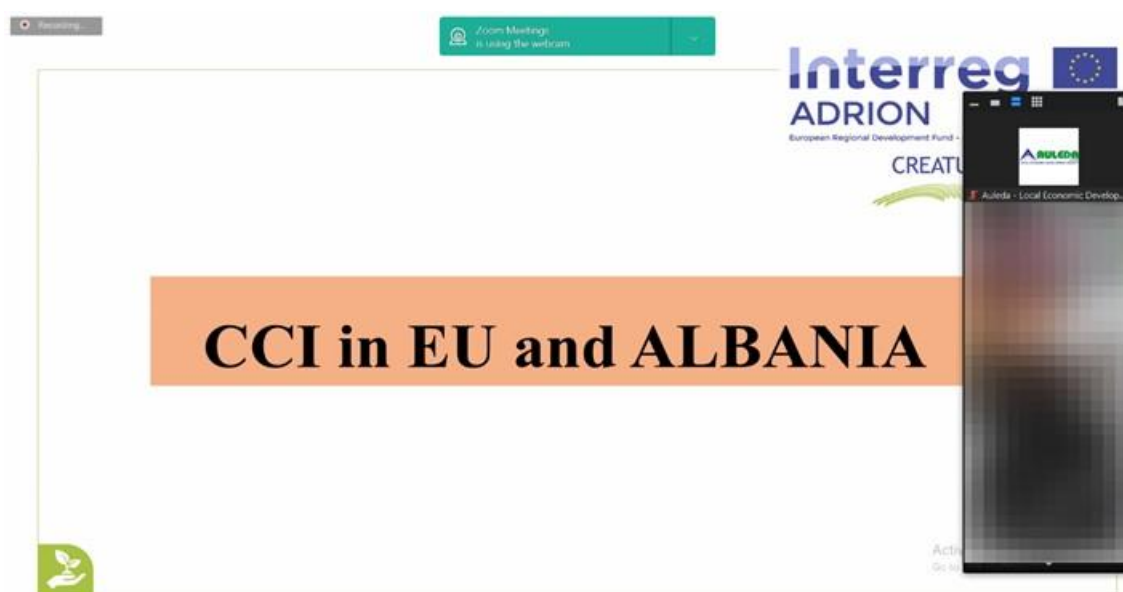
2.6.3. Preparation & Delivery of Module #2: Cultural tourism

General description and objectives of Module. This module aims to provide a brief but comprehensive discussion on the link between CCI, cultural heritage, and sustainable tourism. In specific, this module aims to shed light on the factors that can facilitate or hinder the use of cultural and creative products/services in the management, preservation, and valorization of the region's cultural heritage and sustainable tourism. Module 2 covers a large number of concepts coming from different fields of science: such as economics, the political economy of communications, cultural studies, sociology etc.

Table 74 Learning outcomes of Module 2, RDNC

Topics	Learning outcomes
Cultural tourism in Albania	LO1.1. Learning about the size and potential LO1.2. Characteristics of the CCI sector in Albania LO1.3. The economic potential of CCI-s and their contribution to GDP
Innovation in cultural tourism/ Virtual tours	LO2.1. Innovation and role in new cultural tourism products and services LO2.2. Marketing Strategy for cultural attractions and cultural tourist packages promotion
Albanian Strategy for cultural heritage and cultural tourism development	LO3.1. Presentation of Albania's strategic lines for developing cultural tourism LO3.2. The financial mechanism to speed up the CCI start-up development
Start-ups in the cultural sector, supply and demand offer	LO4.1. Learning about the needs and wants of a cultural tourist operator LO4.2. Thinking about the business idea in the field of CCI-s LO4.3. From the business idea to the business plan

Methods of learning. Module 2 was delivered through the use of the following learning methods:

- Virtual instructor-led classrooms (two instructors.);
- Asynchronous Online Learning; and
- Social learning.

Training Team Profile and Training Materials. Module 2 was delivered by two experts with a rich experience in the CC sector. Lecturers used different educational materials, including Powerpoint presentations, brochures, and online platforms.

Delivery. Module 2 was delivered on 31/03/2022 online (Zoom platforms). The duration of Module 2 was 3 hours. (13:00 – 16:00).

2.6.4. Evaluation of Module #2: Introduction to Cultural Tourism

The quality of training in Module 2: Introduction to Cultural Tourism was assessed based on the key performance indicators – quantitative data. Results are presented in the table and depicted graphically. All participants filled in the questionnaire designed to assess the quality of Module 2.

Table 75 Evaluation of Module 2, RDNC

Key performance indicators	Number of respondents	Mean value (x̄)	Standard deviation(σ)	Median
P2.1: Satisfaction with the pace of delivery.	9	3.90	1.19	4.0
P2.2: Ease to ask questions to the instructor(s).	9	5.00	0.00	5.0
P2.3: Effectiveness of instructor(s) in presenting and explaining the training materials.	9	4.50	0.71	5.0
P2.4: Satisfaction with overall delivery of module.	9	4.70	0.48	5.0
P2.5: Likelihood of participant using in their work the information received during the training.	9	4.80	0.42	5.0
P2.6a: Level of knowledge on the module topic before participation in module.	9	3.60	1.17	2.0
P2.6b. Level of knowledge on the module topic after participation in module.	9	4.10	0.32	4.0

Participants were satisfied with all relevant elements of the delivery of Module 2, and their subjective knowledge about creative tourism increased as a result of participation in the Local Acceleration Programme implemented by RDNC.

Figure 31. Key performance indicators for quality assessment of Module 2, RDNC
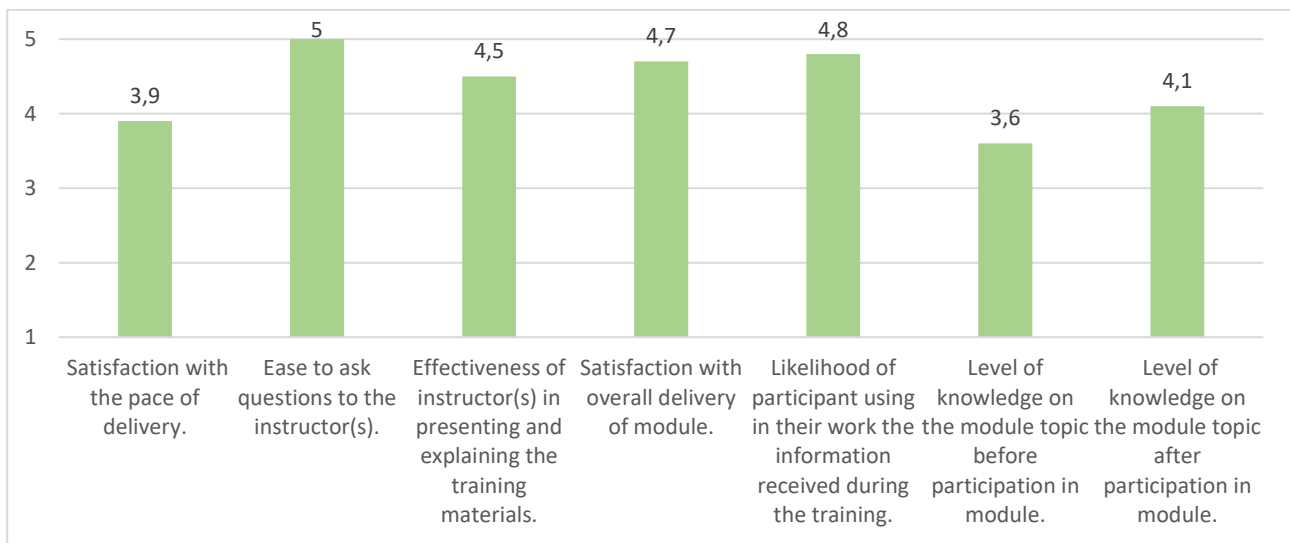
Based on participants' responses to open-ended questions about strengths, weaknesses, and recommendations for improving Module 2, key points were presented in the table below.

Table 76 Reflective summary of Module 2, RDNC

Listed strengths of Module 2	Listed weaknesses of Module 2	Listed recommendations for improving Module 2
Module 2 was led by a very experienced expert, and the materials were very useful. The workshop was interactive and integrated.	We noticed no significant weaknesses	The internet was a little unstable, resulting in a few technical issues during the workshop. However, there were no major

		recommendations for improvement.

Figure 32 Event photography as information support for delivering Module 2, RDNC

2.6.5. Preparation & Delivery of Module #3: Personalized Support

General description and objectives of Module. Module 3 was focused on making participants aware that understanding the customers and finding the right methods to achieve that, is the key in order to run a successful business. The aim on this module was to increase the capacity building of the participants, to be able to go through all the problems and to find solutions about those. Specific tools were presented during workshops sessions. In the end of those sessions, participants were able to implement their theoretical knowledge into practice, such as communicating with future and potential customers. Besides above mention tools and approaches, participant were introduced with impact models, revenue models and Business Model Canvas. Those tools were important on helping the participant on developing their ideas and to start the implementation process.

Main objectives of Module 3 were as follows:

1. Familiarizing with methodology of start-ups and business methods;
2. Cost efficiency of a business;
3. Business impact model and revenue model;
4. Customer discovery in target market; and
5. Business Model Canvas preparation

Expected learning outcomes. The table below contains the description of the expected learning outcomes of Module 3.

Table 77 Learning outcomes of Module 3, RDNC

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Topics	Learning outcomes
Methodology of start-ups	LO1.1. Moving forward with development of their business ideas and pilot project LO1.2. Analysing the problem and finding the solution through entrepreneurial critical thinking
Discovery of customer	LO2.1. Researching the needs of the potential customers LO2.2. Assembling the targeted audience
Business idea developing	LO3.1. Business Model Canvas LO3.2. Developing the business model LO3.3. Preparation of value architecture and value proposition design

Methods of learning Module 3. Module 3 was delivered through the use of the following learning methods:

- Virtual instructor-led classrooms (two instructors.);
- Asynchronous Online Learning; and
- Social learning.

Training Team Profile and Training Materials. Module 3 was delivered by two experts with a rich experience in the CC sector. Lecturers used different educational materials, including Powerpoint presentations, brochures, and online platforms.

Delivery. Module 3 was delivered on-site on the 15th and 16th of April 2022 . The duration of Module 3 was 14 hours.

2.6.6. Evaluation of Module #3: Personalized Support

The table and chart below summarize the assessment results undertaken by participants In Module 3 implemented within the JAP organized by RDNC. Out of twenty participants involved in Module 3, fifteen of them assessed the quality of mentoring services provided within Module 3.

Table 78 Key performance indicators for quality assessment of Module 3, RDNC

Key performance indicators	Number of respondents	Mean value (x̄)	Standard deviation(σ)	Median
P2.11: Indicate how well your mentor understood your business environment.	15	4.67	0.48	5.0
P2.12: Indicate how effective you found your mentor to convey his ideas / advice in addressing your business issue	15	4.87	0.35	5.0
P2.13: Indicate how useful you found the advice you received from your mentor(s) during Module 3.	15	4.73	0.46	5.0
P2. 14: Indicate how satisfied you are with your overall mentoring experience in Module 3.	15	4.60	0.51	5.0

Figure 33. Key performance indicators for quality assessment of Module 3, RDNC

Bar chart showing survey results:
- Indicate how satisfied you are with your overall mentoring experience in Module 3. — 4,6
- Indicate how useful you found the advice you received from your mentor(s) during Module 3. — 4,73
- Indicate how effective you found your mentor to convey his ideas / advice in addressing your business issue — 4,87
- Indicate how well your mentor understood your business environment. — 4,67
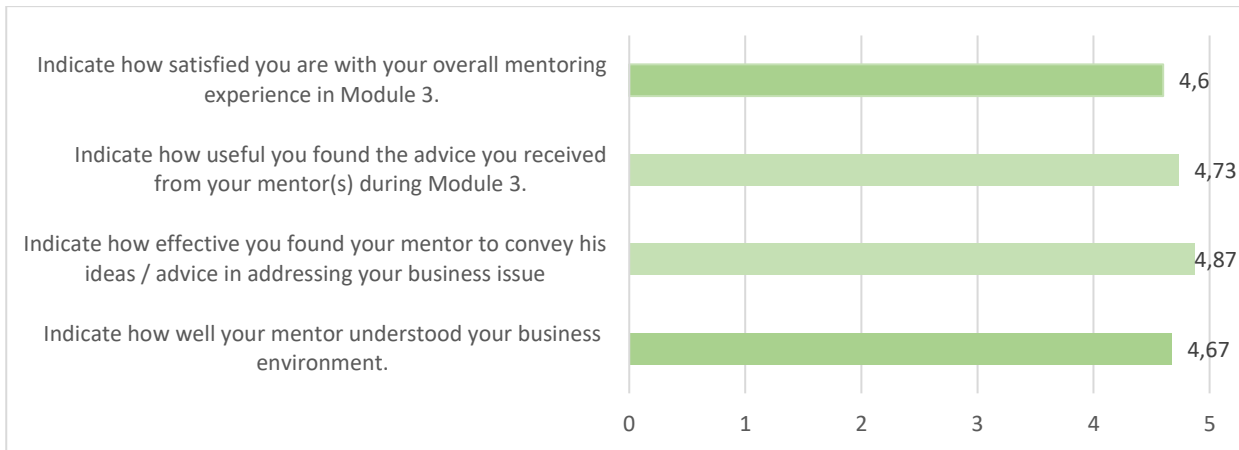
Participants were delighted with the delivery of Module 3, including the effectiveness of mentors, the usefulness of advice received during mentoring sessions, and the knowledge shared by mentors about the business environment.

2.6.7. Preparation & Delivery of Module #4: Funding – Fundraising – Pitching

General description and objectives of Module. Module 4 placed emphasis on marketing strategies, financing opportunities and the presentation of the business idea to third parties that may be potential investors and on sales. Module 4 emphasised the different strategies and forms of marketing, sales techniques and foresight. This Module also continued to deepen participants' knowledge about "customer discovery". The second topic was about finances and developing the participants' skills in pitching their ideas.

The main objectives of Module 4 were as follows:

1. Entrepreneurial mindsets and financing;
2. Sales techniques;
3. Customer and sales process;
4. Database creation of potential customers on different channels;
5. Marketing plan development;
6. Pitching techniques; and
7. Preparing the power point presentation for third parties.

Methods of learning. Module 4 was delivered through the use of the following learning methods:

- Virtual instructor-led classrooms (two instructors.);
- Asynchronous Online Learning; and
- Social learning.

Training Team Profile and Training Materials. Module 4 was delivered by two certified instructors. Instructors used different educational materials, including Powerpoint presentations, brochures, and platforms at which start ups can request funds from Business Angels Network (Smart Inno

Platform www.smartinno.eu) and platforms at which start ups can find customised funds based on the type of activity (Access2Finance Platform www.acess2finance.eu).

Delivery. Module 4 was delivered on 29th April 2022 online (Zoom platforms). The duration of Module 4 was 3 hours. (13:00 – 16:00).

2.6.8. Evaluation of Module #4: Funding - Fundraising - Pitching

Results of the evaluation of Module #4 within the JAP implemented by RDNC are presented in the table and graph below. All participants assessed the quality of delivery of Module 4.

Table 79 Key performance indicators for quality assessment of Module 4, RDNC.

Key performance indicators	Number of respondents	Mean value (x̄)	Standard deviation(σ)	Median
P2.1. - 4. Indicate how satisfied you are with the pace of delivery of Module 4.	15	4.8	0.41	5
P2.2. - 4: Indicate how easy it was to ask questions to the instructor(s) of Module 4.	15	4.9	0.35	5
P2. 3.– 4. Indicate how effective was/were the instructor(s) of Module 4 in presenting and explaining the training materials.	15	4.7	0.46	5
P2.4. – 4. Indicate how satisfied you are with the overall delivery of Module 4.	15	4.7	0.53	5
P2.5. – 4. Indicate how likely it is that you will use in your work the information in Module 4 in your activities.	15	4.53	0.52	5
P2-6. - 4a. (before). Indicate your level of knowledge on funding BEFORE your participation in Module 4.	15	1.9	0.59	2
P2-6. - 4a. (after). Indicate your level of knowledge on funding AFTER your participation in Module 4.	15	4.6	0.51	5
P2.6. – 4b. (before). Please indicate your level of knowledge on fundraising and pitching BEFORE your participation in Module 4	15	1.3	0.49	1
P2.6. – 4b. (after. Please indicate your level of knowledge on fundraising and pitching AFTER your participation in Module 4	15	4.7	0.46	5

Quality indicators related to Module 4 indicate that participants were satisfied with the overall delivery of Module 4. Also, the difference between subjective knowledge about funding, fundraising and pitching indicates that knowledge gained through Module 4 had improved participants' understanding of funding, fundraising, and pitching.

Participants did not mention the main strengths, weaknesses, and recommendations for improvement.

2.6.9. Overall evaluation of Acceleration Programme

Results of the overall evaluation of JAP implemented by RDNC are presented in the table below.

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Table 80 Overall evaluation of Acceleration Programme, RDNC

Key performance indicators	Number of respondents	Mean value (x̄)	SD (σ)	Median
A1- 1a.Level of awareness of business opportunities in the fields of cultural heritage promotion and valorisation and/or sustainable and experiential tourism models in your Region BEFORE your participation in this training and mentoring programme	15	2.5	0.52	3
A1-1b. Level of awareness of business opportunities in the fields of cultural heritage promotion and valorisation and/or sustainable and experiential tourism models in your Region AFTER your participation in this training and mentoring programme	15	4.5	0.64	5
A2-1a. Level of knowledge and skills in developing a business strategy BEFORE your participation in this training and mentoring programme	15	2.3	0.82	3
A2-1b. Level of knowledge and skills in developing a business strategy AFTER your participation in this training and mentoring programme	15	4.2	0.78	4
A3-1a Level of knowledge and skills in developing an innovation strategy BEFORE your participation in this training and mentoring programme	15	2.5	0.52	3
A3-1b. Level of knowledge and skills in developing an innovation strategy AFTER your participation in this training and mentoring programme	15	4.3	0.70	4
P4-1a. Level of knowledge and skills on how you can analyse the competitiveness of your company BEFORE your participation in this training and mentoring programme	15	2.5	0.52	2
P4-1b. Level of knowledge and skills on how you can analyse the competitiveness of your company AFTER your participation in this training and mentoring programme	15	4.5	0.52	5
P5-1a. Level of knowledge and skills on how you can analyse the competitiveness of your company AFTER your participation in this training and mentoring programme	15	2.4	0.51	2
P5-1b. Level of knowledge and skills on how to attract funding AFTER your participation in this training and mentoring programme	15	3.9	0.70	4

Overall evaluation of JAP implemented by RDNC indicates that participants increased their knowledge and skills related to the business strategy, innovation strategy, and funding. In addition, participation in the local version of JAP increased the participants' awareness of business opportunities in the fields of cultural heritage promotion and valorisation and/or sustainable and experiential tourism models in the relevant region.

2.7. School of Economics and Business Sarajevo (Bosnia and Herzegovina)

Bosnia and Herzegovina is a South-Eastern European country located in the Western Balkans, bordering Croatia, Montenegro, and Serbia. The service sector contributes to 55% of GDP and more than half of total employment (52.3%). The CCI sector is also influenced by all the factors that hinder the country's economic development and competitiveness. The policy context for the CCIs and tourism sector is deeply rooted in the social, economic, cultural, and political changes and challenges of Bosnia and Herzegovina.

2.7.1. Preparation & Delivery of Module #1: Introduction to CCIs

Participants. The call for applications was opened on 01/10/2021 and closed 15 days later. The call was published on Facebook and Instagram profiles of the SEBS Also, the SEBS PR Office informed PR offices or all organizational units (faculties) at the University of Sarajevo about the Local Acceleration Programme and invited them to share the public call among students. After evaluating applications, six applicants were selected to participate in the local version of the JAP. Two participants were members of a team aiming to establish a company, and four participants were individuals aiming to establish a company. Since the target number of participants (ten) was not reached, the SEBS launched the second call in March 2022.

General description and objectives of Module 1. This module intended to give a brief but comprehensive overview of the relationship between CCI, cultural heritage, and sustainable tourism. In particular, this module aimed to shed light on the elements that might promote or limit the use of cultural and creative products/services in the management, protection, and valorization of cultural heritage and sustainable tourism. Module 1 Introduction to Creative and Culture Industries (CCIs) included four topics: (1) CCIS: definition and coverage; (2) Specific characteristics of CCIs and the contribution of CCIs to the local economy; (3) Instrument and measures of support and funding to CCIs; (4) Interconnection of CCIS with other economic sectors.

The first topic, "CCIs: definition and coverage," provided insight into the origins of the two terms "creative industries" and "cultural industries" and an explanation of different models of CCIs (classification systems and different classifications of CCIs).   SEBS covered the DCMS model, Symbolic Text Model, Concentric Circles Model, WIPO Copyright Model, UNESCO Model, and classifications of selected countries (e.g., UK, US, Austria, Croatia).

The second topic, "Specific characteristics of CCIs and the contribution of CCIs to the local economy," aimed to identify specific characteristics of CCIs in terms of creative goods (e.g., experience goods, goods with symbolic meaning or symbolic goods, tangible and intangible elements of creative goods, the perceived value of creative goods), micro and small firms/organizations as dominant forms in CCIS, creative workers/creative class as a leading generator of creative goods; and, "the winner-takes-all" phenomenon in CCIs. Additionally, the effect of the COVID-19 pandemic on CCIs was discussed, along with measures used to support the recovery of CCIs across European countries.

The third topic, "Instrument and measures of support and funding to CCIs," provided insight into different instruments and measures used in European countries to support the development of CCIs. Three case studies were presented: VINCI Vouchers in Creative Industries (Austria), Arts Council England (United Kingdom), and Incredibol (Emilia – Romagna, Italia). Also, the participants discussed the benefits of such instruments and measures to support CCIs in Bosnia and Herzegovina

The fourth topic, "Interconnection of CCIS with other economic sectors," is designed to create the link between CCIs and tourism, focusing on creative tourism. The particular emphasis was placed on the creative experience in creative tourism using a model of 'creative experience' (Consciousness, Needs/Motivations, Creativity, Learning and Interacting). The creation of creative experience was analyzed through the case study "The Earth Galleries". The case study provided insight into the ways how the experience of museum visitors can be transformed into a memorable experience for different target groups (professionals interested in geology and families with children). The promotion of creative destinations was discussed based on the three publicly available video clips.

Methods of learning Module 1. This module utilized a combination of teaching and learning methods, addressing a variety of learning styles. These include lectures, workshops, peer- and team-discussions, and interactive learning. Participants were encouraged to reflect and draw on their own experiences, aspirations, and goals to facilitate inclusive learning. Also, Module 1 was delivered through Inquiry-focused learning using a set of online sources, books, and journal articles.

Training Team Profile and Training Materials. The training team included three experts with academic and professional experience in the CC sector.

Delivery. Module 1 was designed as a one-day seminar held online (Zoom platform).

Table 81 Delivery timeline for Module 1, SEBS

	Date	Time	Duration	Location
Module 1: Introduction to CCIs	28/10/2021	10: 00 - 14:00	240 minutes	Sarajevo (Online, Zoom platform)

Figure 34 Educational materials as information support for delivering Module 1, SEBS
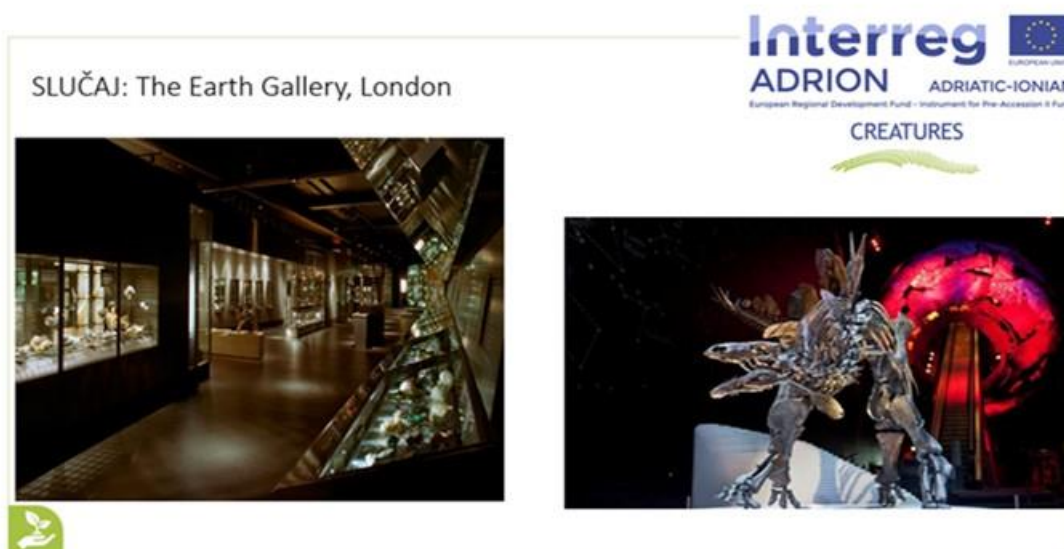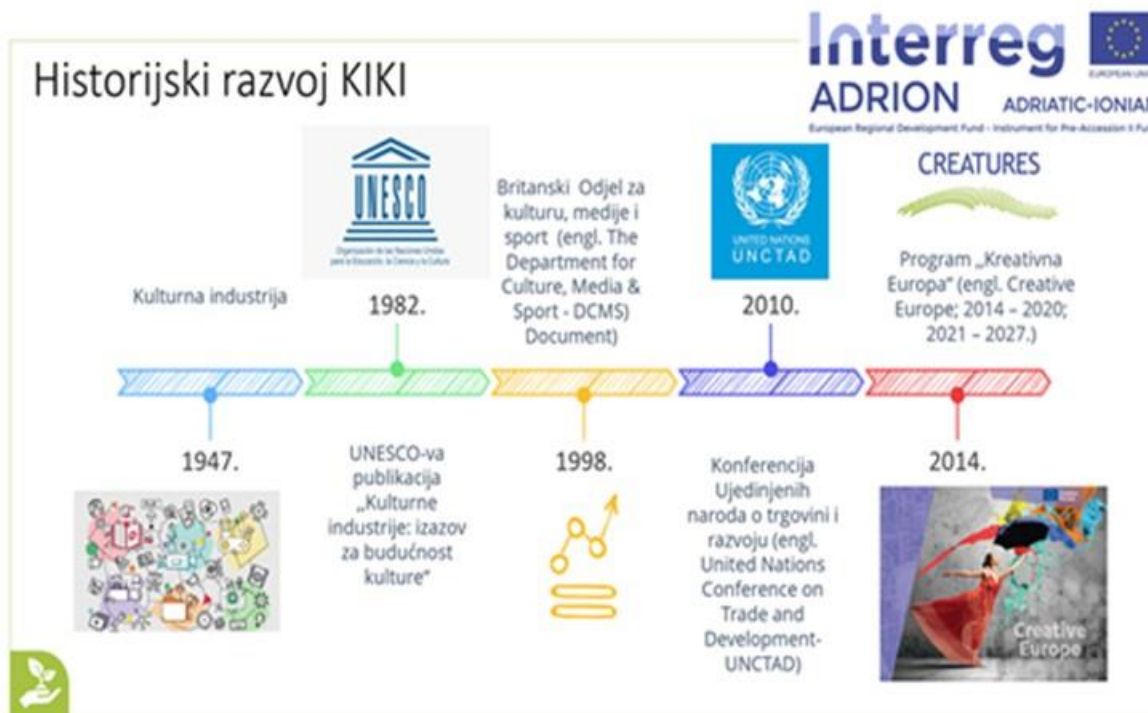
2.7.2. Evaluation of Module #1: Introduction to CCIs

The evaluation of Module 1 was conducted online using Lime Survey as a tool. The evaluation results are presented in the table and figure below. Six out of nine participants engaged in Module 1 assessed the quality of training sessions delivered within this module.

Table 82   Evaluation of Module 1, SEBS

Key performance indicators	Number of respondents	Mean value ($\bar{x}$)	Standard deviation(σ)	Median
P2.1: Satisfaction with the pace of delivery.	6	4.83	0.41	5.0
P2.2: Ease to ask questions to the instructor(s).	6	4.83	0.41	5.0
P2.3: Effectiveness of instructor(s) in presenting and explaining the training materials.	6	4.50	0.55	4.5
P2.4: Satisfaction with overall delivery of module.	6	4.33	0.82	4.5
P2.5: Likelihood of participant using in their work the information received during the training.	6	3.50	1.05	3.5
P2.6a: Level of knowledge on the module topic before participation in module.	6	3.17	0.75	3.0
P2.6b. Level of knowledge on the module topic after participation in module.	6	4.11	0.60	4.0

The pace of the delivery, easiness of asking questions to instructors, and effectiveness of instructors in presenting and explaining training materials were evaluated with the highest scores. Also, the

difference between subjective knowledge about CCIs before and after the delivery of training activities indicates that participants enhanced their knowledge related to the CCIs.

Figure 35. Key performance indicators for quality assessment of Module 1, SEBS
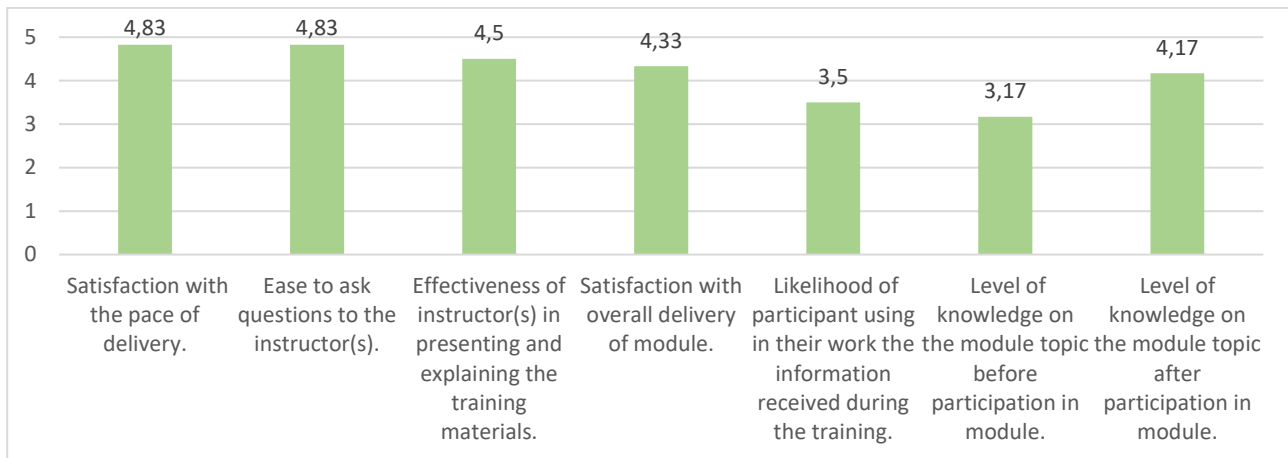
Since SEBS used the open call to recruit participants. Therefore, we can evaluate the quality of the recruitment process and selection of participants in the JAP implemented by the SBES. All participants stated that the description of the scope, objectives, and target groups of the acceleration programme as well as criteria for the selection process was clear/very clear and helpful/very helpful.

Table 83   Evaluation of Open Call, SEBS

Key performance indicators	Number of respondents	Mean value (x̄)	Standard deviation(σ)	Median
P1.2: The clearness of the description of the scope, objectives and target groups of the acceleration programme in order to allow you to decide if you will apply in the Call for Expression of Interest.	6	4.5	0.84	5.0
P1.3.: The helpfulness of the information on the eligibility criteria to allow you to decide if you are eligible to apply for participation in the acceleration programme.	6	4.5	0.84	5.0
P1.4.: The helpfulness of the information on the selection criteria to allow you to decide if you will apply in the Call for Expression of Interest	6	4.5	0.84	5.0
P1.5.: The clearness of the information on the participant selection process	6	4.66	0.82	5.0

2.7.3. Preparation & Delivery of Module #2: Business Development

Participants. After the second call launched in March 2022, 11 participants were selected as participants in the Local Acceleration Programme.

General description and objectives of Module 2. This model was designed as a project-centered module to introduce participants to the use of the Business Model Canvas. The module was structured to enable participants to identify and communicate the nine essential elements of a

business model: Customer Segments, Value Proposition, Channels, Customer Relationships, Key Resources, Key Activities, Key Partners, Revenue Streams, and Cost Structure.

Expected learning outcomes. The expected learning outcomes of Module 2 were presented in table below.

Table 84 Learning outcomes of Module 2, SEBS

Topics	Learning outcomes
Introduction to business model thinking	LO1. Understand the fundamental concepts of business model thinking.
Design thinking as a pillar of business model canvas	LO2. Understand the fundamental concepts of design thinking
Value Preposition	LO3. Learn how to create and improve value propositions based on specific customer segments
The business model canvas design process	LO4. Gain basic knowledge of the business model design process.
Business model canvas in practice: Tips and Tricks	Learn how to use a business model canvas to design a new business, develop new products and services or reinvent the established business.

Methods of learning Module 2. This module utilized a combination of teaching and learning methods, addressing a variety of learning styles. These include lectures, workshops, peer- and team-discussions, and interactive learning. Participants were encouraged to reflect and draw on their own experiences, aspirations, and goals to facilitate inclusive learning.

Training Team Profile and Training Materials. The training team included two experts actively involved in the CC sector. The instructors used Powerpoint presentations, video clips, case studies, and online sources.

Delivery. Module 2 was delivered twice, online for the first cohort of participants (the first open call) and onsite for the second cohort of participants (the second call)

Table 85 Delivery timeline for Module 2, SEBS

	Date	Time	Duration	Location
Module 2: Business Development (1st Cohort)	22/11/2021 23/11/2021 24/11/2021	13: 00 - 16:00 09:00 – 12:00 09:00 – 12:00	135 minutes 135 minutes 135 minutes	Sarajevo (Online, Zoom platform)
Module 2: Business Development (2nd Cohort)	12/04/2022	12:00 – 18:00	300 minutes	Onsite, SEBS

2.7.4. Evaluation of Module #2: Business Development

Assessment results of training activities delivered within Module 2 onsite were presented in the table below. Eights out of nine participants in the Module 2 assess its quality.

Table 86 Evaluation of Module 1, SEBS

Key performance indicators	Number of respondents	Mean value (x̄)	Standard deviation(σ)	Median
P2.1: Satisfaction with the pace of delivery.	8	4.88	0.35	5.0
P2.2: Ease to ask questions to the instructor(s).	8	4.88	0.35	5.0
P2.3: Effectiveness of instructor(s) in presenting and explaining the training materials.	8	5.00	0.00	5.0
P2.4: Satisfaction with overall delivery of module.	7	5.00	0.00	5.0
P2.5: Likelihood of participant using in their work the information received during the training.	7	5.00	0.00	5.0
P2.6a: Level of knowledge on the module topic before participation in module.	7	3.43	0.97	3.0
P2.6b. Level of knowledge on the module topic after participation in module.	7	5.00	0.00	5.0

Participants were delighted with the "effectiveness of the instructors in presenting and explaining training materials'', ''the usefulness of the information provided during training", ''the pace of the delivery'', and ''instructors' willingness to respond to participants' questions". Also, the difference between knowledge before and after participating in training indicates that participants enriched their knowledge related to business development in the CCS.

Figure 36. Key performance indicators for quality assessment of Module 2, SEBS
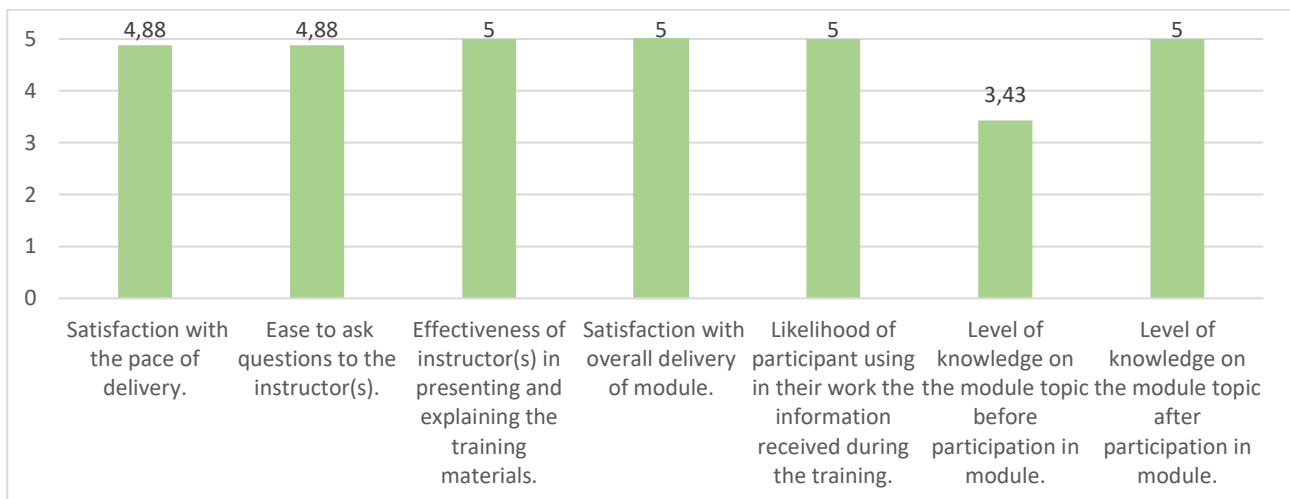
Based on the participants' responses to open-ended questions, we can conclude that experienced and knowledgeable instructors are vital strengths of Module 2. In terms of recommendations, one participant recommended that it would be helpful to divide participants into two groups based on their previous knowledge and experience in the CCS.

Table 87 Reflective summary of Module 2, SEBS

Listed strengths of Module 2	Listed weaknesses of Module 2	Listed recommendations for improving Module 2
Very experienced lecturers who are able to transfer the knowledge and experience to participants Very concise and interesting lectures Lecturers' willingness to share rich knowledge and experience in the projects related to the CCI sector	Weaknesses were not reported	The participants should be divided into groups based on their previous knowledge and experience related to the CC sector.

2.7.5. Preparation & Delivery of Module #3: Personalized Support

General description and objectives of Module. Module 3 was designed to help participants to assess their business ideas based on innovation, technology, market positioning and team capabilities. Mentorship was implemented through small group sessions and all the mentoring services were provided by two experts, each focusing on specific areas such as business idea validation, business model validation, finance, and legal advices. During the Module 3, participants and mentors tried to find answers on the following questions related to each business ideas:

- Is the product/service really needed? Is it solving a problem?
- Who needs it? Who is the target customer?
- Does the customer actually want that solution?
- How will it make money?
- Can we scale it?

Personalized support through mentorship was focused on assisting participants in the following aspects: strategy planning and finding the right path, setting up development and progress priorities, marketing strategy, identifying target costumers and Go To Market strategies, structuring organizational process and building the team, and boosting participants' learning, personal development and self-efficacy.

Expected learning outcomes. The expected learning outcomes of Module 3 were presented in table below.

Table 88 Learning outcomes of Module 3, SEBS

Topics	Learning outcomes
Sharing of knowledge and know-how between mentors and mentees	LO1. Participants/mentees will gain new skills and insights needed for further development of their business ideas in CC sector
Development of interpersonal skills	LO2.1. Participants/mentees will develop specific skills or competencies, boost confidence in their abilities and expan their contacts network.

Methods of learning. Module 3 was organized as hands-on workshop, meaning that lecturers presented relevant topics and then they worked with the participants/mentees on improving their business plans. Workshop included educational lectures (e.g., lectures on specific skill such as

business canvas preparation, Lean Star-tup implementation and inspirational talks through which experts shared their personal stories and insights with participants/mentees.

Training Team Profile and Training Materials. The training team included two expert mentors who acted as instructors as well as facilitators, leading the participants/mentees to find the answers independently on key questions related to their business ideas.

Delivery. Module 3 was designed as a one-day seminar held on-site.

Table 89 Delivery timeline for Module 3, SEBS

	Date	Time	Duration	Location
Module 3: Personalized Support	13/04/2022	12: 00 - 15:00	180 minutes	Sarajevo, Bosnia and Herzegovina SEBS, E-net Center

2.7.6. Evaluation of Module #3: Personalized Support

The table and chart below summarize the assessment results undertaken by participants In Module 3 implemented within the JAP organized by SEBS. Eight out of nine participants involved in Module 3 assessed its quality.

Table 90 Key performance indicators for quality assessment of Module 3, SEBS

Key performance indicators	Number of respondents	Mean value ($\bar{x}$)	Standard deviation(σ)	Median
P2.11. Indicate how well your mentor understood your business environment.	8	4.8	0.35	5
P2.12: Indicate how effective you found your mentor to convey his ideas / advice in addressing your business issues.	8	5.0	0.00	5
P2.13: Indicate how useful you found the advice you received from your mentor(s) during Module 3.	8	5.0	0.00	5
P2.14: Indicate how satisfied you are with your overall mentoring experience in Module 3.	8	4.8	0.35	5

Participants of the Joint Acceleration Programme were highly satisfied with the mentoring services provided within Module 3. Short groups sessions organized within Module 3 helped participants to find possible solutions to issues related to their business ideas and they perceived mentors as experts who are knowledgeable about the business environment

Figure 37. Key performance indicators for quality assessment of Module 3, SEBS
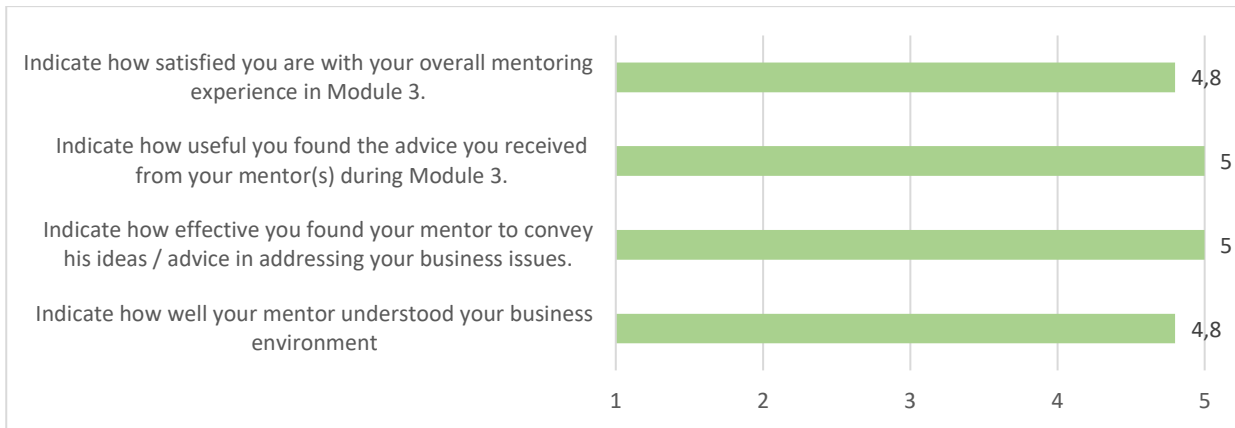
Mentor's willingness to share knowledge with participants/mentees, the mentoring style (the combination of directed and undirected instructions) were mentioned as main strengths of this module. In terms of weaknesses, one participant noted that the duration of this module was short and bearing in mind that practical importance of topics covered within this module, it was recommended that future similar programmes should include more hours of mentorship/mentoring services.

Table 91 Reflective summary of Module, SEBS

Listed strengths of Module 3	Listed weaknesses of Module 3	Listed recommendations for improving Module 3
Very experienced lecturers who are able to transfer the knowledge and experience to participants Very concise and interesting lectures Lecturers' willingness to share rich knowledge and experience in starting-up and scaling businesses/projects	Limited hours for mentorship/mentoring services	It would be beneficial for start-ups to have more hours of mentorship/mentoring services

2.7.7. Preparation & Delivery of Module #4: Funding – Fundraising – Pitching

General description and objectives of Module. Module 4 was focused on specific (fundraising) needs of participants aiming to increase their chances of successfully scaling their businesses. This module was designed to inform participants how to pitch their business ideas by providing Pitch Dek Templates (e.g., Elevator Pitch Template, One-Minute Pitch Template, Long Pitch Template etc). and developing pitching skills by giving a mock pitch to potential investors.

Expected learning outcomes. The expected learning outcomes of Module 4 were presented in table below.

Table 92 Learning outcomes of Module 4, SEBS

Topics	Learning outcomes
Understanding the pitching process	LO1. 1. Participants will gain knowledge about the pitch process and different types of pitches. LO1.2. Participants will understand the role of marketing and pitching in CC entrepreneurship

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Development of pitching skills	LO2.1. Participants will practice (through mock pitches) how to make a good impression during a pitch to potential investors.

Methods of learning. Module 4 was organized as hands-on workshop, meaning that lecturers presented relevant topics and then they worked with the participants on improving their pitching skills. Workshop included educational lectures (e.g., lectures on pitch process and different types of pitches) and pitching exercises.

Training Team Profile and Training Materials. The training team included two expert mentors who acted as instructors as well as facilitators, leading the participants/mentees to prepare a pitch for their business ideas.

Delivery. Module 4 was designed as a one-day seminar held on-site.

Table 93 Delivery timeline for Module 4, SEBS

	Date	Time	Duration	Location
Module 4: Funding – Fundraising – Pitching	13/04/2022	15: 00 - 18:00	180 minutes	Sarajevo, Bosnia and Herzegovina SEBS, E-net Center

2.7.8. Evaluation of Module #4: Funding - Fundraising - Pitching

The table and chart below summarize the assessment results undertaken by participants In Module 4 implemented within the JAP organized by SEBS. Eight out of nine participants in Module 4 assessed its quality.

Table 94 Key performance indicators for quality assessment of Module 4, SEBS

Key performance indicators	Number of respondents	Mean value (x̄)	Standard deviation(σ)	Median
P2.1. - 4. Indicate how satisfied you are with the pace of delivery of Module 4.	8	5.0	0.00	5
P2.2. - 4: Indicate how easy it was to ask questions to the instructor(s) of Module 4.	8	4.8	0.35	5
P2. 3.– 4. Indicate how effective was/were the instructor(s) of Module 4 in presenting and explaining the training materials.	8	5.0	0.00	5
P2.4. – 4. Indicate how satisfied you are with the overall delivery of Module 4.	8	5.0	0.00	5
P2.5. – 4. Indicate how likely it is that you will use in your work the information in Module 4 in your activities.	8	4.8	0.35	5
P2-6. - 4a. (before). Indicate your level of knowledge on funding BEFORE your participation in Module 4.	8	3.8	1.13	4
P2-6. - 4a. (after). Indicate your level of knowledge on funding AFTER your participation in Module 4.	8	4.8	0.71	5
P2.6. – 4b. (before). Please indicate your level of knowledge on fundraising and pitching BEFORE your participation in Module 4	8	3.2	0.83	3

| P2.6. – 4b. (after. Please indicate your level of knowledge on fundraising and pitching AFTER your participation in Module 4 | 8 | 4.5 | 0.76 | 5 |

Quality indicators related to the Module 4 indicate that participants were satisfied with the overall delivery of Module 4. Also, the difference between subjective knowledge about funding, fundraising and pitching indicate that knowledge gained through Module 4 had improved participants' understanding of funding, fundraising, and pitching.

In terms of main strengths, participants indicated that topics covered within Module 4, increased project writing capabilities and develop their analytical skills. Moreover, participants indicated that direct approach of instructors and instructors' ability to engage participants in workshop were main strengths of this module. Weaknesses and recommendations for improvement were not mentioned by participants.

2.7.9. Overall evaluation of Acceleration Programme

At the end of Acceleration Programme, participants were asked to share their opinions about overall acceleration programme implemented by SEBS. The results of overall evaluation of SEBS's Acceleration Programme are presented in table below. Seven out of nine participants in the local version of JAP assessed its quality.

Table 95 Overall evaluation of Acceleration Programme, SEBS

Key performance indicators	Number of respondents	Mean value ($\bar{x}$)	SD (σ)	Median
A1- 1a.Level of awareness of business opportunities in the fields of cultural heritage promotion and valorisation and/or sustainable and experiential tourism models in your Region BEFORE your participation in this training and mentoring programme	7	2.7	0.48	3
A1-1b. Level of awareness of business opportunities in the fields of cultural heritage promotion and valorisation and/or sustainable and experiential tourism models in your Region AFTER your participation in this training and mentoring programme	7	4.7	0.48	5
A2-1a. Level of knowledge and skills in developing a business strategy BEFORE your participation in this training and mentoring programme	7	2.8	0.89	3
A2-1b. Level of knowledge and skills in developing a business strategy AFTER your participation in this training and mentoring programme	7	4.7	0.48	5
A3-1a Level of knowledge and skills in developing an innovation strategy BEFORE your participation in this training and mentoring programme	7	2.6	0.79	3
A3-1b. Level of knowledge and skills in developing an innovation strategy AFTER your participation in this training and mentoring programme	7	4.7	0.48	5
P4-1a. Level of knowledge and skills on how you can analyse the competitiveness of your company BEFORE your participation in this training and mentoring programme	5	2.8	1.11	3
P4-1b. Level of knowledge and skills on how you can analyse the competitiveness of your company AFTER your participation in this training and mentoring programme	5	4.2	0.44	4
P5-1a. Level of knowledge and skills on how you can analyse the competitiveness of your company AFTER your participation in this training and mentoring programme	7	2.7	0.95	3
P5-1b. Level of knowledge and skills on how to attract funding AFTER your participation in this training and mentoring programme	7	4.4	0.53	4

Overall evaluation of the JAP implemented by SEBS indicates that participants increased their knowledge and skills related to the business strategy, innovation strategy, and funding. In addition, the participation in the local version of the JAP increased the participants' awareness of business opportunities in the fields of cultural heritage promotion and valorisation and/or sustainable and experiential tourism models in the relevant region.

3. Comparative analysis of local Joint Acceleration Programmes

3.1. General information

Although all project partners followed the standard methodology and guidelines for setting up the local Joint Acceleration Programmes developed by Patras Science Park (PSP), some minor adjustments occurred during the implementation of local Joint Acceleration Programmes. Thus, it is valuable to provide insight into the main elements of local Joint Acceleration Programmes implemented in six project countries.

	MCBO		FVGAR		UIRS		PSP		DUNEA		RDNC		SEBS	
Participant selection	Direct contact with CCI's related SMEs and start-up representatives		Direct contact with CCI's related SMEs and start-up representatives		Direct contact with CCI's related SMEs and start-up representatives		Open call		Open call		Open call		Open call	
Number of participants in the JAP (recruitment phase)	10		8		10		8		10		9		9	
Number of participants per target group (TG)	TG1	10	TG1	8	TG1	5	TG1	6	TG1	6	TG1	1	TG1	5
	TG2	-	TG2	-	TG2	5	TG2	-	TG2	4	TG2	7	TG2	4
	TG3	-	TG3	-	TG3	-	TG3	2	TG3	-	TG3	1	TG2	-
Number of participants per module (M)	M1	8	M1	8	M1	10	M1	8	M1	10	M1	9	M1	9
	M2	10	M2	10	M2	10	M2	7	M2	10	M2	9	M2	9
	M3	6	M3	10	M3	10	M3	6	M3	4	M3	20	M3	9
	M4	9	M4	18	M4 & 5	10	M4	6	M4	10	M4	14	M4	9
Participation (fee/free of charge)	Free of charge		Free of charge		Free of charge		Free of charge		Free of charge		Free of charge		Free of charge	
Investment in business ideas	No		No		No		No		No		No		No	

	MCBO	FVGAR	UIRS	PSP	DUNEA	RDNC	SEBS
Delivery of Module 1	Interviews with participants in the Local Accelerator Programme	Online meeting and one-day webinar	One-day webinar	Three-day seminar (onsite)	Two-day hybrid seminar	One-day webinar	One-day webinar – 1st Open call
Delivery of Module 2	Webinar	One-day webinar	Two-day webinar	Five-day seminar (onsite)	Four-day hybrid seminar	One-day webinar	Three-day webinar – 1st Open call. On- day seminar onsite (2nd Call)
Delivery of Module 3	One-on-one online mentoring sessions with each SME/start-up participating in the Local Acceleration Programme (3 hours per each SME/start-up)	Online event/Webinar	Two-day webinar	One-to-one onsite mentoring sessions	One-to-one onsite mentoring sessions	One-day webinar	One-day seminar onsite
Delivery of Module 4	4 webinars. The duration of each webinar was 2 hours.	Online event/Webinar	Two-day webinar Plus Five one-on-one mentoring sessions per each participant	Four-day seminar	Three-day seminar	One-day webinar	One -day workshop onsite/group mentoring sessions
Number of local trainers /educators (Module 1 & Module 2	2	2	3	4	4	2	2

3.2. Benefits from the implementation of the JAP

The broad aim of the modular JAP was to enhance the capacity of start-ups and SMEs to explore business opportunities in CCIs. The training included interrelated modules on topics such as introduction to CCIs, business development, funding, fundraising, pitching, and personalized support/mentoring. The training sessions included tools and methods such as live contact sessions, live group presentations, self-paced learning and group discussions, and evaluations of JAP. To assess the effectiveness of the JAP, different evaluation methods were employed during the training program such as pre & post evaluations, daily feedback, and overall JAP evaluation. The pre-and post-self-assessments revealed that participants' knowledge and understanding of subjects were enhanced after the JAP. The results of overall JAP evaluation indicated that the programme mostly met its objectives and enhanced the knowledge and skills in developing a business strategy, innovation strategy and funding. In addition, participation in the JAP increased the participants' awareness of business opportunities in the fields of cultural heritage promotion and valorisation and/or sustainable and experiential tourism models in the relevant regions.

The main benefits of the JAP can be summarized as follows:

- ✓ JAP stimulated peer learning and provided inspiring examples of innovative business models in CCIs
- ✓ JAP improved the innovation capacity of participating sart-ups and established businesses in CCIs across six countries in the Adrion Region (Italy, Slovenia, Greece, Croatia, Albania, and Bosnia and Herzegovina)
- ✓ JAP improved the marketing skills of participating sart-ups and established businesses in CCIs across six countries in the Adrion Region (Italy, Slovenia, Greece, Croatia, Albania, and Bosnia and Herzegovina) and raised their self-confidence leading to innovative entrepreneurship in CC sector.
- ✓ JAP acted as an exchange and learning platform to openly discuss and pursue innovative ideas in CCIs.

3.3. Good practices and lessons learned

Accelerators are a recent and rising phenomenon driven by the changing economics of early-stage start-ups, especially tech ones, which benefit from a dramatic decrease in the costs of experimentation (Battistella et al., 2017). Accelerators derive many of their characteristics from business incubators, focusing on companies at the earliest stage of development and providing them with entrepreneurial support services, but their programmes have distinguishing characteristics. In particular, accelerators provide a time-limited and intense mentorship and education programme, allowing entrepreneurs to focus their attention on their business development process. Recognizing the importance of SMEs and start-ups in CCIs, the CREATURES project envisioned the implementation of Joint Acceleration Programme (JAP). The main purpose of JAP is to foster (especially) CCI-related SMEs and start-ups' capacities to do business that will support the cultural heritage preservation and sustainable tourism. JAP encompasses local versions

of JAP launched in six countries (two regions in Italy, Slovenia, Greece, Croatia, Albania, and Bosnia and Herzegovina).

While setting up and running local versions of JAP, PPs faced different challenges that resulted in some key lessons that can be used to design similar acceleration programmes in the future.

Some key lessons and recommendations can be drawn based on the lessons learnt from setting up and running the local versions of JAP. The main lessons and good practices are described below.

Lesson 1: Know the Context!

Before designing an acceleration programme in CCIs, the programme should be situated in its context, with a deep understanding of the external environment, as described through the entrepreneurship ecosystem. The internal environment should also be described through the analysis of the capabilities, resources, and limitations of the organization/institution responsible for implementation of acceleration programme. An acceleration programme in CCis should be designed to be anchored in the local cultural and creative entrepreneurship ecosystem, complementing other services provided and ensuring the uniqueness and competitiveness of the emerging acceleration programme. Moreover, acceleration programme in Ccis should also be designed to target specific gaps in the local cultural and creative entrepreneurship ecosystem and provide a clear value proposition that needs to match the target audience(s). Thus, a distinctive acceleration programme which was tailored to meet business needs of entrepreneurs/SMEs/start-ups in CCIs, should begin with the assessment of participating entrepreneurs/SMEs/start-ups.   Although assessment of business needs of potential participants in JAP was not envisioned, one project partner (MCBO) assessed business needs of participants aiming to provide tailor-made education and mentoring programme for SMEs/star-ups in CCS.

GOOD PRACTICE #1 : ASSESS BUSINESS NEEDS OF POTETIAL PARTICIPANTS

"First module aimed to identify specific learning objectives of 10 CCI's SMEs & Start-ups operating their businesses in the field of sustainable tourism within the Bolognese Apennine district and therefore developing a specifically tailored training programme. These were indeed selected by MCBO to attend the JAP as key private operators offering experiential tourism opportunity in the area. During the interviews undertaken with private tour operators, the need of structuring and effectively communicate - especially to foreigners tourists approaching the area - the availability of sustainable and experiential tourism offers targeting at all family members, including children, has often emerged. Indeed, when children are travelling e.g., by bike with adults, a different timetable and e.g. a shorter number of km per day, or the use of e-bike and/or a break in green areas equipped for families are aspects which need to be foreseen in the planning phase of by the travel organizers/tour operators."

MCBO

The host institution/organization responsible for setting-up acceleration programme in Ccis should assess its specific capabilities and resources, as well as limitations, and take then into account when designing an acceleration program. A university, for example, may be able to generate knowledge and innovation, capitalizing on emerging information and building a general academic mind-set and culture of entrepreneurship. However, coaches, experienced entrepreneurs in CCIs, and technical experts may effectively provide education/workshops/masterclasses dedicated to specific issues related to CCIs. Therefore, the host organization may use a leverage model to create partnerships and utilize the resources of their partners. For example, a university may have underutilized facilities beyond teaching time that can be used for the acceleration programme. Consulting or legal firms may also provide pro-bono services to participating entrepreneurs, SMEs, and start-ups in the acceleration programme. The ability of the host organization to assemble and leverage these resources affects the long-term sustainability of their acceleration programme. All project partners used a leverage model and utilized the resources of external organizations, local experts/consultants, and experienced entrepreneurs with an established business in CCS.

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GOOD PRACTICE #2 : ASSEMBLE AND LEVERAGE RESOURCES

IN

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"The selection of two key experts in the field of digital marketing and social media management, who are directly involved as high-level professionals in tourism promotional activities at Bologna Welcome – the official tourist office of the City of Bologna & ExtraBo (the branch specialized in the promotion of outdoor activities within the area) was contributed to the success of JAP. This strategic choice allowed a stronger link between the 10 CCI' SMEs and START-UPs attending the JAP & the main services for tourism promotion of the area, as well as an increased mutual knowledge among them."

MCBO

"The access to state-of-the-art university facilities and extensive business training by scholarly and industry experts provided space and tools that accelerate the creation, development, and survival of new businesses ideas among participants in the CREATURES Acceleration Programme. "

SEBS

"Informing participants for CCI's events and initiatives in Western Greece, in order to acquire a better knowledge of the sector in the region."

PSP

Lesson 2: Build Partnerships and Engage Stakeholders!

Since its inception, host institutions responsible for setting up local acceleration programmes positioned themselves in the creative and culture entrepreneurship ecosystem as the educational partners, becoming the primary platform for knowledge sharing and dissemination in the creative and cultural entrepreneurship space. The local acceleration programmes developed new and strengthened existing partnerships with various players to collaborate on the delivery of education/mentoring modules. Host institutions worked to engage key stakeholders that could become long-term advisors and supporters of the local acceleration programmes.

GOOD PRACTICE #3 : INVOLVE ALL RELEVANT STAKEHOLDERS AND SHARE WITH THEM RELEVANT INFORMATIONS

"Thanks to the questionnaires of the results of the survey, the Department of culture and sport increased the know-how of the needs and expectations of the CCIs from the local territory."

FVGAR

"The Open Call for participation in the CREATURES accelerator programme was shared with all members of Local Support Group, aiming to attract different target groups as potential participants in the CREATURES accelerator programme.

SEBS

GOOD PRACTICE #4 : SIMULATION- BASED LEARNING

"A good practice could be related to undertaking practical activities through a case study. Participants could be divided in small groups and work together in developing a project idea to produce a concept note. This would also allow a stronger interaction between participants SMEs and Start-ups."

MCBO

"Pitch Deck "test event". The participants had the chance to participate in a pitch deck simulation in order to practice in the public presentation of their idea.".

PSP

"Participants engaged in mock pitches to learn how to make a good impression during a pitch to potential investors."

SEBS

"Pitching practice allowed the participants to examine their public performance and work on presenting their company and work they do."

DUNEA

Lesson 3: Define Service Offerings!

The portfolio of services offered makes up a core element of an acceleration programme. Typical services may include education/training, mentorship/coaching, co-working space, access to equipment and technology, introduction to business networks, and access to funding. Education services, for example, may be formal, such as through structured lessons and seminars, and informal, such as learning through mentors or peers. The location of the services also matters; services may be physical or virtual.

The JAP was envisioned as a short program with the duration of 3 months, including the following "package" of services: education/training, mentorship/coaching, and development of pitching skills. The JAP was structured as intense education and mentorship programme encompassing four modules. The JAP started with the Module 1 "Introduction to CCIs" aiming to equip the participants with the knowledge about CCIs and create common grounds among the participants and then moving to training/mentoring and other types of support services. Although acceleration programmes commonly end with the 'demo day' during which participants demonstrate their progress and may seek investors or partners, or media publicity, the participants of implemented JAP did have access to potential investors. The focus of the last Module "Funding, Fundraising, and Pitching" was to inform participants about available funds and develop their pitching skills. Although participants in the JAP did not have the opportunity to present their business ideas to potential investors, they develop their pitching skills through practical activities.

Lesson 4: Be ready to adapt!

As the context, stage/module, resources, and other elements of the acceleration programme may continuously evolve, acceleration programmes should evolve and adapt, and accelerator managers should adopt a mind-set that allows for continuous design and development. Although JAP was envisioned as a three-month programme delivered onsite, due to the COVID-19 pandemic, some local acceleration programmes were delivered online. In addition, some local acceleration programmes adapted the content of modules to the business needs of participants. The certain degree of flexibility in the delivery of modules should be allowed, particularly when it comes to mentoring services. Although on-on-one mentoring activities have advantages, group mentoring sessions provide an opportunity for peer-to-peer mentoring.

Lesson 5: Define objectives and Key Performance Indicators!

Rationale for the JAP was articulated, along with the specific objectives, covering the desired end results or outcomes of the JAP along with its Key Performance Indicators (KPIs). These KPIs include operational indicators, such as the number of participants in the JAP (indicator of outreach), number of participating business or academic instructors / experts / mentors, hours of training or mentorship provided, or partnerships created. Also, the JAP includes the feedback mechanism of participants through evaluation of each module of the JAP as well as evaluation of overall JAP. The participants' feedbacks are very important since they help determine which JAP elements are worthwhile and achieve their aims.

4. Conclusions

This report presented the main steps of setting up and running the Joint Acceleration Programme (JAP) across four project countries in the Adrion Region (Italy, Slovenia, Greece, Croatia, Albania, and Bosnia and Herzegovina). The Report integrates the main features of the local version of JAP implemented by seven project partners (PP1: MCBO, Lead Partner, Italy, (PP2: FVG AR, Italy, PP3: UIRS, Slovenia, PP4: PSP, Greece, PP6: DUNEA, Croatia, PP7: RDNC, Albania, and PP8: SEBS, Bosnia and Herzegovina). Also, this Report provided insight into the experiences and lessons learnt in the implementation of JAP.

Setting – up the local version of the JAP was the responsibility of all project partners. Patras Science Park (PSP) created a methodology for JAP development and a template for the preparation of the Local Acceleration Programme. The methodology for JAP development and setting up the local versions of JAP provided guidelines in the following areas:

1. Selection of Participants / Call for Expression of Interest
2. Selection of Local expert team
3. Duration
4. Programme outline
5. Content of the programme
6. Educational materials
7. Timeline/Gantt chart

Project partner AUEB-RC developed the methodology for the evaluation of the Joint Acceleration Programme (JAP) as a part of the WP T1 methodological framework developed and reported in DT1.1.1 "Working Methodology". This methodology includes evaluation instruments, guidelines for data collection, data analysis, and production of the JAP's mid-term and final reports.

Project partner SEBS prepared the Midterm report on the implementation of the first phase of JAP (Module 1: "Introduction to the Culture and Creative Sector" and Module 2: "Business Development") and the second phase of JAP (Module 3: "Personalized Support" and Module 4: Funding - Fundraising- Pitching") of the CreaTourES project partners. Seven Local Acceleration Programmes were set up by the project partners (Metropolitan City of Bologna, Friuli Venezia Giulia Autonomous Region, Urban Planning Institute of the Republic of Slovenia, Patras Science Park S.A., Regional Development Agency Dubrovnik-Neretva, Regional Directorate of Cultural Heritage – Vlora and School of Economics and Business in Sarajevo).

By summing up the activities implemented in the two phases of Local Acceleration Programmes, we can derive some general implications of the Joint Acceleration Programme (JAP).

The joint Acceleration Programme (JAP) successfully combined the three components of entrepreneurial learning experiences: know-what, know-how, and know-who components of learning. Much of the formal knowledge and expertise in Local Acceleration Programmes were delivered to the participants through structured training modules held by experienced professionals in the CC sector. Most of the content in the first two modules of JAP has been centered on

Introduction to CCIs, Introduction to Creative Tourism, Design Thinking, and the Business Model Canvas. The second phase of the JAP was designed to provide personalized support to JAP's participants through mentoring services and practical sessions aimed at developing participants' pitching skills to potential investors.

Introduction to CCIs provided the participants with a brief but comprehensive overview of the relationship between CCI, cultural heritage, and sustainable tourism. In particular, this module was designed to shed light on the elements that might promote or limit the use of cultural and creative products/services in the management, protection, and valorization of cultural heritage and sustainable tourism. The participants had the opportunity to deepen their knowledge about CCIs by studying topics such as the definition and coverage of CCIs, specific characteristics of CCIs and the contribution of CCIs to the local economy, instruments and measures of support and funding to CCIs, and interconnection of CCIS with other economic sectors.

Training activities related to business development in the CC sector equipped participants with knowledge about 'design thinking' fundamental elements. By applying design thinking, participants learned to look for ways to think outside the box of what is, back into it again, and turn things upside down to find opportunities and new ways of dealing with problems as opportunities. The participants learned that problems are more wicked and complex and less something that can be tamed upfront from rational and linear problem-solving.

The business model canvas provided a structure and outline for the participants regarding what they needed to do to create a business in the CC sector. As an actionable and design-oriented tool, the Business model canvas allowed the participants to apply or test the various components of their business idea and adapt them based on the feedback received. BMC was found to be particularly beneficial to participants who were looking to start or who were at the very beginning of the business creation process.

In addition to enhancing the know-what, and know-how components of learning experiences, JAP fostered the know-who component through collaboration with instructors/trainers and peers. JAP introduced the participants to experts with the knowledge and expertise who could help the participants learn about and perform skills they lacked. Also, through JAP the participants connected to their peers and learned from each other. The participants worked collaboratively with their fellow participants, developing team working skills.

The mentorship/mentoring module matched instructors/experts with start-ups through a combination of one-on-one and group mentoring sessions. The educational curriculum was also adapted based on the needs and demands of the JAP's participants (SMES, start-ups, entrepreneurs). It evolved to include strategy and business model design, market validation, pitching, and investment readiness.

Overall, JAP covered the fundamentals of business management: (a) the basics of business planning, including creating the business model, assessing the market, developing products and services, and creating a value proposition; (b) introduction to project-planning tools; (c) skills in product development; (d) methods for launching a product, including techniques in marketing, advertising, and sales; (e) processes for financial and legal management, including financing, budget and cash-

flow management, and (f) having hands-on experience in using a range of tools that accelerate the creation, development, and survival of new businesses.

Through the JAP, seventy CCIs-related businesses, SMEs, start-ups, and entrepreneurs enhanced their knowledge and skills through their participation in webinars/seminars/training in four modules (Module 1: "Introduction to the Culture and Creative Sector" and Module 2: "Business Development"); Module 3: "Personalized Support", Module 4: "Funding- Fundraising – Pitching". Participants were delighted with the effectiveness of instructors/trainers, the pace of delivery of modules, and the easiness of asking questions during training sessions. The topics covered in the training sessions were relevant for participants since they reported that their subjective knowledge about the CC sector and business development in CCIs increased after the training sessions. Participants in the JAP very highly satisfied with mentoring activities, and they indicated that this part of the JAP was the most useful part of the JAP.

Due to the extensive prior experience of the project partners in the delivery of training to SMEs, start-ups, and entrepreneurs in CCIs, the JAP was able to achieve a high degree of conformity with the goals of the CREATURES project.

However, the main challenges faced by some project partners are related to the recruitment of appropriate target groups and the issue of early leaving from education/training. Based on the experience of some project partners (e.g., SEBS), the participants decided to leave the Local Accelerator Programme mainly due to the time issue, i.e., the thematic sessions requiring the weekly engagement of 3-4 hours or even more). Also, the online delivery of the first two modules was a time-consuming task. Thus, the duration of training sessions was adjusted to meet the cognitive requirements of the online environment.

Based on the experience of project partners related to the implementation of Acceleration Programmes, the following recommendations can be given for future similar acceleration programmes targeting entrepreneurs, SMEs, and start-ups in CCIs:

- ✓ **Assessment of business needs of potential participants in the Acceleration Programme.** The CC sector is made up of a myriad of small enterprises and individuals. They frequently face unique needs resulting from unique challenges, such as the need for new models of cross-sectoral collaboration and "out-of-sector" thinking; the need to acquire the business skills and practical knowledge required for commercial success; and the need for access to financing for scaling up business operations. Thus, before developing training programmes aimed at accelerating businesses in CCS, it is necessary to conduct a survey of CCI start-ups, freelancers, and small innovative companies to obtain useful and relevant information about their training needs. Findings of business needs assessment should be used as valuable input in the process of creation of tailor-made acceleration programmes in CCIs.
- ✓ **Host institution of acceleration programme in CCIs should use a leverage model and utilized the resources of external organizations, local experts/consultants, experienced entrepreneurs with established business in CCS.** Institution responsible for the creation of acceleration programme in CCIs should collaborate with relevant stakeholders (public sector, private sector, and non-government sector) and combine resources and capabilities in acceleration programming. For instance, a partner bank may sponsor small grants to start-

ups, as part of a CSR strategy or to create brand awareness among participants in the acceleration programme

✓ **Place emphasis on networking activities.** Besides education/workshops dedicated to specific management and entrepreneurship topics, it is necessary to engage participants in the network activities. For instance, the host institution of the acceleration programme may build a network of business angels and venture capitalists willing to provide funding to the most promising start-ups participating in the acceleration programme. In addition, the host institution may connect participating start-ups in the acceleration programme with tech partners that will support the technical development of the product or service, e.g., testing and prototyping services.

✓ **Place emphasis on mentorship/personalized support**. Acceleration programmes designed for small enterprises and individuals doing business in CCS should establish close cooperation between mentors and mentees. The combination of small group mentoring sessions and one-on-one sessions between participants and mentors may be an effective way of mentorship since it offers mentoring services based on the individual needs of participating start-ups and foster mutual learning among participants based on peer-to-peer mentoring activities.

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