digi-craft
Reviving Handcraft Through Digital Technologies

TRAINING PROGRAMME

**Co-funded by
the European Union**

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Reviving Handcraft Through Digital Technologies

PROJECT	
PROJECT NAME:	Digi-Craft: Reviving Handicrafts Through Digital Technologies
PROJECT ACRONYM:	DIGI-CRAFT
COORDINATOR CONTACT:	Mustafa Memis, European Development Institute (EDI)

Digi-Craft

The aim of the Digi-Craft project is to revitalize and preserve traditional crafts in Europe by seamlessly integrating them with digital innovation. The project aims to bridge the gap between time-honored craftsmanship and the rapidly evolving digital landscape. By providing essential digital skills to craftspeople, fostering knowledge sharing between generations and enabling craftspeople to use digital tools, the project aims to

Preserve traditional crafts: The project aims to prevent the disappearance of traditional crafts by adapting them to the modern age. By embracing digital technologies, these crafts can find relevance and appreciation among contemporary audiences.

- Skills development: Artisans will be equipped with digital skills such as digital design, sales and marketing. This enhancement will enable them to thrive in a digitally-driven society and compete effectively in the marketplace.

- Intergenerational knowledge transfer: Through collaboration between experienced artisans and the younger generation, the project aims to transfer ancestral skills, techniques and methods to ensure the survival of traditional crafts.

- Digital integration: The project aims to integrate digital tools into the craft process, creating new opportunities for innovation while preserving the essence of traditional craftsmanship.

- Creative Community Platform: By establishing a digital platform for craftspeople, designers and enthusiasts, the project aims to create a collaborative space for the exchange of ideas and knowledge.

Training Programme

Digi-Craft Training programme is a comprehensive content designed to enhance the digital skills of craftspeople, encompassing everything from embedding digital technologies in handcrafting techniques to modern marketing strategies. The overarching objective is to empower craftspeople with the knowledge and tools necessary to navigate the evolving digital landscape and effectively promote and sell their craft.

The training programme includes three modules:

Module 1: Embedding digital technologies in the hand making process

Craftspeople will learn how to smoothly incorporate digital tools and technologies into their traditional crafts in this lesson. They will look into how technological developments can enhance their craft's effectiveness, accuracy, and inventiveness while assuring a harmonic synthesis of traditional methods and modern digital capabilities.

Module 2: Digital marketing and sales

The aim of this module is to provide digital sales and marketing skills to craftspeople. Participants will gain knowledge about how to use digital tools and platforms to promote their works, interact with potential customers, and enhance online sales channels. This session aims to give craftspeople the know-how and capacity they need to successfully navigate the digital market and successfully advertise their craft in online environment.

Module 3: Transferring skills and knowledge through digital channels

With a knowledge transfer emphasis, Module 3 explores the use of digital platforms for knowledge and skill sharing within and beyond the craft community. Craftspeople will learn how to use digital communication channels to promote a collaborative environment, mentor new craftspeople, and effectively share their skills. In order to ensure the preservation and development of craft traditions, this module aims to promote a culture of ongoing training, sharing and skill development within the craft community.

Module 1 / 1.1.Crafting the Future,Designing the Future Embedding digital technologies in the hand making process	
Name of the Session	Crafting the Future,Designing the Future
Number of the Session & Duration	Module 1.1.- 5 hours
Participants' Profile	Traditional handicraft craftspeople and designers
Language of the Training	English,Flemish, French, Portuguese
Focused Skills	Digital art fundamentals
Training Objectives	**Instructional Materials**
After training, craftspeople will learn digital art and technical essentials.	paper,pen,smartphone/computer/ tablet,projector,screen

Step by Step Procedure

This session will cover three primary topics. It is essential that the content appeals to a broad audience. In addition to the primary objective of bringing together artisans and new technologies, it is necessary to consider the content's clarity and accessibility.The facilitator may ask some questions at the outset of the session to assess the participants' knowledge and experience.Asking these questions is essential to meet the needs of the participants by learning their background.

These queries might include;
-Have you previously been interested in digital art?
-Do you utilize any digital drawing instruments or programs?
-What conventional art materials (paper, canvas, etc.) have you previously utilized?
-What do you expect from this training?

After the facilitator asks queries to the participants, the first workshop of the first session should begin with an explanation of the workshop's objectives.The titles of the contents are as follows;

-Fundamentals of Digital Art
-Introduction of Digital Art Tools and Software
-Information about digital platforms
(30 min.)

Fundamentals of Digital Art (1,5 hours)

Trainer should provide an engaging introduction to motivate participants and pique their interest in the topic. A visual content presentation emphasizing the significance of digital art and its definition should be created. The fundamental concepts and terminology of digital art should be briefly discussed.

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Step by Step Procedure

Fundamentals of Digital Art (1,5 hours)

A straightforward explanation of these terms (basic art knowledge, drawing tablet, digital stylus, simple art writing, layers, color palette, tablet screen, resolution, pixels, vector, opacity, illustration, digital art styles, digital artworks) explains the fundamentals of digital art and terminology. Facilitator will ensure that the topic is comprehended by providing participants with background information, particularly for subsequent sessions, in order for them to grasp the fundamentals.

Following the facilitator's brief introduction, a brief discussion about the fundamentals of art, including color theory, composition, light-shadow, and perspective. Provide examples of how to apply these principles to digital art.

The significance of digital technologies in production processes should then be discussed briefly. Participants should be asked about the integration of digital technologies into production processes, and a forum for their input should be provided. Participants can be asked the following questions:
- What are your views on the use of digital technologies in production processes?
- In what ways do you believe the function of digital technologies in production can benefit your company?
- Have you evaluated the need to digitize your existing production processes? What factors might determine this requirement?
- What are your views on how the workforce may evolve as a result of digitalization?
- Have you considered how digital technologies can contribute to the sustainability and energy efficacy of your production processes?

After asking the questions to the participants, the facilitator should initiate a discussion session lasting 10 to 15 minutes during which the participants can share their experiences and perspectives.

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Step by Step Procedure

Introduction of Digital Art Tools and Software (1,5 Hours)

Participants should be introduced to "Digital Art Tools and Equipment" during the second part of the session in order to emphasize the significance of digital art and its common application areas. In this regard, visual content-based presentation methods can be utilized.

- Drawing devices and digital pens.
- Graphics tablets and display tablets, along with their distinctions.
- Common application areas and utilization methods for these instruments. (At the utilization methods stage, applicable video content may be shared with participants.)

While focusing on the "Digital Art Application Software" section, prepare a content that will introduce popular digital art software through examples. The following programs should be briefly mentioned (applications, etc.)

- Adobe Photoshop
- Corel Painter
- Procreate,
- Adobe Illustrator
- Clip Studio Paint
- Blender and ZBrush.

The main features and functions of each software should be briefly explained. Differences between the software and their intended use should be emphasized. Video tutorials and visual content (screenshots, tutorial video content, short videos showing the interfaces of the programs) can be used to support explanations and enhance understanding.At the end of the session, the facilitator should ask questions to the participants and receive feedback.

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Step by Step Procedure

Information about digital platforms (1,5 Hours)

The facilitator may start the session with an informative presentation about 'Digital Art Platforms'. This session's objective is to instruct the participant with fundamental knowledge on how to conduct research on the platforms. Before continuing on to the implementation phase, the facilitator should do so in an informative and illustrative manner.The facilitator can benefit from the following sample applications while providing information about the platforms.

- Behance
- ArtStation
- SuperRare
- OpenSea
- Foundation
- Etsy
- Crafter's Corner
- Craftsy

The facilitator can then divide the participants into groups of 4 to 5 individuals and proceed to the implementation phase. Participants will be invited to conduct research on digital art platforms in groups at this stage. This activity will enhance experiential learning. The groups will first select the platform they will investigate. The facilitator must verify that each group has selected a unique platform.

Participants will have thirty minutes for inquiry.
(Duration may vary due to time management and participant profile.)

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Step by Step Procedure

Information about digital platforms(1,5 Hours)

While conducting research, participants should concentrate on the answers to the following questions:
-What is the platform's primary function?
-To what end was it established or created?
-Who utilizes the system? Who is the intended user base?
-How do consumers register for the platform and log in?
-Is the platform exclusively web-based, or can mobile applications also utilize it?

When the time for the participants' research is done, the groups will inform the other participants by making simple presentations about the platform they are researching (by practically displaying the platforms on the screen) in order to respond to the aforementioned questions.

After the session, participants should engage in an interactive end of the day evaluation.

Module 1 / 1.2. AI in Action
Embedding digital technologies in the hand making process

Name of the Session	AI in Action
Number of the Session & Duration	Module 1.2.- 5 hours
Participants' Profile	Traditional handicraft craftspeople and designers
Language of the Training	English,Flemish, French, Portuguese
Focused Skills	By getting to know artificial intelligence tools, learning how these technologies work and in which areas they can be used.

Training Objectives	Instructional Materials
Learning basic artificial intelligence concepts, Developing the ability to use artificial intelligence in digital design, Application of artificial intelligence knowledge in real projects	paper,pen,smartphone/computer/tablet,projector,screen

Step by Step Procedure

What is artificial intelligence? (1 Hour)

The session can start by asking the participants, "What is artificial intelligence?" to determine their level of knowledge and experience with artificial intelligence. The facilitator should explain to the participants simply and plainly what the concept of artificial intelligence is. Key elements and components of artificial intelligence should be explained. These elements can be summarized as follows:

- Robotic intelligence
- Automatic Learning
- In-Depth Learning
- Data mining
- Algorithm
- Natural Language Processing
- Data set Learning
- Classification

After mentioning these terms briefly, the facilitator will give a brief, informative presentation on the "History of Artificial Intelligence" and the evolution of this subject, ensuring that the participants have a thorough understanding of artificial intelligence.

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Step by Step Procedure

What are artificial intelligence tools?/How can we use artificial intelligence in digital designs? (1,5 Hours)

This session's look at artificial intelligence tools will build on the last session's work and make learning easier. So, the artificial intelligence tools that will be tested with people should be chosen on a level that is easier to understand and use. Here are a few examples of tools:

- **Runway ML**/Image processing has deep learning models and efficiency tools.
- **Deep Dream Generator**/ This tool can be used by artists to make pictures into unique and interesting works of art.
- **Artbreeder** / is a website where people can combine different pieces of art to make new ones.
- There is a computer program called **DALL·E** that takes written words and turns them into pictures.
- **StyleGAN** is a type of artificial intelligence that changes photos into different kinds of art.
- **PaintsChainer** is a tool that turns black-and-white drawings into colored pictures instantly.

During the workshop, the facilitator should give the participants a short demo of the above artificial intelligence tools. (interfaces, ways to use it, etc.)

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Training Objectives	Instructional Materials
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Step by Step Procedure

What are artificial intelligence tools?/How can we use artificial intelligence in digital designs? (1,5 Hours)

After this portion of the session, we will take a brief break and then discuss "How can we use artificial intelligence in digital designs?" In this section, it will be crucial for the facilitator to demonstrate and explain the usage methods to the participants. At the conclusion of this session, participants will implement an artificial intelligence application. The following utilization areas should be mentioned:

- Creative Conception
- Image Recognition and Tagging with Automatic Suggestions for Color and Design
- Customized User Interactions
- Content Production (textual content production)
- Artistic Creation

After detailing the usage areas in detail to the participants and demonstrating them with simple applications, participants should be asked for feedback and their understanding of the subject for the application should be evaluated.

Module 1 / 1.2. AI in Action
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Training Objectives	Instructional Materials
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Step by Step Procedure

Application/Practice examples (2,5 hours)

In the final session, the facilitator may begin by displaying digital designs created by others using the tools demonstrated in earlier sessions. Likewise, displaying examples of best practices to the participants at the outset of the session will inspire their future practices.
The evaluation of examples of best practices and the exchange of ideas should be conducted in collaboration with the participants.

-The facilitator should divide participants into groups of two or three individuals. (The size of the groups may differ according to the number of participants.)
-The participants, divided into groups, are tasked with selecting an artificial intelligence instrument to develop.
-At this point, the facilitator should continue collecting feedback by visiting groups and inquiring why they selected these tools.
-After selecting the artificial intelligence they will utilize, groups may be given one hour to complete the design process.
-Within one hour, participants are required to generate one or two product images using artificial intelligence from which they can develop their own products.
-Throughout the design process, the facilitator should visit the groups and offer assistance.

The groups that have completed the designs should share the visuals they have created as well as their experiences in this process, particularly the processes they have encountered regarding the utilization methods of the tools, with the remaining participants. Following discussion and feedback, the session can be concluded.

Module 1/1.3.Virtual Worlds & Augmented Realities
Embedding digital technologies in the hand making process

Name of the Session	Virtual Worlds & Augmented Realities
Number of the Session & Duration	Module 1.3.- 4 hours
Participants' Profile	Traditional handicraft craftspeople and designers
Language of the Training	English,Flemish, French, Portuguese
Focused Skills	Knowledge of Virtual and Augmented Reality TechnologiesVirtual World Design

Training Objectives	Instructional Materials
Participants will understand the basic concepts of the virtual world and augmented reality technologies.	paper,pen,smartphone/tablet

Step by Step Procedure

Basic principles of virtual reality and augmented reality-360 degree media (1 hour)

To assess the participants' understanding of the topic, the facilitator should ask the questions "What is virtual reality?" and "What is augmented reality?" at the outset of the session. If there are participants with relevant knowledge and experience on the topic, they can be given the floor to begin the discussion.

Following the Q&A session, the facilitator should deliver an exhaustive, clear, and informative presentation that has been prepared in advance and is able to appeal to all participants. Knowledge of Virtual and Augmented Reality Technologies, Fundamentals of Virtual and Augmented Reality Applications, Virtual World Design, Augmented Reality Applications, and Interactive Experience Designs are covered in this presentation.

Including the session topics will ensure its clarity and readability. Following this presentation, participants should engage in an interactive question-and-answer session to generate ideas for incorporating these principles into their work.

The topic of 360-degree media will be introduced during the second phase of the session. At this stage, video explanations may be used to assist participants comprehend the topic (depending on the profile of the participant). Among the information to be provided to the participants will be a definition and classification of 360-degree media.

- Applications and advantages of 360-degree media
- Include distinctions between 360-degree media and virtual reality (VR). These topics will provide participants with a foundational understanding of 360-degree media. Participants will have acquired theoretical knowledge and be prepared for the practice session after this session.

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Module 1/1.3.Virtual Worlds & Augmented Realities Embedding digital technologies in the hand making process	
Name of the Session	**Virtual Worlds & Augmented Realities**
Number of the Session & Duration	Module 1.3.- 4 hours
Participants' Profile	Traditional handicraft craftspeople and designers
Language of the Training	English,Flemish, French, Portuguese
Focused Skills	Knowledge of Virtual and Augmented Reality TechnologiesVirtual World Design

Training Objectives	**Instructional Materials**
Participants will understand the basic concepts of the virtual world and augmented reality technologies.	paper,pen,smartphone/tablet

Step by Step Procedure

Applications and projects (1 hours)
This section should serve as an introduction, detailing what augmented reality and virtual reality applications are and their role in marketing.
- Augmented and Virtual Reality Technologies in Online Shopping
- Innovative Marketing with Augmented and Virtual Reality Technology
- Augmented Reality Applications in Marketing
- Augmented Reality Applications in Marketing
- Step-by-step descriptions of fundamental principles should include the Negatives Experienced with Augmented and Virtual Reality Technology Used in Marketing.

Participants must be exposed to examples and best practices. We can demonstrate through examples how VR and AR technologies are utilized in a variety of industries and disciplines. In entertainment, education, health, the arts, and numerous other disciplines, innovative solutions utilizing these technologies can be analyzed.

Practice (2 Hours)
Following the information sessions, the implementation phase will begin to support the project-based learning of the participants. Participants need their personal smartphones for the application.
Just before starting the application, the facilitator should briefly inform about the 3D modeling applications that can be used on smartphones and briefly show the applications.
-Qlone 3D Scanner,
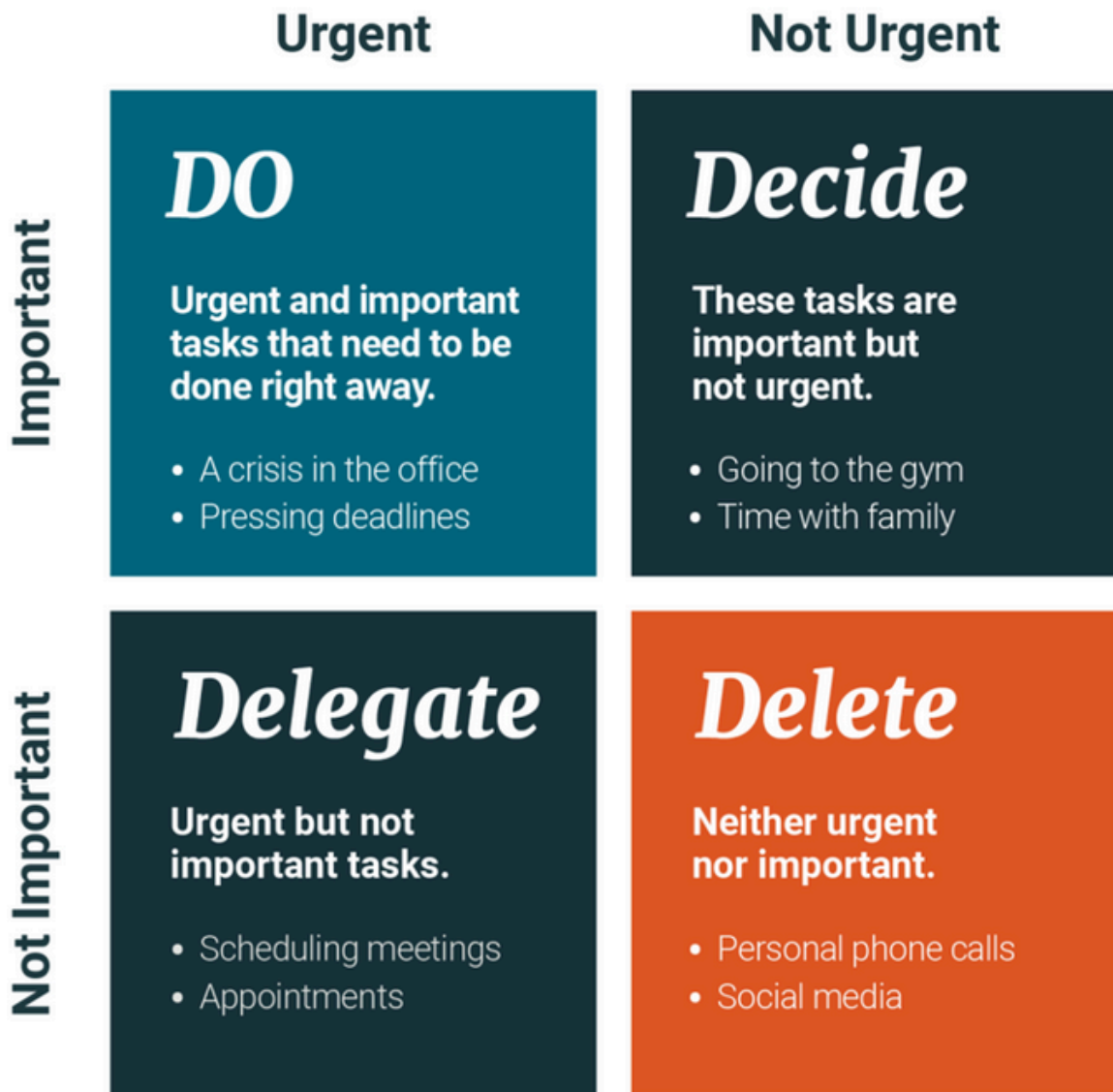-3D Scanner App,
-ScandyPro,
-Sculpt+
-Forger etc.

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Participants' Profile	Traditional handicraft craftspeople and designers
Language of the Training	English,Flemish, French, Portuguese
Focused Skills	Knowledge of Virtual and Augmented Reality TechnologiesVirtual World Design

Training Objectives	Instructional Materials
Participants will understand the basic concepts of the virtual world and augmented reality technologies.	paper,pen,smartphone/tablet

Step by Step Procedure

Practice (2 Hours)

After showing these applications to the participants, time should be given to the participants to choose the application that is most suitable for them. After participants decide which application they will work on, they can move on to the application step of the session. During this process, the facilitator should constantly support the participants.

Participants will be asked to adapt their chosen field of craft (Design and Prototype Production, Production of Customized Products, Integration with Traditional Art, Mold and Casting Production) through the application they choose and design a product by the end of the workshop. (They can use existing photos of their own products as a reference or turn any object into a product.)

At the end of the practice session, craftsmen should be provided with the opportunity to put a modern touch on traditional arts by introducing them to new technologies. The session should be completed by discussion and sharing of experiences.

Module 1 /1.4.Digital Career Paths Embedding digital technologies in the hand making process	
Name of the Session	**Digital Career Paths**
Number of the Session & Duration	Module 1.4.- 5 Hours
Participants' Profile	Traditional handicraft craftspeople and designers
Language of the Training	English,Flemish, French, Portuguese
Focused Skills	Managing and promoting a personal portfolio
Training Objectives	**Instructional Materials**
Creating a personal portfolio, Portfolio management, Marketing and exhibition, Time Management	computer, projection, screen

Step by Step Procedure

This session will focus on creating a personal portfolio step by step. At the beginning of the session, participants can be asked the question "Why should we create a portfolio?" In continuation;

"What is a portfolio?"
"What purposes does a portfolio serve?"
Discussion and information exchange can be initiated by asking the questions "What is the importance of portfolio in sales and marketing?" After introducing the subject to the participants, the facilitator says;
-What is digital and physical portfolio?
-Portfolio design
-Visual and written contents
-By making a basic theoretical information presentation including content selection and topics. Portfolio examples suitable for the participant profile should be shown.

After the portfolio samples, short discussions can be held with the participants about the 'place of the digital portfolio in marketing' to prepare the infrastructure for the 'branding' sessions in future modules.
(1 hour)

Module 1 /1.4.Digital Career Paths Embedding digital technologies in the hand making process	
Name of the Session	**Digital Career Paths**
Number of the Session & Duration	Module 1.4.- 5 Hours
Participants' Profile	Traditional handicraft craftspeople and designers
Language of the Training	English,Flemish, French, Portuguese
Focused Skills	Managing and promoting a personal portfolio

Training Objectives	Instructional Materials
Creating a personal portfolio, Portfolio management, Marketing and exhibition, Time Management	computer, projection, screen

Step by Step Procedure

After the introductory session, participants can move on to learning the details of preparing a digital portfolio. As a first step at this stage, the facilitator will ask the participants to research 'digital portfolio preparation' practices. Depending on the number of participants, groups can be formed or individual research can be conducted.

Some of these applications are;

- Behance
- Wix
- squarespace
- WordPress
- Cargo
- LinkedIn
- Carbonmade
- Dribbble

(Additions to these platforms can be made by the facilitator depending on the number of people/groups.)

Platforms should be chosen according to the target audience and business area. Participants can prepare simple presentations about the platforms they choose. During the preparation process, the facilitator should visit the participants frequently to provide support.

- What is the main purpose of this platform?
- Why should we use this platform?
- What are the advantages and disadvantages of use?
- How does the platform work? How does it simply work?
- Are there fees for using the platform?
- What is the user feedback about the platforms?
- Does the platform include training materials or support to make it easier to use?

Module 1 /1.4.Digital Career Paths Embedding digital technologies in the hand making process	
Name of the Session	**Digital Career Paths**
Number of the Session & Duration	Module 1.4.- 5 Hours
Participants' Profile	Traditional handicraft craftspeople and designers
Language of the Training	English,Flemish, French, Portuguese
Focused Skills	Managing and promoting a personal portfolio
Training Objectives	**Instructional Materials**
Creating a personal portfolio, Portfolio management, Marketing and exhibition, Time Management	computer, projection, screen

Step by Step Procedure

Presentations can include these questions so that the working principles of the platforms become more understandable. Participants who have completed their preparations can share presentations about their platforms with other participants and have a question and answer session.
(1.5 Hours)

At the beginning of the last session, participants should be presented with informative content about time management. In particular, these contents include;
-The importance of time management
-Prioritizing and planning
-The relationship between stress and time management
-Focusing
Topics such as 'time management tools' should be included.
After the information, participants can be asked to apply a time management scheme for practical purposes. An example diagram is attached. **(Annex 1)**

After the time management practice, participants who have knowledge about Digital Portfolio Platforms should be directed to move on to the application phase on these platforms. In this facilitation process, participants need a personal computer or tablet for the Implementation phase. Participants will begin to create their personal portfolios for their own business areas on the platforms they choose. During the time given to the participants for this application, the facilitator should visit the participants frequently and provide personal support. Participants can also support their personal portfolios by using visual content related to their field of work. After this step of the session is completed, volunteers among the participants can present their personal portfolios to other participants and receive feedback.**(2.5 hours)**

Annex 1

	Urgent	Not Urgent
Important	**DO** Urgent and important tasks that need to be done right away. • A crisis in the office • Pressing deadlines	**Decide** These tasks are important but not urgent. • Going to the gym • Time with family
Not Important	**Delegate** Urgent but not important tasks. • Scheduling meetings • Appointments	**Delete** Neither urgent nor important. • Personal phone calls • Social media

Module 1 / 1.5.Mobile Applications Embedding digital technologies in the hand making process	
Name of the Session	**Mobile Applications**
Number of the Session & Duration	Module 1 / 1.5. - 3 hours
Participants' Profile	Traditional handicraft craftspeople and designers
Language of the Training	English,Flemish, French, Portuguese
Focused Skills	Enhancing digital expertise
Training Objectives	**Instructional Materials**
Use of mobile applications Examination of working principles Learning by experience	paper,pen,smartphone/tablet/computer

Step by Step Procedure

This session should be carried out through mobile applications, especially to facilitate quick access by participants. These applications will be digital art applications that can be used in different art and craft styles. It will focus on how artists and craftsmen can realize their creative projects, especially through mobile applications.

The priority of this session will be to inform the participants about the use of the applications and to help the participants experience these new applications. In this session via mobile applications Painting, digital drawing, vector drawing, use of simple brushes, illustration, effects, digital creativity and originality will be supported.

At the same time, information should be given about the advantages of mobile applications in the field of digital art.

Sample mobile applications are below;
- Procreate Pocket
- Adobe Fresco
- ArtFlow
- Autodesk SketchBook
- Tayasui Sketches
- Infinite Painter
- Paper by WeTransfer
- MediBang Paint
- Adobe Illustrator Draw
- Zen Brush 3
- SketchBook

Module 1 / 1.5.Mobile Applications
Embedding digital technologies in the hand making process

Name of the Session	Mobile Applications
Number of the Session & Duration	Module 1 / 1.5. - 3 hours
Participants' Profile	Traditional handicraft craftspeople and designers
Language of the Training	English,Flemish, French, Portuguese
Focused Skills	Enhancing digital expertise

Training Objectives	Instructional Materials
Use of mobile applications Examination of working principles Learning by experience	paper,pen,smartphone/tablet/ computer

Step by Step Procedure

Details of the sample applications should be shown to the participants by the facilitator. For each application;

"-What is the application? For which areas can it be used?
-Use the application step by step.
-When can we use it and for what purposes?
By conducting application reviews to answer the questions "In what areas does this application support us? What are its usage priorities?" etc., participants should be provided with superficial, if not detailed, knowledge and ideas about the application.

After the details of the applications are shared with the participants, a question-answer session should be held to clarify the questions in the minds of the participants. After the question and answer session, the implementation step of the session can be started to support participants in gaining personal experiences. During the application step, participants will be asked to choose the mobile application they find suitable for themselves and their workspace and start experiencing it. The facilitator will ask the participants to design their own products or integrate their existing design products into the digital space through these mobile applications.

At the end of the application session, participants are given the opportunity to speak and are expected to share information about their "mobile application" experiences. In this way, they can easily receive the positive and negative aspects of the applications as feedback. At the same time, this real feedback will make it easier for participants to work through applications in the future.
(3 Hours)*

*The total duration of the session is 3 hours, but the duration of the application and information steps can be determined by the facilitator according to the participant profile.

Module 1 / 1.6.E-commerce Platforms Embedding digital technologies in the hand making process	
Name of the Session	**E-commerce Platforms**
Number of the Session & Duration	Module 1 / 1.6. - 3 hours
Participants' Profile	Traditional handicraft craftspeople and designers
Language of the Training	English,Flemish, French, Portuguese
Focused Skills	Transforming traditional commerce into e-commerce

Training Objectives	Instructional Materials
Understanding E-Commerce Fundamentals E-Commerce Business Model Development The market research E-commerce capabilities	paper,pen,smartphone/tablet/computer

Step by Step Procedure

What is e-commerce?

A "step-by-step e-commerce guide" should be prepared by the facilitator in the e-commerce session. This guide should be prepared before the session, taking into account the participant audience. (If the participants have a previous trading background, the participants may be given the opportunity to share their experiences on this subject.)

The steps that should be included in this guide are:

- What is e-commerce?
- What are the differences between E-commerce and Traditional commerce?
- What are the advantages of e-commerce?
- What are the Disadvantages of E-commerce?
- How to Start E-commerce?
- How to Create an E-commerce Business Plan?
- How to create a brand in e-commerce?
- What are E-commerce Marketing Strategies?
- What are Growth and Long-Term Strategies in E-commerce?
- What are the E-commerce Trends?

The basic e-commerce guide, which includes these questions, should be followed step by step and conveyed to the participants.
(1 Hours)

Module 1 / 1.6.E-commerce Platforms Embedding digital technologies in the hand making process	
Name of the Session	**E-commerce Platforms**
Number of the Session & Duration	Module 1 / 1.6. - 3 hours
Participants' Profile	Traditional handicraft craftspeople and designers
Language of the Training	English,Flemish, French, Portuguese
Focused Skills	Transforming traditional commerce into e-commerce

Training Objectives	Instructional Materials
Understanding E-Commerce Fundamentals E-Commerce Business Model Development The market research E-commerce capabilities	paper,pen,smartphone/tablet/ computer

Step by Step Procedure

What are the platforms and tools?

The second step of the session should focus on platforms that will facilitate the online display and sale of products. It is aimed to increase the digital awareness of the participants regarding exhibition and sales methods. Considering the target audience and sectors, the following platforms can be used;
- Etsy
- redbubble
- Society6
- teepublic
- Big Cartel
- WooCommerce (with WordPress)
- DeviantArt
- ArtStation
- Amazon – Art Sales Category
- storenvy
- Zazzle(etsy alternative)
- RedBubble (print on demand)
- artfinder
- artplode

Participants should be informed about the purposes and methods of use of these platforms. Particularly details about taking part in these platforms, commission fees, and application stages will be important at the information stage.

For the implementation phase of the session, you can go into the details of the registration process and profile creation by examining all the details on a platform selected by taking into account the participant audience.
(1 Hour)

Module 1 / 1.6.E-commerce Platforms Embedding digital technologies in the hand making process	
Name of the Session	**E-commerce Platforms**
Number of the Session & Duration	Module 1 / 1.6. - 3 hours
Participants' Profile	Traditional handicraft craftspeople and designers
Language of the Training	English,Flemish, French, Portuguese
Focused Skills	Transforming traditional commerce into e-commerce

Training Objectives	Instructional Materials
Understanding E-Commerce Fundamentals E-Commerce Business Model Development The market research E-commerce capabilities	paper,pen,smartphone/tablet/computer

Step by Step Procedure

How can we adapt?

The brainstorming method should be used in the last step of the session. In this session, a discussion environment can be created to find solutions and suggestions to the questions on the participants' minds. This session will be a preliminary preparation for questions that may arise during the process of integrating the participants' own businesses with e-commerce.

The following questions are asked to the participants in order:
- Why E-Commerce?
- Do I need this?
- Will it benefit me?
- What do I need to do e-business and e-commerce?
- How do I convert my existing business to e-commerce?
- Why is web-based commerce so effective in business?
- How can I update or adapt to new versions?
- What factors affect my sales?

Brainstorming will be created among the participants by taking these questions as a reference, and thanks to mutual dialogues, the adaptation of the participants in the e-commerce process will be supported by indirect learning.
(1 Hour)

Module 2 / 2.1.Digital Marketing Essentials Digital sales and marketing	
Name of the Session	**Digital Marketing Essentials**
Number of the Session & Duration	Module 2 / 2.1.- 3 Hours
Participants' Profile	Traditional handicraft craftspeople and designers
Language of the Training	English,Flemish, French, Portuguese
Focused Skills	Digital marketing skills

Training Objectives	Instructional Materials
To provide knowledge and skills in the field of digital marketing and to improve their ability to create digital marketing strategies.	paper,pen,smartphone/tablet/ computer/projection

Step by Step Procedure

Introduction to Digital Marketing

In this session, participants will learn the basics of digital marketing and create their own brand's digital marketing strategy step by step in 3 different sessions. At the beginning of each session, participants will be given information within the framework of a step-by-step guide, and then they will be asked to practice individually or in groups. (groups may vary depending on participant profile and number.)

In this session, participants will learn the basics of digital marketing and create their own brand's digital marketing strategy step by step in 3 different sessions. At the beginning of each session, participants will be given information within the framework of a step-by-step guide, and then they will be asked to practice individually or in groups. (groups may vary depending on participant profile and number.)

First of all, by the facilitator, 'what is digital marketing?' Participants will be informed about the basic concepts of digital marketing.

- What is digital marketing?
- What are the advantages of digital marketing?
- What can we do to get involved in the digital marketing field?
- What does digital marketing include?
- What are the basic elements of digital marketing?
- What are the changes and advantages experienced in the transition from traditional marketing to digital marketing?

(Participants can be encouraged to brainstorm by starting a discussion session within the scope of this question.)

Module 2 / 2.1.Digital Marketing Essentials Digital sales and marketing	
Name of the Session	**Digital Marketing Essentials**
Number of the Session & Duration	Module 2 / 2.1.- 3 Hours
Participants' Profile	Traditional handicraft craftspeople and designers
Language of the Training	English,Flemish, French, Portuguese
Focused Skills	Digital marketing skills
Training Objectives	**Instructional Materials**
To provide knowledge and skills in the field of digital marketing and to improve their ability to create digital marketing strategies.	paper,pen,smartphone/tablet/ computer/projection

Step by Step Procedure

These questions will help participants understand the world of digital marketing and develop more complex entries and strategies for their companies.

It is important for participants to master the marketing terms they may encounter during these training sessions. Some of these terms are:

- Organic Traffic
- Paid Traffic
- Click Rate
- Conversion Rate
- Landing Page
- Cost Per Click
- Quality Score
- Remarketing

We can show participants these terms, which we will hear frequently in the field of digital marketing, with examples. In this way, the subject of digital marketing will become less complicated and more understandable for new learners.
(1 Hour)

Module 2 / 2.1.Digital Marketing Essentials Digital sales and marketing	
Name of the Session	**Digital Marketing Essentials**
Number of the Session & Duration	Module 2 / 2.1.- 3 Hours
Participants' Profile	Traditional handicraft craftspeople and designers
Language of the Training	English,Flemish, French, Portuguese
Focused Skills	Digital marketing skills

Training Objectives	Instructional Materials
To provide knowledge and skills in the field of digital marketing and to improve their ability to create digital marketing strategies.	paper,pen,smartphone/tablet/ computer/projection

Step by Step Procedure

Key Digital Marketing Channels

In the second step of the session, participants should introduce Basic digital marketing channels. In this session, the facilitator should show examples for each digital marketing channel. Key Digital Marketing Channels are as follows;

- Search Engine Optimization (SEO)
- Search Engine Marketing (SEM)
- Social Media Marketing
- Content Marketing
- Email Marketing
- Affiliate Marketing
- Social Media Advertising
- Display Advertising
- Video Marketing
- Influencer Marketing
- Content Syndication
- Online PR and Outreach
- Mobile Marketing
- E-commerce Marketing

A presentation or step-by-step guide can be prepared to show at least one example of these basic steps.
(1 Hour)

Module 2 / 2.1.Digital Marketing Essentials Digital sales and marketing	
Name of the Session	**Digital Marketing Essentials**
Number of the Session & Duration	Module 2 / 2.1.- 3 Hours
Participants' Profile	Traditional handicraft craftspeople and designers
Language of the Training	English,Flemish, French, Portuguese
Focused Skills	Digital marketing skills

Training Objectives	Instructional Materials
To provide knowledge and skills in the field of digital marketing and to improve their ability to create digital marketing strategies.	paper,pen,smartphone/tablet/ computer/projection

Step by Step Procedure

SWOT Analysis (Annex 2)

During the implementation phase of this session, a SWOT analysis study will be carried out with the participants, accompanied by the facilitator. Thanks to this study, participants will first determine the needs of their companies and will also have the opportunity to prepare for the next sessions. Evaluations of businesses on internal and external factors will be made. Preliminary documentation for the SWOT analysis study can be prepared by the facilitator. (sample is attached.) The SWOT matrix and the factors that should be taken into account when analyzing should be conveyed to the participants.

Divide participants into four categories;
- Strengths
- Weaknesses
- Opportunities
- Threats
-

Create a discussion environment for each group. Each participant can share SWOT factors in their field. Giving the groups 15-20 minutes to focus on the topic will be sufficient. Then, for each factor, groups should develop an action plan. After the groups finish their action planning, they should put together a SWOT analysis like the example in the appendix.

At the end of the event, a spokesperson selected from each group can give feedback on behalf of the group about how these strategic goals can contribute.

SWOT analysis workshops are an important strategic planning tool to highlight the competitive advantages of the business, improve weaknesses, evaluate opportunities and prevent threats. It will enable you to achieve more effective results by encouraging the active participation of participants and benefiting from different perspectives.
(1 Hour)

Annex 2

S STRENGTHS	**W** WEAKNESSES	**O** OPPORTUNITIES	**T** THREATS
• Things your company does well	• Things your company lacks	• Underserved markets for specific products	• Emerging competitors
• Qualities that separate you from your competitors	• Things your competitors do better than you	• Few competitors in your area	• Changing regulatory environment
• Internal resources such as skilled, knowledgeable staff	• Resource limitations	• Emerging need for your products or services	• Negative press/ media coverage
• Tangible assets such as intellectual property, capital, proprietary technologies etc.	• Unclear unique selling proposition	• Press/media coverage of your company	• Changing customer attitudes toward your company

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Module 2 / 2.2. Strategy to Tactics Digital sales and marketing	
Name of the Session	**Strategy to Tactics**
Number of the Session & Duration	Module 2 / 2.2. - 3 hours
Participants' Profile	Traditional handicraft craftspeople and designers
Language of the Training	English,Flemish, French, Portuguese
Focused Skills	digital strategy creation

Training Objectives	Instructional Materials
Utilizing Digital Marketing Strategies Developing an Online Marketing Strategy	paper,pen,smartphone/tablet/ computer/projection

Step by Step Procedure

Building a Digital Marketing Strategy

At the beginning of the session, the facilitator should explain the following basic terms to the participants.
- Cross-channel marketing,
- Multi-channel marketing,
- Omni-channel marketing

(Be sure to remind participants that these basic marketing strategies may vary depending on the target audience.)

At the beginning of the session, the facilitator should introduce the following basic terms to the participants.
- cross-channel marketing,
- multi-channel marketing,
- Marketing on all channels

(Be sure to remind participants that these basic marketing strategies may vary depending on the target audience.)

Then, the Digital marketing strategy steps should be conveyed to the participants with informative content and visuals along with sample applications. The strategy steps are given below;
- Email marketing
- video marketing
- Marketing on social media
- Text messages (SMS and MMS)
- content marketing
- SEO and PPC (or SEM)
- Website design and marketing
- Display advertising
- affiliate marketing
- Advertising

(1.5 Hours)

Module 2 / 2.2. Strategy to Tactics Digital sales and marketing	
Name of the Session	**Strategy to Tactics**
Number of the Session & Duration	Module 2 / 2.2. - 3 hours
Participants' Profile	Traditional handicraft craftspeople and designers
Language of the Training	English,Flemish, French, Portuguese
Focused Skills	digital strategy creation

Training Objectives	Instructional Materials
Utilizing Digital Marketing Strategies Developing an Online Marketing Strategy	paper,pen,smartphone/tablet/ computer/projection

Step by Step Procedure

Implementing Digital Marketing Tactics
In the second stage of the session, participants will practice and plan their own digital marketing strategies, taking their own audiences into consideration.

The questions that should be asked to the participants in this application are as follows;
- What do you want to achieve with your business' digital marketing strategy?
- What types of customers or customer segments do you aim to reach?
- What are the demographic characteristics, behaviors and needs of your target audience?
- Who are your competitors?
- What are the salient features and value proposition of your brand?
- Which digital channels do you plan to reach your target audience using?
- How much budget can you allocate for digital marketing?
- What human resources do you need?
- What type of content do you plan to create?
- How do you plan to measure your success?
- What analysis tools will you use to monitor performance?
- What might be your crisis communications plan for unexpected situations?

These questions will help the participant create a comprehensive digital marketing strategy. Participants who answer these questions will share the marketing strategies and tactics they have determined at the end of the session with other participants, respectively, and the session will end with a discussion and feedback event.
(1.5 Hours)

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Module 2 / 2.3. Data-Driven Mastery Digital sales and marketing	
Name of the Session	**Data-Driven Mastery**
Number of the Session & Duration	Module 2 / 2.3. - 3 Hours
Participants' Profile	Traditional handicraft craftspeople and designers
Language of the Training	English,Flemish, French, Portuguese
Focused Skills	Digital marketing skills

Training Objectives	Instructional Materials
Updated Trends in Digital Marketing Success Metrics	paper,pen,smartphone/tablet/ computer/projection

Step by Step Procedure

At the beginning of the session, the facilitator can start the session by asking the following question to the participants: "How to Measure Digital Marketing Success?" This question will prompt participants to use the brainstorming method.

At the end of the brainstorming, the facilitator should inform the participants about the success measurement criteria and demonstrate the method, accompanied by a guide he has prepared.

- Website Traffic and Visitor Analysis (Google Analytics)
- Conversion Rates (Google Tag Manager)
- Sales and Revenue rates (Google Ads and Facebook Ads)
- Email Marketing Performance (Open Rate,Click-Through Rate)
- Social Media Interaction (Facebook Insights, Twitter Analytics, Instagram Insights, LinkedIn Analytics etc.)
- SEO Performance
- Content Effectiveness
- Social Media Advertising Campaigns
- Real Time Analytics

The sample methods and measurement tools and criteria given above should be shown to the participants through real examples. (Video content can be used.)

Module 2 / 2.3. Data-Driven Mastery Digital sales and marketing	
Name of the Session	**Data-Driven Mastery**
Number of the Session & Duration	Module 2 / 2.3. - 3 Hours
Participants' Profile	Traditional handicraft craftspeople and designers
Language of the Training	English,Flemish, French, Portuguese
Focused Skills	Digital marketing skills

Training Objectives	Instructional Materials
Updated Trends in Digital Marketing Success Metrics	paper,pen,smartphone/tablet/ computer/projection

Step by Step Procedure

To measure digital marketing success, case studies should be conducted using real-world examples. During the application part of the session, participants will be divided into groups. (for 4-5 people)

Each group can choose a company they can find known or data to examine the success of their digital marketing strategy.

They will examine which strategies work for which companies and why. When their review is completed, each group will share the digital marketing success criteria of the company they chose with the other participants.

This hands-on event will help participants learn the process of creating, implementing and evaluating digital marketing strategies. It also helps them better understand the subject and improve their strategies by using real-world scenarios and data.

(3 Hours)

Module 2 / 2.4. Content Marketing and Social Media, Digital Marketing Tools Digital sales and marketing	
Name of the Session	**Content Marketing and Social Media, Digital Marketing Tools**
Number of the Session & Duration	Module 2 / 2.4.- 4 hours
Participants' Profile	Traditional handicraft craftspeople and designers
Language of the Training	English,Flemish, French, Portuguese
Focused Skills	Digital marketing- social media skills
Training Objectives	**Instructional Materials**
Definition of content marketing Developing Captivating Content Distribution Strategies for Content	paper,pen,smartphone/tablet/ computer/projection

Step by Step Procedure

What is Content Marketing?
Creating Compelling Content
Content Distribution Strategies

This session will focus entirely on content marketing strategy. The session can be started by asking questions that will stimulate the idea of 'content marketing' in the minds of the participants.

Then, the facilitator should enlighten the participants by making a presentation that includes the following questions.

- What exactly is content marketing for and why do we need it?
- Why is it important to build a brand and how can we keep it updated?
- How can we connect with the potential customer?
- How can we make simple and understandable product promotion?
- How can we sell products with new generation campaigns?
- What are the types of content used in content marketing?
- What are written contents (text contents), audio contents, video contents and visual contents? (must be illustrated with examples.)
- How should the target audience be determined?
- What can we offer the customer about the product or service?
- How should we proceed to effectively create prestige and establish relationships with customers?

After this information session, we need to inform the participants about social media channels. First of all, the participants should be given time and asked a question about which social media channels they can market from.

Module 2 / 2.4. Content Marketing and Social Media, Digital Marketing Tools	
Digital sales and marketing	
Name of the Session	**Content Marketing and Social Media, Digital Marketing Tools**
Number of the Session & Duration	Module 2 / 2.4.- 4 hours
Participants' Profile	Traditional handicraft craftspeople and designers
Language of the Training	English,Flemish, French, Portuguese
Focused Skills	Digital marketing- social media skills
Training Objectives	**Instructional Materials**
Definition of content marketing Developing Captivating Content Distribution Strategies for Content	paper,pen,smartphone/tablet/ computer/projection

Step by Step Procedure

Following this question, the participants should be divided into groups and a social media channel should be determined for each group. These groups can be given the following social media platforms;

- Facebook
- Instagram
- twitter
- LinkedIn
- Pinterest
- YouTube
- TikTok
- snapchat
- WhatsApp and Facebook Messenger

After the social media platform distribution is made according to the determined groups, the participants will start to conduct research on these social media platforms. Participants;

- What does this social media platform do?
- What is the working principle?
- How can content be produced?
- Can it be integrated into a digital sales strategy?
- What are the advantages and disadvantages?
- What are examples of good practice? They must complete research to answer their questions.

Participants who finish their research will present the social media channels provided for their groups to other participants, together with examples.

Module 2 / 2.4. Content Marketing and Social Media, Digital Marketing Tools **Digital sales and marketing**	
Name of the Session	**Content Marketing and Social Media, Digital Marketing Tools**
Number of the Session & Duration	Module 2 / 2.4.- 4 hours
Participants' Profile	Traditional handicraft craftspeople and designers
Language of the Training	English,Flemish, French, Portuguese
Focused Skills	Digital marketing- social media skills
Training Objectives	**Instructional Materials**
Definition of content marketing Developing Captivating Content Distribution Strategies for Content	paper,pen,smartphone/tablet/ computer/projection

Step by Step Procedure

After participants complete their presentations, each group will continue their work. In the second session of the session, participants will create a social media brand kit.

- Opening and Managing a Social Media Account;
- Choosing the social media platform
- Creating a profile
- Creating a content strategy
- They will create a social media channel for their company by following the steps of Content Planning and Publishing.

**This implementation session may take more than an hour. The event flow may be flexible depending on the number and profile of the participants.

After the activity, an open session will be held and the participants will evaluate the social media accounts they have created, accompanied by a facilitator. In the last step, the activity can be completed by holding a feedback session.

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Module 3 / 3.1.Photography and photo manipulation Transferring skills and knowledge through digital channels	
Name of the Session	**Photography and photo manipulation**
Number of the Session & Duration	Module 3 / 3.1.-5 hours
Participants' Profile	Traditional handicraft craftspeople and designers
Language of the Training	English,Flemish, French, Portuguese
Focused Skills	basic digital photography skills
Training Objectives	**Instructional Materials**
Photography 101 Photo editing tools Photography compatible with digital channels	smartphone/tablet/computer/ camera

Step by Step Procedure

The session should start by talking about the history of photography.

Participants, who were informed about product photography in the previous session, will learn basic photography principles in this session. In the simplest sense, we will learn the basics of using a camera. The content of the session will proceed step by step as follows.

- snapshot
- Diaphragm,
- ISO

First of all, it is very important to proceed through visual examples to learn these three photography terms and basic principles. Explanations and examples of these terms will be shown to the participants by the facilitator.

In the following, light and light types are mentioned, albeit superficially. At this stage, the beam effect can be shown on the photo with visuals.

The content flow of basic photography training may be as follows;

- Cameras
- Classification of Cameras
- lenses
- shutter
- Flash
- Contrast
- depth of field
- rule of thirds
- Opinion
- shape of target
- Perspective
- shape of the cavity
- Composition

The facilitator should convey basic photography knowledge to the participants, even if superficially, with examples.

(2 Hours)

Module 3 / 3.1.Photography and photo manipulation Transferring skills and knowledge through digital channels	
Name of the Session	**Photography and photo manipulation**
Number of the Session & Duration	Module 3 / 3.1.-5 hours
Participants' Profile	Traditional handicraft craftspeople and designers
Language of the Training	English,Flemish, French, Portuguese
Focused Skills	basic digital photography skills

Training Objectives	Instructional Materials
Photography 101 Photo editing tools Photography compatible with digital channels	smartphone/tablet/computer/ camera

Step by Step Procedure

Participants should be allocated one hour for the second phase of the session. During this period, each participant must take at least 10 photographs within one hour, keeping in mind the training material they received in the previous phase. (either a camera or a smartphone camera may be used)

At the conclusion of one hour, the participant's photographs will be evaluated in conjunction with the instructor.**(1 hour)**

Photo manipulation
Participants who complete the photo shoot should be informed about photo manipulation techniques and applications in this session.
"Photo manipulation and ethics", a short discussion session can be held by first asking this question to the participants.
At a basic level, the following information should be given to participants;
* How should realistic shadow and light be used?
* How can I pay attention to the use of Proportion and Perspective?
* What is the importance of texture?
* How do I prepare images?
* How do I ensure color harmony and balance?
* What is the importance of details?
* How do I compose multiple images together?
* What is three-dimensional thinking?
* How can I improve the images it composes?

Module 3 / 3.1.Photography and photo manipulation Transferring skills and knowledge through digital channels	
Name of the Session	**Photography and photo manipulation**
Number of the Session & Duration	Module 3 / 3.1.-5 hours
Participants' Profile	Traditional handicraft craftspeople and designers
Language of the Training	English,Flemish, French, Portuguese
Focused Skills	basic digital photography skills

Training Objectives	Instructional Materials
Photography 101 Photo editing tools Photography compatible with digital channels	smartphone/tablet/computer/ camera

Step by Step Procedure

Then, participants will be shown examples of photo manipulation applications. These examples may be;

- Adobe Lightroom (mobile-friendly)
- snapseed
- VSCO (suitable for social media sharing)
- Adobe Photoshop Express(available for mobile devices)
- Prisma(artistic filters)
- Afterlight
- Pixlr (basic editing tools)
- Enlight (layers, masking, advanced tools)
- Canvas

You should show the participants the usage stages of these applications using visuals.
(1 hour)

In the final stage of the session, participants will choose one of the applications mentioned above and edit the photos they took in the previous session within a 1-hour period. Even if the photo editing is not completed at the end of the session, a discussion and feedback session should be held to ensure the exchange of ideas among the participants.
(1 hour)

Module 3 / 3.2.Video content production Transferring skills and knowledge through digital channels	
Name of the Session	**Video content production**
Number of the Session & Duration	Module 3 / 3.2. - 5 hours
Participants' Profile	Traditional handicraft craftspeople and designers
Language of the Training	English,Flemish, French, Portuguese
Focused Skills	video content production

Training Objectives	Instructional Materials
Creating a digital archive by digitizing the creation-production stages of the products	paper,pen,smartphone/tablet/ computer

Step by Step Procedure

At the beginning of the session, the question "Why is Video Content Important?" should be asked to the participants and their expectations regarding video content production should be determined. In this session, we will learn the steps of creating Video content.

As a first step; **'How to Produce Video Content?'** We will examine the question under the following headings.

- Analysis
- Idea
- Production
- Arrangement
- sharing
- Follow-up

Finding and Developing Your Video Content Idea
- Keyword analysis
- Video content trends
- Industry-appropriate video content

Module 3 / 3.2. Video content production Transferring skills and knowledge through digital channels	
Name of the Session	**Video content production**
Number of the Session & Duration	Module 3 / 3.2. - 5 hours
Participants' Profile	Traditional handicraft craftspeople and designers
Language of the Training	English,Flemish, French, Portuguese
Focused Skills	video content production

Training Objectives	Instructional Materials
Creating a digital archive by digitizing the creation-production stages of the products	paper,pen,smartphone/tablet/computer

Step by Step Procedure

Essentially touching on the principles of video content production, the facilitator should show the participants one by one the video editing tools with various usage areas in the second step of the session. Applied videos can be used at this stage.

The tools that can be used when editing video content are:

- Adobe Premiere Pro
- Power Director
- EaseUS Video Editor
- Corel Video Studio
- Adobe Premiere Rush
- FilmoraGo
- Quik App
- InShot Video Editor
- KineMaster Video Editor
- WeVideo
- PicPlayPost
- Horizon Camera
- Video Shop Editor

(Tools may vary depending on participant group and equipment.)

Participants, who learn the basic principles of creating video content, will be divided into small groups and will shoot videos step by step. Participants must create a content plan before video shooting. In line with this plan, they can start shooting content videos.

Participants who complete their video shooting will edit the videos they have produced by choosing one of the video editing programs examined in the previous step.

The videos produced at the last stage of the session will be evaluated together and criticisms can be made on the videos created within the framework of the plans in line with the information given throughout the session.

Module 3 / 3.3.Creating Interactive Experiences Transferring skills and knowledge through digital channels.	
Name of the Session	**Creating Interactive Experiences**
Number of the Session & Duration	Module 3 / 3.3. 2 hours
Participants' Profile	Traditional handicraft craftspeople and designers
Language of the Training	English,Flemish, French, Portuguese
Focused Skills	research and communication skills

Training Objectives	**Instructional Materials**
Analyzing digital artists and their methods	paper,pen,smartphone/tablet/computer

Step by Step Procedure

The primary objective of this session is for participants to apply the knowledge gained from previous training. Creating interactive experiences will simultaneously ensure that all learning methods are permanent.

The facilitator will pre-select two or three digital artists working in different fields to be discussed at the outset of the session.

The following questions can be asked within the scope of this review:
- What style of expression did the artist use to create the work?
- How did he use visual elements such as color, composition and textures?
- What are the technical skills of the artist?
- What are its elements, such as painting technique, use of perspective or texture creation?
- Which digital technologies did the artist choose to use? How did he use it?
- What characteristics do the artist's works have in terms of creativity and innovation?
- How does the artist use different media and technologies, such as digital media, installation or contemporary art techniques?

Artist reviews will be carried out as a group activity through these questions.
(1 hour)

In the second stage of the session, participants must individually choose an artist who works in their own fields and that they find close to them. The important thing in this event is to create an organic bond between the participants and the digital artists they choose and to enable them to find common ground. The above questions can be used again during the practice phase of the session. In addition to the above questions;
- What makes you match this artist?
- Does their work inspire you? If yes, from which points do you draw inspiration?
- Which methods of the artist you have chosen can you use in your own field to develop your own works and business in the digital field?

Participants will need approximately 1 hour to complete this activity. At the end of the event, participants can share their research with other group members.
(1 hour)

Module 3 / 3.4.Typography and Text Design Transferring skills and knowledge through digital channels	
Name of the Session	Typography and Text Design
Number of the Session & Duration	Module 3 / 3.4.- 2 hours
Participants' Profile	Traditional handicraft craftspeople and designers
Language of the Training	English,Flemish, French, Portuguese
Focused Skills	creative ability

Training Objectives	Instructional Materials
Producing creative text content	paper,pen,smartphone/tablet/ computer

Step by Step Procedure

In this session, participants should be provided with basic information about the basics of typography and text design.

- What is Typography? Why is Typography Important in Design?
- What is Typography?
- Consistency
- Hierarchy
- Alignment

Then, basic information about the text design should be given quickly. This content can proceed through the following flow;

- The Effect of Structural and Cognitive Concepts on the Design Process in Image-Text Relationship
- Image-Text Relationship, Structural and Cognitive Concepts, Design
- Designing Lexical and Pictorial Information Considering Cognitive Concepts
- Designing Lexical and Pictorial Information Considering Structural Concepts
- Organizing Visual Expressions for Communication, Learning and Teaching Purposes

Making narratives about these contents, and most importantly, having an open discussion session, will push the participants to change their perception of text design in a positive way.
(1 Hour)

Following the information session, participants will create typographic and textual designs of digital content related to their product/business. At the same time, we can ensure that participants consider the issue of "marketing tactics" when preparing their text content and create creative texts in line with marketing principles. The session facilitator should visit participants throughout the event to provide digital support to participants where necessary.
(1 Hour)

Module 3 / 3.5.Tell your story
Transferring skills and knowledge through digital channels

Name of the Session	Tell your story
Number of the Session & Duration	Module 3 / 3.5.-4 hours
Participants' Profile	Traditional handicraft craftspeople and designers
Language of the Training	English,Flemish, French, Portuguese
Focused Skills	narration, expression methods

Training Objectives	Instructional Materials
Storytelling for the products	paper,pen,smartphone/tablet/ computer

Step by Step Procedure

Participants' storytelling of their brands is a very important content, especially for digital art-marketing. In this session, a brief information about storytelling will be given. The facilitator should briefly inform the participants about the following topics;
- What is Storytelling?
- What does storytelling do?
- Why is telling a story more effective than conveying information directly?
- How can we narrate real information?
- What are the expression methods?
- How can we use narrative language on social media?
- How can we use artificial intelligence in brand storytelling?

(An artist can be invited for this part of the session and have them share their story)
(1 hour)

After this information is given to the participants, a two-stage activity will begin. In the first activity of the session, participants;
- They will form groups of two.
- Using paper and pencil, they take turns asking the questions given to the participant in front of them.
- They will write stories about the answers they receive from the other person in response to the questions.

Module 3 / 3.5.Tell your story Transferring skills and knowledge through digital channels	
Name of the Session	**Tell your story**
Number of the Session & Duration	Module 3 / 3.5.-4 hours
Participants' Profile	Traditional handicraft craftspeople and designers
Language of the Training	English,Flemish, French, Portuguese
Focused Skills	narration, expression methods

Training Objectives	Instructional Materials
Storytelling for the products	paper,pen,smartphone/tablet/ computer

Step by Step Procedure

These questions may be;
- When and where was the brand founded?
- What is the origin and founding story of the brand and what methods do you use?
- How was the brand name or logo chosen and what does it mean?
- What story does the brand's symbolism or design tell?
- What is the main mission of the brand? What values does it carry?
- What kind of contribution does it aim to make to society?
- Who is your target audience?
- How were your brand discovered and engaged with?
- What are your sustainability or social responsibility initiatives?
- What are the unique features that differentiate you from your competitors?
- How can your differentiation story be told?
- What are your future goals and vision?
- What kind of future do you promise?

(1.5 Hours)

In the second stage of the event, each participant will answer the same questions in their own words. (At this stage, each participant can create their own video recording while telling their story, in line with digital competencies.)

In this way, they will have the opportunity to see their answers and their own stories through the eyes of others, and they will be able to use their own stories directly as content for digital media channels via video.
(1.5 hours)

After the session, each participant can compare the answers they gave in the first activity with their own video recordings and see the points of intersection and divergence.

Module 3 / 3.6.Build your brand Transferring skills and knowledge through digital channels	
Name of the Session	**Build your brand**
Number of the Session & Duration	Module 3 / 3.6-3 hours
Participants' Profile	Traditional handicraft craftspeople and designers
Language of the Training	English,Flemish, French, Portuguese
Focused Skills	Analytical thinking skillsResearch skills

Training Objectives	Instructional Materials
Creating a business model	paper,pen,smartphone/tablet/computer

Step by Step Procedure

This session may require preparation in advance. You can print out the business model canvas **(annex-3)** you can find in the attachment or give the participants sheets of paper and ask them to create this diagram.

It is very important to proceed step by step in this session. Participants will work individually. However, for the sake of brainstorming, participants working in the same fields can continue to work in groups but still individually.

In the introduction part of the session, the facilitator should explain all the steps of the bussnies model canvas in line with real examples.

(1 hour)

The steps are below;
Key Partners
Who are your main partners/suppliers?
What are the motivations for partnerships?

- **Key Activities**
What key activities does your value proposition require?
Which activities are most important in distribution channels, customer relations, and revenue streams?

- **Value Proposition**
What core value do you offer the customer?
What customer needs do you meet?

- **Customer Relationship**
What kind of relationship does the target customer expect you to establish?
How can you integrate this into your business in terms of cost and format?

- **Customer Segment**
For which classes are you creating value?
Who is your most important customer?

Module 3 / 3.6.Build your brand Transferring skills and knowledge through digital channels	
Name of the Session	**Build your brand**
Number of the Session & Duration	Module 3 / 3.6-3 hours
Participants' Profile	Traditional handicraft craftspeople and designers
Language of the Training	English,Flemish, French, Portuguese
Focused Skills	Analytical thinking skillsResearch skills

Training Objectives	Instructional Materials
Creating a business model	paper,pen,smartphone/tablet/ computer

Step by Step Procedure

- **Key Resource**

What key resources does your value proposition require?
Which resources are most important in distribution channels, customer relations, and revenue streams?

- **Distribution Channel**

What channels do you want to reach your customers?
Which channels work best? How much do they cost? How can they be integrated into your and your clients' routines?

- **Cost Structure**

What is the highest cost in your business?
Which key resources/activities are the most expensive?

- **Revenue Stream**

What value are your customers willing to pay for?
What and how have they been paying lately? How do they prefer to pay?
How much does each revenue stream contribute to total revenues?

After these steps are explained clearly, participants will individually create their own business model canvas. They can also use the brainstorming method by interacting with other participants. **1 hour** will be enough for this activity.

After the event, all participants will present their business model canvas respectively. (It can be a digital or paper presentation.) During the presentations, other participants can be invited to ask additional questions and make suggestions by having an open discussion session.
(1 hour)

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Annex - 3

The Business Model Canvas

Key Partnerships	Key Activities	Value Propositions	Customer Relationships	Customer Segments
	Key Resources		Channels	

Cost Structure	Revenue Streams

Designed for: Designed by: Date: Version:

Module 3 / 3.7. Advantages and disadvantages of digital art Transferring skills and knowledge through digital channels	
Name of the Session	**Advantages and disadvantages of digital art**
Number of the Session & Duration	Module 3 / 3.7.- 2 hours
Participants' Profile	Traditional handicraft craftspeople and designers
Language of the Training	English,Flemish, French, Portuguese
Focused Skills	critical thinking,communication skills

Training Objectives	Instructional Materials
Different perspectives	computer/smartphone/ pen/ paper

Step by Step Procedure

The final session will consist of 3 steps. In this session, it is necessary to create open discussions and transfer experiences.

For this purpose, at the beginning of the session, the facilitator gives brief information about the advantages and disadvantages of digital art, especially to draw the participants into the discussion session.

Advantages of Digital Art
These benefits may include freedom of creativity, easy-to-fix errors, variety of digital tools, and more.
Support each advantage with examples.
- Divide participants into small groups.
- Have each group come together to discuss the advantages of digital art and share their experiences.
- Ask each group to share the most important benefits at the end of the discussion.

Disadvantages of Digital Art
Give a presentation or explanation focusing on the disadvantages of digital art. Disadvantages may include technical problems, disputes of artistic merit, dependency, and others.

Support each disadvantage with examples.

- Divide the participants into small groups again.
- Have each group come together to discuss the disadvantages of digital art and share their own experiences.
- Ask each group to present the most important disadvantages at the end of the discussion.

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Module 3 / 3.7. Advantages and disadvantages of digital art Transferring skills and knowledge through digital channels	
Name of the Session	**Advantages and disadvantages of digital art**
Number of the Session & Duration	Module 3 / 3.7.- 2 hours
Participants' Profile	Traditional handicraft craftspeople and designers
Language of the Training	English,Flemish, French, Portuguese
Focused Skills	critical thinking,communication skills
Training Objectives	**Instructional Materials**
Different perspectives	computer/smartphone/ pen/ paper

Step by Step Procedure

Debate
Have each group take turns on stage to share the advantages and disadvantages they discussed.
Provide an opportunity to hear and consider participants' different perspectives.
Take time to ask participants questions at the end of the discussion.
At the end of the event, ask participants to share their thoughts and suggestions about the event.(2 Hours)

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