



Equal Arts Play Book

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Call: 2024 Round 1 KA2 KA210, VET

Small scale partnerships in vocational education and training (KA210, VET)

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DOCUMENT TYPE

PRO	Technical/economic progress report (internal work package reports indicating work status)	
DEL	Technical reports identified as deliverables	X
MoM	Minutes of Meeting	
MAN	Procedures and user manuals	
WOR	Working document, issued as preparatory documents to a technical report	
INF	Information and Notes	

PU	Public	X
PP	Restricted to other programme participants (including the Commission Services)	
RE	Restricted to a group specified by the Consortium (including the Commission Services)	
CO	Confidential, only for members of the consortium (including the Commission Services)	
CON	Confidential, only for members of the consortium	

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DISCLAIMER - EQUAL ARTS

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ABOUT THIS PLAY BOOK

CORE COMPONENTS OF A MICRO-LEARNING COURSE PLAYBOOK	
1. COURSE OVERVIEW & PURPOSE	
• Learning objectives • Target audience • Why this topic, why now?	
2. INSTRUCTIONAL DESIGN FRAMEWORK	
• Course structure -modules, lesson length, sequencing logic) • Learning model used (e.g., bite-sized video + reflection + quiz) • Pedagogical approach (storytelling, scenario-based, self-paced, cohort-based)	
3. CONTENT STANDARDS & TEMPLATES	
• Module template (intro, content, activity, reflection, quiz — consistent format) • Tone/voice guidelines • Branding guidelines (visual style, fonts, colours) • Accessibility standards (captions, all text, readability level)	
4. PRODUCTION WORKFLOW	
• Roles & responsibilities (who writes scripts, records video, designs slides, builds in the platform) • Step-by-step production process (script → review → record/design → build → QA → launch) • Tools/platforms used (e.g., Articulate Rise, Canva, LMS platform) • Timeline/production schedule template	
5. DELIVERY & DISTRIBUTION PLAN	
• Platform/LMS where course lives • Enrolment process • Communication/marketing plan to promote the course • Scheduling (self-paced vs. cohort-based, drip content vs. all-at-once)	
6. ENGAGEMENT & ASSESSMENT STRATEGY	
• Types of interactions (quizzes, reflections, discussion prompts) • How completion/mastery is measured • Certificates or badges (if applicable)	
7. EVALUATION & FEEDBACK LOOP	
• Success metrics (completion rate, engagement rate, satisfaction score, knowledge retention)	

- Post-course survey template
- Process for iterating/improving based on feedback

8. REUSABILITY & SCALABILITY NOTES

- How to adapt this playbook for future topics/modules
- Templates that can be reused (scripts, slide decks, quiz banks)
- Lessons learned/best practices log

UNIT 3.1 PLAYBOOK

Digital Confidence in Practice: Tools, Foresight and Everyday Equality - Meet Antonia

UNIT SUMMARY

This unit follows Antonia Castellani, Technology, Business and Operations Manager at Skill Up Italy, as she reflects on what digital confidence actually looks like day to day, rather than as an abstract skill to be taught from scratch. As you work through the unit, observe these three connected ideas: The first is recognition: Antonia's core argument is that most people already have the digital skills they need and simply haven't learned to trust them, and she shows how deliberate tools, from Canva and Kahoot to AI-powered transcription, turn existing confidence into visible practice. The second is foresight: she describes how her organisation gets ahead of AI and data regulation before it's formally required, treating early, informal governance as a long-term advantage rather than a compliance burden. The third is practice: Antonia closes with organisational culture, showing how equality and parental care are actually lived day to day, even ahead of having a written policy in place.

FURTHER PERSPECTIVES

Let's look at how Antonia's experience is related to topics of digital confidence, regulatory foresight and everyday equality in the creative sector. Finally, you will find a section of further reading for anyone who is interested in these themes.

DIGITAL CONFIDENCE ISN'T A NEW SKILL

Antonia's core claim, that most people already have the digital skills they need and simply haven't learned to trust them, is supported by research into professional digital competence. A systematic review by [Sanchez-Canut et al.](#) (2023) found that women frequently underrate their own digital competence relative to their actual skill level, with the gap showing up as a confidence and self-perception issue rather than a genuine skills deficit, particularly around applying existing tools to professional and creative contexts. Recent industry research corroborates this: In 2025, [Capgemini Study](#) found that although women's workplace confidence is rising overall, gender bias persists specifically around perceptions of technical skills like AI, meaning capability and perceived capability continue to diverge along gendered lines. This reframes digital training: rather than teaching skills from zero, Antonia's approach, introducing accessible tools like Canva, Kahoot and Mentimeter, and

later AI-powered transcription, is really about giving existing capability somewhere concrete to land, turning quiet competence into visible, confident practice.

GETTING AHEAD OF REGULATION

Antonia's belief that organisations setting their own rules now, ahead of formal requirements, will have more opportunities to keep working well is echoed in current thinking on AI governance for small and medium organisations. Guidance published in [Harvard Business Review on SME](#) preparation for the [EU's AI regulations](#) argues that early, deliberate governance, internal checklists, clear ownership, transparent documentation, functions as a genuine competitive and trust advantage with partners and funders, not simply a defensive compliance cost. Research into workplace digital transformation stress has similarly found that unclear or absent internal guidance around new technology disproportionately affects women's stress and confidence, suggesting that Antonia's proactive checklist-and-self-declaration approach protects wellbeing as well as compliance. This matches Antonia's own practice: creating a checklist and self-declaration system for how her organisation and its partners use artificial intelligence, well before any formal regulation required it, so that responsible use becomes an established habit rather than a last-minute scramble.

EQUALITY IN PRACTICE, AHEAD OF POLICY

Antonia's account of an organisation that is majority owned and led by women, that deliberately maintains gender balance rather than only creating opportunity for women, and that is preparing to formalise parental care arrangements it already practises informally, illustrates a pattern worth naming: lived practice can run ahead of written policy. Broader research on closing the digital and professional skills gap for women has found that visible role models, people seen succeeding in roles and structures that don't yet have formal backing, are often what gives others the confidence to pursue similar paths, which is exactly the function Antonia's organisation performs by example. Antonia is candid that her organisation doesn't yet have a formal equality plan, not because the principles aren't already applied, but because writing them down hasn't yet felt necessary, until, as she notes, European project requirements make formalising that practice worthwhile. Section 3 of this unit is about closing that gap: treating a written policy not as the origin of good practice, but as the record of practice that's often already there.

GLOSSARY OF KEY TERMS

Digital confidence	The gap between actual digital competence and self-perceived competence; Antonia argues most people already have the skills and simply haven't learned to trust them.
Deliberate tools	Antonia's term for the specific platforms (Canva, Kahoot, Mentimeter, AI transcription) she uses to turn existing digital competence into engaging, visible practice.

Regulatory foresight	Getting ahead of formal AI and data regulation through internal checklists and self-declaration systems, before compliance is legally required.
Informal governance	Antonia's checklist and self-declaration system, giving partners responsibility for how they use AI in their own outputs, ahead of any formal policy.
Equality in practice	Antonia's term for gender balance and parental care arrangements that are already lived day to day within an organisation, even before being formally written down as policy.
Visible role models	People seen succeeding in roles or structures that don't yet have formal backing, which Antonia's own organisation provides by example.
KEY POINTS TO REMEMBER	
Digital confidence is often a perception gap, not a skills gap, most people already have more capability than they credit themselves with.	
Getting ahead of regulation is a long-term advantage, not just a compliance cost.	
Deliberate, well-chosen tools turn existing competence into visible, confident practice.	
Lived practice can run ahead of written policy, equality can be practised before it's formalised.	
Face-to-face contact remains important for team building, even as decision-making shifts online.	

PERSONAL REFLECTION Use the space below to reflect on your own response to Antonia's experience. There are no right or wrong answers. Where in your own work might you already have more digital competence than you give yourself credit for?

What would it look like to "get ahead" of a coming change in your own field, the way Antonia describes?

What simple structure, a checklist, a guideline, a self-declaration, could you put in place now, even without a formal requirement to do so?

APPLICATION

Thinking about your current role or project, what is one deliberate tool or structure you could introduce this month to turn existing confidence into visible practice?

NEXT STEPS	
•	Choose one digital tool you already half-know how to use and commit to using it properly once this month.
•	Draft one simple checklist or self-declaration for a process in your own work that doesn't yet have one.
•	Notice one moment this week where a practice you already live could be worth writing down formally.
•	Carry these reflections forward into Unit 3.2, where Rachel's experience is explored next.

REFERENCES	
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