FAB ROUTE

FAB ROUTES

Digital Skills to promote EU Cultural Routes

Training Methodology
New skills for Cultural Routes officers

Contents

1. General Introduction

The Fab Routes – Digital Skills to promote EU Cultural Routes

THE FAB ROUTES is a KA2 project co-funded by the Erasmus + Programme to enhance EU Cultural Routes by designing an innovative educational module to improve their member's skills in relation to Cultural Heritage Management and Sustainable Tourism.

The objective of FAB ROUTES is to contribute to the enhancement of Cultural Routes by designing a new training methodology to improve skills and knowledge of the members of the cultural routes and by developing a new model strategy which can better integrate European Cultural Routes activities within the system of cultural and tourism services.

Fab Routes has been implemented by 6 acknowledged Cultural Routes of the Council of Europe:
- ATRIUM Architecture of Totalitarian Regimes of the XX Century (LP)
- Phoenician's Route
- European Route of Jewish Heritage
- Routes of the Olive Tree
- European Routes of Emperor Charles V
- VIA REGIA

With the scientific support of the Center for Advanced Studies in Tourism - CAST (University of Bologna) and ARGO, a consultancy firm with expertise on EU funds and communication activities.

From the Fab Routes Model Strategy to the Training methodology

In order to be more effective, almost all Cultural Routes, and especially those participating in the project, have a very concrete and specific need: be able to provide continuous well-targeted training to internal staff and define a professional profile that the Cultural Route operators should have.

The European Cultural Routes must reinforce their cooperation and professionalize their staff in order to become a driver for the promotion of cultural heritage and development of sustainable tourism. For this reason, the main target group of the training methodology are operators working for Cultural Routes: transnational associations managing the Cultural Route and local officers.

The first intellectual output of the project has been the development of a **Model Strategy** that enables CRs to self-evaluate their own performance in terms of governance model, networking and communication strategies. Likewise, the strategy enables CRs to improve

their understanding of local touristic services and to better plan their actions. The model strategy has been organized in 5 steps (see Figure 1) and is available as an open access publication. This model strategy also served as needs' assessment, to identify the missing competences from CR officers to implement the strategy.

Figure 1 - Model strategy
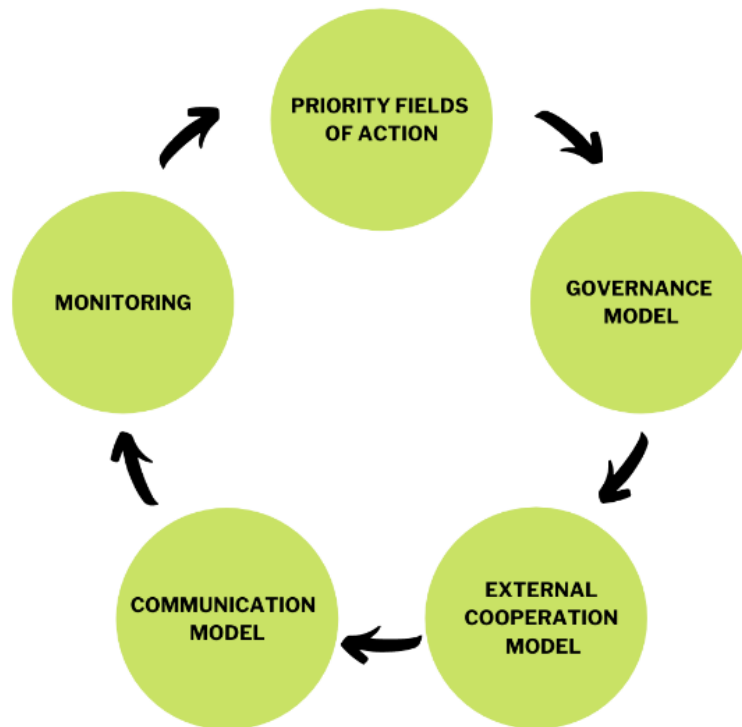
Following the design of the model strategy, as part of Intellectual Output 2, a list of expertise and skills that Cultural Route Officers need to efficiently perform different tasks was defined. To this end, a general **Cultural Route Officer Professional Profile** was developed and then each CR partner adapted it to their specific needs. Based on these needs and the skills required to implement the Fab Routes Model Strategy, we designed and implemented a new Training Methodology.

2. The training methodology

General presentation: three levels of learning

The **Training Methodology** assists Cultural Routes officers to upgrade and update their skills through an innovative training based on blended sessions of formal and informal education, interactive lessons, and case studies. The combination of CAST expertise on CR studies and management, and field experiences brought from CR partners involved in a particular kind of heritage has contributed to the development of tailored case studies.

Co-funded by the
Erasmus+ Programme
of the European Union

FAB ROUTE

This is the first training methodology targeted exclusively to CR operators which can be easily used by all other CRs, creating an important transferability potential. In addition, the identified Professional Profile can be used as an evaluation tool in the recruitment process of the Cultural Route increasing the possibility to select the right persons within the organizations.

CR partners were engaged in 3 levels of learning (Figure 2) which involved three different classes (group of students)

Figure 2 - Three levels of learning
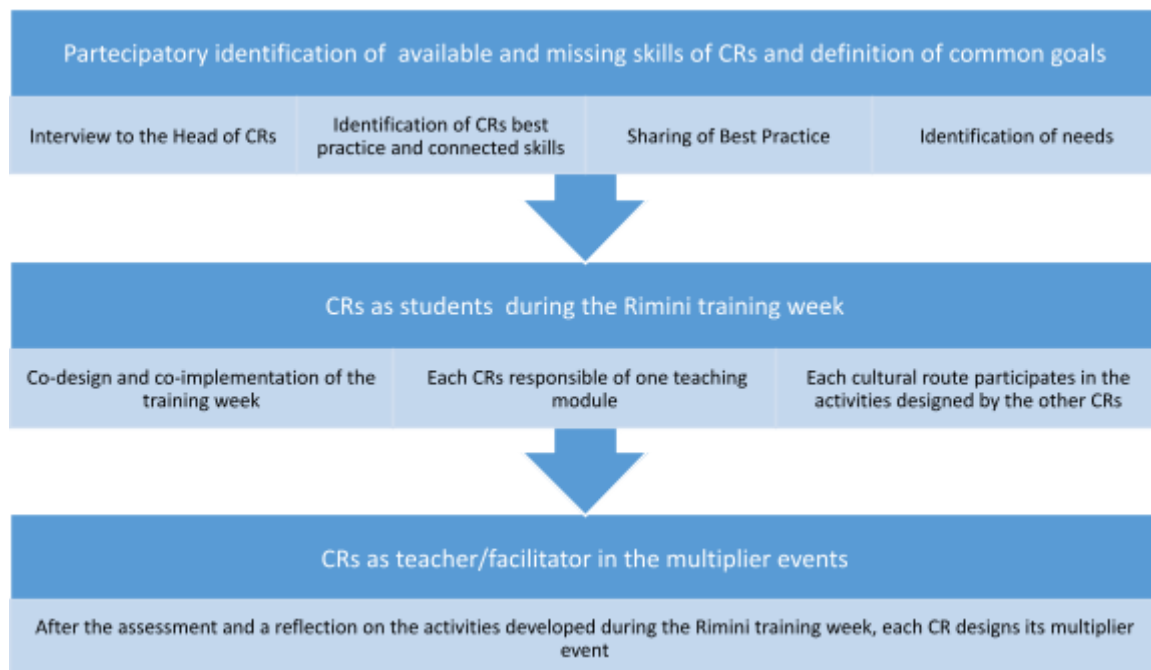
LEVEL 1 - The first step was the active participation of CRs in the identification of their skills as well as training needs. After being interviewed on the origin, history and strategies of the CR, the management team was asked to identify the best practices implemented by the Head of the Network or their members. This was a way to create awareness on the available and missing competences. This part of the process was completed through the organization of two online meetings during which CRs could share best practices as well as discuss on training needs: workshop 1 on "Governance" was hold on 16 March 2021; workshop 2 focusing on "Cultural and touristic ecosystem" was hold on 13 April 2021. In this way CR could became more aware of their and other Routes skills and begin a process of interactive learning.

LEVEL 2 - In the second step the 6 CRs co-designed and co-implemented the training activities of the Rimini International training week. The tailored training methodology was discussed during the transnational meeting at Cuacos de Yuste in December 2021. On the basis of the knowledge acquired through the process and the available and missing skills and competences, the CRs co-designed the 6 topics for the Rimini training week (see Figure 3) and a common scheme for the teaching modules based on four different activities: seminar given by an expert; presentation of a CR best-practice; work in groups to test the new knowledge acquired; feedback and assessment (see Figure 4). Then each CR took the responsibility to organize all the training activities regarding one of the six topics. The topic assignment was the result of a negotiation through which each cultural route could choose the topic that was more suitable to its skills and competences. In this way, they all had a real possibility to learn and share skills and competencies that were detected as essential to make their work more efficient.

Figure 3 - The Rimini International Training Week

The training week included 7 teaching modules and 1 complementary activity:
1. Networking cooperation and participation (business partners), in charge of the Route of the Olive Tree
2. Cultural Brand Image and Marketing, in charge of European Routes of Emperor Charles V
3. Governance and member's participation, in charge of the European Route of Jewish Heritage – AEPJ
4. Networking cooperation and participation (institutions), in charge of VIA REGIA
5. Digital innovation for cultural heritage, in charge of the Phoenician's Route
6. Promotion of citizen's participation, in charge of ATRIUM
7. Teamwork development "Geocaching around Rimini historic centre", organized by the Centre for Advanced Studies in Tourism (CAST)
8. Study visit in Forlì organized by ATRIUM

Figure 4 - Structure of each teaching module

Each topic was developed through a scheme including
● 1-hour theoretical seminar given by an expert on the given topic.
● 30-minute presentation of the best practice of the CR.
● 1 practical exercise to work in teams, replicable (1,5 hours).
● 1 training output (video pill, teaching materials, slideshow, etc.) to be used for further capacity building and multiplier events.
● The self-evaluation sheet for the specific half training day (15' at the end of the half day).

LEVEL 3 - Lastly, CRs will act as teachers/facilitators during the multiplier events in which each CR will transmit the training methodology to other interested parties. The multiplier events will be the occasion to further test and disseminate the knowledge and expertise accumulated by co-designing, co-implementing, participating in, discussing and assessing the Rimini training week.

Please note that this project involved two different classes. The first class included the head of the 6 Cultural Routes (the managers and the line personnel). This group of students/participants was engaged in all the three levels of learning. On occasion of some workshops and the Rimini training week also CR's member representatives were involved.

Innovating the training methodology for Cultural Routes throughout cooperative learning.

The aim of Fab Routes training activities was to stimulate active learning processes able to maximize the engagement of professionals working with and collaborating with the European Cultural Routes of the Council of Europe. For that reason, in designing and implementing our capacity building process we were inspired by the Cooperative Learning Methodology.

According to Johnson and Johnson (2013) "cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning" (pag.1). This approach dates back to the 1960s and has been successfully implemented in primary and secondary schools as well as graduate and postgraduate courses or professional training, as evidenced by the spread of group work (Johnson and Johnson 2002; Cacciamani 2008, Comoglio 1996). However, cooperative learning is much more than to place participants in groups and assign them a goal. It requires that students are proud of the achievement of any group's member, feel part of a common process of

Co-funded by the
Erasmus+ Programme
of the European Union

FAB ROUTE

learning. In other words, students are expected to engage not only rationally but also emotionally with other students and in the fulfillment of the assigned task.

Consequently, this methodology requires the design of learning experiences stimulating students to be active. This means to involve them in "constructing, discovering, and transforming their own knowledge" (Johnson and Johnson 2019). From the practical point of view students are expected to interact with others, suggest new ideas, acquire its own cognitive structure, playing positive and differentiated roles in group functioning.

When students are adult, their involvement in this phase is even more important. Cooperative learning has many advantages in the adult learning environment because usually adults have some personal ideas on what they need to learn and what they know, can be more motivated and appreciate a challenging environment. However, adults need to clearly see the benefits and rewards of the learning activities they participate in (Brookfield 1986; Karp 1998). This consideration makes cooperative learning particular appealing for adult capacity building.

In the Fab Routes context, all participants were members or collaborators of 6 Cultural Routes and had the common goal to improve their managerial knowledge and practices and through that to strengthen the entire Council of Europe cultural cooperation program. In addition to that, the 6 CRs joined the Fab Routes project with the aim to design a capacity building process able to reach this goal. Consequently, they were further motivated in working together for a shared objective. Secondly, in the initial stage of the project CRs were asked to share their best practices by highlighting the skills and competences required in their implementation. In this context the workshops of the 16th March 2021 and 13th April 2021 played an important role in making CRs aware of their and others skills and competences. It creates the preconditions for active learning and reciprocal knowledge. Finally, the following learning activities were all co-designed and co-implemented by CRs and CAST, as described in the previous section. Figure 5 summarizes how CAST tried to stimulate active learning and the emotional involvement of students/participants.

Figure 5 – How to create emotional involvement and stimulate positive interdependence among students through a participatory process

Co-funded by the
Erasmus+ Programme
of the European Union

FAB ROUTE

Although cooperative learning is an established methodology, as we highlighted before, its adoption within the Fab Routes frames is innovative in many respects. First, we are using this methodology in the transnational context of Cultural Routes which are complex cultural institutions with a variable architecture and based on multiple networks. These features make cooperative learning a way to pursuit multiple objectives: to stimulate the active learning of new skills, strengthen the link among members and between them and the head of CRs, stimulate exchange and collaboration among different CRs. By disseminating and replicating this approach CRs have also the opportunity to share common capacity building methodologies with their members.

Secondly, we are using this approach in order to increase the ability of CRs to promote their contents also throughout the designing of cultural tourism experiences. Linking cooperative learning with cultural tourism is also a novelty which opens new opportunities and challenges. Finally, as we mentioned in the previous chapter, we have designed a three levels of learning through which CRs not only will practice cooperative learning but also will try to replicate it in the multiplier events.

We can distinguish two different moments of our methodology. The approach we chose for the general learning project which includes all the three levels described in Figure 2 and was aiming at the head of CRs to provide them skills as well as the ability to train their members on these skills. Secondly, there is the approach we adopted in the teaching modules of the Rimini training week, which again was inspired by cooperative learning methodologies and includes members in addition to the head of the CRs.

The Fab Routes training methodology and the 5 basic elements of Cooperative learning

Cooperative learning is based on 5 fundamental elements: interdependence among students; promotive interaction or face to face interaction; individual accountability; social skills; group processing (Figure 6).

Figure 6 - The five basic elements of Cooperative learning

The first element of a cooperative lesson is the **"positive interdependence among students' goal attainments**; students perceive that they can reach their learning goals if and only if the other students in the learning group also reach their goals" (D. Johnson et alii, 2002). This is one of the main differences with a competitive learning environment, where the interaction is negative and each student aims at acquiring a greater knowledge than others. In a competitive environment there could be only one winner. On the contrary, the cooperative learning process can be considered like a team play, where all participants win or lose (D. Johnson et alii, 2013) and all contribute to the final result by helping each other, exchanging information and knowledge (Comoglio and Cardoso 1996).

To the aim the Fab Route training methodology created many occasions for the co-identification of needs, the co-designing of goals and the exchange of best practices and skills as described in Figure 5. In addition, during the Rimini International training week, different models of Positive Interdependence have been experimented. Namely, in the Session organized by Olive Tree on networking with business partners, the task assigned to groups tried to stimulate the "Positive fantasy interdependence", by giving an imaginary task to the students that requires members to assume they have to face a challenge and their collaboration is needed to overcome it (Raybon, 2004). In this case the challenge was to convince potential business partners to join the CR by explaining benefits and advantages. In the teaching module jointly organized by via Regia and AEPJ groups were united in a

situation of "Positive outside enemy interdependence", by putting groups in competition with each other and stimulating Group members to feel interdependent as they do their best to win the competition (Raybon, 2004). The challenge in this case was the building of a new Route "BEER: The Beer European Excellence Route". Each group designed its proposal and at the end participants voted for the best Route. The winner group got 6 beers.

As part of our active learning, teamwork activities were designed by CRs. We did not provide any notions of cooperative learning during our meetings and therefore CRs were not fully aware of designing positive interdependence schemes. This aspect will be explained to them on occasion of the discussion on the Rimini training week, we will have on September the 20th 2022.

"The second principle is **face-to-face, promotive interaction** where students help, assist, encourage, and support each other's efforts to learn". In order to stimulate the interaction, we designed a process which started with the identification of each CR's best practice and included the exchange of knowledge, skills and experiences. The two 2021 workshops on Governance and Networking aimed at increasing awareness on each other skills and strengthen trust and respect for the others. The design and implementation of the Rimini training week was the result of the collaboration and reciprocal help between participants: they took responsibility for teaching modules through a negotiation on topics based on the reciprocal knowledge of their and other's skills and competences, they exchanged information on the organization of teaching modules, two Cultural Routes decided to design together the teamwork.

"The third element is **individual accountability**". Each CR was assigned a task (to organize a teaching module) and was responsible to the project partners for the accomplishment of this task. In addition to that, participants of the Training Week in Rimini were asked to provide their feedback, suggestions, and comments at the end of each teaching module. The survey's questions were designed by the Cultural Routes themselves (each Route proposed the questions for its teaching module). In this way they could assess the accomplishment of the learning goals of their module. Besides they obtained suggestions on how to improve the teamwork organization, the link between the expert involvement, the best practice presentation and the implemented exercise (teamwork). The results of the evaluation of the single teaching modules are discussed by the CRs themselves in the next section at the end of the presentation of each module. The results of the General evaluation survey are discussed at the end of the document.

"The fourth element of a cooperative lesson is **social skills**. Groups cannot function effectively if students do not have and use the needed leadership, decision-making, trust-building, communication, and conflict-management skills." This aspect was ensured by the intrinsic nature of Cultural Routes and related members, which aim is to implement transnational cooperation actions. These actions are built essentially thanks to the above-mentioned social skills.

"Finally, the fifth element of a cooperative lesson is **group processing**. This part of activity has started at the end of the Rimini training week and will be completed in September on occasion of the project meeting. Last day of the training week, participants were asked to fill out a General Evaluation form in which there was also a section focusing on the functioning of groups. The attention was on the suggestions to improve the team activities and the degree of the participants interaction. This feedback has been taking into consideration to improve the final version of the training methodology.

The September project meeting is an opportunity to meet the member of the small group of CRs managers who participated in the three levels of education described in Figure 2. It will be possible to discuss the functioning of this smaller group. The starting point will be the following two basic questions: (1) What is something that each of you did that was helpful for the group of these 6 CRs (2) What is something each of you could do to make this group even better in the final part of the project and after the project"

Role of CAST

CAST's role in the design of the Training Methodology has been one of scientific support and guidance to the 6 cultural routes involved, as well as acting as facilitator of the cooperative learning process.

From the beginning of the project, and under the guidance of CAST, the 6 CR partners have been actively involved through:

1. Semi-structured interviews conducted with the Head of Networks, to pinpoint the key topics on which to focus
2. Identification of best practices by each CR in terms of building partnerships and cooperating with the culture and tourism sectors
3. Two Interactive online workshops to stimulate peer learning by reflecting on governance and sharing their networking best practices
4. The results from these exercises led to the development of the model strategy, which also served as needs' assessment, to identify the missing competences from CR officers to implement the strategy.
5. Moreover, a questionnaire targeted to CRs officer assisted to understand the most important skills for them to perform their daily duties.
6. On the basis of both, the existing skills and the missing skills, the topics of the Training Methodology were selected.

To organize the Rimini training week, CAST:
- Prepared the "training pack" to be delivered to all selected participants. The pack contained preliminary training documents and a short guideline for the preparation of the learning process.
- Created an online [registration website](#), gathering information from the selected

Co-funded by the
Erasmus+ Programme
of the European Union

FAB ROUTE

participants, including role, previous knowledge on topics, etc.

- Developed a Team Building activity during the course
- After the training, CAST collected all materials (power point presentations, exercises, etc.) and feedback received from participants, to analyse the effectiveness of the training and areas to be improved.

To design the Training Methodology CAST

- Interacted with CRs as facilitator to design the teaching modules, assign each CR its task, provide suggestions and methodological support to CR
- Released the final version of the new training methodology
- Put in evidence the link between the Fab Routes experience and the cooperative learning methodology
- Provided advice to partners for the Multiplier Events. ARGO assisted CAST in the elaboration of audio-visual training materials.

Role of each CR:

Throughout the cooperative learning process, CR partners were engaged in 3 levels of learning. Firstly, they were involved through interviews and workshops, to provide input and share their experience in order to become aware of their and other CRs available skills and assess their training needs.

Secondly, they acted as students within the cooperative learning methodology. To the aim, they were actively involved in the co-design and implementation of the Rimini training week during which they had the occasion to transmit their own expertise to the other participants and at the same time learn from them. The Rimini training week was also the occasion to test CRs skills in organizing and providing contents in training activity. The realization of a Report on this experience made possible to open a reflection on the training methodology.

Lastly, they will act as facilitators during the multiplier events in which each CR will transmit new contents to other interested parties on the basis of the training methodology acquired during the first phase of the project and the Rimini training week.

From the beginning of the project the 6 CR partners

- Have co-designed the Rimini training week, under the guidance of Cast. Each of them agreed to focus on one topic, selection of expert, good practice, development of the exercise, evaluation on the training. The allocation of a topic per CR was made based on the best practices that each CR has shared for the development of the model strategy. The partners discussed the best practices during the transnational meeting at Cuacos de Yuste in December, 2021 and agreed on the main topics to be developed. Each CR was responsible for a 3-hour training module. The content of each module was elaborated taking into the consideration the results of the two

previously produced Intellectual Outputs: actions to be implemented in order to insert the Cultural Routes within local and regional cultural and touristic systems (IO1) and mapping of existing competencies in 6 involved Cultural Routes needed to define the professional profile (IO2). In this way, the partnership has implemented a training built on the real needs of each CR: competences needed to better implement the future strategies and missing competencies (or competences to be improved) of people already working in 6 involved Cultural Routes.

- Have defined the following criteria to select participants for the International Training Week in Rimini:
  - o 4 participants per CR (1-2 from headquarters, the rest from local offices).
  - o An even territorial distribution
  - o English fluency
  - o Members that are facing more difficulties in supporting Cultural Route activities
  - o Members that need to improve their competences in specific fields (outcomes from IO2 – mapping of competences).
  - o Other criteria defined by each route, out of being autonomous in the definition of the actions and participative.

Testing the methodology

The training methodology was tested during the Rimini International Training Week, hosted by CAST, University of Bologna from 23rd to 27th May, 2022. The event served to test the training methodology by Cultural Routes officers and members, in order to improve their skills in all areas identified during the implementation of the project.

Besides testing the effectiveness of the methodology, it was an international learning activity through which the operators working in 6 European Cultural Routes had a real possibility to improve those skills and competencies that were detected as essential to make their work more efficient.

The training modules will be thoroughly described in the following chapter.

Each module includes: theoretical material, methodological instructions to the case studies development, case studies presentations, actors' teamwork sessions, participant's engagement in exchanging best practices.

The learning approach was based on blending sessions of formal and non-formal education, outdoor experiences, interactive lessons.

Working material includes: slideshow, e-documents to be consulted, case studies, videos, templates and guidelines for self-training activities.

3. Description of the Rimini International Training Week

25 members of Cultural Routes, 4 per route plus 1 technician from ARGO were invited to take part in the training, following partners' selection criteria.
The main objective of the Training Week was to test the effectiveness of the training methodology elaborated as Intellectual Output 2 of the project.
International learning activity through which the operators working in 6 European Cultural Routes had the possibility to improve those skills and competencies that were detected as essential to make their work more efficient.
The complete programme of the Training week is included in Annex 1.

In what follows, the 7 modules and the complementary activity are described in detail. For each module it is reported: the route in charge of organizing the module, the expert who delivered the lesson, the theoretical topic, best practice from the route, practical exercise and materials used and finally the results from the evaluation that participants performed after each module.
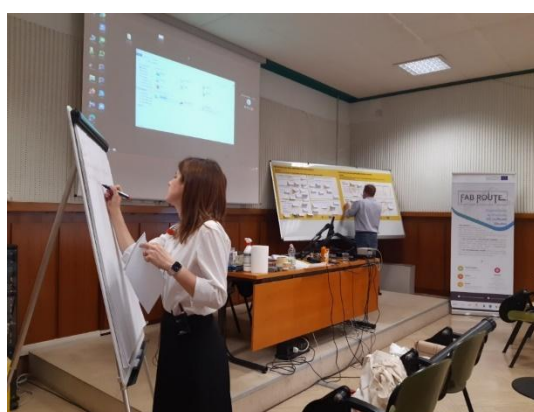
Description of teaching module 1:
Networking cooperation and participation (business partner)

Cultural Route in charge: The Routes of the Olive Tree
Expert: Eliana Christofilopoulou is a member of the "Routes of the Olive Tree" Network and external partner of the "Routes of the Olive Tree" Cultural Foundation. She holds an MSc in

Co-funded by the
Erasmus+ Programme
of the European Union

FAB ROUTE

European Social Policy from the London School of Economics and Political Science (2005). After completing her traineeship at the European Parliament in Brussels, Eliana initially started working as a European projects' manager at EEO Group S.A., involved in the implementation of ESF funded projects. In late 2011, Eliana became the Co-Founder of the Orizon Vocational Training Centre which was the first private I-VET School in the area, aspired to fill the gap between training and the local labour market, in order to meet the hotel and tourism industry's needs, thus providing "tailor-made" solutions to local businesses. In late 2019, she stepped down from her ownership duties and now works as a development and planning advisor for Orizon School, aspiring to increase the organization's networking and sharing of best practices in the area of vocational training and education, as well as development skills.

Objective: The objective of the module is to indicate the factors that positively influence the process of networking with businesses and to provide concrete examples of good practices of networking with SMEs, since their participation is directly linked to the management and sustainability of a network.

Theoretical topic: The network is an organisational model that can stimulate cooperation and coordination, combine resources and particular skills, encourage joint management and delivery of goods and services among members.

Considered in this way, networking can be seen as a valid alternative to the development strategies of the Cultural Route through the involvement of small and medium-sized enterprises, a process with mutual benefits as it ensures the sustainability of the network and at the same time, helps businesses to survive in an increasingly complex and competitive environment. As members of a network, smaller enterprises can overcome their constraints due to size or lack of skills that prevent the implementation of innovative activities/services. Participation in a network can contribute to strengthening their activity and thus their sustainability, it can stimulate innovation, as in a network it is easier to utilise new knowledge, new contacts with customers and institutions.

It is commonly accepted that the benefits arising from networking outweigh the obstacles, the main ones being:
- The difficulty in establishing a relationship of trust between the potential partners (network operator and business)
- The lack of corresponding experience of the business's partnerships
- The general lack of education and culture of cooperation among entrepreneurs
- The inability to understand the benefits of joint goal-setting
- The 'loose' level of cooperation, which is left to the discretion of each participant or potential participant in the network.
- The insistence of companies on traditional forms of operation and the late reaction to modern competitive requirements.

On the contrary, networking activates the collaborative relationships needed to survive in an increasingly competitive market.

Through collaborative relationships, businesses are able to:

Co-funded by the
Erasmus+ Programme
of the European Union

FAB ROUTE

- share know-how
- design new business strategies with new partners
- design and launch new products and services.

In the business sector competitiveness is influenced by specific phenomena such as:
- the need to capitalise on the advantages of a region and other resources to improve the traditional tourist offer
- the lack of knowledge of the national and international tourism market
- the lack of knowledge of the new tourist demands who are looking for increasingly specialised products and services.

In sum, the benefits from the integration of small and medium-sized enterprises into a network are clear; by joining forces between businesses, organisations and institutions, the Network:
- ensures its sustainability
- reinforces its activities
- multiplies the results of its actions
- develops strong links with civil society

Best practice from the Route of the Olive Tree: Creation of a value chain around one (or more) points of interest of the cultural route "Routes of the Olive Tree" based on participatory work and management.

The theme of the presentation is to look at the factors that have an impact on the development of networking cooperation with existing or potential members of the "Routes of the Olive Tree" Network and the participation of SMEs in it. The aim is to illustrate the process of networking and recruiting new members to a network in the face of considerable difficulties and circumstances.

It takes into account all the resources and comparative advantages of the area, the stakeholders and businesses involved, the traditional products, as well as the economic, environmental and cultural dimension of the area. It also seeks to improve the management of the resources available in a region with targeted actions that benefit the region and local businesses through networking.

The design of the tourist and cultural destination takes into account all the resources and comparative

Key objectives:

Creation of a new cultural and tourist destination at local level around one or more emblematic elements linked to the heritage and history of the olive tree, forming a link in a 'value chain' around the Mediterranean, home of the olive tree.

- Strengthening the points of interest of the route
- Strengthening the "Routes of the Olive Tree" network in the Mediterranean

*Exercise***:** The group exercise (role play) is a tool that helps participants to relate to the target persons, to express their opinion and participate in a dialogue.

Each participant will be given a Canvas with a double purpose. The first one is to put the participants in the shoes of a Cultural Route operator who approaches a potential business partner. Thus, a realistic scenario will be developed in which the participants will be asked to approach business partners that are of interest of their Route, and explain why they have chosen this partner, what they expect from this partnership, what are the possible positive and negative scenarios, the expected outcome, etc. This will help the participants, through dialogue, to think in a realistic context, about the best way to approach a business partner and they will be put in a self-reflection process, about their own possible networking and business participations issues.

The second purpose of the group exercise is to put the participants in the shoes of business partners approached by a cultural route. What are the positives and negatives of such a partnership for the partners? The participants will then be asked to think about how the partnership proposal helps in practice those they are approaching, what do they gain from

the partnership and what is the best outcome for them (for the partners)? What could the CR offer them to encourage them to cooperate?

Being able to combine the two aspects in this exercise, the one of the CRs who approach the business partners and the one of the business partners who get approached by a CR, will be valuable, as the ideas heard can be useful tools for developing a business partner approach strategy for all cultural routes.

Main takeaways from setting up the exercise (in Olive Tree Route opinion):

It was a little bit challenging to come up with an exercise that would cover everything, the difficulties CRs face when they are approaching business partners, the benefits from this collaboration, the networking process etc.

The biggest challenge was that every CR works in each own way and has its own networking and business approaching methods. Also, different internal organization and difficulties. So, we tried to have a base on our exercise, with things that we think are common for all CRs and, at the same time, always leave the "OTHER OPTION", for each CR to elaborate further if all the other options don't fit to them.

The collaboration between the Planning and Development Dpt. for the creation of the exercise was excellent and every opinion counted. The templates were designed by our IT expert and the only slight difficulty we faced was the transport of the material, as we had a lot of things needed for the exercise (post-its, big templates, small templates, tapes etc.), but we managed to pack all of it.

Materials: Power Point presentations of the theoretical topic and best practice; Canvas sheet for the practical exercise (See Figure 7)

Figure 7 - Canvas for practical exercise teaching module 1

Evaluation main results: Total responses: 18

Does networking have more advantages or difficulties in your opinion?	
More advantages	18
More disadvantages	0

All participants agreed that networking is very beneficial for their activities, allowing them to develop new partnership that can facilitate the achievement of their goals and the sustainability of the Cultural Route.

Did the session you attended give you cause for reflection and raise awareness of possible networking and business participation issues?	
Yes	18
No	0

In the same line, all participants agreed that the session provided them new information and ideas to put in practice when planning their own networking activities. Some participants highlighted that the best practice shared by the Route of the Olive Tree was inspiring to replicate in their own itinerary. The practical exercise to reflect on how to approach new business partners was appreciated, since it allows them to identify stakeholders that they haven't previously thought of.

After attending this session, did you gain any valuable ideas that may be useful or can apply into your own Route?	
Yes	16
Not sure	1
No	0

The large majority of participants expressed that they have gained new useful ideas to implement in their own route. Particularly, the methodology proposed to identify stakeholders, how to approach them and how to create a value chain along an itinerary was recognised as strategic to approach business partners.

The cooperation and partnership among different cultural routes were recognised as an opportunity, as well as "intra-network" tourism opportunities, whereas members from the same route can visit other countries.

One of the participants was concerned with the lack of support from the managing body of the route to implement these new ideas.

Please feel free to provide further comments and/ or suggestions
Would have loved to see some practical examples on how to approach the possible Business Partners.
Networking should try to involve children as well as they are our future
Very interesting the collaboration with other routes and the exchanging of experiences and opinions

In the last question from the evaluation form, participants were free to leave comments and suggestions, always in view of improving the training methodology to make it relevant for cultural routes members and managers.

Description of teaching module 2:
Cultural Brand Image and Marketing

Cultural route in charge: European Routes of Emperor Charles V

Expert: Pedro Aizpun is the Founder and Managing Director for the responsible tourism brand A(2h)de, to be read as "twohoursawayfrom" and the initiative (historiasdeunminiviaje), "storiesofaminitrip", both aiming to create a network of sustainable tourism destinations in proximity, as a tool for rural development. Pedro Aizpun LinkedIn Profile

Objective: The objective of the module is to reflect on CR as brands and what to take into consideration when building that brand: the vision, the culture, the image, the values and attributes that form the brand and that have to be perceived by the audience. The module then reflects on how to transfer the brand values and attributes into marketing tools to reach that audience.

Theoretical topic: Two main themes were addressed during the workshop, which are the search for identity and the right mix.
Firstly, it helped to understand the power of authenticity through the theory of the brand building process, from attraction to retention.
The world of culture is a world of "big fish", so it is very important to make a difference, and this is achieved through marketing, where values and emotions are important and good planning and execution are key factors to achieve the desired difference.
We must try to turn the Cultural Routes into a non-institutionalized brand and strive to meet consumer expectations, which in the case of culture is fundamentally based on experiences.
When building the brand, it must be translated into values and attributes, where the customer's experience will be the differentiating element.
To define a good brand strategy it is necessary to add culture + image + vision. Where the vision is the long-term aspirations of the organization, the image is the perception that stakeholders have of our organization and the culture is the way of doing things in the organization. The union of the three creates an effective corporate brand.
How to transfer all this into marketing tools is achieved through the so-called "marketing funnel": Attention-Interaction-Desirection-Action-Retention.
In relation to the generation of experiences, story telling is very important for brand generation in cultural routes.
We must discover our values and the stories that surround us, create a community around the values that are shared and let that community act with you, be authentic, be genuine and use all the digital tools at your disposal to interact with your audience.

Best practice from the European Routes of Emperor Charles V: The Tourist Product Club of Charles V.
This is a "Club of Hostelry, Handcrafts and Agro-food Excellence" intended to give visibility to tourist products distributed along the length of the different routes travelled by the King and Emperor Charles of Habsburg. It seeks to integrate into the cooperation network of the European Routes of Emperor Charles V – and its European Cultural Itinerary – the whole

industry of the hostelry, handcraft and agro-food production in the cities and regions through which the different routes pass.

It is an example going from research to a tourist product in 5 steps:

1) Research: maps of the routes traversed by Charles V developed by the scientific committee

2) Partnership development: TurEspaña, the Association of Routes from Spain

3) The creation of the tourist product club: with the labels per product and the manuals with the criteria to obtain the label

4) Creation of the tour packages: bringing together the certified products and also the cultural events organized by members of the network

5) Commercialization of the packages: through local travel agencies in different Spanish regions on the topics of culture, gastronomy, landscape. Currently, 30 private tourist enterprises have joined the TPC and with the collaboration of the travel agency "A6 Route Travel", they have given a real shape to the club to be marketed in the tourist world by creating three tour packages: "Extremadura, Imperial Retreat", "The Emperor through Cantabria, discover its treasures" and "Charles V and the Rueda´s wine Route".

Figure 8 – Training module 2, the Charles V best practice

Exercise: Within a 90-minute workshop, the teams will be divided by routes.

During the workshop, each group will reflect on their own image of Ruta Cultural and what it suggests to them, analyzing whether the sensations it produces coincide with the image they want to give to the general public, analyzing the pros and cons and its possible effectiveness with the target audience we want to reach.

Once the corporate image has been analyzed, each group will choose a well-known brand with which they can feel identified as an organization. We will choose it based on the values and attributes that it transmits and what we as an organization want to become and transmit.

Finally, each group will create an experience for the client in our cultural route, combining the values and attributes we want to share with the real experience of the client, through tools such as story telling.

Co-funded by the
Erasmus+ Programme
of the European Union

FAB ROUTE

Finally, these experiences will be presented and evaluated with the rest of the groups to reach a consensus on whether the objectives that were set at the beginning have been achieved.

Materials: Power Point presentations of the theoretical topic and best practice.

Main takeaways from setting up the exercise (in Charles V CR's opinion):

The practical exercise of the Routes of Charles V, was proposed and agreed with the expert in Marketing and cultural branding.

The main objective of the exercise is for each route to reflect on the image we are giving to the outside world and if it is really the image we want to give. It is a good exercise of self-criticism in an objective way, stopping to think about a corporate image that often goes unnoticed.

We believe that in the analysis of each corporate image, a small questionnaire could have been passed around for the rest of the attendees to give their opinion and evaluate, not their corporate image but that of the rest, in order to have a more objective and diverse starting point, with different points of view. I think it would have helped to have information and opinions from people outside the organization.

For our part, we believe that having a good cultural brand or corporate image is essential because the image we give to the outside world is fundamental for attracting customers and therefore for the sustainability of our cultural routes. The future of the Council of Europe's Cultural Routes program lies in our ability to reach our final public and turn them into an accessible experience for everyone.

Evaluation main results: Total responses: 18

After the session on Cultural Branding, do you think that the image of your Cultural Itinerary is in line with the public you want to reach or that you really give the image you want to transmit?	
Yes, it is in line	5
Yes, but we can improve	6
No	6
We don't know but we will open the discussion	1

As it is possible to see, participants' responses were varied, recognising some strengths and weaknesses to improve in terms of their own brand image. For instance, some recognised the need to better define their target group in order to reach their goals. Others expressed the need to perform a major assessment of their brand strategy and the willingness to discuss this further in their own route. Moreover, some recognised they would like to make their own brand more visible and also "wider" in terms of representing the historical heritage and local culinary products.

Do you think that the marketing tools that have been presented can be useful and applicable to your cultural route?	
Yes	13
Only part of them	3
No	1
Others	1

Most participants agree that the marketing tools presented can be useful to put in practice in their own itineraries. However, some of the comments expressed that the theory was very general and not practical enough to implement by cultural routes; it would be advisable to go deeper into this topic and see these tools applied to cultural brands with examples.

Do you think that the content of the session has provided you with working tools to attract different audiences to your cultural route?	
Yes	16
No	1
Maybe	1

Similar to the previous questions, most participants agreed that the session has provided new tools to attract different audiences to their route. The theoretical tools provided were recognised as starting points for the routes' self-reflection in terms of brand, marketing and storytelling.

Please feel free to provide further comments and/ or suggestions
Very interesting session and the branding topic made us self-reflect and debate around it

Co-funded by the
Erasmus+ Programme
of the European Union

FAB ROUTE

Description of teaching module 3:
Governance and member's participation

Cultural route in charge: European Route of Jewish Heritage – AEPJ

Expert: Montserrat Crivillers Simon has a PhD in Geography from the Université París 1 Panthéon-Sorbonne. She is currently a Research Associate at laboratory EIREST at this same university. She collaborates as an Independent Expert on Cultural Routes for the Council of Europe. Her research interest focuses on the management and tourism governance of the European Cultural Routes. Her several years of professional experience in the tourism sector has allowed her to understand the processes for sustainable destination development. As a consultant, she analyses the tourism situation of the regions to identify needs, priorities, challenges and opportunities.

Objective: The aim of the module is to analyse the governance of European Cultural Routes and the management of these complex networks of actors at different scales, to foster cooperation and coordination and achieve a sustainable cultural tourism model. The role of the different actors in the governance of tourism is analysed.

Theoretical topic: The aim of the Council of Europe's Cultural Routes' programme is to promote European cultural identity through travel and to develop tourism and cultural policies. Each European cultural route is a network of resources and sites continually developing cooperative cultural, educational, heritage and tourism projects.

The routes offer enormous potential for collaboration at all levels. They are composed of multidisciplinary thematic networks established in several Council of Europe states. They have a legal structure, and they must operate democratically and efficiently on a wide scale.

The importance of creating governance tools is recognized in order to ensure the participation of all the stakeholders of a route. Governance can be defined as collective decision-making through partnership agreements between the public sector, the private sector and civil society. The concept of governance applies to the Council of Europe's Cultural Routes networking strategies at local, regional, national and European levels. Its central objective is the formation of a network of stakeholders that promote cooperation strategies.

Cultural tourism and sustainable development is an activity that lends itself well for analysing governance processes. It is, by definition, a transversal field since its development

Co-funded by the
Erasmus+ Programme
of the European Union

FAB ROUTE

requires the assistance of various actors who, while working for the same objective, have different and sometimes contradictory rationale.

Best practice from the European Route of Jewish Heritage: The European Days of Jewish Culture (EDJC): The Task Force Group and the Coordinators' Meeting.

This is a best practice in the field of governance, the working structure and decision-making process of the most important European event of the route, which is organised annually, at the beginning of September, with the aim of promoting and opening the Jewish heritage of the participating cities to the general public.

The EDJCs have been organised since 1999, and in fact, they are the seed that allowed the development of a transnational cooperation that resulted in the formalisation of the network, AEPJ. In recent years and with the growth of the project (number of participants, institutions, grants, communication, etc.), the need to reflect on the decision-making and participation processes emerged, looking for a more participative and horizontal working structure.

With this idea in mind, several measures were carried out, which led to the creation of several working frameworks, the creation of a Task Force, as well as several improvements in the communication and involvement of the participants in the overall organisation of the event. The presentation of the best practice explains the measures that have been implemented, results and challenges that have emerged over time.

Exercise:
The Jewish Heritage Route together with VIA REGIA worked on the development of an exercise on the governance and external cooperation of cultural routes. This idea of collaboration arose from the fact that at the transnational partners' meeting in Erfurt, both VIA REGIA and Jewish Heritage had proposed to use the same dynamic, namely a role play, in order to carry out an immersion exercise with the participants. Although the themes of each were different, governance and cooperation, there was common ground between the two themes, which facilitated the development of a joint and complementary exercise, with more time and a more holistic planning.
The main objective was to explore the aspects of governance and cooperation through a practical exercise, as a means of reflecting on the working perspectives on these issues of each of the routes, as well as to integrate the Fab Routes model strategy on these issues. Thus, they divided the participants into different teams, with representatives from each cultural route, who would act as expert consultants in the development of cultural routes. Their mission: to design the structure and governance of a route starting from scratch.
Each team receives a document defining the basic characteristics of a (non-real) cultural route under the theme "BEER: The Beer European Excellence Route". In the same way, the teams receive a second document, where certain aspects of difficulty had been introduced to make the dynamics and discussions livelier. For example, including public and private

bodies, territorial and budgetary differences, agendas and interests of stakeholders in the range of actors involved. In this way, we wanted to challenge the participants to look for alternative or innovative working models, based on their work experience or on what they learned throughout the Fab Routes project.

The objective of each team will be to propose different measures to improve the governance of the route. These measures must be based on the current analysis of the route and must be justified.

In the final phase of the exercise, each group chooses a spokesperson, who participates in a debate with the other spokespersons where they will discuss the proposals for the development of governance and cooperation.

Division of duties:

VIA REGIA and Jewish Heritage divided the documentation they would need to carry out the exercise. Jewish Heritage was in charge of defining the route's proposal which included:

- Route goals;
- Domain characteristics;
- Value system and priorities of the members;
- Route size (both in terms of countries involved and number of partners);
- Characteristics of the partners;
- Availability of competencies and resources.

VIA REGIA was in charge of developing the grid to be filled out by the teams when designing the structure and governance of their hypothetical route (see Table 1). To develop this grid, VIA REGIA took the CR's certification requirements as basis.

Despite the distance between their offices, the fact that the partners knew each other before made things much easier, and they reached an understanding very quickly. They organized two video calls and the rest was followed up by email.

BEER	NAME OF TEAM
INTRODUCTION (HERITAGE, TRAVELLING, VALUES, COUNTRIES)	
LEGAL STATUS	
MEMBERS	
SCIENTIFIC COMMITTEE	
INTERNAL GOVERNANCE (BOARDS, COORDINATORS, DECISION MAKING)	
BUDGET AND PROJECTS	
STAFF	
COOPERATION WITH INSTITUTIONS/ PARTNERS	

Scheme 1 - Structure and Governance Grid for team's work

Main takeaways from setting up the exercise (in AEPJ and VIA REGIA opinion):
We foresaw a complex implementation as it was a three-hour exercise, with the added bonus of a lot of supporting documentation and very different participant's profiles. We evaluated the exercise positively, in the sense that the defined objectives were met.

However, there were some aspects that could have been better thought through. Firstly, we gave a lot of documentation to the teams, so they had to spend a lot of time reading and understanding the objective they had as a team. Perhaps it would have been better to simplify the task so that the teams could have spent more time discussing with each other, which was undoubtedly the juiciest part of the exercise.

Another aspect is that perhaps it would have been better to dedicate the last part of the exercise, or part of it, to analyzing the governance and cooperation strategies of the participating routes, in order to delve more deeply into the subject. A general lesson learned of the training would be to make more use of the time to share the ways of working of each CR, as it has proven to be a necessary area of work in order to understand not only the structures and strategies, but also the schemes and visions of each route when facing the future development of their work.

Materials: Power Point presentations of the theoretical topic and best practice; background documents about the hypothetical route and Canvas sheet for the practical exercise (see Table 1).

Co-funded by the
Erasmus+ Programme
of the European Union

FAB ROUTE

Description of teaching module 4:
Networking cooperation and participation (institutions)

Cultural route in charge: VIA REGIA

Expert*:* Caroline Fischer

Objective: The aim of this module is to highlight, by means of the examples of two countries, how to cooperate with institutions and develop partnerships that can assist cultural routes to gain more relevance at national and regional level, the two levels which have policy-making powers and funding available.

Theoretical topic: The differences between France and Germany will be discussed within the scope of networking cooperation and participation by institutions. During the lecture, a comparison will be performed with regards to how institutions in the fields of culture and tourism works in France and Germany. These 2 countries have more than 20 cultural routes traversing their territories, but they have different governance models (centralized vs. decentralized). The difficulties in involving the national level into a networking cooperation about culture and tourism and the differences between the system from country to country will be pointed out.

Best practice from VIA REGIA: The best practice is the "Awareness Raising Project and Publicity in Germany". An initiative of the Europäischen Kultur- und Informationszentrum as well as the foreign office was raised through the lack of knowledge of the cultural routes and the Council of Europe compared to UNESCO and its World Heritage programme. The main difficulty is the diversity of individual cultural routes. However, the desire of becoming a strong brand has driven the motivation to work together.

Objectives:

- • to increase awareness of the Council of Europe's cultural routes with German participation
- • to establish the title "Cultural Route of the Council of Europe" as a quality label in Germany
- • development of a permanent work between the cultural routes with the participation of German partners and creation of one German Cultural Route Network to integrate the networks into regional policy fields (culture, tourism, education, monument protection, economy, research and art),
- • activating interested parties from politics, business and civic groups for the cultural routes
- • development of German promotion material on CRs (brochure, exhibition, common stand on the ITB, German webpage, etc.)

Purpose and scope:

- Creation of a contact point on the Council of Europe's cultural routes for new interested networks, existing networks, press, tourist stakeholders, authorities and the broad public
- Further development and maintenance of the website www.kulturrouten.org
- Press work
- Manual as a recommendation for action for recognized cultural routes and new ones interested in the cultural routes programme of the Council of Europe
- Participation in the ITB stand of the European Institute of Cultural Routes
- Joint publications of the cultural routes with members in Germany
- Development and implementation of a German-language roll-up exhibition about the cultural routes
- Feasibility study for a map on the cultural routes of the Council of Europe in Germany.

Exercise: the practical exercise was jointly developed with the European Route of Jewish Heritage and explained in detail in the previous paragraph.

Evaluation main results: Total responses: 14

After the governance of routes session, if you were to define the three main aspects to be taken into account in this area, what would they be?
National and regional cooperation, political support and collaboration
Quality of partnership, budget, sharing of responsibilities
General strategies, coordination, joint effort
Good governance is the key to successful operation of the route; Trust; Communication
Collaboration with especially local and national authorities
Innovation, communication, trust
New ideas, leasing, experience
Interactions of the interested parties at different levels of governance Governance structure must be able to evolve in order to adapt possible changes during development
Public-private cooperation and with the civil society: Financing of the Routes: Involvement of the local society

This was an open question where participants were able to express the key takeaways from the module. All participants agreed on the need for close cooperation between different levels of government (local, regional and national) to support the cultural routes. Public-private partnerships are important and for this, trust, coordination and good communication are key.

Do you plan to open a reflection or a discussion in your network on governance after your participation in the session?

No, because I'm not in the position to do so	2
Yes, to share best practice experience	2
Yes, to reflect about	3
Yes, to open a discussion	3
Yes, to find innovative ideas	1
Yes, for other reasons	2

Most participants were eager to continue the discussion on the governance model of their own route and the cooperation with external partners after taking part in the session. Those who reply no was mainly because they are not responsible for taking these decisions.

How would you draw the line between network members and external cooperation with institutions?	
I don't know	3
It depends on the activities of the route	3
By the level of engagement	1
It depends on the goals of the route	1
Outside institutions are not included in decision making	1
Cooperation with institutions is important	2
Others	3

This question was not correctly understood by all participants, but the aim was to understand whether the cooperation strategies change if one approaches a network member or an external partner. For example, there are certain types of partners, such as private businesses, who are not able to become members but with whom in any case the CR can establish cooperation agreements, such as Tour Operators.

Has your view on the importance of developing the brand "Cultural Route of the Council of Europe" on a national level changed?	
Yes	5
No	8

There were mixed answers since for some participants the session didn't add something new about the Cultural Route brand that they didn't know before. Instead for others it provided them with new perspectives to see the governance issue, learning about the different territorial organizations of countries (centralised, decentralised) and how this has an influence on the cultural route brands and how the cultural routes work in different countries or regions.

Did you learn/ experienced something new?	
Yes	13
No	1

Most participants appreciated the discussion and debate that was generated on the governance issue both after the theoretical lesson and during the practical exercise. Some of the comments included: "I think the contributions of all the participants about relations with public institutions were very enlightening"; "I learned more about the governance models of the fellow CRs"; "the importance of cooperation between Routes to achieve common goals".

Do you think the balance between theory and practice of the sessions was effective? Where do you think the most weight should go when working with the technical teams of the routes?	
Yes	14
No	0

Please feel free to provide further comments and/ or suggestions
A lot of topics were addressed during the theoretical presentation and exchanged among participants.
The exercise was very fun and educational!
The exercise was really enjoyable.
The practice was very useful and complete. It put us in deep reflection and permit us exchange lot of ideas
In any case these meetings are very important. You can compare your experience directly with members of other routes and learn different approaches to same problems and find different ways to solve them.
Nice hands-on especially today afternoon.
Theoretical sessions must be delivered in electronic
I think this kind of activities with theory and practice sessions are very effective.

Everyone appreciated and enjoyed the hands-on exercise organized by AEPJ and Via Regia and thought the distribution of time was well allocated. The discussion and exchange of ideas are very much appreciated as cultural routes members don't have many opportunities for this kind of exchanges.

Description of teaching module 5:
Digital innovation for cultural heritage

Cultural route in charge: The Phoenician's Route

Expert: Raffaele Vitulli is Co-Founder & Senior Project Manager of Materahub since 2011. He is working on capacity building actions for the Creative and Cultural sector and support to young entrepreneurs and start-ups in the cultural and social sector. Since 2006, he has worked on tourism and heritage sector. Since 2018, he has been the President of Basilicata Creativa, a cluster of Cultural and Creative Industries in Basilicata. Materahub is a member of the Phoenicians' Route. Raffaele works on complex international projects that aim to facilitate the twin transition of the cultural and creative sectors in Europe, with a focus on entrepreneurial, digital and green skills, in line with the European Skills Agenda and the UN 2030 Agenda.

Objective: The objective of the module is to reflect on how to introduce innovation in an organization, highlighting the role technology can play to enhance physical and digital cultural heritage experiences and engage the audience.

Theoretical topic: The presentation will focus on the subject: "Artificial Intelligence, Machine Learning and Computer Vision for Cultural Heritage", that is how to create digital tools based on Computer Vision and Artificial Intelligence to increase the user engagement in digital and physical environment.

A particular focus will be dedicated to the platform "Google Arts & Culture", the best platform to update you on what is new in technology to enhance cultural heritage.

Finally, the expert will provide tools, suggestions to make participants understand what they need to be innovative within their Cultural Routes, who can help them in design innovation, who can help them to achieve innovation and who can help them to manage innovation.

Best practice from the Phoenician's Route: The best practice is based on the Smart Ways and the Interpretation Centres of the Phoenicians' Route, and the new technologies applied along the Smart Ways and in the Interpretation Centres.

The expert will describe the steps to follow for the creation of a Smart Way, which technological innovations we have and are using within the interpretation centres. The main stakeholders involved in the action are tourism and cultural operators, local authorities, professional schools, associations, young people, local communities, managers of cultural sites and museums.

This development is intended as a path to be followed in stages with its own original characteristics, a new way to structure itineraries based on slow, sustainable, creative, experiential, social, accessible, and responsible tourism. The main areas will benefit from

new approaches to tourism and development based on creativity, heritage interpretation and the participation of local communities and stakeholders.

For their realization, the operational proposal is to use locations owned by potential partners, both public and private, through the establishment of local partnerships. In addition, the project will bring to the attention of participants examples of websites created to enhance specific themes within our Cultural Route such as the one dedicated to underwater archaeology and tourism related to it, but also virtual reconstructions of archaeological sites for cultural enhancement.

Exercise: The exercise that will be proposed will be based on the Experience Design Canvas, a ready-to-use tool to design, plan, co-create, prototype, assess and reflect upon innovative experiences for tourism and cultural heritage, conceived as part of the Erasmus+ Project "EU Heritage".

It is designed to inspire and help improve the skills for promotion and enhancement of Cultural Heritage in students and professionals working with these sectors with a more experiential, sustainable, and beneficiary-driven approach.

It is divided into 7 sections, for each section there is a table to be completed. Participants will reflect only in one of the sections, namely the Digital dimension (see Figure 2 and 3). This sub-unit gives participants useful guidance to research, understands, and assesses the digital capacities within their own organization as a prerequisite for developing and expanding feasible digital strategies.

Materials: Power Point presentations of the theoretical topic and best practice; Canvas sheet for the practical exercise (see Figures 9 and 10).

Figure 9 - Experience Design Canvas

Figure 10 - Digital dimension Canvas
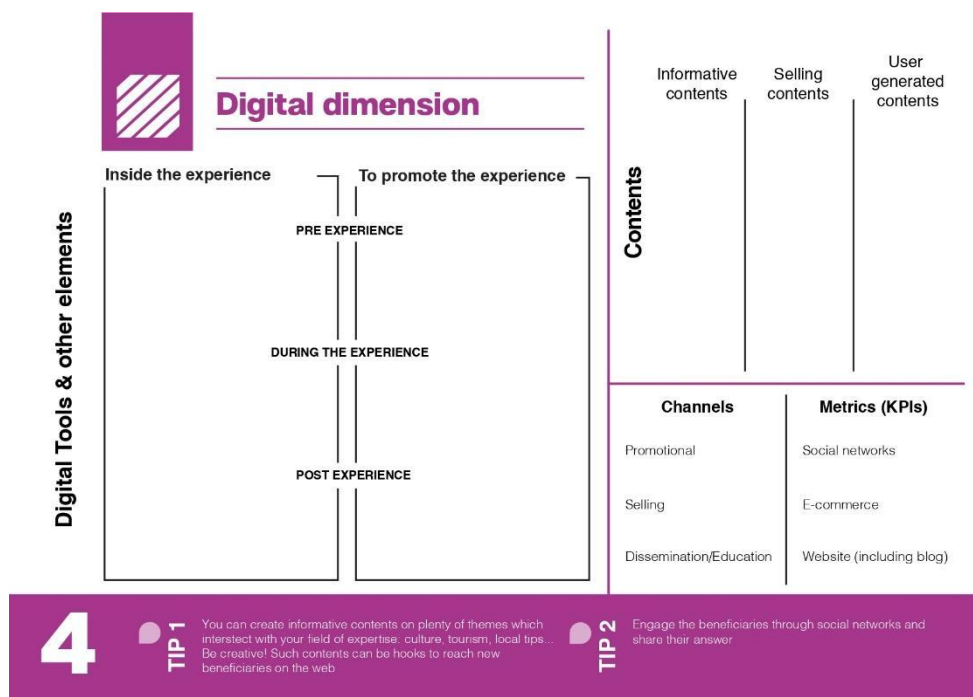
Main takeaways from setting up the exercise:

The exercise was developed by the Phoenicians' Route management team in collaboration with the expert, during two preparatory online meetings, starting from a reflection on the theme of innovation that has been developing for some time, as a strategic action of the route. The aim was to encourage participation and make the members of the other Cultural Routes protagonists with an exercise of a couple of hours.

It was decided to divide the groups by Cultural Route because each one has its own characteristics and specificities. Furthermore, it was an opportunity to reflect on the strategies implemented in the various organizations on the subject of innovation and new technologies.

We evaluated the exercise positively, in the sense that the defined objectives were met. The stimuli and examples given by the expert were many, so each group was able to easily choose the most suitable tool to use in the exercise. In addition, these are tools that remain available and can also be used later. Probably the presence of the expert in the classroom would have helped even more to stimulate and create an exchange of ideas, but we still think we managed to stimulate the groups in a correct way.

For those wishing to further implement the theme of this module, we recommend visiting the website of the Erasmus+ Project "EU Heritage" (www.euheritage.eu), from which the Experience Design Canvas exercise was taken, because there are many free documents available to users.

Co-funded by the
Erasmus+ Programme
of the European Union

FAB ROUTE

Evaluation main results: Total responses: 14

How useful is technology for the user who lives the experience?	
Very useful (more involved into the experience, get more information, more accessible, to enhance the cognitive process)	13
Until the point it does not interfere in the experience	1

All participants believed that technology enhances the user experience, being by means of making it more interactive, participant, generating feelings and emotions, providing additional information, etc.

It has been recognised that technology is a means and not an end in itself, and some participants have manifested that technology does not have to interfere in the experience, so a balance has to be achieved.

How useful is technology for experienced managers?	
It can be used to promote CR and cultural heritage	3
It can be used to involve a larger audience	2
It can increase attraction and the variety of offer	2
It can stimulate innovation	1
Very important in general	5
It can be a smoke curtain or a very successful tool.	1

Again in this question, most participants value technology as a positive tool for managers, since it allows to arrive to larger audiences and give more visibility, as well as engage users and connect with them through different channels.

Moving beyond promotion and visibility, technology has to be incorporated in the design of new cultural experiences and services, as expressed by one of the respondents: "to be integrated into product and service development strategies. A good integration of technology as a means of innovation on the routes project will be fundamental".

However, one has to know how to use it in order to achieve the desired goals.

If the investment and strategy are well understood, how do they change when I introduce the technology?	
Technology is a tool	1
They change for the best	1
Make the institution/site more open	1
They don't change	1
They can reach more people	3
It depends	2
not clear the questions	1
Other	3

This question was not well understood by all participants, but most answers highlighted that technology should enable better results, being them in terms of reaching more people, creating new experiences or being a driver for innovation and development in the organization.

Please feel free to provide further comments and/ or suggestions
Very interesting and fun presentation
Very interesting new information especially those coming from MATERA HUB

Co-funded by the
Erasmus+ Programme
of the European Union

FAB ROUTE

Description of teaching module 6 and 7:
Promotion of citizen's participation

Cultural route in charge: ATRIUM - Architecture of Totalitarian Regimes of the XX Century

Experts: Two experts are the founding members of DEINA Association. DEINA Association has accompanied over 8.000 Italian students from different regions, travelling across the twentieth century European memories to read the complexities of the present and imagine the future starting from our common past.

Gianluca Corzani graduated in Philosophy (bachelor's degree) and Historical Sciences (master's degree) at the University of Bologna. He has experience as trainer and cultural operator, expert in planning and conducting educational workshops on the history of the 20th century for students and teachers. Since years, he is group leader in the national project "Promemoria Auschwitz" in Krakow and "Yanez" project in Vienna, Budapest, Prague, Madrid: study trips to European capitals to discover the symbolic places of World War II and in particular the concentration camps. He also works as assistant project manager of "Area Europa", a cooperative placed in Bologna that deals with European projects.

Sofia Burioli graduated in Applied Ecology and with an international Master in Local Sustainable Development, she currently works as a European project officer for the Municipality of Cesena, developing transversal skills on cultural planning. She is an expert in managing student groups and developing cultural projects and active citizenship workshops for the association. She is also group leader in the national project "Promemoria Auschwitz" in Krakow and "Yanez" project.

Objective: The module aims at highlighting different ways to promote active citizens' participation in heritage interpretation, with a special focus on the engagement of young people.

Theoretical topic: The association Deina (from the Greek: deinós, i.e. the amazing ability of human beings to be terrible and at the same time wonderful depending on their individual choices) carries out educational projects targeted to young students throughout Italy. Established in 2013 by a community of young adults who want to be protagonists of their own time, Deina aims to contribute to the construction of a public space where the past is a useful tool to interpret the present, to sculpt our critical spirit, to imagine the future.

The first part of the module focused on the presentation of Deina's projects of active citizenship education in the European context and on their educational methodology: the history-telling techniques, peer and non-formal education, the importance of individual

choices throughout history, the journey's experience as a driver for activating critical citizens capable of having a positive impact on their communities.

Then, the collaboration between ATRIUM and Deina is presented and the cultural products developed together with the students involved in those projects, aimed at exploring new ways of ethical and responsible history-telling, the challenges of the "Dissonant Heritage" and tourism experiences addressed to young generations. In particular, there will be a focus on the ATRIUM+ project and its cultural products, some of which will be tested in the afternoon during the study-visit in Forli.

Best practice from ATRIUM: The best practice is ATRIUM Plus project – ATRIUM GO! Product. ATRIUM has worked, thanks to a transnational cooperation program (Italy-Croatia), exploring ethical and responsible storytelling and tourism experiences addressed to young generations.

The project aim was to create an ATRIUM cultural-tourist product addressed to schools by involving students themselves in its fine tuning. Furthermore, training sessions addressed to tour guides on the ATRIUM themes and its specific storytelling were organized.

The project activities have involved five Italian and Croatian municipalities, five schools and several cultural associations to improve the quality and contents of school trips related to totalitarian regimes. The participatory process of co-design with the involvement of students in each territory has allowed to enlarge the network of schools, cultural contents providers and tour guides services in the pilot areas participating in the project.

Exercise: The practical exercise was divided in two parts. The first session was held immediately after the theoretical lesson and best practice presentation and consisted of an interactive workshop focused on the rise of fascism in Europe in the early 20th century and some of the main dynamics of a totalitarian power: the construction of consensus and repression of dissent, useful keywords to read the context that will be explored during the study visit and experiment the educational methodology used by Deina with youngsters.

For this part, a scene from the movie "The Lyon King" was used and the script was provided in written to participants, to reflect on two questions:

- *What is a totalitarian regime?*
- *What are the rhetorical elements used by leaders to take the power?*

In the afternoon, the study visit to Forlì consisted of a Memowalk activity (see Figure 11). It is an interactive experience for the conscious and participatory exploration of Forlì's architecture built during the twenty years of Fascism, which is now part of the heritage of ATRIUM, the Council of Europe's Cultural Route dedicated to the architecture of the totalitarian regimes of the 20th century in Europe.

Co-funded by the
Erasmus+ Programme
of the European Union

FAB ROUTE

The experience offers an in-depth historical study of the instruments used by the fascist regime to build consensus among the population, in particular propaganda and education. In this context architecture became a fundamental matrix for inculcating in young people the values promoted by fascist ideology: obedience, conformism, the cult of physical strength and violence.

As part of the Memowalk, participants explored the former Collegio Aeronautico of the Italian Youth of the Littorio "Bruno Mussolini", where they had further opportunity – thanks to its mosaics - to deepen the themes of propaganda and education on violence.

In conclusion, through a final activity, participants have the possibility to reflect all together on the themes of dissonant heritage dissemination, historical memory awareness and critical participation of young citizens in the democratic life, today, in Europe.

Materials: Power Point presentations of the theoretical topic and best practice; video and script from a scene of The Lyon King movie.

Figure 11 - ATRIUM+ Memo Walk

Co-funded by the
Erasmus+ Programme
of the European Union

FAB ROUTE

Memowalk ATRIUM +
Work phases

1. CONSTITUTION OF THE WORKING GROUP
- **23 Forlì students**
- **2 peer-educators** (under 25)

2. HISTORICAL TRAINING LABS
- The rise of Fascism and Nazism
- Consensus building and elimination of dissent
- Use of propaganda and architecture in the fascist regime
- Stories of ordinary men and women

3. CO-DESIGN PROCESS
-> **4 working groups**
-> **Design of the WALK CONCEPT**

4. FINAL EVENT: THE ATRIUM PLUS MEMOWALK
- 5 class groups
- Tot. of 125 students

Main takeaways from setting up the exercise (in ATRIUM's opinion):
Our morning theoretical presentation, focused on the methodology used by Deina in collaboration with ATRIUM to develop cultural tourism projects and products within the critical interpretation of the dissonant heritage in Forli was a really nice experience, both humanly and professionally. Indeed, we are not used to having this kind of audience, since our projects and cultural initiatives are mainly targeted to young students and citizens. For this reason, just as we do with youngsters, we have tried to make a formal presentation

nevertheless somehow interactive, throwing out cues, questions and always starting from the people we find in front of us, with their imaginaries, values and different ideas about the world around them, especially in such a composite group. It seems to have worked out well.

As for the exercise, we assembled materials from the training workshops we offer to the youngsters before departing for the historical memory trips, with the aim of deconstructing preconceived ideas about that piece of history we narrate (European fascisms, war and deportations) and digging deep into the complexity, to try to find patterns of social and power dynamics that can still be traced in Europe today, in different forms and with different shades. We believe that being active citizens in fact means developing this kind of critical thinking skills so that history can truly be a pedagogical tool for imagining a more sustainable future and building a more just present. Our audience, divided into 4 groups, responded well to the exercise. There was great curiosity in the air and it was difficult to interrupt the participants' flow of thought. A really satisfying morning.

As for the afternoon, due to adverse weather conditions and fatigue, we had to shorten the memowalk, giving only some hints about the methodology and content of the activity.

The workshop held at the former Aeronautical College really surprised us: at the last day of an intense week of training with a really dense program, the participants were still eager to discover and discuss the issues we care about, as European citizens, in the beautiful setting of the mosaics of the flight. It is very easy to work as a facilitator in groups like this!

Maybe we didn't focus so much on citizen involvement in a theoretical way, and we could have explored this more. But at the end of the day we realized that we *experienced* that concept, through the activities, all together. However, we probably should have filled the day's agenda less, considering how consuming the afternoon would be.

Evaluation main results: Total responses: 15

The overall workshop seemed to you:	
Very good	13
Good	2

The content:	
I knew only a part of them	11
I already knew all of them	3
I didn't know them	1

The methodologies used seemed to you:	
Creative	6
Adequate	2
Inclusive	3
Replicable	4

The expectations you had at the beginning of the workshop in which % were met?	
100%	10
70%	5

Are there any other topics that have not been treated but that you consider important?	
No	12
Yes, maybe another target of citizens	1
Yes, the communication around the dissonant heritage (how "promote" it with the right words etc.)	1
Yes, to go deeper in the into the construction of the story and the visit itself.	1

Do you have any suggestions, critics, tips for us?
From the point of view of the seminar, perhaps the day turned out to be very heavy, also because of the heat, and it became clear once again, that it is necessary to have refreshment points that in the mile of the walk are totally missing. Consequently, on hot days like these it is exhausting to carry out the visit. It is also increasingly clear how it is necessary, for this visit, to have in the avenue a point of work and introduction to the theme, even if this time it was not missed because the work had been prepared in the morning.
Focus more on the methodologies and tools for the citizens involvement and less on the significance of the totalitarism
Keep doing this work! It is really enlightning and precious. Thank you
I think everything was treated with a very good professional approach

Description of teaching module 8:
"Geocaching around Rimini historic centre"

Partner in charge: Center for Advanced Studies in Tourism (CAST), University of Bologna
Expert: Annaclaudia Martini is a lecturer and researcher from University of Bologna. She is currently the coordinator and lecturer for the courses: Qualitative Data Collection and Analysis, and People, Places, and Cultures in a Global Context; Global Challenges II, Anthropology and Media. She has a PhD in Cultural Geography, a MA in Cultural Anthropology, Ethnology, Ethnolinguistic and a BA in Japanese Language and Culture.

What is Geocaching?
Geocaching is a "global treasure hunt", where players use their cell phones to look for small treasures. Geocachers hide something in places meaningful to them, and then allow other players to find these small objects, while at the same time they give a history and clues on the place where the treasure is hidden.
GeoTours are the marriage between geocaching and tourism. They combine knowledge of local attractions, historical locations, and businesses with the buzz of geocaching to make a custom GeoTour, bringing visitors and tourism revenue to an area.

Co-funded by the
Erasmus+ Programme
of the European Union

FAB ROUTE

Geocaching for team building:

Geocaching provides a wonderful opportunity to spend a day outdoors with colleagues and at the same time, do something exciting. It fosters team work to reach a common goal. The activity also stimulates the mind and creativity by adding riddles and puzzles.

A Geocaching activity has been incorporated in the training methodology as an opportunity for the members of CR to work together to reach a common goal, while discovering the city of Rimini, where the training has been tested.

The team building activity was organized towards the end of the training week since the aim was to strengthen the relationship already built by the CR's members, especially in view of the multiplier events that each of the routes will organize.
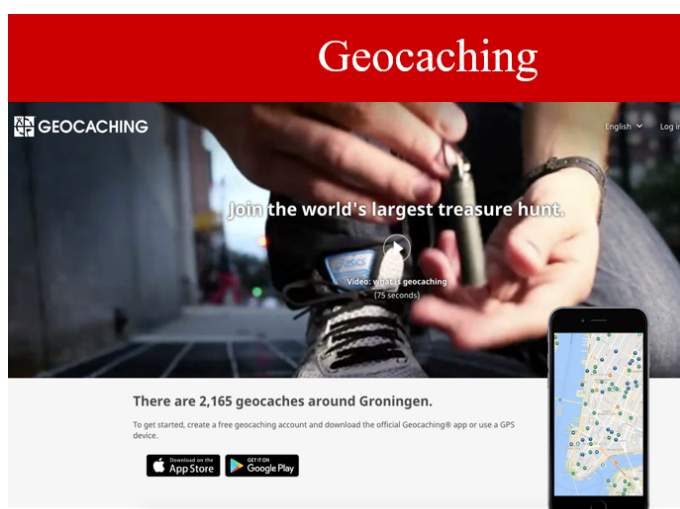
Final assessment of the Training Activities in Rimini

The Rimini training week was attended by 25 collaborators and members of the six Cultural Routes involved in Fab Routes. In addition to the evaluation of each teaching module, the last day participants were asked for filling in a final survey aiming at evaluating 3 distinct aspects of the training week: 1) the participants satisfaction evaluation form; 2) the acquisition of new knowledge as well as the capability to replicate both methodology and contents; 3) the attitude towards the cooperative learning methodology we adopted.

More than half of the participants (55%) had already attended training activities in the past (Tab.2), from the Annual Academy organized by the European Institute of the Cultural Routes of the Council of Europe to the summer seminars of the Council of Europe; from educational connected to the Faro Convention to the capacity building of European Project (DECRA and WalkEur) (Tab.3). All were satisfied with the Rimini experience: the training week met the expectation of 95% of participants, while 5% said they did not have any expectation (Tab.4). If we go in more depth (Tab.1), we can see that participants gave the highest ratings to the organization and the ease of understating (4.5 over 5), the ability to stimulate participants interaction (4.3 over 5) and the match with the Cultural routes' needs. Quite high were also the ratings for the quality of experts (4.0) and time allocation (4.0).

Overall, participants particularly appreciated the Inclusive and participatory training methodology (35%) and the exercises (25%) as reported in Table 5.

In terms of new knowledge and skills the overall assessment was quite positive: participants gave a high rating to the provision of new knowledge (4.1 over 5). Less appreciated, although with high score (3.8 over 5) was the result in terms of acquisition of new working skills and the impact on their daily activities (Tab.1). The new knowledge acquired relates to the topics dealt with during the training week: communication, marketing and branding (22%); participation and collaboration (22%); governance (19%) and ability to design a strategic plan (7%). However, some participants highlighted also the knowledge acquired on other cultural routes (15%) and the training methodology itself (14%) (Tab.7). At the end of the training week 85% of participants felt themselves able to implement the experienced methodology (Table 8). Participants gave also suggestions of new topics for the training activities to come as tourism development, fundraising and Eu projects funding. In addition to that they also showed a strong need to know in more depth the Cultural Routes themselves: how they faced and solved the main problems and how they can exchange knowledge (Tab. 9).

The last set of questions related the cooperative learning methodology. They all answered positively to the question on the effectiveness of the cooperative learning methodology we have used (Table 6). Then as we have seen in the previous paragraph, interaction among participants and the adoption of an inclusive methodology were the most appreciated aspects of the training week. Besides, participants think that not only topics and training methodology are the most important acquisition they realized during the training (Tab.12). A further takeaway is the belief that the training week has strengthened the collaboration between the different Cultural Routes (Tab.11).

In order to appreciate the degree of success reached with this methodology with tried to investigate if and how participants would like to modify the teaching module they organized. They all suggested precise improvements in order to implement it more effectively. Some of them focused the attention on the teamwork dynamic, others to a better coordination between theory and practice, etc. (Table 13). Anyway, all of them looked back critically at their teaching module and were ready to rearrange it in order to use this experience in the multiplier events.

The last question focused on the quality of teamwork, by asking participants how their Cultural Route could have worked more effectively. To the open question, participants answered providing comments and suggestions as you see in Table 14. In general,CRs members expressed the desire of being more able to involve members not only as the audience but also in the planning phase.

In conclusion the survey highlighted the cooperative learning methodology and the new knowledge provided as the strengths of the training week and in general the project. However, participants would have liked to add new topics or change some of them as well as to focus more on the practical dimension in order to increase the participants ability to replicate and disseminate it as well as to adopt in the daily life what they learned.

Co-funded by the
Erasmus+ Programme
of the European Union

FAB ROUTE

Table 1 - Please rate these statements about the training course by your personal opinion on a scale of 1 to 5

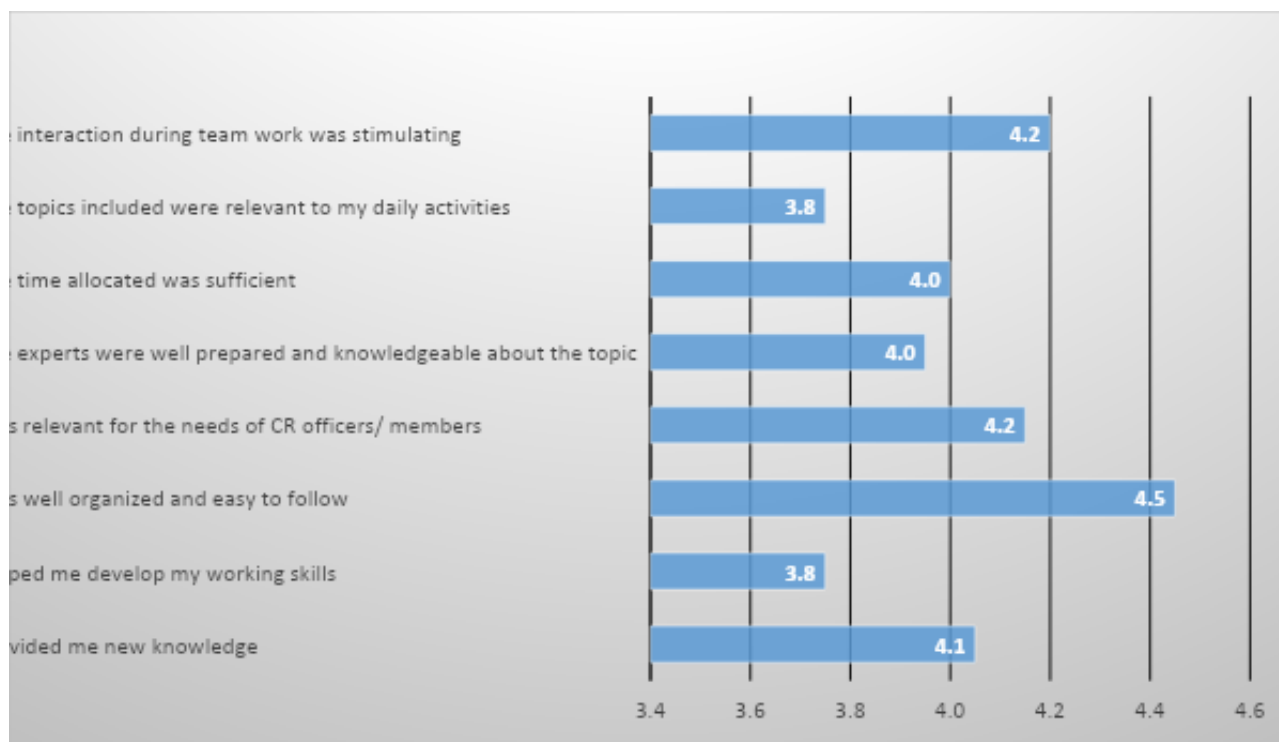*Table 2 – Have you participated in other training initiatives for Cultural Routes of the Council of Europe?*

![EU flag] Co-funded by the
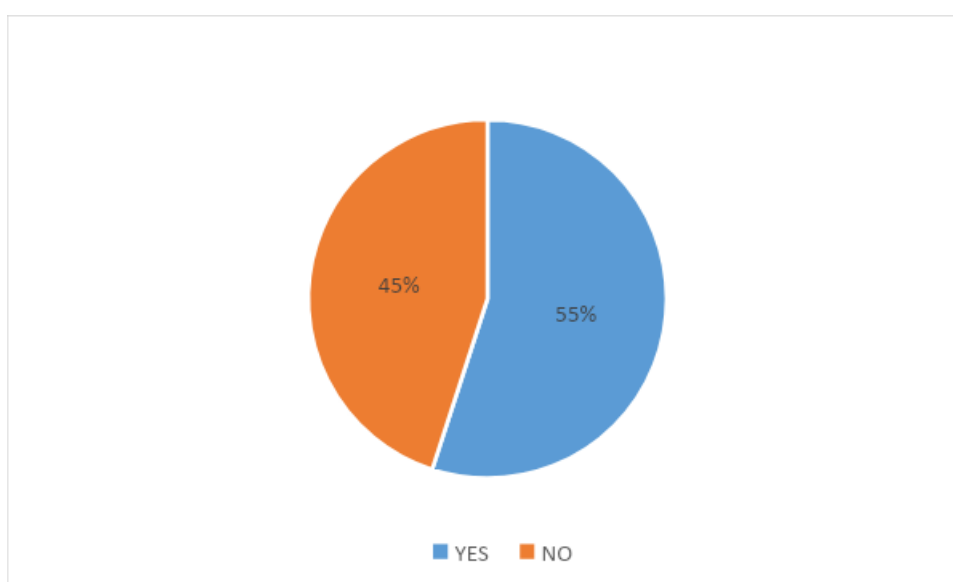Erasmus+ Programme
of the European Union

FAB ROUTE

Table 3 - List of other training initiatives the partners participated during the last years

Project DECRA (Erasmus +)
Training academy in Yuste 2018
FARO CONVENTION
Annual Academy organized by the European Institute of the Cultural Routes of the Council of Europe
summer seminars of the Coe
Trainings in several countries Lithuania, Poland, Spain, Italy or France in the last years.
WalkEur Trainings for Trainers

Table 4 – Did the training content of this week meet your expectations?
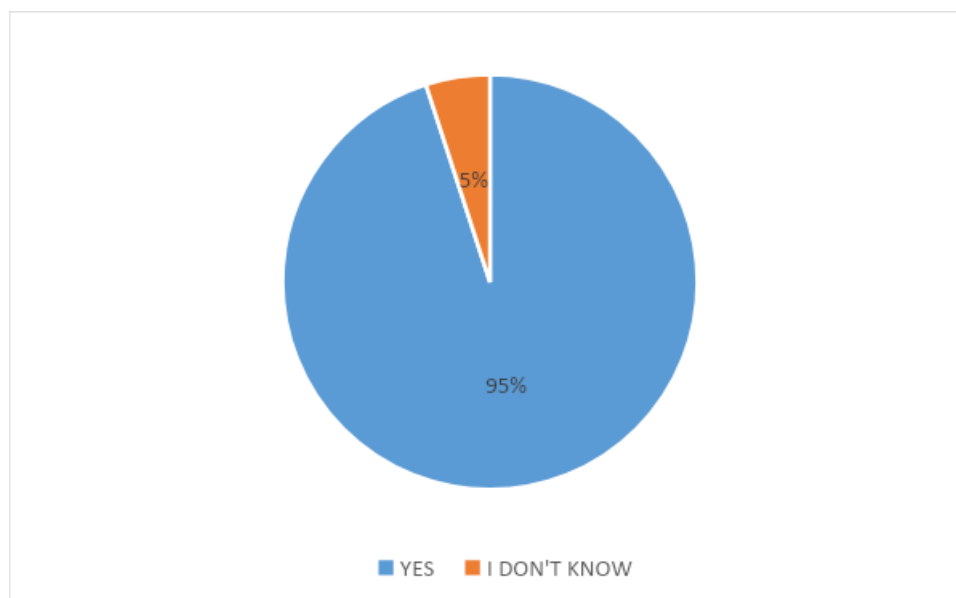

5%

95%

■ YES   ■ I DON'T KNOW

Co-funded by the
Erasmus+ Programme
of the European Union

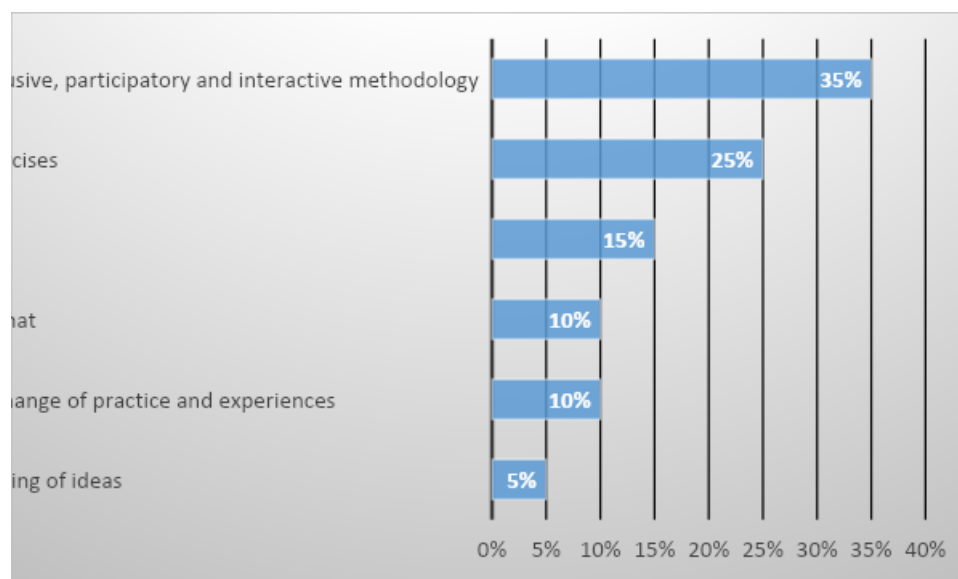FAB ROUTE

Table 5 - What did you like most about the training?

Table 6 - Do you think the cooperative learning methodology we have used is effective for gaining new knowledge and useful suggestions?

Co-funded by the
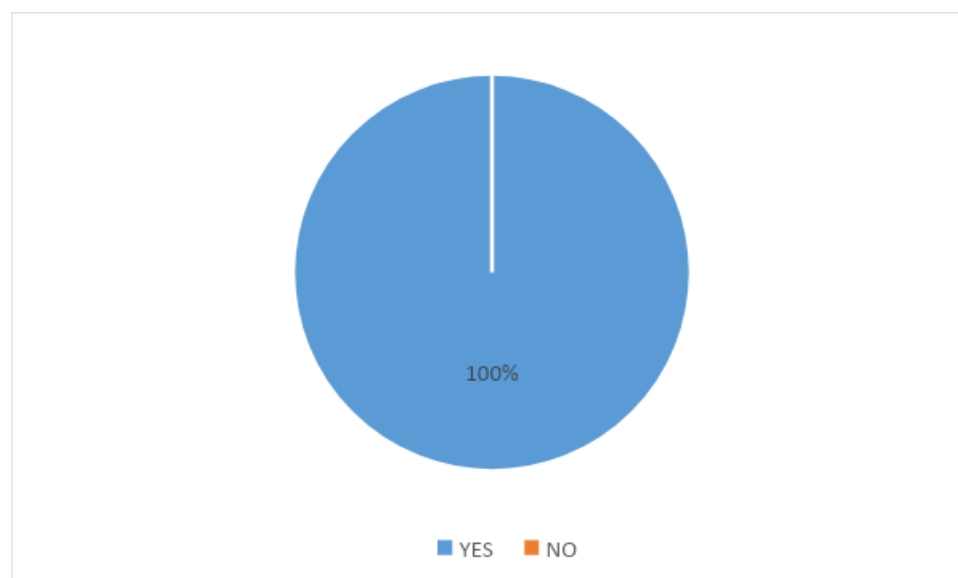Erasmus+ Programme
of the European Union

FAB ROUTE

Table 7 - Which new knowledge or suggestions have you acquired during this week?
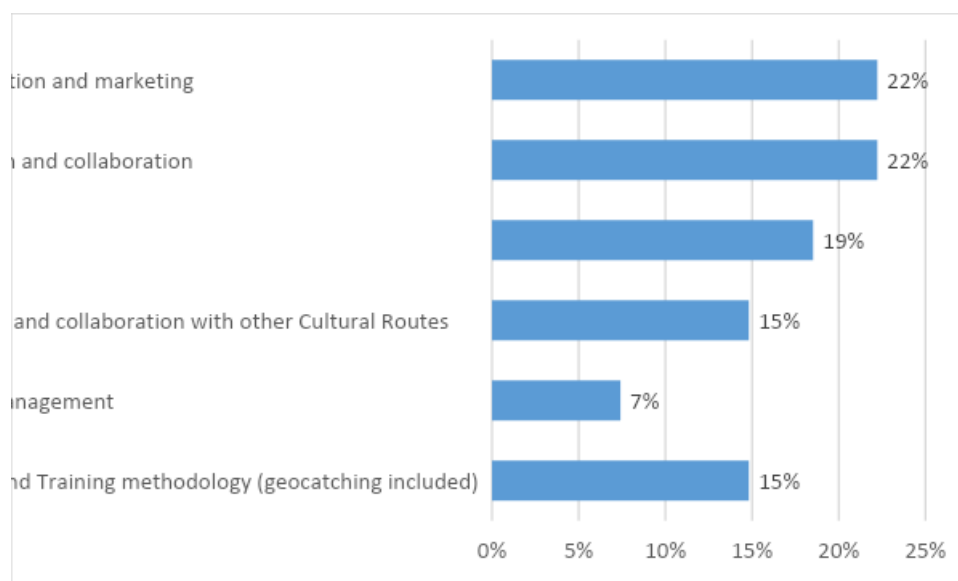

Table 8 - Do you think you will be able to implement the methodology we have used during the training week with your route or other cultural routes?
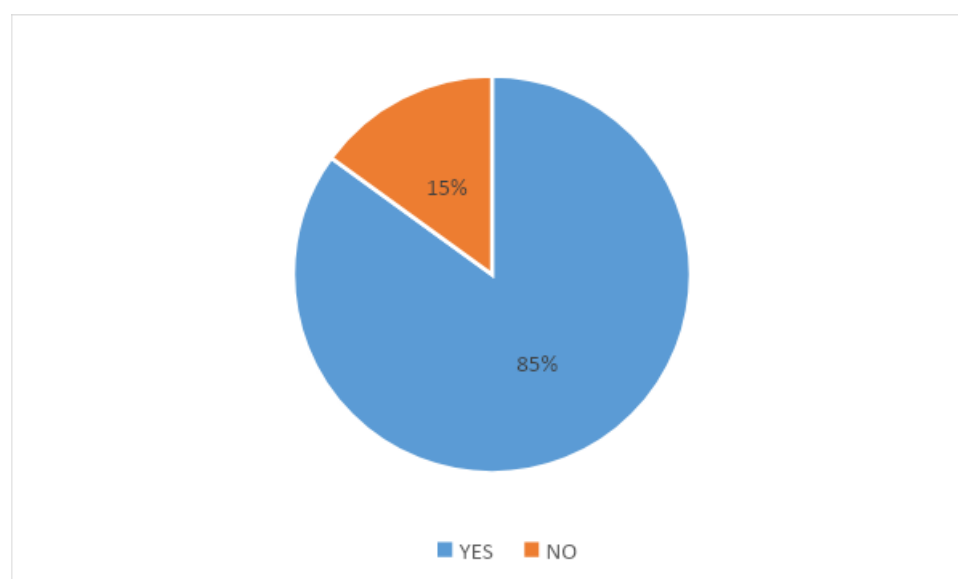
Table 9 – Are there any topics that should have been included?

Maybe an insight for common knowlegde of the different routes
Tourism development tools
Fundraising
EU project funding
A slight notion about the major problems that the Routes had been facing on its past and how they solve them up.
It could have been interesting to use the materials generated for the strategy model to work on them in more depth.

Table 10 - In order for this training methodology to be transferred to other CRs, what could be added/ improved/ changed? Select one or more options
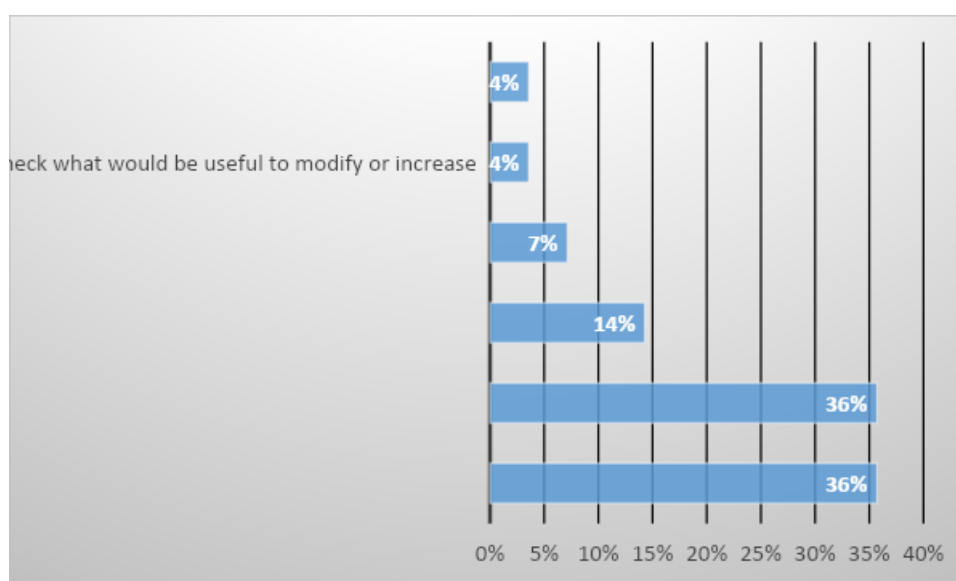

Table 11 - Please rate the following statement by your personal opinion on a scale of 1 to 5 (1 means 'strongly disagree' and 5 means 'strongly agree')

This training week has strengthened the collaboration between the different cultural routes	4,3

Co-funded by the
Erasmus+ Programme
of the European Union

FAB ROUTE

Table 12 - What aspects of the training could you put into practice in the activities of your cultural route?
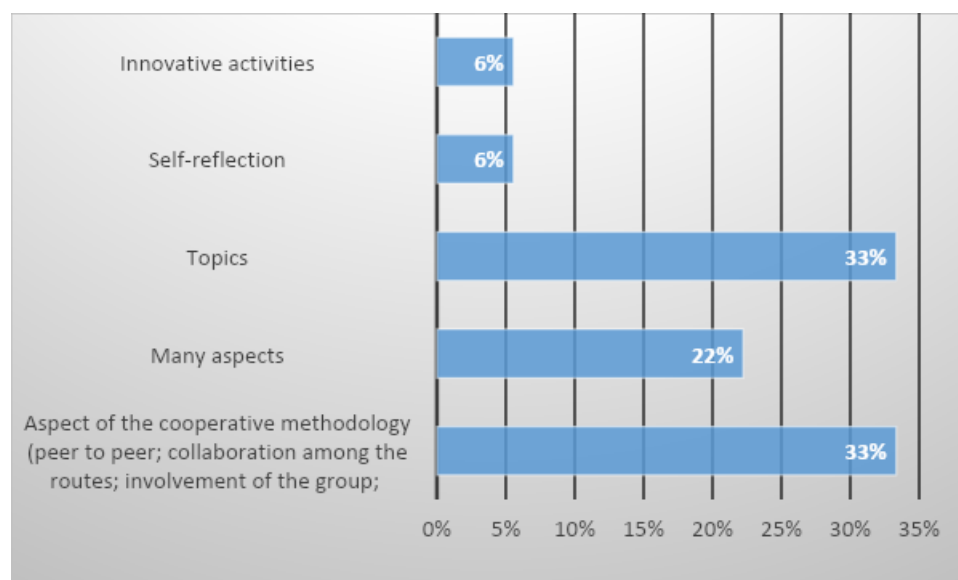

Table 13 - If you were doing this training again, what would you do differently to improve the training session that your cultural route has organized?

Action plan
Go more deeply in the details. Organize a team work rather than individual.
Exercise: connect better the theory and practice; involving expert also in exercise; add a group discussion during the exercise
Theoretical presentation: more balance with labs; more fun including video, the expert in presence
I will focus less on the contents of the CR and more on the methodology used for the promotion of the CR and for the activities implemented as local level
There was a lack of coordination within the team and between the team and the expert.
Although we had the content well prepared, the dynamics itself were not well designed.

Table 14 - How could your team work more effectively next time?

Have more reunion about the practice session in order to be more creative

Reflecting and adapting

By mixing with other nationalities

By interacting more with the group

Other members have been trained so that they can give more support in the participation

More audience participation when presenting

By having more time to prepare

involving more people in the planning phase

To think and try other themes for research about the route and try to involve more with activity and event all the members and associations of the route

The team was very active

The training is important.

Involve more members of the route

Include evaluation sessions of previous day early in the morning.

Unfortunately, the life of the CRs is full of tasks and poor in organization, so the structural weakness risks making it difficult to apply what has been learned, even if the training opportunity has allowed, as in this case, to receive many suggestions and inputs for future projects and activities
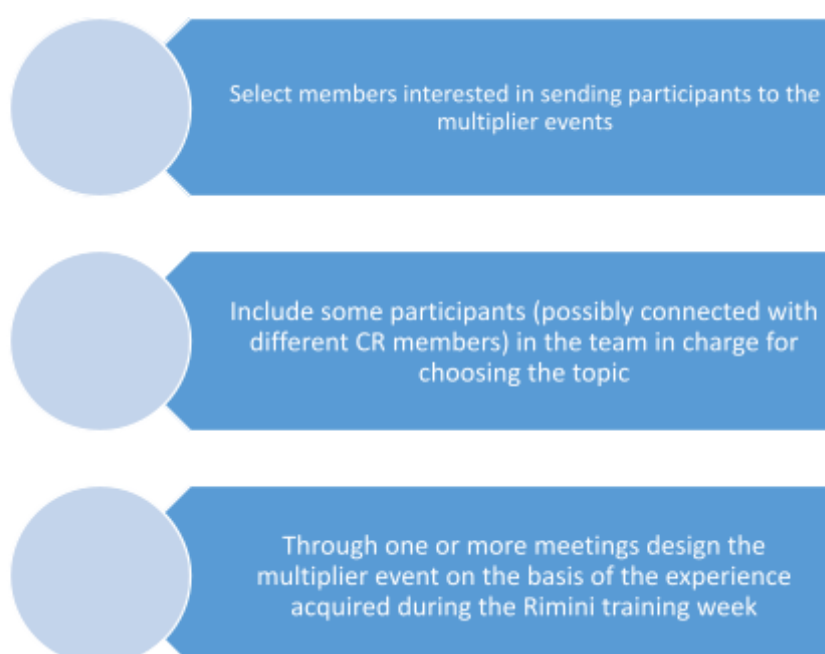
4. From the Training Methodology to the multiplier events

A practical STEP by STEP scheme to move from the Rimini training week to the multiplier event

STEP 1 How to involve CR members in designing the multiplier event
One of the suggestions provided by the participants to the Rimini training week was the co-creation of the teaching module with the Cultural Route team. With regards to the multiplier event, the suggestion is to co-create the event together with at least one participant of each CR member. This team will choose the topic and design the connection between theory and practical aspects and create the exercise on the basis of the shared materials

Figure 12 - Co-designing of the multiplier event

Select members interested in sending participants to the multiplier events

Include some participants (possibly connected with different CR members) in the team in charge for choosing the topic

Through one or more meetings design the multiplier event on the basis of the experience acquired during the Rimini training week

STEP 2 – Structure of the multiplier event
Although each CR can freely design its multiplier event in order to guarantee both effectiveness and efficiency, it could be useful to start from the general scheme design for the Rimini training week

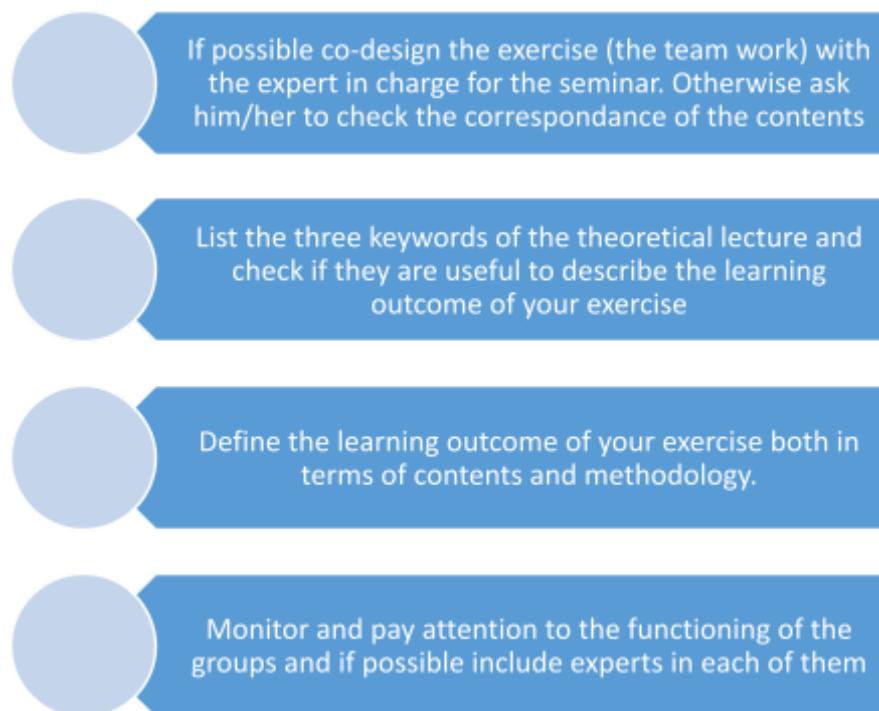*Figure 13 - Essential parts of the multiplier event*

Parts and experiences to include in the multiplier event
● 1 theoretical seminar given by an expert on the given topic.
● 1 best practice to share.
● 1 practical exercise to work in teams, replicable
● Self-evaluation survey focusing on new knowledge and skills; replicability; learning methodology

STEP 3 - How to check connection between theoretical and practical dimension
One of the improvements asked by participants is strengthening the connection between the expert's seminar and the exercise. In other words they were asking a stronger interaction between the theoretical and the practical activities
To the end we suggest the following check:

Figure 14 – Check the connection between the theoretical and practical part

If possible co-design the exercise (the team work) with the expert in charge for the seminar. Otherwise ask him/her to check the correspondance of the contents

List the three keywords of the theoretical lecture and check if they are useful to describe the learning outcome of your exercise

Define the learning outcome of your exercise both in terms of contents and methodology.

Monitor and pay attention to the functioning of the groups and if possible include experts in each of them

STEP 4 – Checks and Balances (the cooperative learning principles)

After designing the multiplier event in collaboration with CR members check if your multiplier event is adopting the suggestions coming from the cooperative learning methodology

Co-funded by the
Erasmus+ Programme
of the European Union

FAB ROUTE

Figure 15 – Check the correspondance with cooperative learning principles

Positive interdependence
- During your multiplier event are there situations (ex. exercise) in which participants (eventually divided into group) are asked to obtain a shared goal?

Face-to-face, promotive interaction
- During you multiplier event is there the opportunity for members to exchange information, help each other, share practices and knowledge?

Individual accountability
- When designing the exercice or the team work of the multiplier event have you assigned tasks to each participant?
- Participants have the possibility to assess and discuss their individual learning?

Social skills
- Has each group chosen a chair person?
- Has each group the opportunity to discuss and negotiate different point of views?
  If possible try to monitor the groups in order to see if indivuals are using their social skills and if there is someone taking the lead, some other driving the dicussion and the negotiation, someone raising issues, etc..

Group processsing
- Have participants the opportunity to discuss about the functioning of their group and elaborate improvements?
- Has someone express the desire to go on with the collaboration even after the training activity?

Conclusions

As detailed in the previous chapters, Cultural Routes of the Council of Europe are multifaceted organisations involved in international cultural cooperation initiatives. The large variety of internal governance models (see IO1 Model strategy) strongly influences the type of competences and skills that professionals involved in the route's activities have. Furthermore, the need to comply with the five priority fields of actions requested by the CoE program, has allowed the partners involved in Fab Routes, to sediment a huge body of knowledge and acquire an even larger set of experience-based know-how in different fields. Besides the six routes involved in this project, this is a characteristic common to many routes, at least to those having successfully overcome the three years evaluation process.

In many cases, the day-by-day routine of the CRs management, does not allow the members, staff and professionals involved, to take the time to self-evaluate or even recognise and categorize the large set of competences developed in the learning by doing process. Based on this evidence and on the cooperative nature of CRs, CAST research team has developed the training methodology as a cooperative learning process. Starting already from the participatory approach adopted for IO1, as explained in this report, the essential elements of cooperative learning have been included in this innovative training methodology, where the principles of sharing previous experiences and learning form other's skills have set the basis for further dissemination of results.

Nevertheless, this report will be still complemented with further elements. Each training module, as well as the whole training week held in Rimini have been evaluated by participants. The same does not apply to the whole process. For this reason, during the validation session on September the 20th in Selinunte, a written questionnaire has been distributed. Three open questions have been submitted to the project consortium members to gather the last missing information and their opinion about any changes they would have made or missing elements they would have added and in which step of the process. They have also been asked to self-evaluate their contribution to the cooperative learning process. The whole set of project partners think that sharing their best practices and experiences during the training week in Rimini and throughout the project was helpful for the entire consortium. Sharing experiences worked as a self-evaluation and self-analysis of practices enrooted in daily routines, which contributed to better focus on strengths and weaknesses and to identify different strategies to tackle common challenges. Some partners have highlighted the need of sharing the project results more deeply within their own CR network, while all of them underlined the need to find further means of collaboration also after the project end.

To further complete the project activities in accordance with the settings of the training methodology, CAST research team has provided each partner with a step by step guide for the multiplier events in order to transfer not only the contents developed by the partners, but also the underpinning cooperative learning principles. During the meeting in Selinunte, the decision has been made to let the partners free to organise the multiplier events in different forms, while CAST was available for checking back the structure and possibly the final evaluation of the multipliers.

Finally, CAST will be involved in one of the multiplier events, the one organised by ATRIUM in Forlì. This will be the occasion for the research team to directly check how the whole process has been acquired, elaborated and later transferred. The results of this final evaluation during the multiplier events will allow to complete the training methodology with some evidence based final tips and "good to know" for the implementation of cooperative learning criteria in a transnational perspective.

Bibliography

Stephen Brookfield, Understanding and facilitating adult learning. San Francisco, CA: Jossey-Bass, 1986

Stefano Cacciamani, Imparare cooperando: dal cooperative learning alle comunità di ricerca, Carocci, 2008

Mario Comoglio and M. Cardoso, Insegnare e apprendere in gruppo: il cooperative learning, LAS, 1996

Mario Comoglio, Educare insegnando: apprendere ad applicare il cooperative learning, 1998

David W. Johnson and Roger T. Johnson, The Impact of Cooperative, Competitive, and Individualistic Learning Environments on Academic Achievement in Hattie, J., & Anderman, E. (Eds.). International guide to student achievement, Routeledge, 2013

David W. Johnson and Roger T. Johnson, Learning Together and Alone: overview and Meta-Analysis, Asia-Pacific Journal of Education, 1, 22,2002

David W. Johnson and Roger T. Johnson, Cooperative Learning: The Foundation for Active Learning, in Silvio Manuel Brito, Active Learning-Beyond the Future, Intechopen,2019

Merrill R. Karp, Aviation education and adult learning: an integrated learning model. In Daniel Findahl (Ed.), flight instructor conference, proceedings. Elevating our profession, 1998

Raybon, J., The effects of positive role interdependence between small groups on achievement, learner satisfaction with distance, web-based discussions, and delayed assessment of knowledge and skills. Electronic Theses, Treatises and Dissertations. Paper 1881. 2004

Annexes

Annex 1: Programme FAB ROUTES International Training Week Rimini

Day 1 - Monday 23rd:
Participants' arrival to Rimini (during the day).

Day 2 - Tuesday 24th:
- 8.30 – 9.00 Registration at University of Bologna, Via Angherà 22, Classroom 3, Rimini.
- 9.00: Welcome participants and tour de table
- Discuss logistics for the training week
- 9.30 to 12.30 Networking cooperation and participation (business partners), in charge of the Route of the Olive Tree: Theoretical and practical activities.
- Coffee station located inside the classroom
- Lunch and free time: An option for Lunch all together next to the University will be provided, however participants are free to choose another location if desired.
- 15.00 to 18.00 Cultural Brand Image and Marketing, in charge of European Routes of Emperor Charles V: Theoretical and practical activities.
- Coffee station located inside the classroom
- 18.30 Welcome drink at La Cantinetta, Piazzetta Gregorio da Rimini 2 – Rimini.

Day 3 - Wednesday 25th:
- 9.00 to 12.00 Theoretical lessons on: Governance and member's participation (in charge of the European Route of Jewish Heritage - AEPJ) and Networking cooperation and participation (institutions) in charge of VIA REGIA.
- Coffee station located inside the classroom
- Lunch and free time: An option for Lunch all together next to the University will be provided, however participants are free to choose another location if desired.
- 15.00 to 18.00 Practical exercise jointly organized by AEPJ and VIA REGIA.
- Coffee station located inside the classroom
- 20.00 Social dinner at Ristorante Io e Simone, Piazzetta Teatini 3 - Rimini.

Day 4 - Thursday 26th:
- 9.00 to 12.00 Digital innovation for cultural heritage, in charge of the Phoenician's Route: Theoretical and practical activities.
- Coffee station located inside the classroom
- Lunch and free time: An option for Lunch all together next to the University will be provided, however participants are free to choose another location if desired.
- 15.00 to 18.00 Teamwork development "Geocaching around Rimini historic centre", organized by the Centre for Advanced Studies in Tourism (CAST).

- 9.00 to 12.00 Theoretical lesson: Promotion of citizen's participation, in charge of ATRIUM.

- Coffee station located inside the classroom
- Time for a quick lunch (sandwich or similar).
- 13.45 Train to Forlì (30 minutes).
- 15.00 to 18.00 Study visit in Forlì organized by ATRIUM.
- End of the course. Return to Rimini or depart to airport directly from Forlì train station

Annex 2:

All the ppts from the theoretical sessions, the best practices ppts/ videos, and the Canvas and templates from the exercises.

Follow the order of the Training Methodology:
- Session 1: Networking cooperation and participation (business partners) by Routes of the Olive Tree
- Session 2: Cultural Brand Image and Marketing by European Routes of Emperor Charles V
- Session 3: Governance and member's participation by AEPJ
- Session 4: Networking cooperation and participation (institutions) by VIA REGIA
- Session 5: Digital innovation for cultural heritage, by Phoenician's Route
- Session 6: Promotion of citizen's participation organized by ATRIUM
- Session 7: study visit to Forli by ATRIUM

Complementary activity:
- Session 8: Geocaching by CAST