TRAINING GUIDELINES IN THE FIELD OF CULTURAL TOURISM ENTREPRENEURSHIP

The following e-Guide was elaborated in the framework of KA2 “Entrepreneurship Education for Cultural Tourism”, project funded by Erasmus+ Programme
Chapter 1: Introduction or How to use the manual
Chapter 2: Basic Principles to facilitate learning events
Chapter 3: Cultural tourism entrepreneurs’ profiles
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Chapter 1: Introduction

The following Training Guidelines in the field of cultural tourism entrepreneurship aims to offer guidance for European training institutions, Universities, NGOs and for all people involved in giving trainings and education activities in this area. The Training Guidelines was written taking into account the experience and the opinions of all participants and trainers that took part to Entrepreneurship Education for Cultural Tourism (EECT) project activities and all best approaches to foster cultural tourism entrepreneurship among youth. EECT is a Strategic Partnership of youth associations and NGOs that, following the mainlines of the Commission’s Youth Employment Strategy, offered high quality and innovative tools and courses based in innovation, international mobility and cross-border cooperation to promote entrepreneurship education and social entrepreneurship among young people with fewer opportunities in the fields of cultural tourism and hospitality, cultural management and shared cultural heritage.

The guideline ensures the sustainability and improving the achievements made through the project. The guideline establishes also a list of tips and recommendations in order to continue improving the work in this field, not only inside the project partners’ organisations but for all interested organisations in Europe which are active in the training and inclusion of youth.

The manual is divided into five chapters, with the following contents:

- Introduction or How to use the manual
- Basic Principles to facilitate learning events
- Cultural tourism entrepreneurs’ profiles
- Methodology of the Training
- Assessment of the Training

The first part introduces you to the main objective of Training Guidelines in the field of culture tourism entrepreneurship and its general concept. The second one explains the basic principles to facilitate learning events, core facilitation principles, types of group where facilitation could be applied and the TOOLBOX of a facilitator. In the third part, we included brief summary of all the Cultural tourism entrepreneurs’ profiles which the consortium elaborated and included in the Digital Guide on Entrepreneur Profiles in the Cultural Tourism Sector (the third Intellectual Output of EECT project). The fourth chapter provides a wealth of information on designing activity program and methodologies for cultural tourism entrepreneurship trainings, recommendations for a successful non-formal learning process and useful online and offline tools, as well best practices. Then, the last chapter focused on the importance of training assessment and the types of assessments. In addition, in the end of this chapter, partners included recommendations for measuring the impact of training activity and the criteria used for the evaluation and assessment of the blended mobility, part of EECT project.
Chapter 2: Basic principles to facilitate learning events

1. Facilitation is...

a first AID and life skill tool, as we need people who knows when and how to interact.

The word “facilitation” derives from a latin word “facile”, which means “easy”. To bring a definition of the word facilitation, we may say:

Facilitation is a support of making a discussion or a process move along.

To facilitate is literally to make something easier. Facilitation is the art of helping groups to manage meetings in an effective, enjoyable and participatory way, thus favouring the achievement of objectives and the inclusion of everyone in the group.

- Facilitation is the process of enabling groups to work cooperatively and effectively.
- Facilitation does not mean "solving a problem" or "doing it for someone". It means doing something that makes a process, like dialogue, run better and smoother.
- Facilitation keeps things focused, allows everyone a chance to participate, and helps the group to achieve more from the discussions that they would without the facilitator.

2. Core facilitation principles

- Facilitators are process leaders only – they have no decision-making authority, nor do they contribute to the substance of the discussion. The facilitator's job is to lead the group process; to help them improve the way they communicate, work together as a group, and be more self-reflective. Good facilitators can help groups stay on task, be more creative, efficient, and productive than they would be without such help.

- Facilitators are neutral and multipartial.
Facilitators are the guarantees of good discussion. One of your prime jobs is to make sure your group members have good quality discussions.

*Multipartiality* means that you are providing support (mostly through your active listening and attention) to all those present in the room – and even to some extent to a group of people who are not be present in the discussion but who’s opinions could enrich the discussion. Being multi-partial means being curious about and paying attention to all opinions expressed – as well as those that are not present in the room.

Online dialogue facilitators should be neutral in the sense that they do not play the role of a participant and contribute to the content of the discussions by expressing their own views.

**3. The facilitator is...**

a person who helps the group to manage the process, respect the group rules, focus on objectives and actions in order to pursue them with greater effectiveness and awareness, while favouring the relationships among the group members.

An effective facilitator is energetic, passionate, prepared, clear, sensitive and flexible.

He/She can:
- create an atmosphere and an environment of mutual understanding, empathy, trust and confidence (empathetic understanding) by listening and conveying without criticism
- know when is the most appropriate moment to change direction(s) and manage side conversations
- effectively encode and decode messages and meanings, but also different types of communication, verbal or nonverbal interaction and stimuli, such as (body) language
- work best in cooperative settings and synergies or teams
- deal with conflict, disagreement or personal attacks
- fulfil the expectations of the participants and
- try to find sustainable solutions in case of negotiations or misunderstandings
4. What could happen if there was no facilitation/facilitator in a group?

When a group misses a facilitator, it puts the group interaction in discomfort, as everyone involved in the group interaction feels the necessity to be at the same time a facilitator, in order to keep the group balance. But could we have a facilitator who is a participant of the discussion contribution? The answer is no, as the facilitator is the individual who keeps the group balance without entering into decision making process, the facilitator is the person who is neutral towards the group.

The successful discussion without a facilitator is possible if all the group members are conscious, sensitive, open-minded, respectful, tolerant towards the other group members and of course when the group members know the facilitation tools, such as active listening, summarizing, mirroring, feedback, giving good questions, etc.

But if the group members miss all the above mentioned skills, they will fail to have a successful group learning environment.

5. In which types of groups can facilitation be applied?

Facilitation is useful for any type of group, as it makes the learning process easy. Obviously, the facilitation modality must be adapted the type of learning event, the request and the objectives of each group.

Facilitation for cultural tourism learning is aimed in particular at groups that promote personal, social, cultural growth and diversity. Some forms of facilitation are also used in the classical business environment, where you want to promote a good business climate, team creativity, co-decision capacity, etc.

6. Safe space

To be able to have a good, constructive learning experience you need to pay specific attention to what type of learning space you create for the group. Facilitators do not only operate with the facilitation tools they use but also through the space they create in the group.
One of the most important elements in creating a conducive environment for learning is the presence of safety, honesty & discomfort in the learning process.

What does this mean?

As a facilitator, it’s your role to create a space where all the participants feel safe enough with each other, express with honesty their opinions, even when it’s difficult.

- Participants feel safe enough to listen to each other openly – they listen to understand and engage, not to prove others wrong.
- When participants have a basic sense of safety, it can create enough DISCOMFORT to provoke learning. This means that the group is able to discuss topics that might be difficult for them to talk about but important for them to really learn something valuable about each other, and about themselves.

Ideally this means that group members express their honest opinions even when they know that others disagree – which often is the case in diverse groups – and that they are also willing to share their own confusion when they are internally conflicted about how they think and feel.

**How does discomfort lead to learning?**

In a group where people have this basic sense of safety - feeling of trust, honesty and openness - it can create enough DISCOMFORT to provoke learning. So for us, learning happens when we feel SAFE and (a little) UNCOMFORTABLE.

If we feel really unsafe, it’s really hard for us to take in new information or share anything about us. This is related to the idea that is often used in informal learning of stretching outside of one’s comfort zone just the right amount for there to be learning.

This does not mean that we want to shy away from challenging topics or discussions – on the contrary. Those are crucial for young people to experience to really learn how to engage with difference and continue the discussion even when group members disagree.

But it is essential to create the safe space first before starting any adventures outside of it!
Building Safety and Trust

So now imagine that you are a facilitator leading a learning event. How would you accomplish this idea of safe space where people can be honest? And what would you say to the group so they’d know that this was a safe place where they could express what they really think and feel?

What should you avoid in the beginning with a new group...

- avoid heavy questions at the beginning as it may stop people from opening up as they may not be entirely comfortable to express their opinions.
- not engaging or ensuring that all participants are heard
- becoming a group leader, as the facilitator should be careful not to be seen as an authority figure who intimidates the group members
- saying "Uhm" or 'Ahhh" as it will show that mistrust
- avoid getting in a triggering discussions with a new group
- downplay other people ideas
- make up answers to questions (lie)
- keeping quiet (awkward pauses)
- giving much time for one over the other
- sounding too formal or too informal
- pushing opinions as "right answers”

What should you say to your group to encourage safe space?

- Introductions are important so we know where everyone is from and what they are doing.
- Icebreakers to make people more comfortable. They are talking about something personal to themselves and as such hopefully be more open to sharing their personal opinions in the subject matter.
- Let them come up with the rules we are to follow ensuring that mutual respect is one of them.

An example of a facilitation situation...

**How the facilitator can open the learning event?**

In the beginning you should avoid to “just start with the dialogue”; first the 'space' has to be created, jointly:
“I can imagine this setting feels a bit uncomfortable in the beginning. That is OK, we probably have that all. Let’s first try to relax a bit. This is when you should bring an active (fun) ice-breaker.

“Hi everyone! Welcome to..... I feel great being here and it is nice seeing you all here today. Let me start by introducing myself. I am ... (brief introduction related to my role) and I will be your facilitator for the next few weeks. Now, it will be great to get to know a little bit about each other, let’s do a round of introductions your name, where you are from and where are you now and show us your view from your window? :) Who will volunteer to start?”

*Round of Introduction*

“Thank YOU! I am glad to see we have a diverse group of people and nice views from different places across the world :). Now that we get to know each other and something about one another. Let’s move on, again Welcome everyone! (again introduce myself) My name is ... and I will be your facilitator for the next few weeks. Please feel free to ask questions or stop me if you have any concerns.”

*Now start a conversation and a dialogue with the group*

Ask: Do you know what is a facilitator?

*Take responses*

after the group offered an answer incorporate the definition slowly and clearly;

Ask: What is an intercultural dialogue?

*Take responses*

after receiving answers try to define types of dialogues and where can be used;

Ask: What are your goals and hopes from our intercultural dialogue?

Gradually, it sets the ground rules about our sessions as safe dialogues where everyone perspectives and ideas are valued and appreciated through keeping transparency and respect for each other differences. In addition, the goals and hopes for a safe dialogue.
7. **How to face challenges while being a facilitator?**

   a. **Be self-aware!** Think about those things that you have hard time listening or discussing without a reaction. Know your triggers, and know how they might impact you as a facilitator. When you have a sense of what issues are likely to trigger you, you can watch out for any reactions you might have that could impact your facilitation and your neutrality.

   b. **Try to stop the emotional process of being triggered.** Try to return to the space you are in, and bring focus on your body. There are different ways to do that: 1) Breathe! Focus on your breathing for a moment, take a little deeper breath and then another one. 2) Press your feet on the floor, change your posture or seating position slightly. 3) Take a sip of water.

   c. Once you have done this, **encourage yourself to be curious:** ask why someone has that opinion and try to understand underlying assumptions and feelings. Especially when you disagree with them!

   d. **Be aware of the interventions you make.** Make sure the questions you ask are unbiased and you give space to all opinions.

   e. **Check the group for any reactions.** If you have been triggered by something said in the group, it is possible that someone else has had the same reaction. Watch out for any signs of being triggered in the group (body language, tone of voice). If no-one else has the same reaction, your reaction might still be valuable for the discussion: it is likely that your counter-argument is relevant for the topic more broadly, in which case you can introduce it to the discussion in a multipartial manner.
8. Questions matter!

Here’s a checklist of all the things to take into account in asking good questions while being a facilitator:

Formulating questions in advance: It’s a good idea to formulate not only opening questions but also a variety of follow-up questions before your facilitation. It will be useful for you and your co-facilitator to think about the kinds of questions that are likely to be most interesting to and challenging for your group, and to have them ready in advance.

Breadth of a question: As a facilitator, it is often a challenge to figure out how broad and/or how narrow to make your questions. One way to test a question, to see if it is too narrow or too broad is to simply try to answer it yourself. See if you feel boxed in, find it difficult to focus your answer or to provide an interesting, thought-provoking answer. Does it take a long time for you to think of the answer?

Question length: Ideally, facilitator interventions will be quite short, and will not interrupt the flow of conversation. It is important to try to make questions as concise and to the point as possible.

Writing questions: We highly recommend writing ALL questions up for participants to see in a written form. Seeing questions written will significantly improve discussion clarity and helps the group keep track of the conversation. It will also force you to make your questions more concise.

Providing alternatives: It is often tempting to not only ask a question, but to offer a menu of possible responses. “Why is this happening, is it x? Is it y? Is it z?” In general, we find that it is much better to simply ask the question, and to allow the group to define the scope of the answer. If you put out a range of possible options, it often makes it seem as if you are offering your own opinion or looking for a specific answer, and it can lessen the creativity of the answers provided.

Timing: Think about when you would ask your question. Timing is important in relation to both group process and discussion flow.

Group Process: You will need to think about at what point during a group’s dialogue process would you ask the question and when it would be most effective. For example, does it require some familiarity between the group members to be explored thoroughly, in which case it should be asked later when the group is comfortable with each other? You don’t want to ask too provocative or probing questions too early in the group process to make participants uncomfortable and jeopardise the safe space of dialogue.
**Discussion flow:** Think also about the when in the discussion you want to ask the question. Is it to kick-start the conversation, or help it to get deeper? Or perhaps there is a quiet moment when no one is sure what to say next, and your intervention is needed. If the discussion is focused and flowing well, perhaps there is no need for your question right at that moment. Also ensure you have adequately covered the current question before moving on to the next one.

**Empower:** Facilitator asking great questions from the group will improve the dialogue greatly. But if you can empower the group to ask those good questions to each other you’ll also empower them to take ownership of the dialogue and the learning. Model the good questions they should be asking, and constantly encourage them to be curious about each other and show that with questions and you should get there as the group gets more confident in dialogue.

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**9. The TOOLBOX of the facilitator**

Being a facilitator you need to be equipped with tools such as skills and competences, but only...

If you are facilitating a learning event, you will need to bring your tools into the sight.

Here is your toolbox, which will make your facilitation more efficient.

- **A sturdy easel and flip chart paper.** Self-adhesive paper is handy. If you don’t have that, get a roll of painter’s tape that won’t pull paint off the walls. If you’re traveling any distance and can’t bring your own, make sure there’s an easel available.
• **A set of multi-coloured markers.** Choose water-based markers (these are less smelly) with broad nibs so people can see what you write. Test them to make sure they are fresh; for a facilitator, there is nothing more frustrating than a box of dry markers.

• **A timer.** You can use a stopwatch, wrist watch, or your smartphone. Choose a timer that’s easy to reset without wondering which button to push.

• **Paper and pens are required for some exercises.** If you want participants to write something brief, hand out small pieces of paper, such as index cards.

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**Conclusions**

Facilitation is not a piece of cake. It’s a hard, time taking, attentive process. In order to be a good learning event facilitator, one should equip himself/herself with a range of skills and competences, such as active listening, giving good questions, summarizing, mirroring, neutrality, self-awareness and control, interactiveness, cultural awareness. If we number all these skills that the facilitator should have, we will not finish this chapter, as the list is long. This chapter tried to give general idea of the core principles of a learning event facilitation. The chapter was thought to give the basics of facilitation, but in order to get a deeper understanding of facilitation it is necessary to follow online and offline courses and what is more important, it is necessary to pay attention to details of everything that surrounds you, that will be the starting point.

We wish you a great journey to become a learning event facilitator and hope you enjoy reading!
Chapter 3: Cultural tourism entrepreneurs’ profiles

In the third output of EECT project, Digital Guide on Entrepreneur Profiles in the cultural tourism sector, project partners defined a set of 5 European entrepreneurs’ profiles for culture tourism sector that are based on current job and market needs.

Here, in this chapter, we gather together the summary of these European entrepreneurs’ profiles.

Cultural Heritage Entrepreneur

Heritage tourism offers tremendous economic and social opportunities for local communities in terms of supporting the development of entrepreneurship. Cultural Heritage Entrepreneur brings to market goods and services, organises and runs cultural heritage in a commercial or non-profit manner depending on the characteristics of cultural heritage. The Cultural Heritage Entrepreneurs should be creative in order to find suitable solutions for financing different tourism activities starting with sponsoring events, grant funds, donations, also puts the financial pressure on foreign visitors. In exchange tourists seek to find quality services of tourism products and sites (interpretation), information for tourists, visitation services, diversification and upgrading of the heritage experience, etc. Cultural Heritage Entrepreneur involves an important dimension spirit of creativity where the first priority could be considered cultural value and a second one the economic value or vice versa. Unfortunately, in many cases, they prefer the economic motivation, exploitation over the cultural value.

Local Tourism Manager

Tourism plays an important role for developing countries and there are different advantages that can benefit local communities with the growth based on jobs opportunities and cultural exchange. Tourism managers are these people who promote tourism in their region through advertising campaigns and strategies, and provide assistance to tourists. They work with tourists of different cultures and traditions from all over the world and should therefore keep these different needs and
requirements in mind. Tourism managers more often need to gain competitive advantages, looking for the newest and greatest ways to reach their buyer persona and tailor their offering to their target audience. Local tourism managers need to engage communities using digital marketing and make sure their customers have the best possible away-from-home experience.

**Touristic Itinerary Designer**

The touristic itinerary designer is not a travel agent, nor a tour operator. This is a new travel section created by specialists who tailor travels by hand, based on individual interest and specific skills. The touristic itinerary designer designs integrated tourist itineraries between tangible and intangible assets with tourism potential. Promotes the tourist enhancement of countries and territories, organizing itineraries to discover artistic, cultural, food and wine attractions. Operates in various sectors related to the design of integrated tourist routes, organization of events, innovative promotion of itineraries and locations, tourist marketing and animation.

**Communication Specialist in the field of Cultural Tourism**

Lately, tourism has become one of the most interesting working fields for youngsters all over the world. Thus, in the past few years, lots of new jobs and professions related to tourism seemed to replace the traditional ones in the young people’s preferences. One of the most sought-after occupations in this area is, of course, the so-called communication specialist, which is the equivalent of the travel blogger or travel vlogger. Regular trips in dreamy places, outstanding photos from all over the world and on top of that, a huge amount of people interested in your life, must feel like the dream job. In reality, behind all the glamorous articles and pictures, there are a lot of hours of editing. Eating in fancy restaurants and visiting incredible destinations come with more rejections and a lot of consistent work. However, work never felt more pleasant than in this case.
Mobile Application Developer in the field of Cultural Tourism

Undoubtedly, mobile devices are more and more present in our lives and they became an important part of our day to day life. Apart from being one of the most used gadgets nowadays, the ordinary smartphone is also an important factor in modern travel behaviour. In the era of speed, mobile apps are one of the most useful tools for tourists and they serve as a trustworthy friend in times of need. Mobile applications, or more simple - apps, are helping millions of tourists in their journey by providing booking services, the inspiration for new adventures and a platform where to share their memories. Behind all of that is a generation of new entrepreneurs, the mobile application developers who are improving each stage of this process with the help of new technologies.

If you are interested in more information about them, please refer to our Digital Guide on Entrepreneur Profiles in the cultural tourism sector.
Chapter 4: Methodology of the Training

1. Designing the activity program

1.1. The disciplinary connection approach

The digital access in real time to, as well as the possibility of multiplication, translation and compilation of various resources using new technologies, require new strategies of selecting, structuring and delivering the training content. In the field of cultural tourism entrepreneurship, these conditions mirror the disciplinary connection approach, which can have three different degrees of materialization.

a. Multidisciplinarity: the basic link of data from cultural, tourism and entrepreneurship areas, emphasizing similar aspects. This level relies on knowledge from all three different disciplines, but remains within their boundaries.

b. Interdisciplinarity: a more in-depth connection between these different areas, in a collaborative way. This layer analyzes, synthesizes and matches the links between the disciplines into a coordinated and coherent whole.

c. Transdisciplinarity/cross-disciplinarity: the most developed level, implies strong interferences and even the design of a new comprehensive vision, in this case, cultural tourism entrepreneurship. It includes all the areas of interest, being more than just their sum. It is oriented to respond to the identified needs, provide different perspectives on problems and create innovative solutions. It integrates the areas of culture, tourism and entrepreneurship in a broader context, and transcends their traditional edges.

During the training, establishing connections and exploiting links between concepts from different areas is essential to train participants for the pluridimensional reality. Depending on the resources available for the program (especially human resources), the project manager can choose to implement the activities on one of these levels. While aiming for the third one, which is the most advanced, it is recommended to select the layer that can be planned, implemented and evaluated within the given timeframe and context (such as the profile of participants, the expertise of trainers, the accessible tools) and follow a progressive growth.

1.2. Activity plan step by step

* Why to design the program of activities for the training? Firstly, because it means visualizing all the steps of the learning process, with all their possibilities. The other pros of planning the schedule can be, but are not limited to the following:
Learning is a complex process, that requires responsibility and predetermined specific actions, including at the level of its micro sequences (activity sessions).

Setting clear learning goals is fundamental for a high quality training.

Achieving the learning objectives is done gradually, on target groups with different needs and learning styles, which require different approaches. Each of the activities builds on the previous results and obtains “small victories” that lead to reaching the training aims.

The training itself, as a process, must be optimized permanently, through an ongoing monitoring process and various forms of evaluation of the initial plan.

The action plan secures the learning process, diminishing the amateurism and the excessive improvisation. This doesn’t mean that there is a zero level of flexibility. An efficient planning of the activity program is shaped in an adaptable way, allowing trainers to be creative in adjusting it on the spot, without losing the focus.

By designing the process beforehand, the trainers can step much further than a short-term result and envisage a long-term development.

The action plan ensures a “red wire” to connect all the activities and link them to the training objectives.

* When to design the program of activities for the training? The creation of the schedule of the sessions is the third part of a four-stage plan of the learning process:

a. Diagnostic analysis, through which trainers can research the level of know-how and know-why of the participants on the topic, as well as information about their profile, including relevant background, motivation and learning style. It is usually performed in the needs assessment phase (through direct observations, reflections and questionnaires) and during the registration stage (through the application form), but also on the spot, through initial check-in activities (such as “Expectations, fears and contributions”).

b. Forecast and planning, based on the diagnostic analysis results, which concludes with alternative scenarios linked with the objectives of the training. Trainers can interpret data collected in the previous phase, in order to come up with creative solutions that address the most appropriate issues that participants have.
c. Designing the activity program means the actual creation of the schedule, by choosing the best alternative in terms of tools and methods for the group of participants, in a specific context. Other scenarios can be kept as plan B, to deal with the challenges that might occur during the learning process.

d. Evaluation of the participants and the training process. The data could be referred to for the next training in the diagnosis stage.

* How to design the activity program? Let’s take a closer look at the third step. Being quite complex, we can break it down into 5 smaller stages, each of them answering a key question.

Let’s say we are planning a training on cultural tourism entrepreneurship. As trainers, we should focus on the efficiency of the activities. Although improvisation and creativity play their role in the training process, being spontaneous is not enough when we run a training course. Indeed, this means we should firstly create a well-planned project and secondly transform it into a well-implemented project.

![Fig.1 Steps for designing a training](image)

Step 1: Why to do it? The first thing to do is apply a series of identification operations to get the sense of what is needed and after that set the goals. Deciding which concrete outcomes and outputs will result is essential for the quality of the training.

The learning objectives must be SMART (specific, measurable, attainable, realistic and time-framed). You can then proceed with these principles: objectives do not describe the activities of the trainer, but the positive changes that are expected to happen at individual, organizational and community levels; objectives
have to be formulated using verbs of action; each of the objectives must be aimed at a single operation, so it facilitates its measurement and evaluation; objectives will be integrated and will be logically associated with the content and learning situations.

Thus, some objectives of your training could be formulated as follows: O1 - develop soft key skills related to cultural tourism of 20 young entrepreneurs, during a 7-day intensive program; O2 - equip 20 young entrepreneurs with digital skills and at least 5 tools in the field of cultural tourism, during a 7-day intensive program; O3 - provide an opportunity to share at least 10 best practices in the field of cultural tourism entrepreneurship between 20 youths, during a 7-day intensive program.

Step 2: What to do?

The second part is to select the content of the training. The various sources of information, available most of the times at one click away, are on one hand extremely useful to bring to the table and compile different perspectives and approaches on the topic and on the other, very challenging to verify and sort. However, the research of the content (including the information, abilities, attitudes, values we envisage to be learnt, developed, improved and/or assimilated by the participants) must be correlated with the objectives defined in the previous stage.

Step 3: With what/ by which means to do it?

The third phase of designing the activity program implies establishing the tools and resources to be used during the training, including, besides the content from the prior step, the psychological resources (learning capabilities, motivation), materials, location and time.

The resources of the training can also be categorized in three components: materials (flipchart, markers, whiteboard, projector, manuals, maps, videos, infographics, posters, apps, etc.), human resources (trainers, facilitators, participants, logistic team, local community), procedural resources (the way of organizing the space, methodology).

While deciding upon the list of tools and resources, we should take into account the objectives of the training set during step 1. For example, considering O2, the organizers should provide...
tablets or computers or the participants should have their own devices, as well as free and stable access to Internet, a space with electricity, trainees with expertise in the digital field, participants with at least a basic level of digital literacy, as well as a list of apps and new media tools related to cultural tourism entrepreneurship.

Step 4: How to do it?

The fourth stage targets shaping coherent systems of forms, methods, materials and means, on the basis of which the set objectives are achieved. The strategy of selection of 3Ms (methods, materials, means) should focus on adequacy and efficiency.

This is, in fact, a key action of the training: designing the script. Of course, you cannot plan everything, as the training also bases itself on the moment. It is more an act of creation and less a series of template-operations.

However, break down the daily program into specific sessions, focusing on one of the objectives of the training, with a selection of particular methods to be used for each of the activities, in a certain order, in a given time and space.

A session of the training is a specific flexible and open activity structure, which has the following characteristics:

- Leads to developing competences (knowledge, abilities, attitudes) linked to the training objectives;
- It is unitary from a thematic point of view;
- It is carried out systematically over a certain period of time;
- Ends through reflection/evaluation;

Step 5: Was it successful?

The fifth phase aims to establish techniques for assessing the learning outcomes. It goes back to step 1 and evaluates the results of each of the objectives.

2. Methodologies for cultural tourism entrepreneurship trainings

2.1. Formal & non-formal methodologies

The field of cultural tourism entrepreneurship requires both soft and hard skills. Thus, a balance between theoretical and practical approaches is absolutely necessary. However, “learning by doing” will be the priority. Whether it is an Erasmus+ training course, a workshop provided by a private
company or an official class at university, non-formal methodology should be integrated in the majority of the sessions. Of course, being given the topic, activities such as study cases, facilitated discussions, debates or presentations which are from formal education, can be integrated successfully in the schedule to provide the frames in which know-how will be explored.

Some principles of the methodology to be used during trainings on cultural tourism entrepreneurship are:

- Linking theory with practice: The principle of correlating what we learn with its practical and immediate application in the real world is essential for conducting a meaningful learning process and fosters the motivation of participants.
- Respecting individual particularities: The principle focuses on tailoring the approach according to the specificities of each participant (age, gender, background, personality, interests, learning style, motivation, etc.).
- Accessibility of knowledge, abilities and attitudes: The principle focuses on optimizing content according to the participants' possibilities. This means the content will be user friendly and clear.
- Systematization and continuity in learning: This principle implies the natural connection of competences. All activities are linked through a “red wire” that follows the training objectives. The know-how and know-why will integrate into wider and more complex systems or will start from the general and narrow down to specific details.
- The correlation between sensory and rational, concrete and abstract: This principle fosters an ongoing dialogue between the sensory and rational-intuitive reporting to reality.
- Active and conscious participation: These principles highlights the fact that the participants are not objects, but subjects of their own learning process.
2.2. Recommendations for a successful non-formal learning process

As stated in the Non-formal Education pillar of EQYP Standard of quality, “a qualitative learning process in Erasmus+ projects means building an effective educational program in a safe intercultural inclusive environment with interactive, learner’s centered, creative, innovative tools that serve to achieve the goals and objectives of your project, that develop competences, motivate and inspire for actions and multiply the results.”

To achieve this, trainers should take into account the following coordinates:

- The trainer designs frames for the participants, engages them through interactive methods and puts them in the centre of the learning process, for which they are responsible. Trainings should always save space for participants to contribute, share and learn from each other. They must be also encouraged to work as members of a team.
- The appropriate methodology is correlated with the aims of the project. A logical flow must link all the tools that serve to achieve the objectives.
- A concrete and clear plan of the training does not exclude improvisation competences to address the unexpected, whether positive or negative.
- The trainer creates an atmosphere of mutual respect and understanding, essential for the trainings which gather participants with various backgrounds. Diversity happens even within groups coming from the same region and requires cultural sensitivity.
- The trainer makes sure everyone is included and treated with equity, no matter the age, gender, sexuality, language, religion, political views or any other criteria.
- All sessions are built to equip participants with relevant competences, through relevant tools and methods.
- A successful training is made with innovative, experimental and creative tools, as participants are always looking forward to grow in a new and unconventional environment.
- The setting of the training is a key element which should envisage appropriate size, materials, digital facilities and devices, fresh air and enough light. However, being eco-friendly should be a priority.
- Reflection upon all activities and awareness of their own learning process are to be encouraged so participants assimilate the takeaways, achievements, emotions and “aha” moments.
- Efficient trainings seed the minds of the participants with ideas to multiply the project results, inspiration and motivation to develop follow-ups and get involved in creating a positive change in their communities.
According to the answers under the Non-formal Learning pillar of ESOQ - EQYP Survey on Quality, there is a tendency among youth workers of breaking the training process into small steps, embracing uncertainty as part of it and assuming shared-responsibility.

In the opinion of ESOQ respondents, improvisation is essential to get things done when something unplanned pops up. Thus, it is not seen as a sign of superficiality or amateurism, but a reference of flexibility and creativity to respond promptly to unpredicted challenges, without disarming in front of panic. Regarding the way knowledge, attitudes and skills are transferred during non-formal activities, respondents believe that there are other actors besides trainers and facilitators who can also contribute with learning content. In this context, there is an unwritten learning partnership between everyone involved in the learning process, based on the active participation of each learner. Participants are not empty containers we fill with information, but conscious learners that get involved in their development. Moreover, the planification step of non-formal activities itself is not enough to ensure the quality of the training. All phases of the process should be correctly implemented and linked to the main objectives of the project.
3. Useful online and offline tools and best practices

3.1. Offline resources

Our top list of offline methods and best practices for a training in the field of cultural tourism entrepreneurship includes:

- **Treasure hunt:** In mixed teams, participants explore the chosen outdoor and/or indoor locations, searching for hidden treasures and following clues. While they have fun, this method fosters the development of key competences for the topic of discussion, such as: multiperspectivism, discovery of new places and improvement of knowledge on various cultural aspects, taking initiative, problem-solving, time efficiency and creativity.

- **Living library:** This method allows participants to interact with the community and look into closely the cultural narratives of the people, how they relate to the cultural products and tourist attractions. It gives new angles, colours and flavours to storytelling, which is an essential tool of any entrepreneur in the field of cultural tourism.

- **Photo safari:** Through this method, participants discover and document specific tangible and/or intangible cultural products, situations or places of importance in their daily lives. They can get fresh perspectives of the needs, opinions and feelings of the local community, which can then inspire the development of innovative solutions in the field of cultural tourism.

- **Elevator pitch:** Working in mixed teams to craft short presentation speeches that explain clearly and attractively a business idea can be a very effective method for young entrepreneurs in the field of cultural tourism to learn how to tell people about the change initiative that they're leading.

- **Business model canvas:** Another teamwork activity, that empowers participants to describe, design, challenge, and pivot a business model for their ideas, an absolutely necessary know-how for cultural tourism entrepreneurs.
• **Personalized mapping:** Participants get the chance to tailor maps for specific audiences. Working in mixed teams, they can develop personalized bike tours to castles, museum routes for families with children, trips at the monasteries for older people, gastronomic and art tours, walks for music lovers, etc. Apart from creativity, they develop the abilities to identify and address various needs and expectations of their public, essential for cultural tourism entrepreneurs.

• **#Visitit events:** An initiative of GEYC, these personalized visits are a new way to discover various tangible and intangible cultural elements on a given topic and foster the interaction and dialogue on the matter between youths and stakeholders. The novelty of this activity is its learning-in-a-fun-way oriented format that encourages interaction between youngsters with similar interests but different backgrounds, the possibility to visit hard-to-explore-individually locations and the connection with specialists on the topic. It can be a good alternative for the free time, optional excursions or field trips.

*Fig.3,4 Meetings with Local Entrepreneurs during the mobility in Terranova da Sibari, Italy*
3.2. Online resources

The online world offers a wide range of possibilities from which cultural tourism entrepreneurs can benefit. Trainings on this topic should dedicate a special time to new media tools that can improve the skills and knowledge of participants. Some of our choices of methods and best practices are:

- **Time slider maps**: This tool enables participants to create temporal layers in a map and play the animation to see how the data changes over time. Using this widget, they can control the animation of the data with buttons to play and pause, go to the previous time period, and go to the next time period. It is a very catchy method to develop time-aware story maps, that can be of good effect for cultural tourism entrepreneurs.

- **Digital journals**: #Xplore[country/city/location code], an initiative of GEYC, are recordings of participants, created by using e-tools and various forms of expression (text, video, music, photography, infographics, etc.), promoted on social media with the special hashtag. This new digital storytelling tool can help raise awareness on the importance of cultural heritage for one’s identity, celebrating diversity and promoting it worldwide, as well as advertise cultural tourism. It can also be a very effective personal branding tools for young entrepreneurs in the field, as well as a useful reflection method for the training.

- **Coding da Vinci**: is the first German open cultural data hackathon, a platform to connect cultural institutions and creative communities working with digital data. It brings cultural heritage institutions together with the hacker & designer community to develop ideas and prototypes for the cultural sector and for the public. The Coding da Vinci project archive is quickly becoming a great resource of examples and inspiration, enabling curators and those responsible for managing data repositories within cultural institutions to envision the potential of opening up digitized cultural artifacts to new users.

- **Tele-Encounters**: is an artistic research platform aiming to explore family relationships within the context of migration and to contribute to the development of
telepresence (technologically mediated presence) as an artistic idiom. While it addresses a very specific issue, it can help participants to explore cultural expressions in the context of movement, which can further serve to the endeavours of the cultural tourism entrepreneurs.

- **Startarium** is a Romanian initiative. Also called the “City of entrepreneurs”, it is a platform that provides learning tools, testing ideas, pitch day and crowdfunding opportunities.

- **Wikipedia town**: Using QR codes, participants can link places, monuments, people, artefacts, landscapes etc. to provide multilingual smart phone access to Wikipedia articles covering these issues, following the first example of Monmouthpedia.

- **diStories**: The project exploits the potential of ICTs for improving the digital attractiveness of cultural heritage and to promote interaction with new digital audiences in small historic towns. Through joint learning processes, local cultural teams in participating towns develop and pilot a unique innovative approach to digital communication with their audiences and interpret the tangible and intangible heritage of small historic towns using the digital-story concept.
Chapter 5: Assessment of the Training

Assessment of a training course is one of the most important parts of the constructive alignment process. Assessments occur in every conceivable learning situation. Well-designed assessments will allow youngsters to use the knowledge and skills they have learnt and indicate their level of mastery. On the other hand, assessment helps us evaluate whether the educational goals and standards are being met and show us where the gaps and points of strength of the participants are. Through assessment we can evaluate different training programmes and then, improve program design and implementation. It’s increasingly important to periodically assess and adapt your activities in order to ensure their effectiveness. Assessment and evaluation can help you identify areas for improvement and ultimately help you realize your goals more efficiently.

1. Types of assessments

a. **Formative** is an assessment that takes place during the course where the main purpose is to provide immediate feedback to the trainer to help the next stages of learning and development. In non-formal education formative assessment plays an important role, because help participants identify their strengths and weaknesses and target areas that need work, and also help educators recognize where participants are struggling and address problems immediately. Formative Assessment also enables the trainers to rethink instructional strategies, activities, and content based on participants understanding.

b. **Summative** is an assessment that takes place at the end of a course (or part of a course) which is frequently used as the evidence for a qualification or award; The goal of summative assessment is to evaluate participant learning at the end of session by comparing it against some standard or in the case of formal education, benchmark.

c. **Pre-training assessment** is another way of collecting information by participants, but unfortunately it’s not always possible. Before training, you can invite participants fill out a questionnaire which will give you as the trainer some background information on their knowledge and experience in the field. This can also be helpful for participants in beginning to prepare for the
training. The kind of question to ask are: name, grade, qualifications, details of previous training courses attended, are similar training activity attend by them, why they are motivated to take part in your training, what they hope to gain from this mobility, any other comments.

d. **Participant self-assessment** is another useful form of participant self-assessment. This can be done in a variety of ways. You might provide a more general questionnaire for participants to assess how much they know about given topics to be tackled during the training. You can leave space for them to return to it after the training and rate their increased knowledge. Another approach is to begin the training with a set of questions or a quiz, allowing them to answer the questions or examine the problems set. You can then go through it when they have completed it and they can assess for themselves what they knew before and after.

The following exercise was given to the participants, in the second day of EECT training. The main objective was to examine and evaluate their previous competence as well their creativity.

**EXERCISE: DEVELOPING A PACKAGE**

*(Develop a weekend break package for a tour operator for motivated cultural tourist visiting your destination)*

Participants were invited to:

1. Create a list of resources in their region which should be included in their package:
   - Cultural Resources
   - Special Events, Festivals
   - Heritage Attractions
   - Recreational Resources
   - Staffing including Guides
   - Transportation Services
   - Accommodation
   - Outdoor activities
   - Public Service

2. Identify their partners

3. Identify their markets - characteristic of the market, origin, motivation to buy the package

4. Develop their package – transportation, accommodation, tourism relevant services, meals, attractions, added value, etc.

5. Plan their itinerary and price the package
e. Feedback on everyday sessions

During the training it is likely that you will set the group some tasks to work on, on their own or in groups. It is very important that when the group reports back the trainer gives considered and useful feedback. The participants have spent time on the activity, may have been uncertain as to their ability to tackle the problem and will be looking for reassurance, and tips for improvement from the trainer. Usually every one gives feedback orally or if they are in groups each group will have chosen a spokesperson. They may or may not provide a visual aid such as a flipchart sheet. When listening to the presentation you need to estimated, has the group answered the question, have they covered all aspects of the problem, what were strong in their presentation and what they missed. Once the group finished, you can also ask the other participants to give their feedback before your own comments.

f. Evaluation

Evaluation is the systematic and objective assessment of an ongoing or completed project or activity, including its implementation and most importantly outcomes or positive changes. After the end of every training course, important for trainers is to understand whether the overall outcomes or positive changes resulting from any given activity, programme or policy have been achieved and to learn from this information in order to develop and improve activities in the future. Evaluation is where the participants and trainers are required to judge the quality and success of the training. In this part, important for participants is to have the chance to raise concerns, make suggestions and reflect on what they have learnt.
2. Principles of Evaluation

Why we need evaluation?
Evaluation has as important a role to play in non-formal education as in formal education. Training evaluation help you improve training for future participants, confirm that you’re getting your training right and prove that the training is adding value. Gathering feedback and data on what participants thought of the training, how they performed in the assessments that were part of the training, and how they were subsequently able to transfer that training into their daily life or workplace, will enable you to identify ways in which improvements can be made. Conducting effective training evaluation enables us to gather data upon which we can base our decisions for change – ensuring that the way we develop training enhances its value. Through assessment and final evaluation, you can measure impact and justifying investment of resources. Evaluation helps the trainer to refine and improve the design, content and delivery on a regular basis.

What we need to evaluate?
The elements that have an impact on the success of our training programme are a lot. When you planning your evaluation you need to consider various aspects such as:

- Whether the course aims, learning objectives, etc. were met
- Whether anything was missing from the training programme
- How participants received and benefited from any significant piece of course work that was set, the different methods that were used, etc.
- Was the atmosphere and dynamics in the group good
- General impressions of venue (conducive to training, relaxed atmosphere, etc.)
- If the participants have any further training requirements
When to evaluate?

Evaluation is an ongoing process that should be incorporated into the whole life cycle of any given activity – planning, delivery and after the activity itself. We already mentioned that pre-activity evaluation in the planning stage can have a significant role for you as a trainer, and you can easily track in the end of the training, if the expectations answered to the final results. Ongoing evaluation – this could be in the form of a mid-activity evaluation or reflection groups enabling adaption of the activity according to participants needs and progress against the aims and objectives. End of activity evaluation – this can be used to measure the participants’ perceptions about the activity once it has finished – eg. learning outcomes, practicalities and logistics. Follow-up evaluation – this takes place after an activity and can be used to measure longer-term impact and learning on a personal and professional level, and how this learning has been used.

As a trainer you can decide if the evaluation should be anonymous or not. Anonymity will give your participants the freedom to be frank in their comments and judgements and in any case usually the most positive evaluations are marked by the fact the participant has chosen to sign their comments. You need also to consider that most participants will not want to spend a long time filling out the survey, so if you require them everyday evaluation its best to give them some short questions that can be answered before they leave the training room. If you give participants a questionnaire, that they can take away, you may know that a solid proportion of them will never return to you.

Evaluation tools

In Salto Resources Centre, you can find different methods and approaches for evaluation, as well as ideas and inspiration to help your international youth work.

6 Thinking Stickers

We give you an example that you can use for your future training activity. 6 thinking Stickers is an evaluation exercise, which is based on De Bono’s 6 Thinking Hats method. More about the method you can find here.

This exercise can be used as for individual as for group evaluation. Also, it can be used as a Self-evaluation method. The main aim of the exercise is to think about events that happened during the training and make evaluation or self-evaluation.
Description of the tool: Trainer prepares big paper (6 Flipcharts taped to each other) and paints just circuitously any word: for example: THANK YOU! Also he/she prepares 6 different colour stickers: white, red, yellow, pink, green and blue. Trainer puts big taped Flip chart and colour stickers on the floor. Also, trainer writes on the flip chart or whiteboard descriptions of the colour stickers:

- white - Data, Information, Facts - on the white stickers participants write just facts which they remember from the training.
- red - Feelings and Emotions - What are the feelings and emotions their experienced during the training?
- yellow - Positive things - participants answer the question: What positive things happened in training period? (the most important for them).
- pink - Contribution. What were their contributions during the training?
- green - Creative thinking and ideas. What was the most interesting and new for them, which engaged them to create something new?
- blue - Summaries, conclusion. What conclusion their made after the training? How their summarized it for themselves.

This exercise takes around 20-30 min. In the end of the evaluation, trainer can decide to do group work on leave it just for self-evaluation.

Problems of evaluation in non-formal education

- The Non-Formal Education programme lacks a scientific and critical method of evaluation
- Progress reports of Non-Formal Education programme are not available
- Lack of time for evaluation
- Sometimes the size of the group is too big to evaluate learners individually
• Conventional methods of evaluation like tests and examination does not work for evaluating the Non-Formal Education programme
• The evaluation team does not have training as to how to evaluate the programme and how to write evaluation reports
• It is difficult to collect highly scientific and objective oriented data to take suitable measures to modify and improve objectives, policies and methodologies to conduct programme successfully
• Immediate results cannot be found out like the examination of formal system
• Regular follow up programme is necessary
• Negative attitude of people makes evaluation of Non-Formal Education programme difficult

3. Recommendations from EECT partners for measuring the impact of training activity

EECT consortium measured the impact on selected participants (EECT Training activity) and participant’s organizations through the following criteria:

a. Impact on selected participants

• Improving participants’ entrepreneurship cultural tourism knowledge and skills, foreign languages, use of office technology and digital tools (e.g. MOOCs), and intercultural communication skills.
• Improving participants’ abilities to integrate and accurately evaluate multiple sources of information and to make interpretations to gain awareness and thereby achieve agreed-upon results.
• Improving participants’ abilities to develop a business model canvas in order to launch their entrepreneurship idea.
• Experimenting new learning approach and practice, creating opportunities for professional dialogue and networking around Europe.
b. **Impact on participating organizations**

- Establishing a new cultural tourism entrepreneurship agreement that gives to the organization the ability to understand what is required in the specific interaction with the youth and to come to agreement with their target prospective and local youth about the entrepreneurship training process and relationship.
- Introducing in the organizations the increased attractiveness of qualifications in the culture sector and best practices gained during the project.
- Improving training offers for culture jobs adapted to European market needs.
- Reducing mismatch between trained competencies and competencies needed on the labour market.
- Promoting agreements with new active public and private partners and countries and intercultural and multidisciplinary exchanges among institutions.
- Producing a training program which can be used as a base for the development of further programs in other entrepreneurship activities.

The blended mobility of EECT project was dived into two parts (virtual and physical). The first part of the mobility was virtual and the EECT participants attended the modules of the MOOC "Entrepreneurship in cultural tourism" (O2). The MOOC modules were the following ones:

1. Theoretical Foundations and Frameworks; cultural diversity.
2. Globalization of Cultural Tourism
3. Cultural Tourism Products and Motivations
4. Cultural Tourism Policy, Strategy and Marketing
5. Getting started: your first business model canvas
6. Finding investment and funding
7. External Environmental Impact on Cultural Tourism
8. Ensuring the Quality of the Visitors’ Experience

Total Duration Virtual Mobility was 40 days.

The second part of the blended mobility was physical and it was held in Italy under coordination of the Italian partner, Futuro Digitale, where participants attended a training course concerning the MOOC modules undertaken during the virtual mobility. Participants took part to several activities such as study visits, case studies and teamwork and they had an opportunity to design their social enterprise idea through the design of a business model canvas. The business model canvas of each participant was presented the last day of the mobility.
Partners measured the impact of the blended mobility distributing the following questionnaire to the direct beneficiaries:

- Have you been looking for similar resources before?
- Was the format of trainings (either transnational training or entrepreneurship learning modules) suitable for the content?
- Was the format of trainings (number of hours ...) compatible with your current schedule?
- Have the trainings met your expectations in term of content?
- Have you learnt something new during these trainings?
- Will these trainings be helpful to better realize your entrepreneurship idea?
- Will you lunch your business idea directly after the trainings?
- What was your favourite part of the trainings?
- What could be improve in this trainings?

As you seen Impact Assessment is a powerful mean of measuring the effectiveness of organisational and training activities and judging the significance of changes brought about by those activities. It is neither Art or Science, but both. Being able to assess and articulate impact is a powerful means of communicating, internally and externally, the contribution of activities to the mission of your NGO, or as in our case, the main objective of the project consortium.
Conclusions:

To sum up, every training has to respond to the needs of the end-users, institutions and countries as well to involve participants in the learning process preferable through facilitating and not through teaching. Trainers have to lead the group of youngsters in acquiring new skills, knowledge, or understanding, providing them with the right questions, not with the right answers. Training is something that should be planned and developed in advance taking into consideration the learning objectives and project needs in term of training. Keep in mind that the content you want to deliver is perhaps one of the most important parts in training and one of the most time-consuming to develop. Development of learning objectives or those things you want for your learners to know after the training makes for a more focused training. Last but not least important is to make sure your training objectives were met through final evaluation and impact assessment.