



Transnational Cooperation Programme Interreg  
Balkan-Mediterranean 2014-2020  
**1st CALL FOR PROPOSALS**

**Priority Axis 1: Entrepreneurship & Innovation**

**SPECIFIC OBJECTIVE 1.2: INNOVATIVE TERRITORIES**

Unleashing territorial potential improving the transnational innovation capacity of the business sector

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**BMP/1.2/2619/2017/INNOVIMENTOR**



Generating SME product and process innovation with a new tourism mobility model, stakeholder alliances and skills alliances to facilitate the market uptake of local enterprises in remote and sparsely populated areas.

**SME TRAINING PROGRAMME  
& VIRTUAL DESK**

**eCOURSE ADVERTISEMENT**



DOMI DEVELOPMENT PC



# 1 COURSE IDENTITY

## INNOVIMENTOR VIRTUAL DESK AND KNOWLEDGE TOOLKIT

The INNOVIMENTOR Virtual Desk and Knowledge Toolkit designs and delivers a European-wide occupation core profile that will help tourism professionals to cope with the change. A cognitive-driven instructional design facilitates knowledge transfer: blended learning scenarios and personalized learning paths through 4 pillars of pedagogical innovation model the Curriculum: teacher/learner as consumer (content); teacher/learner as producer (creating); teacher/learner as social being (networking); teacher/learner as team worker (collaborating). The i-Cloud working area moves local stakeholders from desk computing to cloud computing by providing a Virtual Desk to organize content, ideas and service prototypes. The Virtual Desk enables convenient, on-demand network access to a shared pool of configurable computing resources (e.g., networks, servers, storage, applications, and services) that can be rapidly provisioned and released with minimal management effort or service provider interaction. The Virtual Desk promotes availability and is composed of five essential characteristics (On-demand self-service, Broad network access, Resource pooling, Rapid elasticity, Measured Service).

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## INNOVIMENTOR INTENSIVE EXPERIENCE EXCHANGE TRAINING PROGRAMME (DIEETP)

Recent Advances in ICT and mobile technology challenge the current educational model incl. the EU VET by transforming teaching and learning practice with new tools for knowledge acquisition. A hybrid learning methodology enables tourism professionals to manage information, exchange data, visualize trends and connect to social media tools providing full transparency in Project development and achievements. If learners need to engage in complex reasoning processes involving combinations of unfamiliar elements, they fail. Respecting principles of Human Cognitive Architecture, the Methodology, interlinked with Activities involved with know-how transfer and Pilot Project Design, respect principles of human cognitive architecture understanding the possibilities and limitations of the human memory processor and enhancing the permanent didactical source. The e-Course has a duration of 20 weeks and offers 4 Modules to participants 1. Heritage Management; 2. Tourism Planning; 3. Cultural Communication; 4. Destination Branding. All 4 MODULES are directly interconnected with the 4 Transnational Study Visits.

## INNOVIMENTOR E-LIBRARY

The eLibrary is cognitive-driven multi-mediathek, which facilitates domain specific knowledge acquisition and transfer in vocational learner settings. The Pocket Library is the collection of media material produced across the Project Life. It works as an indicator of trends, problems, solutions, deviations, new potential services and products since media materials can be generated and uploaded in almost real-time using the local ICT access points provided by the project. 4 Study Visits and onsite teaching generate video information, so that access to instant feedback is ensured for trainees for a better final heritage tourism product.

## EDUCATIONAL AV RECORD

A shift in thinking has taken place as a consequence of social networking in virtual environments impacting the real moment. This shift has created a new paradigm and the definition of the Heritagescape, an organism that goes beyond the process of innovation: it reconstructs itself as it suffers external and internal influences and goes to a next level of organization and optimization of resources. New training is required to innovate and manage novel products and services that today are not connected to real needs and demands of users of cultural products and services worldwide. Authentic stories have a stronger impact on the consumer. INNOVIMENTOR utilizes the Vimeo Media Channel as an amplifier to encourage the acquisition of new skills, supporting at the same time parties involved to provide for feedback about activities, outputs, qualities of deliverables and impact of results in the territory all across the Project life. The INNOVIMENTOR Vimeo Channel is an effective tool to transfer parties involved the particular knowledge that can be transformed in a new service or product. The Vimeo Media Channel is thus linked to new services to be implemented in the Project Area and Social Media.



## ONSITE TEACHING & LEARNING

INNOVIMENTOR aims to advance heritage tourism by delivering high quality experiences at heritage places and communicating cultural values: from natural monuments and ecosystems to sites and collections, from the arts to traditions and handicrafts. It is needed to demonstrate how the values of tangible-intangible, movable-immovable and spiritual heritage assets can become catalysts for regeneration and development by being revealed and communicated. Therefore INNOVIMENTOR Intensive Training Course offers onsite training via:

- 4 Study Visits in Chios, Greece; Varna, Bulgaria, Gjirokastra, Albania and Nicosia, Cyprus
- 4 onsite lectures in Chios, Greece; Varna, Bulgaria, Gjirokastra, Albania and Nicosia, Cyprus
- 4 evaluation workshops in Chios, Greece; Varna, Bulgaria, Gjirokastra, Albania and Nicosia, Cyprus

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## RESULTS

Through the SME TRAINING PROGRAMME, the Virtual Desk and Knowledge Toolkit, the Pocket Library and the Educational AV Record, a permanent education source for tourism professionals is established. By demonstrating the socioeconomic value of experienced-based products and services in heritage tourism and by delivering the right skill mix, the Skill Portfolio is defined, connected to a transnational stakeholder force among the public-private-third sector actors in the Project Area, with the task to make the uprising work forces responsive to the heritage tourism market needs with better informed choices and benefit spread across the EU.

## LEARNERS:

The Pool of Learners consist of a minimum of 40 participants who will be given access to the Platform and implement the e-Course's according to the timetable. At the beginning of every week Course Participants download documents regarding the basic study materials and the weekly tests.



## STUDY MATERIAL

### BASIC STUDY MATERIAL

To be completed until the end of each week. In addition, they can download the extra study material.

### EXTRA STUDY MATERIAL

By the end of each week Course Participants have to complete and send back to the tutors a small test.

### WEEKLY TESTS

Weekly tests help trainees to better understand the Study Material.

### FINAL DISSERTATION

The Final Dissertation is the **Pilot Project Plan** and therefore it is mandatory for trainees to complete it, as it will become the spinal cord for the iBook



### ACTIVITY LOCATIONS

1. Chios, Greece
2. Corfu, Greece
3. Varna, Bulgaria
4. Rhodopi Mountains, Bulgaria
5. Gjirokastra, Albania
6. Tirana, Albania
7. Nicosia, Cyprus

Study Visit at Marcianopolis, Bulgaria; Mastiha Museum Chios, Greece (2017); The Unique Neolithic Salt Mine and First World Bank in the Neolithic Area, Provadiya, Bulgaria (2019)



## 3 eCOURSE STRUCTURE

The INNOVIMENTOR e-Course is an online, distance and onsite face-to-face skills development Course. It consists of 4 Teaching Modules, which are specifically designed to reduce intrinsic cognitive load and to support self-directed-learning. Each cognitive module includes a short description of previous knowledge required, a short description of expected results (what is communicated to trainees), which are the basic elements of each module and why they are prerequisites to the next one. The logical coherence of the study material and the justification of each Module are also to be communicated to learners. Each Module presents in key words knowledge transferred, development of domain specific skill and the creation of products and services with an affinity to the sector of culture and tourism planning. The INNOVIMENTOR e-Course and onsite training with strong associations to the MODULE's permanent values which are:





### *Knowledge creation and innovation:*

INNOVIMENTOR introduces a novel concept to reconcile protection and usability of natural and cultural heritage, paving the way for entrepreneurial innovation on both shores of the Mediterranean Sea Basin. Via a multidisciplinary participatory, highly transferable knowledge platform invests in human capital by certifying professional skills in the heritage sector by utilizing the interpretation of heritage as the most powerful tool to unlock cultural values development.

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### *Knowledge transfer*

The MODULE's structure examines prerequisites and conditions under which successful encoding of relevant messages take place. It explores the dynamics of the human memory processor and the relationships between working and long term memory defining the implications for managing cognitive loads to produce expert players. Information architecture and instructional design follow causal mechanisms of human cognitive architecture in order to facilitate higher cognitive results in a formative setting, requiring a lower time budget for MODULE learners. All 4+1 MODULEs are designed within the framework of Cognitive Load Theory, striving especially to reduce extraneous cognitive load from all types of knowledge transfer, while balancing among extraneous, intrinsic and germane cognitive load.

### *Programme Principles*

Respecting BALKAN MED PROGRAMME objectives in knowledge economy, a participatory knowledge platform transfers advanced tools to guide learners to understand the complex nature of heritage, to protect and use heritage legacies. Professional skills are ascertained by domain specific knowledge acquisition, e- and in situ training.

### *Novel professional skills*

By delivering novel professional skills INNOVIMENTOR is offering professional qualification, enabling especially women, young researchers and individuals with disabilities to improve their professional statuses. Individuals with increased capacity in heritage interpretation will interact with a series of social partners on both shores of the Mediterranean.

*Relevance to International Treaties and Charters:* In addition INNOVIMENTOR respects a series of international charters, treaties, conventions, guidelines and recommendations for the protection conservation management and interpretation of heritage. However these standards are viewed as providing guiding principles towards defining an appropriate response to particular conservation issues, not as instant and all-inclusive prescriptions.

## **3.1 Admission**

Following the H2020 GRAND SOCIETAL CHALLENGES and the EU HORIZONTAL POLICIES 2014-2020, the INNOVIMENTOR SME TRAINING PROGRAMME develops a multidisciplinary, participatory knowledge platform fully capable to adapt to multicultural environments and attract a wide range of different learner groups without restrictions to professional background, sex and age stereotypes. It addresses audiences with a particular interest of focus in heritage and tourism with Bachelor degrees in (indicative only): Humanities and Law (Classics, Archaeology, Anthropology, History, Linguistics etc.); Architectural and Civil Engineering incl. Landscape Design and Garden Architecture; Economics and Tourism Planning; Environmental Sciences and Biology; Sciences (Chemistry, Physics, Mathematics etc.).



## 3.2 Duration

The e-Course is starting on October the 1<sup>st</sup> 2019 and lasts 20 weeks. 4 Study Visits and Evaluation Workshops are included (see Chapter 7.5).

Fig. 2: The INNOVIMENTOR e-COURSE Duration

MODULE 1 Heritage Management January -February 2020				MODULE 2 Tourism Planning February-March 2020				MODULE 3 Cultural Communication March-April 2020				MODULE 4 Destination Branding April-May 2020				DISSERTATION (Pilot Project) May-June 2020				
We ekl y Tes t1	We ekl y Tes t2	We ekl y Tes t3	We ekl y Tes t4	We ekl y Tes t5	We ekl y Tes t6	We ekl y Tes t7	We ekl y Tes t8	We ekl y Tes t9	We ekl y Tes t10	We ekl y Tes t11	We ekl y Tes t12	We ekl y Tes t13	E A ST E R	We ekl y Tes t14	We ekl y Tes t15	We ekl y Tes t16	Tem plate Plan	A ut h or 1	A ut h or 2	D eli ve ry D ate
Stu dy Mat eria l MO D1/ eLl B	Stu dy Mat eria l MO D1/ eLl B	Stu dy Mat eria l MO D1/ eLl B	Stu dy Mat eria l MO D1/ eLl B	Stu dy Mat eria l MO D2/ eLl B	Stu dy Mat eria l MO D2/ eLl B	Stu dy Mat eria l MO D2/ eLl B	Stu dy Mat eria l MO D2/ eLl B	Stu dy Mat eria l MO D3/ eLl B	Stu dy Mat eria l MO D3/ eLl B	Stu dy Mat eria l MO D3/ eLl B	Stu dy Mat eria l MO D3/ eLl B	Stu dy Mat eria l MO D4/ eLl B		Stu dy Mat eria l MO D4/ eLl B	Stu dy Mat eria l MO D4/ eLl B	Stu dy Mat eria l MO D4/ eLl B				
WE EK 1 (20 - 26/ 01)	WE EK 2 (27 /01 - 02/ 02)	WE EK 3 (03 - 09/ 02)	WE EK 4 (10 - 16/ 02)	WE EK 5 (17 - 23/ 02)	WE EK 6 (24 /02 - 01/ 03)	WE EK 7 (2- 8/0 3)	WE EK 8 (9- 15/ 03)	WE EK 9 (16 - 22/ 03)	WE EK 10 (23 - 29/ 03)	WE EK 11 (-3- /-3- 04)	WE EK 12 (06 - 12/ 04)	WE EK 13 (13 - 19/ 04)	20 - 26 /0 4	WE EK 14 (27 - 03/ 05)	WE EK 15 (04 - 10/ 05)	WE EK 16 (11 - 17/ 05)	W EE 17 (1 8- 24 /0 5)	W E 18 (1 8- 24 /0 5)	W E 19 (1 9- 25 /0 5)	W E 20 (1 0- 06 /0 6)

## 3.3 Training Platform

The Training Platform is hosted by the University of the Aegean at:

<https://aegeanmoodle.aegean.gr/>

## 3.4 Official Language

The official language of the INNOVIMENTOR is THE OFFICIAL LANGUAGE of the BALKAN MEDITERRANEAN TRANSNATIONAL COOPERATIO PRGRAMME 2014-2020 , namely ENGLISH and therefore, the INNOVIMENTOR Platform (Moodle), the reading material, the tests and anything written in forums, via e-mail etc. will be in English.

## 3.5 The COLLABORANDO iCloud MUSEUM

Main aim of the SME TRAINING PROGRAMME is the co-development of the COLLABORANDO iCloud Museum. The *Museum on the Go* has five components:

1. The COLLABORANDO iCloud Museum COLLABORANDO visitors (D.5.3. THE FINAL PRODUCT);
2. The COLLABORANDO Real time Tourism Route (D.5.3. THE FINAL PRODUCT);
3. The COLLABORANDO Augmented Reality Heritage Games for e-and onsite visitors (D.5.3. The Final Product);
4. The COLLABORANDO eBook for operating systems iOS/Windows/Android) (D. 5.4: PRODUCT PACKAGING & GLOBAL DISTRIBUTION {The COLLABORANDO eBook for iOS and Android operating systems});



5. The COLLABORANDO Demo Booking App for visitors in the Project Area (D.6.4: POST-PROJECT OPERATION {The COLLABORANDO online booking app}). All trainees co-develop with the help of tutors and experts a new heritage tourism product, the INNOVIMENTOR TRILOGY. A new cultural heritage consumption pattern is created through the jointly developed Trilogy: **iCLOUD MUSEUM**, the Transnational Cultural Heritage Route, the iBook for iOS and Android operation systems and the heritage games. The product innovation lies in the new tourism business model developed, **which transforms the product-buyer to the product-seller** enhancing customer loyalty on the basis of customer satisfaction and excellence of heritage experience acquired through the 8brand new heritage tourism products in the Project Area.

## 4 LEARNING OUTCOMES

INNOVIMENTOR creates a framework for professional up-to-date heritage management conjugating heritage knowledge with tourism planning, using a cognitive "interpretive approach" and didactic tools deriving from instructional design familiar with brain architecture. Addressing different target publics among the student population, it connects knowledge and learners' needs with tools, methods and policies of the INNOVIMENTOR will add value to heritage interpretation practices from a set of basic skills into a multidisciplinary process such as Interpretive Planning (IP), aiming to create tools and methods to create industry related product and services resulting into greater protection and consumer satisfaction. Participants learn how to identify, signify, valorize and manage natural and cultural resources, by defining heritage values and formulating an area's heritage typology especially designed for culture and tourism uses, in order for them to safely enter the global market. Tourism as a place-based activity generates destination identity at different scales, defining places as the great imperative. INNOVIMENTOR teaches how-to create a non-exchangeable image for given heritage resources/places able to attract diverse audiences:

- Planning interpretive products and services for different audiences in recreational settings
- Developing heritage typologies on the basis of distinctive and visit-worthy features
- Creating sustainable tourism uses in heritage environments (natural and man-made)
- Signifying and Marketing Heritage Resources for cultural consumption and tourism
- Evaluation Methodologies
- Interpretive Plans and Applications

A participatory knowledge platform transfers advanced tools, which guide learners to protect and utilize heritage assets, whereas professional skills are certified by domain specific training. Working on a multidisciplinary level, learners acquire a range of skills:

- Understanding the protection-use conflict
- Understanding and assessing cultural resources
- Employing the socioeconomic potential of natural and cultural heritage
- Employing the economic usability of cultural values
- Employing a place-centric cultural heritage consumption mix
- Employing specific communication strategies for non-captive audiences in leisure and recreational settings
- Creating a wide range of industry-related interpretive products and services



All 4 MODULES are designed to deliver 3 main outcomes following a hierarchical progression in the respective scientific field:

- A. Domain specific knowledge acquisition (learn)**
- B. Domain specific skill development (execute)**
- C. Domain specific expertise (implement)**

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#### 4.1 MODULE 1 “HERITAGE MANAGEMENT”

MODULE 2 “Heritage Planning” involves consequently much more than mere transmission of knowledge and facts: it is a system for decoding messages of diverse complexity and a high degree of ambiguity. It employs codes accessible to visitors, enabling them to connect with heritage presented to them in virtual and in situ environments by experiencing and understanding through their senses and cognitive abilities. By providing visitors with relevance Heritage Interpretation makes them a part of the experience. M2 exploits the different ways of communicating as a means to bridge the spatiotemporal distance between visitors and resources. It includes Heritage Management (Protection, Conservation, Management, and Interpretation) and introduces learners to Heritage Economics. Learners are offered a methodology to classify a place’s assets to heritage classes in order to further select distinctive and visit-worthy features and to produce a place’s identity. Learners familiarize with the Significance Assessment Process, a methodological approach based on criteria for the assessment of cultural heritage resources from natural and man-made environment, accompanied by tourism modifiers, which guarantee the appropriateness of the resources to enter the tourism market.

#### 4.2 MODULE 2: “TOURISM PLANNING”

MODULE 2 deals with sustainable tourism, introducing participant to the genius loci, a place’s identity and spirit. It places heritage into its broad cultural context, and emphasizes the importance of interpretation in the understanding and valuation of heritage. MODULE 2 demonstrates that heritage tourism may offer even small communities economic growth and employment diversification, improve the residents’ income, enabling young people to stay in their local communities. Learners acquire knowledge about how to plan and manage tourism attractions and how to develop experience-based tourism products and services, whereas the understanding of tourism accessibility is of crucial importance for the overall success. It exploits consumer and visitor experience opportunities provided by given resources in given cultural consumption contexts, and caters for experience diversity. Visitors come to attractions for very different and sometimes conflicting reasons and learn how to provide opportunities for a range of visitor experiences as an important part of sustaining the attraction’s quality. By providing a diversity of settings, learners accomplish a double task: firstly the offer visitors to select products and services close to their visitation motives and secondly a diversity of experiences helps to avoid the conflicts that often occur among visitors who expect various outcomes from their visits.

#### 4.3 MODULE 3 “CULTURAL COMMUNICATION”

MODULE 3 delivers higher interpretive skills for planning holistic interpretive products and services with specific market value. It exploits consumer and visitor experience opportunities provided by given resources in given cultural consumption contexts, and caters for experience diversity. Learners acquire that visitors come to attractions for very different and sometimes conflicting reasons and learn how to provide opportunities for a range of visitor experiences as an important part of sustaining the attraction’s quality. By providing a diversity of settings,





learners accomplish a double task: firstly the offer visitors to select products and services close to their visitation motives and secondly a diversity of experiences helps to avoid the conflicts that often occur among visitors who expect various outcomes from their visits. M3 deals also with the concept of leisure time, as a post-fordist good and its economic value in cultural heritage tourism and other consumption settings. The main learning task is to realize that leisure time has always a restricted, non-refundable time budget and is very much exposed to external risks. Direct accessibility to resources is therefore crucial for the success of a given product. Learners acquire how develop and implement successful leisure time products and services exploiting opportunities offered in the recreational and leisure settings.

#### 4.4 MODULE 4 “DESTINATION BRANDING”

MODULE 4 aims to undertake a review of the typical marketing communication practices employed in the Project Area to understand the pre-visit decision-making of prospective visitors; to evaluate the perceived effectiveness of these communication practices in meeting desired communication and behavioral objectives; to examine the current visitor data (market research) being collected and employed by protected area managers and associated agencies in the development of pre-visit marketing communication strategies; to develop a market segmentation table or matrix for use in pre-visit marketing communication strategy; to provide for practical guidance on how to monitor the effectiveness of specific protected area marketing practices.

#### 4.5 ONSITE TEACHING AND LEARNING

INNOVIMENTOR aims to deliver high quality experiences at heritage places and communicating cultural values: from natural monuments and ecosystems to sites and collections, from the arts to traditions and handicrafts. It is needed to demonstrate how the values of tangible-intangible, movable-immovable and spiritual heritage assets can become catalysts for regeneration and development by being revealed and communicated. Therefore INNOVIMENTOR Intensive Training Course offers onsite training via:

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- 4 evaluation workshops in Chios, Greece; Varna, Bulgaria; Gjirokastra, Albania; Nicosia, Cyprus

## 5 ASSESSMENT

The assessment rates are structures as follows:

- Weekly tests (40%). Weekly tests support the in situ research / internship
- Participation of onsite activities (20%); results and experiences feedback the Pilot Project Plan
- Dissertation alias Pilot Project Plan (40%); integrates the overall effort.