



# ALL ROADS LEAD TO ROME

## (ROMAN ROUTES)



104 - PILOT VALIDATION

### REPORT



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## 1. INTRODUCTION

The core aim of the ROMAN ROUTES project is to offer training, tools and logistical support to young people who want to take advantage of the economic potential of the ancient Roman roads in terms of employability, self-entrepreneurship, and local development. The purpose is to give them knowledge, expand their capabilities, and sharpen their skills. This will enable them to identify strategies and to exploit economic opportunities which maximize the economic value of the Roman roads network.

IO4 is the final version of ROMAN ROUTES project, based on Testing and Valuation Activities (T&V); it includes the guidelines for the future use of the training courses created for the Roman Routes entrepreneurship. Indeed, produced outputs will be tested on at least 200 people of the Target group, from the 5 Countries of the partnership.

The Training content in the ROMAN ROUTES modules should be relevant and appropriate to the target group, so the IO4 aims at testing and validation of the created learning resources.

This document is part of the Intellectual Output of work package Test and Validation, and summarizes the key findings from the pilot trainings held by the ROMAN ROUTES consortium partners.

It presents the methodology, templates, and tools used in collecting feedback from the participants. Collected and summarized data is carefully analyzed and used for improvement of the existing ROMAN ROUTES Training modules.



## 2. ALL ROADS LEAD TO ROME- AVAILABLE TRAINING MODULES:

1. History and Development role of Roman Routes
2. The framework of Cultural Entrepreneurship in Europe
3. The cultural economy: how to enhance cultural heritage in a new sustainable economy
4. Cultural European Heritage Legislation
5. Elements of Entrepreneurship Education
6. Guidelines on how to start an enterprise
7. Tools to describe and validate business ideas
8. Online communication, visibility and networking for cultural tourism businesses
9. Data collection and analysis
10. Cultural Routes and Tourism

## 3. ALL ROADS LEAD TO ROME IO4 - PILOT VALIDATION

### Duration:

IO/ Activity	Activity title	Prepared by	Timeline
IO4/A1	Test and Validation Plan	UTMS	15.03.2021 - 15.04.2021
IO4/A2	Train TARGET GROUP & feedback collection	All partners	15.04.2021 – 27.09.2021
IO4/A3	"fine-tuned" ROMAN ROUTES Training courses & Guidelines for future use	prepared by UTMS from collected feedbacks)	27.09.2021 – 15.10.2021

### Deliverables/Activities:

1. Validation plan
2. Delivered training to min. 200 participants
3. Guidelines for future training courses

### 1. Validation plan

Partners will jointly develop, under the guidance of Skopje University, the Test and Validation Plan, that will specifically define test plan, requirements, activities, tools for the testing implementation for each single output created: the Multilingual Open Educational Resource, the teaching modules for students (curricula), contents and materials (online and offline), resulting from the comparison of Case studies and best practices. The plan will be used during the implementation of the Project, to ensure that the T&V activities are carried out by partners. Duration 1 month.



## 2. Train target groups/collect feedback

Partners will promote and deliver the courses according to their internal schedule during a 4-month period so as to ensure the maximum number of courses delivered and low skilled adults trained. A minimum of 200 target group representatives will be involved, through the experimentation of the didactic modules and information materials created in the consortium's reference Countries (Belgium, Greece, Italy, North Macedonia and Spain). Feedback will be collected from all interested parties involved in the training at the end of each training course. The feedback will be collected with a common form, used by all partners so as to make results comparable.

## 3. Guidelines for future training

The guidelines will refer both to practical and organizational aspects and to purely pedagogical issues, such as guidelines for trainers, structure and content of the workshops, simulations, etc.

## 4. ROMAN ROUTES PILOT TRAININGS METHODOLOGY

All project partners delivered pilot trainings in their respective countries according to the methodology agreed and validated by each partner. The confirmed methodology helps to have unique and equal conducted pilot trainings and an equal sample of responses that can be compared and deduced in terms of training and the quality of training, with a view to improving their level according to the needs of the target groups.

Partners promoted and delivered the ROMAN ROUTES courses according to their internal schedule during a 4-month period so as to ensure the maximum number of courses delivered and low skilled adults trained. Target groups' representatives were trained in the countries represented in the partnership. Feedback was collected from all interested parties involved in the training at the end of each training course.

ROMAN ROUTES IO4 Methodology and implementation of the pilot trainings is in accordance with the



**1. Validation plan** with instructions for efficient implementation of the activities:

At the beginning of this IO partners developed, under the guidance of Skopje University, the Test and Validation Plan, to define test plan, requirements, activities, tools for the testing implementation for each single output created: the Multilingual Open Educational Resource, the teaching modules for students (curricula), contents and materials (online and offline), resulting from the comparison of Case studies and best practices.

The plan was used during the implementation of the Project, to ensure that the T&V activities were carried out by partners.

All supporting documents for the IO4 implementation that were created, were available to all partners:

**-Attendance sheet**

**-Feedback form template**

**-Feedback report template**

**-Certificates** for the participants

Partners can provide certificates for the participants on the pilot trainings.

## **2. Train target group + collect feedbacks**

Pilot testing of the ROMAN ROUTES e-learning resources was conducted online (few offline) and according to partner's target group preferences and possibilities / limitations. Apart from the online feedback forms collected, one of the partners - IWS collected also an aggregated feedback form offline, as a result of a brainstorming activity run soon after the training course presentation.

But the focus/accent was on online trainings due to the COVID 19 restrictions in the countries.

✓ **Face to face trainings** were held in a classroom as a brainstorm activity with trainer presenting the module, by use of modules ppt, ROMAN ROUTES Platform resources, using examples, role plays and using materials which provided efficient presentation of the created modules.



- Every participant on the F2F trainings signed the attendance sheet, provided by the organizer, to confirm their participation in the event.

All partners used the Template of the Attendance sheet for the pilot trainings, provided by UTMS.

All partners stated the Title of the Module in the attendance sheet for the relevant pilot training.

- Partners provided the participants with hardcopy Feedback forms and asked every participant to duly and sincerely fill the Feedback form.

Partners translated Feedback forms, and sent back to the organizer so the can be uploaded on the platform.

- Partners through the discussion with the participants also collected oral feedback, to collect as much as possible comments.
- Partners scanned the filled feedback forms from the participants and sent them to UTMS.
- The feedback from the participants in the pilot trainings will serve for fine-tuning of the modules.

Partners collected the feedback forms from the participants of the pilot trainings and summarized them into the template for summarized feedback according to the form provided by UTMS.

The summarized template was filled by IWS after the pilot trainings. It represents summary of the findings from the pilot trainings, and basis for fine tuning of the modules.

Based on the summarized feedback from partners, UTMS gave summarized feedback on each module to the relevant partner (in order to fine-tune the training module).

- Partners could use certificates (sent to all partners by UTMS and created by IWS) and provide them to the participants on the pilot trainings.



## ✓ Online piloting

(Participant visits the platform and ROMAN ROUTES courses.)

Participants navigate themselves into the content of the available ROMAN ROUTES e-learning resources.

The feedback was collected with a common form, used by all partners so as to make results comparable. Participants on the online trainings used the online Feedback form available on the platform to provide their feedback on the course/s).

- Feedback forms submitted electronically by users are available through Backoffice.

Partners collected the feedback forms from the participants of the pilot trainings and summarized them into the template for summarized feedback according to the form provided by UTMS.

The summarized template was filled after the pilot trainings. It represents summary of the findings from the pilot trainings, and basis for fine tuning of the modules.

Based on the summarized feedback from partners, UTMS gave summarized feedback on each module to the relevant partner (in order to fine-tune the training module).

- Partners could use certificates (sent to all partners by UTMS and created by IWS) and provide them to the participants on the pilot trainings.



## ROMAN ROUTES Training

**Roman Routes Training** was delivered to total of:

Total E-platform Users: **2156**

Total E-platform Users by: Language

**Language IT: 691**

**Language GR: 475**

**Language EN: 486**

**Language MK: 380**

**Language ES: 153**



All partners delivered ROMAN ROUTES training course to target groups; collected feedback from trainees, tutors, coaches, mentors and trainers (as applicable and available); contributed to the consolidation of findings from the pilot testing.

One of the partners **HELLENIC OPEN UNIVERSITY**, from Greece, delivered ROMAN ROUTES training course to target groups in **Greek** and gathered the following data:

### General Info:

- Total E-platform Users (Language GR): **475**
- Total visits per course taken:

<b>COURSE</b>	<b>Visits</b>
1. History and Development role of Roman Routes	<b>218</b>
2. The framework of Cultural Entrepreneurship in Europe	<b>48</b>
3. The cultural economy: how to enhance cultural heritage in a new sustainable economy	<b>35</b>
4. Cultural European Heritage Legislation	<b>26</b>
5. Elements of Entrepreneurship Education	<b>20</b>
6. Guidelines on how to start an enterprise	<b>29</b>
7. Tools to describe and validate business ideas	<b>21</b>
8. Online communication, visibility and networking for cultural tourism businesses	<b>23</b>
9. Data collection and analysis	<b>30</b>
10. Cultural Routes and Tourism	<b>44</b>





The **UNIVERSITY OF TOURISM AND MANAGEMENT IN SKOPJE**, from Macedonia, delivered ROMAN ROUTES training course to target groups in **Macedonian** and gathered the following data:

**General Info:**

- Total E-platform Users (Language MK): **380**
- Total visits per course taken:

<b>COURSE</b>	<b>Visits</b>
1. History and Development role of Roman Routes	69
2. The framework of Cultural Entrepreneurship in Europe	31
3. The cultural economy: how to enhance cultural heritage in a new sustainable economy	30
4. Cultural European Heritage Legislation	37
5. Elements of Entrepreneurship Education	107
6. Guidelines on how to start an enterprise	23
7. Tools to describe and validate business ideas	3
8. Online communication, visibility and networking for cultural tourism businesses	26
9. Data collection and analysis	34
10. Cultural Routes and Tourism	29

**Internet Web Solutions - IWS** from Spain, delivered ROMAN ROUTES training course to target groups in **Spanish** and gathered the following data:

**General Info:**

- Total E-platform Users (Language ES): **153**
- Total visits per course taken:

<b>COURSE</b>	<b>Visits</b>
1. History and Development role of Roman Routes	25
2. The framework of Cultural Entrepreneurship in Europe	15
3. The cultural economy: how to enhance cultural heritage in a new sustainable economy	13
4. Cultural European Heritage Legislation	18
5. Elements of Entrepreneurship Education	12
6. Guidelines on how to start an enterprise	12
7. Tools to describe and validate business ideas	12
8. Online communication, visibility and networking for cultural tourism businesses	29
9. Data collection and analysis	15
10. Cultural Routes and Tourism	10



**DEMOSTENE** and **UNIVERSITY OF SALENTO** from Italy, delivered ROMAN ROUTES training course to target groups in **Italian** and gathered the following data:

**General Info:**

- Total E-platform Users (Language IT): **691**
- Total visits per course taken:

<b>COURSE</b>	<b>Visits</b>
1. History and Development role of Roman Routes	<b>135</b>
2. The framework of Cultural Entrepreneurship in Europe	<b>74</b>
3. The cultural economy: how to enhance cultural heritage in a new sustainable economy	<b>74</b>
4. Cultural European Heritage Legislation	<b>48</b>
5. Elements of Entrepreneurship Education	<b>61</b>
6. Guidelines on how to start an enterprise	<b>70</b>
7. Tools to describe and validate business ideas	<b>63</b>
8. Online communication, visibility and networking for cultural tourism businesses	<b>61</b>
9. Data collection and analysis	<b>47</b>
10. Cultural Routes and Tourism	<b>70</b>

Apart from the different partner's languages (GR, IT, MK and ES), the participants had the opportunity to choose to take the course and fill in the feedback form in English. The number of delivered ROMAN ROUTES training course to target groups in English were as follows:

**General Info:**

- Total E-platform Users (Language EN): **486**
- Total visits per course taken:

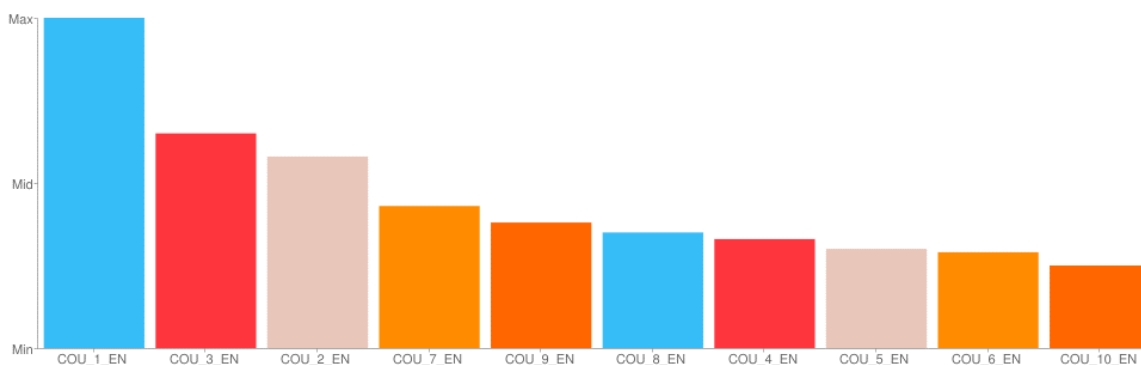
<b>COURSE</b>	<b>Visits</b>
1. History and Development role of Roman Routes	<b>127</b>
2. The framework of Cultural Entrepreneurship in Europe	<b>71</b>
3. The cultural economy: how to enhance cultural heritage in a new sustainable economy	<b>61</b>
4. Cultural European Heritage Legislation	<b>34</b>
5. Elements of Entrepreneurship Education	<b>32</b>
6. Guidelines on how to start an enterprise	<b>34</b>
7. Tools to describe and validate business ideas	<b>48</b>
8. Online communication, visibility and networking for cultural tourism businesses	<b>35</b>
9. Data collection and analysis	<b>42</b>
10. Cultural Routes and Tourism	<b>27</b>



The delivered courses in English were ranked by most interesting as it is shown in the following table:

Order by most interesting (EN): 457	
COU_1_EN - History and Development role of Roman Routes:	126 Visits
COU_3_EN - The cultural economy: how to enhance cultural heritage in a new sustainable economy:	65 Visits
COU_2_EN - The framework of Cultural Entrepreneurship in Europe:	58 Visits
COU_7_EN - Tools to describe and validate business ideas:	43 Visits
COU_9_EN - Data collection and analysis:	38 Visits
COU_8_EN - Online communication, visibility and networking for cultural tourism businesses:	35 Visits
COU_4_EN - Cultural European Heritage Legislation:	33 Visits
COU_5_EN - Elements of Entrepreneurship Education:	30 Visits
COU_6_EN - Guidelines on how to start an enterprise:	29 Visits
COU_10_EN - Cultural Routes and Tourism:	25 Visits

The table is visually shown on this graph:



## 5. FEEDBACK FROM THE PILOT VALIDATION

ROMAN ROUTES Project partners conducted pilot trainings in their countries which included all the modules created within the project and here is the summarized feedback:

Project partners delivered the ROMAN ROUTES Training in the IO4 activity to a total 2167 participants. The trainings were held online and face to face.

Each participant on the F2F trainings signed attendance list provided by the organizer, to confirm participation on the training.



Face to face trainings is the basis of the ALL ROADS LEAD TO ROME Pilot Trainings. They were provided by partner organizations in the classroom/room using module ppt presentations, examples, discussions and sharing experiences.

Online testing was conducted by fully online test of the modules by the participants by their visit to the ALL ROADS LEAD TO ROME Platform and online navigation through the courses.

Partners collected comments and suggestions from the participants using ALL ROADS LEAD TO ROME standardized feedback forms, translated in all partner languages.

Online feedback was collected by providing the feedback forms through the back office.

## **MODULE 1 - HISTORY AND DEVELOPMENT ROLE OF ROMAN ROUTES**

The training achieved its purpose. The organizers collected valuable feedback from the electronically submitted feedback forms from the participants.

### **Who were the respondents?**

The respondents were graduate and postgraduate students, alumni and unemployed youngsters.

### **What was presented to the respondents?**

In this module participants were able to know the main European Roman Routes, their History, the Development and the role during the roman Empire.

### **How was the process organized?**

The training was conducted online due to the COVID-19 restrictions imposed in the universities at that time. Online piloting. The participants were asked to visit the e-platform and go through the Roman Routes courses. They were asked to use the online Feedback form to provide feedback on the course/s, but since the whole procedure was carried out online and the form was anonymous, it was out of the control to make sure that all the participants would provide feedback.



Apart from the online feedback forms collected, IWS collected also an aggregated feedback form offline, as a result of a brainstorming activity run soon after the training course presentation.

### ✓ **Did the course achieve its purpose?**

The training achieved its purpose since the courses were visited by a significant number of students, despite the fact that the majority did not fill out the evaluation form for each course.

### ✓ **Summary of Feedback**

The participants were satisfied with the course and the time allotted was sufficient to some extent.

The topics were relevant according to the participant's feedback.

The participants found the courses very interesting and useful and its contents organized and easy to follow.

The course is with high quality, very informative, providing concrete information regarding the topic.

Participants found ALL ROADS LEAD TO ROME OER Platform as very useful, easy to navigate and with interesting and useful sections.

Attendants commented that objectives of the course were achieved well and really well. The course themes were relevant, most of the participants commented the quality of the course as very good.

The field most of the participants believe that they can apply the knowledge and skills gained developed in the course is Information Technology.

Students considered that this course has developed their digital skills to some extent.

### ✓ **Guidelines for future training**

Extracts from the feedback:

- More explanation of some words like: “debunking”, “information clutches”.
- The slides go fast and there is not enough time to read the writing
- The writing was scrolling too fast and it was necessary to stop the video to finish reading the sentence



- Paragraphs need to be shorter and more focused
- More pertinent pictures and schemes
- The writing was scrolling too fast and it was necessary to stop the video to finish reading the sentence
- Personally, I don't know the meaning of the term "Debunking", and "information clutches", so I would have appreciated a brief explanation of these.

### **Other suggestions**

No changes were recommended

## **MODULE 2 - THE FRAMEWORK OF CULTURAL ENTREPRENEURSHIP IN EUROPE**

The training achieved its purpose. The organizer/s also collected valuable feedback from the electronically submitted feedback forms.

### **Who were the respondents?**

The respondents were graduate and postgraduate students, alumni and unemployed youngsters.

### **What was presented to the respondents?**

In this module participants were able to know:

- What is cultural entrepreneurship and the difference with social entrepreneurship
- What is cultural heritage entrepreneurship

### **How was the process organized?**

The training was conducted online due to the COVID-19 restrictions imposed in the universities at that time. Online piloting. The participants were asked to visit the e-platform and go through the Roman Routes courses. They were asked to use the online Feedback form to provide feedback on the course/s, but since the whole procedure was carried out online and the form was anonymous, it was out of the control to make sure that all the participants would provide feedback.



Apart from the online feedback forms collected, IWS collected also an aggregated feedback form offline, as a result of a brainstorming activity run soon after the training course presentation.

### ✓ **Did the course achieve its purpose?**

The training achieved its purpose since the courses were visited by a significant number of students, despite the fact that the majority did not fill out the evaluation form for each course.

### ✓ **Summary of Feedback**

Feedback comments on the objectives, relevance and quality of the course were positive.

The participants found the courses very interesting and useful and its contents organized and easy to follow.

The topics were relevant according to the participant's feedback.

The course is with high quality, very informative, providing concrete information regarding the topic.

Attendants commented that objectives of the course were achieved well and really well.

The course themes were relevant, most of the participants commented the quality of the course as very good.

The field most of the participants believe that they can apply the knowledge and skills gained developed in the course is Entrepreneurship.

Students considered that this course has developed their digital skills to some extent.

### ✓ **Guidelines for future training**

Extracts from the feedback:

- Some more explanation of the other mentioned projects like Horizon 2020
- It sounds a little too indefinite
- Somewhat general and sparse, in the ITA part there are paragraphs in English.
- It is interesting that the EU has a program on creative Europe. Video well done.



- Simplify the language and terminology
- Simplify the definition of “schedule”
- It is too theoretical, give more practical examples
- More time for reading
- Audio is not very clear, words are shortened, pictures don't show in full size, the webpage is not suitable for phone screens, more practical examples, tips how to simplify project tasks
- Improve the visual presentation of the course, make it more readable and eye-catching
- More practical examples
- Easier language

### **Other suggestions**

No other suggestions.

## **MODULE 3 - THE CULTURAL ECONOMY: HOW TO ENHANCE CULTURAL HERITAGE IN A NEW SUSTAINABLE ECONOMY**

The training achieved its purpose. The organizer/s also collected valuable feedback from the electronically submitted feedback forms.

### **Who were the respondents?**

The respondents were graduate and postgraduate students, alumni and unemployed youngsters.

### **What was presented to the respondents?**

This module emphasized the value of cultural heritage and how it can contribute to local and regional economic development.

### **How was the process organized?**

The training was conducted online due to the COVID-19 restrictions imposed in the universities at that time. Online piloting. The participants were asked to visit the e-platform and go through the Roman Routes courses. They were asked to use the online Feedback form to provide feedback on the course/s, but since the whole procedure was carried out online and the form was anonymous, it was out of the control to make sure that all the participants would provide feedback.





Apart from the online feedback forms collected, IWS collected also an aggregated feedback form offline, as a result of a brainstorming activity run soon after the training course presentation.

### ✓ **Did the course achieve its purpose?**

The training achieved its purpose since the courses were visited by a significant number of students, despite the fact that the majority did not fill out the evaluation form for each course.

### ✓ **Summary of Feedback**

Feedback comments on the objectives, relevance and quality of the course was good.

The respondents considered the objectives were reached, they found course topics relevant or highly relevant for their interests/activity.

The topics were relevant according to the participant's feedback.

The course is with high quality, very informative, providing concrete information regarding the topic.

Attendants commented that objectives of the course were achieved well and really well.

The course themes were relevant, most of the participants commented the quality of the course as very good.

The field most of the participants believe that they can apply the knowledge and skills gained developed in the course is Education.

Students considered that this course has developed their digital skills to some extent.

### ✓ **Guidelines for future training**

Extracts from the feedback:

- Have some challenges – tasks to complete at the end of the course, to confirm and practice newly obtained skills.
- Add another version for more advanced users
- Highlight with color important information
- It remains too theoretical in some extent
- Several European projects are mentioned, of which the Erasmus project is the best known, but I would have appreciated a brief



explanation of the characteristics of other projects, such as "Horizon 2020".

- Some sentences were cut down, not good visibility on phone
- Maybe this module should be split into a number of courses to be detailed and with practical examples (video guides)

### **Other suggestions**

No changes were recommended

## **MODULE 4 - CULTURAL EUROPEAN HERITAGE LEGISLATION**

The training achieved its purpose. The organizer/s also collected valuable feedback from the electronically submitted feedback forms.

### **Who were the respondents?**

The respondents were graduate and postgraduate students, alumni and unemployed youngsters.

### **What was presented to the respondents?**

In this module participants were able to:

- Understand what cultural heritage is
- Know the role and actions of the EU in CH

### **How was the process organized?**

The training was conducted online due to the COVID-19 restrictions imposed in the universities at that time. Online piloting. The participants were asked to visit the e-platform and go through the Roman Routes courses. They were asked to use the online Feedback form to provide feedback on the course/s, but since the whole procedure was carried out online and the form was anonymous, it was out of the control to make sure that all the participants would provide feedback.

Apart from the online feedback forms collected, IWS collected also an aggregated feedback form offline, as a result of a brainstorming activity run soon after the training course presentation.



### ✓ **Did the course achieve its purpose?**

The training achieved its purpose since the courses were visited by a significant number of students, despite the fact that the majority did not fill out the evaluation form for each course.

### ✓ **Summary of Feedback**

According to the feedbacks the objectives of the course were fulfilled and students found them interesting

Topics were considered relevant to their needs.

The quality of the course was considered very good and they appreciated the easiness of the wording and of the concepts presented.

The time allotted for the training was sufficient enough.

The content was organized and easy to follow.

The course has completely addressed the issues related to the topic covered

The field most of the participants believe that they can apply the knowledge and skills gained developed in the course is Entrepreneurship.

Students considered that this course has developed their digital skills only a little.

### ✓ **Guidelines for future training**

Extracts from the feedback:

- Have some challenges - tasks to complete at the end of the course, to confirm and practice newly obtained skills.
- Better insight into the issues.
- More in-depth curiosities
- It sounds a little too indefinite
- Important information should be in bold
- They mentioned time management as a factor to be improved, as the time allotted for the video was not enough to cover properly all the aspects.
- Make the course more interactive, add some games



### Other suggestions

No changes were recommended

## **MODULE 5 - ELEMENTS OF ENTREPRENEURSHIP EDUCATION**

The training achieved its purpose. The organizer/s also collected valuable feedback from the electronically submitted feedback forms.

### **Who were the respondents?**

The respondents were graduate and postgraduate students, alumni and unemployed youngsters.

### **What was presented to the respondents?**

In this module participants were able to:

- learn how to acquire necessary knowledge and skills required for organizing and carrying out entrepreneurial activities. The students will also develop a sense of analyzing and understanding business situations in which as future entrepreneurs will have to find a solution to all the problems.
- They were also presented how to master their ability to create, use and implement the Business Model Canvas as a strategic management tool, so that they can advance their entrepreneurial and managerial skills.

### **How was the process organized?**

The training was conducted online due to the COVID-19 restrictions imposed in the universities at that time. Online piloting. The participants were asked to visit the e-platform and go through the Roman Routes courses. They were asked to use the online Feedback form to provide feedback on the course/s, but since the whole procedure was carried out online and the form was anonymous, it was out of the control to make sure that all the participants would provide feedback.



Apart from the online feedback forms collected, IWS collected also an aggregated feedback form offline, as a result of a brainstorming activity run soon after the training course presentation.

### ✓ **Did the course achieve its purpose?**

The training achieved its purpose since the courses were visited by a significant number of students, despite the fact that the majority did not fill out the evaluation form for each course.

### ✓ **Summary of Feedback**

Feedback comments on the objectives, relevance and quality of the course was good.

Topics were considered relevant to their needs.

The time allotted for the training was sufficient enough.

The content was organized and easy to follow.

The course has completely addressed the issues related to the topic covered

The field most of the participants believe that they can apply the knowledge and skills gained developed in the course is Education.

Students considered that this course has developed their digital skills to some extent.

### ✓ **Guidelines for future training**

Extracts from the feedback:

- You don't have time to read, the different sentences flow too quickly.
- Report possible typo: first line of the "Entrepreneurship Education" section.
- You don't have time to read, the different sentences flow too quickly.
- The historical background of the entrepreneurial world could be expanded. Often it is taken for granted that young people know where certain forms of work come from, and consequently there is never an approach to this world. In addition, there are examples of men and women who, by working, have become excellent entrepreneurs. This is always to avoid making entrepreneurship seem like a bubble far from our reality.



### **Other suggestions**

No changes were recommended

## **MODULE 6 - GUIDELINES ON HOW TO START AN ENTERPRISE**

The training achieved its purpose. The organizer/s also collected valuable feedback from the electronically submitted feedback forms.

### **Who were the respondents?**

The respondents were graduate and postgraduate students, alumni and unemployed youngsters.

### **What was presented to the respondents?**

In this module participants were able to:

- learn how to acquire necessary knowledge and skills required for organizing and carrying out entrepreneurial activities. The students will also develop a sense of analyzing and understanding business situations in which as future entrepreneurs will have to find a solution to all the problems.
- They were also presented how to master their ability to create, use and implement the Business Model Canvas as a strategic management tool, so that they can advance their entrepreneurial and managerial skills.

### **How was the process organized?**

The training was conducted online due to the COVID-19 restrictions imposed in the universities at that time. Online piloting. The participants were asked to visit the e-platform and go through the Roman Routes courses. They were asked to use the online Feedback form to provide feedback on the course/s, but since the whole procedure was carried out online and the form was anonymous, it was out of the control to make sure that all the participants would provide feedback.

Apart from the online feedback forms collected, IWS collected also an aggregated feedback form offline, as a result of a brainstorming activity run soon after the training course presentation.



### ✓ **Did the course achieve its purpose?**

The training achieved its purpose since the courses were visited by a significant number of students, despite the fact that the majority did not fill out the evaluation form for each course.

### ✓ **Summary of Feedback**

Feedback comments on the objectives, relevance and quality of the course was good.

Topics were considered relevant to their needs.

The time allotted for the training was sufficient enough.

The content was organized and easy to follow.

The course has rather much addressed the issues related to the topic covered.

The field most of the participants believe that they can apply the knowledge and skills gained developed in the course is Entrepreneurship.

Students considered that this course has developed their digital skills to some extent.

### ✓ **Guidelines for future training**

Extracts from the feedback:

- You don't have time to read, the different sentences flow too quickly.
- Many writing (grammar) errors.
- I report a possible typo: fourth line of the section "The business idea"

### **Other suggestions**

No changes were recommended



## **MODULE 7 - TOOLS TO DESCRIBE AND VALIDATE BUSINESS IDEAS**

The training achieved its purpose. The organizer/s also collected valuable feedback from the electronically submitted feedback forms.

### **Who were the respondents?**

The respondents were graduate and postgraduate students, alumni and unemployed youngsters.

### **What was presented to the respondents?**

In this module participants were able to learn how crucial it is to communicate in a short time your business idea and vision, and how you can simply validate it.

### **How was the process organized?**

The training was conducted online due to the COVID-19 restrictions imposed in the universities at that time. Online piloting. The participants were asked to visit the e-platform and go through the Roman Routes courses. They were asked to use the online Feedback form to provide feedback on the course/s, but since the whole procedure was carried out online and the form was anonymous, it was out of the control to make sure that all the participants would provide feedback.

Apart from the online feedback forms collected, IWS collected also an aggregated feedback form offline, as a result of a brainstorming activity run soon after the training course presentation.

### **Did the course achieve its purpose?**

The training achieved its purpose since the courses were visited by a significant number of students, despite the fact that the majority did not fill out the evaluation form for each course.





## ✓ **Summary of Feedback**

Feedback comments on the objectives, relevance and quality of the course was good.

Topics were considered relevant to their needs.

The time allotted for the training was not sufficient enough.

The content was organized and easy to follow.

The material covered was relevant to the student's needs.

The course has rather much addressed the issues related to the topic covered.

The field most of the participants believe that they can apply the knowledge and skills gained developed in the course is Entrepreneurship.

Students considered that this course has developed their digital skills rather little.

## ✓ **Guidelines for future training**

Extracts from the feedback:

- All the aspects were rated very high from participants. An area for improvement is to insert more links to external references and more case-studies/real-life stories

## ✓ **Other suggestions**

No changes were recommended

## **MODULE 8 - ONLINE COMMUNICATION, VISIBILITY AND NETWORKING FOR CULTURAL TOURISM BUSINESSES**

The training achieved its purpose. The organizer/s also collected valuable feedback from the electronically submitted feedback forms.

## ✓ **Who were the respondents?**

The respondents were graduate and postgraduate students, alumni and unemployed youngsters.

## ✓ **What was presented to the respondents?**

In this module participants were able to learn how crucial it is to communicate in a short time your business idea and vision, and how you can simply validate it.



### ✓ **What feedback was collected?**

There was written collected.

### ✓ **How was the process organized?**

The training was conducted online due to the COVID-19 restrictions imposed in the universities at that time. Online piloting. The participants were asked to visit the e-platform and go through the Roman Routes courses. They were asked to use the online Feedback form to provide feedback on the course/s, but since the whole procedure was carried out online and the form was anonymous, it was out of the control to make sure that all the participants would provide feedback.

Apart from the online feedback forms collected, IWS collected also an aggregated feedback form offline, as a result of a brainstorming activity run soon after the training course presentation.

### ✓ **Did the course achieve its purpose?**

The training achieved its purpose since the courses were visited by a significant number of students, despite the fact that the majority did not fill out the evaluation form for each course.

### ✓ **Summary of Feedback**

Feedback comments on the objectives, relevance and quality of the course was good.

Topics were considered relevant to their needs.

The time allotted for the training was not sufficient enough.

The content was organized and easy to follow.

The material covered was relevant to the student's needs.

The course has rather much addressed the issues related to the topic covered.

The field most of the participants believe that they can apply the knowledge and skills gained developed in the course is Tourism and Hospitality.

Students considered that this course has developed their digital skills rather little.



## ✓ Guidelines for future training

Extracts from the feedback:

- I would add a voice that narrates what's in it
- Possible typing errors: in the section "Online marketing and social media management"
- An area for improvement is to insert more links to external references and more case-studies/real-life stories.
- Some users may not know the meaning of some terms used, such as "banner", "directory registration", "linkbuilding", so a brief definition of these could be included. In addition, I would like to point out possible typing errors: in the section "Online marketing and social media management" we find at line 18 "sesation" instead of "sensation", and at line 19 "brading" instead of "branding". On the fourth to last line of the section "Social media management" we find "comapy" instead of "company".

## Other suggestions

No changes were recommended

## MODULE 9 - DATA COLLECTION AND ANALYSIS

The training achieved its purpose. The organizer/s also collected valuable feedback from the electronically submitted feedback forms.

## ✓ Who were the respondents?

The respondents were graduate and postgraduate students, alumni and unemployed youngsters.

## ✓ What was presented to the respondents?

In this module participants were able to learn how to evaluate needs and opportunities from the territory; the second activity is devoted to show the quantitative approach to data analysis; there, you will learn to extract knowledge from data collected from both the territory and potential customers.



### ✓ **How was the process organized?**

The training was conducted online due to the COVID-19 restrictions imposed in the universities at that time. Online piloting. The participants were asked to visit the e-platform and go through the Roman Routes courses. They were asked to use the online Feedback form to provide feedback on the course/s, but since the whole procedure was carried out online and the form was anonymous, it was out of the control to make sure that all the participants would provide feedback.

Apart from the online feedback forms collected, IWS collected also an aggregated feedback form offline, as a result of a brainstorming activity run soon after the training course presentation.

### ✓ **Did the course achieve its purpose?**

The training achieved its purpose since the courses were visited by a significant number of students, despite the fact that the majority did not fill out the evaluation form for each course.

### ✓ **Summary of Feedback**

Feedback comments on the objectives, relevance and quality of the course was good.

Topics were considered relevant to their needs.

The time allotted for the training was sufficient enough.

The content was organized and easy to follow.

The course has rather much addressed the issues related to the topic covered.

The field most of the participants believe that they can apply the knowledge and skills gained developed in the course is Marketing.

Students considered that this course has developed their digital skills to some extent.



## ✓ Guidelines for future training

Extracts from the feedback:

- I would like to point out possible typing errors: in the "Introduction" section and the section "Data collection techniques"
- It would be useful to add more videos
- The visibility of text on the pictures is poor when viewing via smartphone
- There is too much text, more pictures, videos are needed to accompany the text for better understanding
- Simplify the language and terminology
- More practical examples, statistics

## Other suggestions

No changes were recommended

## 📍 MODULE 10 - CULTURAL ROUTES AND TOURISM

The training achieved its purpose. The organizer/s also collected valuable feedback from the electronically submitted feedback forms.

### ✓ Who were the respondents?

The respondents were graduate and postgraduate students, alumni and unemployed youngsters.

### ✓ What was presented to the respondents?

In this module participants were part of a training session on Cultural Routes and some types of alternative tourism suitable to be implemented in relation to a cultural route.

### ✓ How was the process organized?

The training was conducted online due to the COVID-19 restrictions imposed in the universities at that time. Online piloting. The participants were asked to visit the e-platform and go through the Roman Routes courses. They were asked to use the online Feedback form to provide feedback on the course/s, but since the whole procedure was carried out online and the form was anonymous, it was out of the control to make sure that all the participants would provide feedback.



Apart from the online feedback forms collected, IWS collected also an aggregated feedback form offline, as a result of a brainstorming activity run soon after the training course presentation.

### ✓ **Did the course achieve its purpose?**

The training achieved its purpose since the courses were visited by a significant number of students, despite the fact that the majority did not fill out the evaluation form for each course.

### ✓ **Summary of Feedback**

Feedback comments on the objectives, relevance and quality of the course was good.

Topics were considered relevant to their needs.

The time allotted for the training was sufficient enough.

The content was organized and easy to follow.

The course has rather much addressed the issues related to the topic covered.

The field most of the participants believe that they can apply the knowledge and skills gained developed in the course is Tourism and Hospitality.

Students considered that this course has developed their digital skills to some extent.

### ✓ **Guidelines for future training**

Extracts from the feedback:

- To deepen the contents -the role of tourism in the cultural routes
- it sounds a little too indefinite
- deepen the digital aspect and better clarify the professional figures suitable for the proposed roles
- Personally, I don't know the meaning of the word "stakeholder", so I would have appreciated a brief definition of the term. Moreover, I would like to point out a possible typing error: in the section "Services to visitors".
- Make the course more interactive, add some games
- Dive deeper to the topic



## Other suggestions

No changes were recommended

### ✓ NOTE:

Apart from the online feedback forms collected, IWS collected also an aggregated feedback form offline, as a result of a brainstorming activity run soon after the training course presentation. Here below some comments and feedback:

24/7 Online availability and easiness of contents were greatly appreciated by attendees. In particular, they stressed out the quality of the contents and the fact that they are practical and clear.

Spoken comments (also written in Skype chat) noted a general completeness of contents and a good structure of the course presented.

Online communication, visibility and networking for cultural tourism businesses was considered adequate also in terms of time and resources presented, even some participants underlined that they would have preferred the training presentation was longer. In general contents are considered useful and interesting

Contents and OER platform were considered useful and well presented. Attendees liked the fact that ALL ROUTES LEAD TO ROME materials are completely focused on unemployed and students and how to foster the creation of entrepreneurial activities. Another respondent added: “Very useful content. Useful to my job search”!



## 6.FINAL REMARKS:

**ALL ROADS LEAD TO ROME IO4** is successfully conducted by project partners. All modules are tested and the promised numbers in the application for this activity are overreached. The overall impression from the test and validation activity is that the partners produced learning resources with good quality, interesting as they hold the audience attention, the courses' themes are relevant regarding the acquiring the knowledge, and participants liked the contents and easy navigation through the ALL ROADS LEAD TO ROME Platform.

The provided feedback from the participants is valuable and highly appreciated and will be used as a reference for fine tuning of the ALL ROADS LEAD TO ROME Modules (Courses)

There are some minor changes that need to be made in the finetuning activity, in accordance to the feedback from the pilot trainings. The update refers to wording, provision of additional links and adaptation in the national language if some partner find it necessary for use in their respective country.

ALL ROADS LEAD TO ROME IO4 Pilot and Validation was a very useful and effective way for the project partners to get feedback directly from the project target group and according to the findings to adjust or fine-tune the created modules. This will have positive impact because the produced e-learning materials were checked if they were relevant for the target group, easy to use, understandable, interesting for the students and will increase future use of the ALL ROADS LEAD TO ROME learning resources.

Based on the consolidated pilot trainings feedback from the ALL ROADS LEAD TO ROME IO4 Pilot and Validation, the Guidelines for future training will be produced. This document will refer both to practical and organizational aspects and to purely pedagogical issues, such as guidelines for trainers, structure and content of the workshops, simulations, etc.





The provided feedback from the participants is valuable and highly appreciated and will be used as a reference for fine tuning of the ALL ROADS LEAD TO ROME Modules and increasing their quality.

**More about project:**

<https://www.romanroutes.eu/>



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