

## Output Factsheet

**Output title:**

**Output 4.2: Transnational INSiGHTS workshops:**

**1<sup>st</sup> Critical Classroom, as a part of the 1<sup>st</sup> multilateral workshop**

**Summary of the output (max. 2500 characters)**

The 2<sup>nd</sup> Transnational knowledge and experience exchange event was the 1<sup>st</sup> multilateral workshop, containing Study Visit, Master Class, and Critical Classroom. The event took place in Serbia, Arandelovac, on 28-30 June 2017. The organizer and the host partner was REDASP, the participants were the representatives of INSiGHTS Partners (except IFT and DA) and local, regional and national stakeholders from Serbia.

The workshop was connected to the 3<sup>rd</sup> thematic pillar: promotion of green & healthy lifestyle through sustainable tourism services. The 3<sup>rd</sup> element of the workshop was the 1<sup>st</sup> Critical Classroom organised on 29<sup>th</sup> June, from 16:00 to 19:00.

The Critical Classroom functioned as a plenary peer-review sessions focusing on the cases of REDASP and its pair, the RDA BSC SMEs. The aims of this session were:

- identification of the strengths and weaknesses, possibilities and threats of further development in the regions of REDASP and RDA BSC SMEs
- analysis and prioritization of problems
- identification of further development ideas and required actions
- starting the elaboration of the submodel related to 3<sup>rd</sup> thematic pillar

At the beginning of the Critical Classroom the Bulgarian partner, RDA BSC SMEs, presented its report from the bilateral study visit by REDASP to Plovdiv on 19-21 of June 2017, including locations visited such as numerous archaeological sites, monuments from various ages, restaurants and info centres.

On the basis of the report, the presentation of the bilateral study visit in Bulgaria and experience from the previous sessions of study visit in Arandjelovac, SWOT analyses were conducted for both partners areas (Bulgarian and Serbian), facilitated by Michael Meyer, CEEweb. The participants identified some of the key strengths, weaknesses, opportunities and threats relevant for developments within Pillar 3 for both regions.

Based on the SWOT analyses the problems and challenges related to thematic pillar 3 were identified for both regions. After that, for each of the identified priority problems some further development ideas and actions were defined as initial setting of a frame for TP3 sub model.

In conclusions the director of REDASP said, that on the basis of the initial analyses and definitions of actions, pillar partners will continue cooperation, also with their regional and local stakeholders, as this is the opportunity to advance in setting integrated approach in tourism development.

### **Contribution to the project and Programme objectives (max. 1500 characters)**

The overall objective of the project, fully in line with the Programme Specific Objective (Foster sustainable use of natural and cultural heritage and resources) , is to foster sustainable utilisation of natural and cultural heritage of the involved areas in the Danube region in order to preserve and upgrade the intact local resources providing an outstanding potential to make these areas attractive destinations for healthy and slow tourism, thus serve as foundation for a flourishing responsible green tourism sector.

The three specific objectives of INSiGHTS are:

- Establishing integrated sustainable tourism management schemes;
- Promoting coordinated and smart tourism products linked to greenways;
- Stimulating eco-conscious and healthy lifestyle through green tourism.

The aim of this Critical Classroom was to start the elaboration of the submodel related to the 3<sup>rd</sup> thematic pillar (promotion of green & healthy lifestyle through sustainable tourism services), which is connected to the 3<sup>rd</sup> specific objective of INSiGHTS.

Based on the knowledge gained on this workshop, the main project outputs (e.g. Integrated Sustainable Tourism Strategies, Model on slow, green & healthy tourism development, Pilot actions on greenway related tourism products and Pilot actions on promoting green & healthy living) will be elaborated in order to reach the mentioned objectives of INSiGHTS.

### **Transnational impact (max. 1500 characters)**

Green tourism can offer a key break out opportunity for several less developed rural areas in the Danube-region with unique heritage assets but with considerably low innovative and adaptive capacity on behalf of the public and private sector. Therefore, transnational events, like this international Critical Classroom can be an ideal tool for laying the ground of a new green tourism policy framework, where partners and stakeholders can exchange expertise, good practices and creative ideas, they can also learn new methods and theories and build such a knowledge pool that otherwise would not be available. Partners can share their capacities and test different solutions out of a comprehensive “toolkit”. The knowledge gained thanks to this Critical Classroom, and the upcoming strategies and models based on this knowledge, (like the Strategies and the Comprehensive Model) can be adapted by other countries and regions in Europe.

Moreover, the approach used at INSiGHTS workshops, including this Critical Classroom is a brand new tool. It will be published on the project website, thus other regions/ projects will

be able to adapt and remake this smart methodology, and possibly not just in the field of tourism.

The knowledge gained in the Critical Classroom, will also be transferred to local level staff members of PPs and to RSGs, thus ensuring institutional and stakeholder learning in several countries of Europe.

**Contribution to EUSDR actions and/or targets (max. 1500 characters)**

For building synergies, capitalise on other similar projects and initiatives and disseminate the results beyond the partnership, PPs participate in at least 4 external thematic external events incl. conferences, workshops or seminars organised by the EUSDR bodies and by other relevant networks and projects. They will present this brand new method (Walkshop, including Critical Classroom) and the main project outputs (Integrated Sustainable Tourism Strategies, Model on slow, green & healthy tourism development) that are based on the knowledge gained through the workshops.

The final output, the Transnational Policy recommendations (Output 4.3.) will be elaborated based on the knowledge gained in workshops, including the Critical Classroom for national level decision-makers all across the Danube region for meeting the standards and targets set by the EU and particularly the EUSDR policy frameworks. It will also include a review of the EU and national level funding schemes and concrete suggestions for exploiting these sources, as well as an outlook on future capitalisation on the project results in the frame of the PA3 of EUSDR.

**Performed testing, if applicable (max. 1000 characters)**

Not relevant

**Integration and use of the output by the target group (max. 2000 characters)**

The representatives of partners and various Serbian stakeholders - including local, regional and national tourism & heritage actors, economic development actors, etc. from public, private and NGO sectors - participated at the Critical Classroom, thus being part of the international knowledge exchange and learning activity. The Critical Classroom offered direct benefit for staff members of the PPs and for local (Serbian) stakeholders (Individual learning). They had the chance to learn interesting facts about tourism development and promotion of healthy lifestyle during the presentations and then could take part of a fruitful discussion about these topics. They can implement the new methods to their daily work, including creating new strategies, new marketing methods or new tourism products in order to promote their region. Moreover, they had an opportunity to meet experts from other countries. These newly built international relationships can be useful for their future work.

The knowledge gained during the Critical Classroom can be shared with other staff members of the PPs and of the stakeholder organisations by reporting back to their departments and by briefing decision-makers (institutional learning). RSG members of Piloting Partners' regions will be also informed about the main findings of the Critical Classroom because of the media coverage of the event (press releases, information on institutional websites, media presence etc.) and via regional RSG workshops organised by the Piloting Partners.

The Critical Classroom contributes to a more comprehensive improvement of the institutional planning and management capacities also across different departments, and generates a large-scale commitment to further use, upgrade and/ or implement the outputs (guidelines, strategies, management/ product development/ awareness raising model).

#### **Geographical coverage and transferability (max. 1500 characters)**

The Critical Classroom took place in Serbia, Šumadija and Pomoravlje region, Arandelovac municipality. Participants were stakeholders from Serbian national, regional, and local institutions and from partner countries (Slovakia, Austria, Croatia, Hungary, Slovenia, Romania, Bulgaria, Serbia).

The participants of the Critical Classroom learned about good practices and solutions related promotion of healthy lifestyles and eco- consciousness via Serbian and Bulgarian good practices. The discussion among participants will have a positive impact not only on their home countries, but also on other European countries, because of the transferability of the knowledge gained at this event.

The knowledge gained thanks to this Critical Classroom, and the upcoming strategies based on the knowledge (e.g. outputs like the Guidelines (Output and the Comprehensive Model) can also be adapted by other countries and regions in Europe.

Moreover, this brand new, innovative knowledge exchange tool (workshop, including the Critical Classroom) can be adapted not only in the field of tourism, but can also be easily transferred to different areas outside of the project area. It will be published on the project website, thus other regions/ projects will be able to adapt and remake this smart methodology, and possibly not just in the field of tourism, but in other areas as well.

#### **Durability (max. 1500 characters)**

All workshops, including the Critical Classroom in Serbia are durable, because will be of direct benefit of PPs' and Serbian stakeholders' participating staff members (individual learning). The knowledge gained will be shared with other staff members of the PP organisations by reporting back to their departments and by briefing decision-makers (institutional learning).

RSG members of Piloting Partners will be also informed about the main findings at RSG WS. The information of this Critical Classroom will be available on the project website free of charge, the method and the context of this walkshop can be used by other organisations and other projects.

The smart solutions within the Comprehensive Model (Output 4.1) that is based on the knowledge gained during the workshops (including the Critical Classroom) will be fed into the regional strategies (Outputs 3.3) customized to specific territorial contexts, to be integrated into strategic development documents of the PP regions (in Act. 3.2). 8 PPs will implement a set of interrelated tools and methods within their pilot action in WP5, whilst some of them will feed follow up projects to be financed from mainstream ERDF funds or other (national/ regional/ local/ own) resources.

**Synergies with other projects/ initiatives and / or alignment with current EU policies/ directives/ regulations, if applicable (max. 1500 characters)**

**Not relevant**

**Output integration in the current political/ economic/ social/ technological/ environmental/ legal/ regulatory framework (max. 2000 characters)**

The output cannot be directly integrated in the current political/ economic/ social/ technological/ environmental/ legal/ regulatory framework, but there are three ways for its indirect integration.

Some of stakeholders participating in the Critical Classroom relate to local, regional and national and decision-makers of Serbia. They can implement the ideas and knowledge gained during the Critical Classroom into the new strategies and frameworks.

The Comprehensive Model (Output 4.1) that is one of the main outputs of the INSiGHTS project will be co-created via a set of innovative exchange sessions, including the Critical Classroom related to the 2<sup>nd</sup> and 3<sup>rd</sup> thematic pillar of the project (coordinated tourism supply development linked to greenways; promotion of healthy & eco-conscious lifestyle). The Comprehensive model will be tested and cross-checked by pairs of partners through pilot actions centred around the key thematic issues. Finally, for maximising the policy impact of the project, Transnational Policy Recommendations (Output 4.3) will be put on the table of decision-makers. It will include a review of the EU and national level funding schemes and concrete suggestions for exploiting these sources.

This new method (walkshop, including Critical Classroom) can also be used for the elaboration of new national and regional strategies and frameworks.