

2022-1-IT02-KA220-ADU-000085004
“CULTURAL E-COMPETENCIES IN OPEN AIR”



Guidelines for the new culture builder and the open-air museum

“Every place has a soul, but you need someone to translate it into the language of today’s people.” Open Air Center Forum Participant, October 2025



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Foreword

This document is the result of a collective and profoundly human journey that lasted three years. It represents the living synthesis of a European project and the story of an idea that took shape through different people, territories and visions: culture as a shared construction, as energy that is renewed every day in the open air.

The Cultural E-Competencies in Open Air project brought together partners, educators, experts in the tourism sector and citizens from several European countries around a simple and effective question: how can culture return to being a living, participatory experience, capable of generating bonds and not just knowledge?

From this research emerged the figure of the Culture Builder, a new cultural actor that combines educational, creative and social skills. He is a facilitator of encounters, a narrator of places, an innovator capable of preserving and renewing heritage.

Alongside this figure, the idea of the Open-Air Museum has developed, a space without walls, where tangible and intangible heritage meets everyday life and transforms it into a shared experience.

The following text collects and intertwines the results of the various Work Packages, activities and results of the project, translating them into an organic narrative: the methodologies used, the training models of the e-learning path, the operational tools, the testimonies of the focus groups and the online forum for the exchange of ideas and good practices.

Each section of the document represents a step on this journey. A movement that leads from thought to practice, from place to story, from the individual to the community.

The document is intended as a guide to vision. A rudder for those who work with culture, for those who teach it, for those who live it as citizens and want to understand its meaning in the contemporary world.

The voices of the participants, collected in the discussion groups and in the online forum, resonate as a common chorus. These are observations, emotions and intuitions that have contributed to giving depth and concreteness to the Cultural E-Competencies in Open Air model.



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Because culture, even before being a system, is a dynamic relationship between those who create it and those who receive it, between those who remember it and those who renew it.

This text is an open threshold. It invites us to look at culture as a construction that grows over time, made up of people, curiosities, discoveries and significant gestures.

Every place, every story, every encounter can be transformed into a museum through the gaze and sensitivity of those who know how to listen and tell.

The Culture Builder makes this transformation possible.

And the Open-Air Museum represents its space of action: the meeting point between knowledge and life, between memory and imagination, between what has been and what can still be.



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Vision and context

The Cultural E-Competencies in Open Air project was born with the intention of renewing the link between culture, territory and active citizenship.

In a time that runs fast, driven by technology, sustainability and participation, culture preserves memory and opens the paths of innovation, uniting knowledge and people.

This project imagines a form of dynamic, shared and accessible culture, which grows together with people and places.

From this vision emerge two elements that complement each other: the Builder of Culture and the Open-Air Museum.

The first is the figure who guides, interprets and gives shape to cultural processes; the second is the space where this energy manifests itself, an open and accessible museum, spread across landscapes and communities.

The initiative is part of the Erasmus+ programme (KA220-ADU), dedicated to adult education and the creation of future-oriented learning centres.

The goal is to develop cultural, digital and social skills that make everyone an active part of the construction of knowledge.

The activities carried out in the three partner countries, Italy, the Czech Republic and Slovakia, have highlighted a common need: to build a culture that is more participatory, more accessible, more linked to real life and people.

From transmitted culture to built culture

In the project's online forum, where the voices of experts, cultural operators, educators and citizens met, an idea emerged that closed the circle of the entire path: culture is built together. Every exchange, every experience, every personal story contributes to weaving a shared heritage.

Culture grows when people live it, when it becomes part of relationships and everyday life.

The Culture Builder represents precisely this conceptual turning point. He is a facilitator of cultural processes, a mediator between tradition and innovation, a social designer capable of



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translating the memory of places into living and participatory experiences. He listens, observes, connects, translates.

Basically, he has a double competence: the humanistic one, which guides him in listening deeply to places and people, and the digital one, which allows him to make knowledge accessible and participatory.

Its action is edifying and generative.

It transforms the stories of the territories into shared experiences, opens spaces for dialogue between generations, creates bridges between different languages and communities.

His work combines memory and innovation, involving citizens, institutions, schools and associations in a dynamic network.

Many of the forum's speeches underlined the importance of direct language, inclusive tools and methodologies that enhance creativity.

Culture, when it is built collectively, becomes a force of cohesion.

This gives rise to ideas for new forms of learning and participation: widespread workshops, narrative paths in the neighbourhoods, sensory experiences in the places of everyday life.

The Culture Builder, in addition to transmitting content, arouses curiosity, stimulates connections, generates a sense of belonging. He is an interpreter of contemporaneity, capable of reading the present time and giving it back to the community in the form of a shared experience.

The forum described him as a figure who walks with people, who listens, accompanies, sows' interest and leaves traces of knowledge and gratitude.

This vision is naturally intertwined with that of the Open Air Museum, the other conceptual pillar of the project.

The idea of a museum without walls, open and moving, stems from the desire to restore an ordinary and enjoyable dimension to culture.

The museum becomes a system of relationships: a set of places, paths and encounters that allow you to discover the beauty of the territory and to recognize yourself in it.

Every city, village or landscape holds stories waiting to be told.



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The Open-Air Museum gives shape to these stories, puts them in dialogue with the present and transforms them into educational and sensory experiences.

The visitor enters a living narrative, made up of voices, images, sounds and gestures.

Digital technologies expand this experience and make it more accessible. Podcasts, interactive maps, augmented reality and multimedia storytelling tools enrich the perception of places and reveal hidden aspects. The digital dimension becomes an extension of the human gaze, a tool that supports curiosity and promotes discovery.

During the exchange within the forum, many participants imagined a culture capable of moving freely between physical and virtual space, between roots and innovation.

The Open-Air Museum embodies precisely this flexibility: it adapts to contexts, welcomes different languages, invites you to live knowledge as a concrete and shared experience. It is a museum that grows with people, that changes with the seasons, that reflects the life of the territory.

The participatory dimension is at the heart of this perspective. The Culture Builder and the Open-Air Museum were born from the same need to involve people and make culture a common experience. Both move in harmony with the European vision of the Green Strategy, which considers culture a strategic resource for sustainable development.

Culture, in this framework, is a form of balance between innovation, respect for the environment and social inclusion.

The results of the research and the professional identikits developed in the project show how cultural processes can support the ecological transition, the integration of diversity and collective growth.

Three principles guide this experimental idea of culture:

- the first is sustainability, understood as harmony between people, places and resources, as the ability to build lasting and responsible relationships;
- the second is inclusion, which opens knowledge to everyone and enhances the plurality of languages and experiences;
- the third is innovation, which allows technology to be used as a tool for active memory and creative imagination.



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The Culture Builder translates these principles into concrete gestures: it designs events, workshops, training courses, guided tours and initiatives capable of uniting people around a common idea of shared cultural heritage.

Its activities contribute to creating aware and participating communities, in which culture becomes an opportunity for personal and collective meeting and growth.

The strength of the “Cultural E-Competencies in Open Air” project is its overall vision that connects people, places and knowledge.

Training, participation and territorial enhancement are intertwined in an organic model that restores culture to its most authentic dimension: that of a living and shared good. Culture becomes an ecosystem in constant balance, nourished by relationships and imagination.

The Open-Air Museum represents the visible expression of this, a constantly evolving organism that grows with people and measures its value in the quality of the relationships it generates. Its success is recognized in its ability to create a sense of belonging, curiosity and responsibility towards the territory.

The Culture Builder is the soul of this process.

It acts as a connector between different realities, promotes dialogue between disciplines, transforms each project into a mutual learning experience.

Culture, thanks to this figure, becomes an idiom that combines knowledge and sensitivity, professions and passions.

Through this synergy, the project proposes a culture that does not end in an event or an exhibition, but that lives in everyday life, in gestures, in relationships, in the places that inhabit memory and imagination.

The Builder of Culture and the Open-Air Museum thus represent two poles of the same horizon: one acts, the other welcomes; one gives shape, the other restores meaning.

Together they outline an active, participatory, sustainable and inclusive culture. A culture that grows with people and leaves a mark on territories because it makes them rediscover them as spaces of dialogue, beauty and awareness.



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The rest of the document explores this vision that stems from a concrete path of research, comparison and experimentation.

Over the course of three years of activity, the project has put this model to the test through a structured programme of e-learning, rehearsals, meetings, focus groups and a participatory forum that actively involved partners, citizens, educators and cultural operators.

From the experiences that have emerged, it has been possible to verify that the model works, that the intuition is liked, that it can be applied in real contexts and that it offers a concrete response to the needs of contemporary culture.

This document collects the results of the process and translates them into clear guidelines, to allow those working in the cultural field to read and apply the model in all its feasibility. It is the operational synthesis of practices, tools and visions that have proven to be able to transform culture into a shared, sustainable and deeply human experience.

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Research methodology and approach

The “Cultural E-Competencies in Open Air” project has built its methodological identity on the principle that culture is built through people and that every process of knowledge is valid only when it generates participation.

For this reason, each phase of the research was conceived as a collective experience in which partners, participants and local communities contributed to the definition of an educational and operational model based on active participation.

The methodological path was articulated gradually, with an evolutionary logic that combined theoretical research, empirical investigation and experimentation.

From the initial recognition of national contexts to the creation of the Cultural E-Competencies in Open Air course, each phase has fuelled the next, generating a circular and shared knowledge process.

The first step of the project was an in-depth documentary study of the cultural and educational contexts of the three partner countries: Italy, the Czech Republic and Slovakia. Through the analysis of institutional reports, academic research, national plans for culture, published good practices and European documents, the partners outlined a comparative picture of the main trends and critical issues in the sector.

In Italy, the focus was on the link between local heritage, civic education and digital innovation; in the Czech Republic, the role of cultural institutions as engines of participation was explored; in Slovakia, the research highlighted the strength of local communities in regenerating collective identities.

This phase made it possible to understand that, despite the diversity of contexts, there was a common need to rethink culture as a shared experience, capable of connecting places, people and knowledge.

Based on these theoretical premises, the qualitative phase of the research was launched, centred on interviews and focus groups.

The outline of the interview and the Guidelines for Focus Groups, shared at the partnership level, provided the common methodological framework for all countries. Each partner involved cultural operators, teachers, mediators, educators, local administrators and active citizens, in a work of listening and widespread and participatory discussion.



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The semi-structured interviews made it possible to collect personal stories and points of view on the role of culture in everyday life. Many interviewees described culture as an emotional bond and as a space of collective identity rather than as a set of knowledge to be preserved. The words of the participants showed that culture becomes meaningful when it is lived, not just transmitted; when it is transformed into encounter, dialogue, action.

The focus groups broadened this horizon, allowing different experiences and perspectives to be related. The discussions took place in informal and welcoming environments, with the presence of facilitators who guided the dialogue towards spontaneous co-design. The participants reflected on what it means to “make culture today”, on how digitization can foster participation and on what skills are needed to accompany this change.

From these reflections, three recurring themes emerged: the need to make culture more accessible and inclusive, the desire to participate in its construction and the awareness of the role of technologies as a bridge between community and knowledge.

The results of the field survey were then discussed collectively and compared between the three countries, in a transnational comparison phase. Each partner presented their analysis, and the data were processed together in joint working meetings, both in person and online. This continuous comparison has made it possible to recognize common patterns and local differences, creating a European map of cultural and educational needs. The synthesis of this work has flowed into the WP2 Joint Report, a decisive document that has given shape to the competence model of the Culture Builder.

The collectively developed Culture Builder Key Competencies Development Model identifies four fundamental dimensions:

- cultural competence, linked to the ability to interpret heritage and transform it into shared experience;
- digital competence, understood as the conscious use of technologies to communicate and connect people;
- relational competence, centred on the ability to create bonds and facilitate collaboration;
- sustainable competence, based on the balance between ethics, the environment and social planning.

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The model is therefore a reworked concentration of experiences, testimonies and concrete practices that emerged during the research process.

With the definition of the skills model, the experimental phase began, in which the research took on a fully applicative form. The e-learning course E-Competencies Cultural in Open Air was designed and implemented, a dedicated training platform that made it possible to translate theoretical principles into concrete activities. Each module of the course addresses an area of expertise, combining theoretical content, practical exercises, moments of discussion and simulations of territorial activities.

The participants had the opportunity to devise local micro-projects, heritage storytelling itineraries and cultural enhancement initiatives in their territories.

A participatory monitoring system was activated throughout the entire process, which made it possible to verify the effectiveness of the model in real time. Through platform monitoring, questionnaires, collective feedback and discussion sessions, the partners collected evidence on learning, motivation and the potential ability of participants to transfer what they learned into practice.

The results confirmed the validity of the method: training based on the co-construction of knowledge increased the autonomy, curiosity, creativity and sense of belonging of the participants.

The Forum and the capitalization of the results

In parallel with the training experimentation, a European digital forum dedicated to the exchange of experiences and good practices was activated on the platform. This online space functions as a permanent laboratory of reflection, open not only to partners but also to external experts, cultural operators and interested citizens.

In recent months, discussions have strengthened the community dimension of the project and allowed proposals and tools to be shared, contributing to the preparation of this document.

The forum also had a symbolic value: it represented the full realization of the project's approach, where culture is built together, through exchange and participation.



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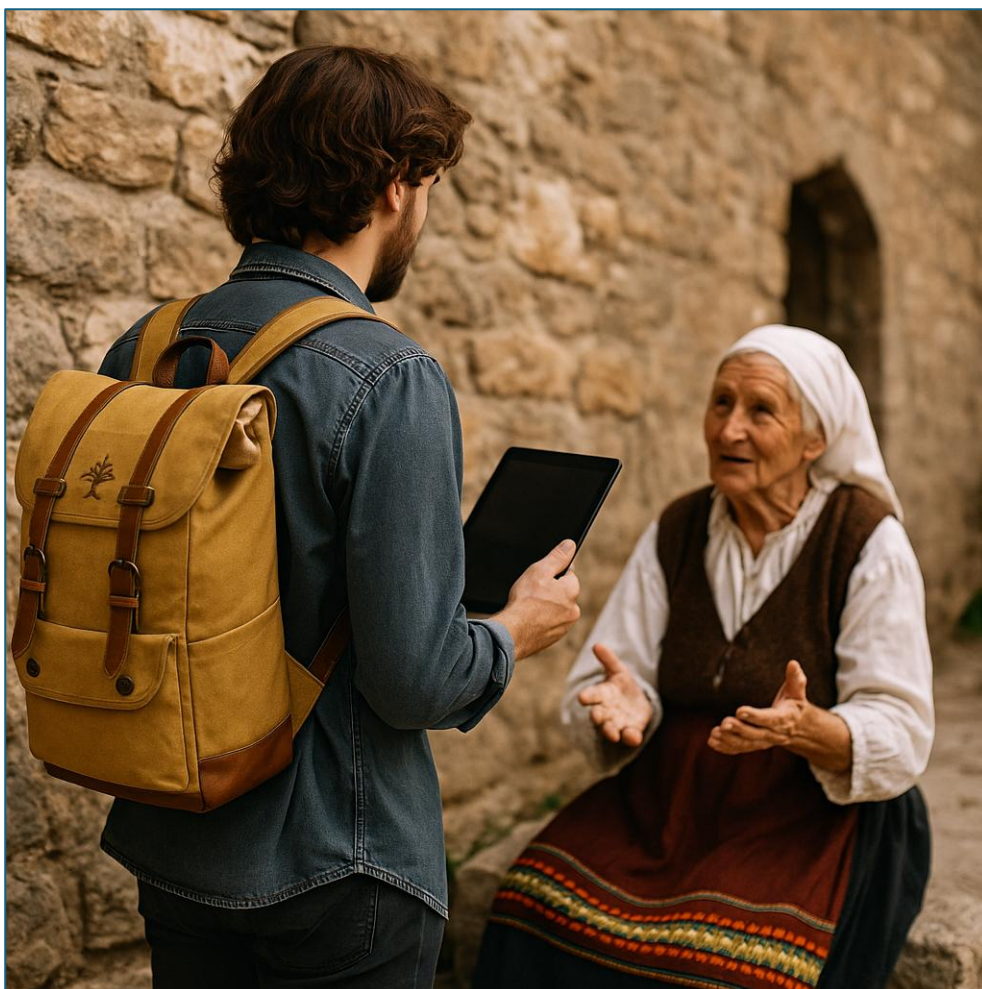
The entire methodological path of Cultural E-Competencies in Open Air shows that research, when it is participatory and progressive, becomes itself a cultural act. Each phase fed the next and the process turned into a living, verified and shared model.

The experiences gathered, the scientific results, the training course and the reflections of the forum show that the project has produced not only knowledge, but also tools, relationships and practices capable of regenerating the way of understanding culture in Europe.

The guidelines that emerge from this work aim to offer institutions, trainers and cultural operators a concrete reference to make the experience replicable, ensuring that the Culture Builder and the Open-Air Museum can become real, sustainable and lasting models.

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The Culture Builder



The Builder of Culture was born from the urgency of mending dispersed plots: communities seeking orientation, institutions seeking openness, heritages asking for new voices. Research carried out throughout the project has shown how cultural work acquires full value when it integrates conservation, design and participation, with a strong digital footprint and a sensitivity to sustainability. From here a figure takes shape capable of crossing sectors and languages, of reading territories as living organisms and translating heritage into shared experiences. The Manufacturer acts at the crossroads between technological innovation, cultural enhancement and sustainable development, promoting networks and collaborative



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processes that strengthen cohesion and awareness. The Identikit developed within WP2 of the project clearly describes this posture: promoter of intercultural dialogue, architect of relationships, director of cross-sectoral networks with inclusive and responsible objectives.

An even more concrete image emerges from the interactions of the forum: culture gains strength when it circulates between people and stories, when technology creates bridges between emotion and knowledge, when places offer themselves as pages of a story in motion. Participants from different backgrounds insisted on a decisive point: balance between “human touch” and accuracy of content, curiosity as a driver, simplicity as an invitation to engage, digital tools as meeting spaces and co-construction of memory. Conversations about active citizenship, responsible tourism and sustainable museums have shown a community ready to turn ideas into local and replicable practices.

This figure therefore assumes a dual mandate. On the one hand, it preserves and reinterprets tangible and intangible heritage, making it accessible and meaningful. On the other hand, it creates new forms of culture, capable of responding to social, environmental and digital needs. He is an architect of connections, a social designer, a mediator between professions and generations. He works with systemic awareness, with an ethics of impact and with a narrative grammar that brings people, languages and worlds closer together.

Identity traits

The Identikit identifies a precise ethos, made up of skills and personal qualities that feed each other. The first is **interculturality** as a mindset: the Builder inhabits diversity as a resource, promotes mutual learning, creates trust and welcoming contexts. This requires deep listening, care for language, attention to the expressive registers and rhythms of the community, so that differences become alliances and confrontation is transformed into co-planning.

This is followed **by empathy as a professional practice**: the ability to read desires, fears and expectations and to give everyone an active role back. Leadership takes shape in coordinating without imposing, in enabling the autonomy of groups, in recognizing widespread talents and in giving direction through clear and shared objectives.

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A third trait concerns the **sustainable and systemic vision**. Every cultural action enters into a relationship with the environment, economy and society. The perspective that emerges from the focus groups insists on this responsibility: designing events and paths with attention to resources, preferring local supply chains, supporting practices of care for places, respecting the times and fragility of communities, measuring relational effects as well as numerical ones.

Added to these elements are **innovation** and **strategic creativity**. The Culture Builder experiments with languages and formats, makes technologies a lever to expand access and involvement, conceives digital space as an extension of the human gaze and as an opportunity to weave living archives, memory maps, interactive paths. Technology becomes a driver when it supports the relationship and offers tools for interpreting, monitoring and evaluating impacts.

Finally, a transversal quality: **organizational lucidity**. This figure holds together vision and management, imagination and method. Plan, coordinate, monitor, document; makes the process transparent; shares intermediate results and lessons learned; creates conditions for replicability. The Toolkit produced within the WP3 of the project collects precisely this attitude in practical, scalable and context-adaptable tools.

Key competences

To describe the Builder's toolbox, the project partners defined a skills development model that combines cultural, digital, relational and sustainability dimensions. This system was born in a concrete way from the comparison between countries and from listening to the communities. The modular structure of the model and of the first online course for Culture Builders allows a precise tracking of learning, with short teaching units, quizzes, additional materials, activity proposals and a community of practice to consolidate behaviours and knowledge.

Intercultural and communication skills

They concern the ability to inhabit plural contexts, promote dialogue and cohesion, narrate heritage in an accessible way, manage cultural negotiations with tact and emotional intelligence. The Manufacturer adopts storytelling strategies that combine rigor and involvement, so that the story arouses curiosity and encourages participation. The forum's discussions reaffirm the balance between emotion and precision: stories capable of touching,



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content capable of orienting. This balance supports the educational quality of experiences and strengthens long-term memory.

Digital and technological skills

They include the conscious use of platforms, the production of multimedia content, the adoption of tools such as augmented reality, geolocated podcasts, interactive maps, as well as the management of online communities. Data analysis also counts to improve accessibility and impacts. The Moodle training model with SCORM modules, quizzes and communities of practice makes these skills concrete and traceable, with a focus on sustainability and innovation as guiding criteria.

Cultural planning and management skills

They cover the entire project life cycle: diagnosis of needs, definition of objectives and expected results, operational planning and budgeting, team management, public-private partnerships, monitoring of indicators, qualitative evaluation and feedback. The Toolkit provides examples, checklists and exercise-activities on cultural social media, micro-events and sustainable itineraries that train project management, communication and accountability with clear exercises, estimated times and ready-to-use tools.

Social, educational and inclusion skills

They relate to the activation of communities, design for all, work with vulnerable groups, mediation between actors with differentiated interests, care for cognitive and relational accessibility. The minutes of the focus group show how workshops, laboratories and field activities foster collaborative behaviour and a sense of shared responsibility. Participants report growth in civic awareness, communication skills and propensity for collaboration, confirming the formative dimension of participatory practices.

Sustainability expertise

They concern the integration of low-impact practices, knowledge of environmental policies, the promotion of local supply chains, the link between citizenship education and care for places. The training model dedicates an entire module to objectives and strategies for sustainability, as well as continuous attention to the role of museums in sustainable development, so that every cultural activity becomes an opportunity to train responsible and conscious behaviour.



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Innovation skills and strategic thinking

They mean anticipating trends, reading scenarios, guiding co-design processes, choosing enabling technologies, articulating medium-term strategies with criteria of effectiveness and transferability. In the Identikit this dimension accompanies all the others: innovation as the ability to combine analysis and imagination, discipline and experimentation, so that culture evolves together with the communities that live it.

The value of the professional profile grows when it meets reality. The interviews carried out in the three countries tell of a widespread interest in culture as a space for identity, relationship and continuous learning, with recurring questions of accessibility, inclusion and adequate investments. Differences in intensity and habits of use emerge, but the desire to participate in the organization of events, to contribute with volunteering, to use digital tools to expand access is clear. This photograph supports a strong conclusion: communities ready for projects, if accompanied by figures capable of listening and methodically orienting.

The focus groups confirm and detail. The participants appreciate the idea of the Builder and find in the concept of the open-air museum an invitation to experience the places as everyday educational spaces. They evaluate the proposed activities as useful and recognize the value of the integration between physical experience and digital content. They also indicate training priorities: participatory methodologies, practices of involvement, sustainability as a criterion and not as an ornament, digital tools to grow networks and communities. The answers on appreciation, learning, behaviour change and relational impact show a path that trains, step by step, skills and responsibilities.

Finally, in the forum, voices meet without borders. Examples of museums attentive to energy and recycling, ideas for geolocalized stories, proposals for night walks and performances in villages, sound maps with stories of old sages, responsible tourism projects, networks between sustainable agriculture and schools arrive. The common thread remains the relationship: digital tools as meeting places, stories as a shared heritage, “the beauty of small things” as a criterion of meaning. From these exchanges come the principles of balancing emotion and knowledge, taking care of language, fostering participation and trust, measuring impact through the quality of relationships and continuity of practices.



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The structure of the first course to develop the skills of the Culture Builder makes the identity of this new figure operational. Four modules, each divided into teaching units with multimedia materials and quizzes, support gradual and traceable learning. The areas address resources and skills in the agri-food sector, tourism and museum professions, strategies for sustainability and transmission of heritage with active citizenship. The Moodle platform, in addition to the training course, hosts a community of practice where participants exchange ideas and good practices, transforming the contents into project choices and good practices that are active or can be activated in real contexts.

The Toolkit, available on the platform and on the project website, completes the picture with ready-to-use activities: creating a social account to promote local culture with at least five significant contents, organizing a sustainable micro-itinerary with responsible mobility and nutrition choices, designing a small tasting event with a short supply chain. Each activity simultaneously trains skills related to digital, management, sustainability, communication and collaboration, so that the professional profile emerges as a viable and measurable synthesis of integrated skills.

The coordination between course and toolkit responds to a precise logic: learning by doing. Learning in a double environment, digital and territorial, transforms content into behaviors. Short units and quizzes keep the pace going, in-depth materials broaden perspective, the toolkit brings lessons learned back to the real dimension, and the community sustains motivation and trust. The system enables timely tracking of progress and creates public giving back habits that fuel accountability, growth and engagement.

From profile to role

The Builder listens to the territory and recognizes its potential and fragility. It translates these observations into project hypotheses with clear objectives, expected results and indicators of social proximity. It involves public and private partners, opens tables with schools, associations, cultural institutions, economic operators, informal groups. It designs formats that combine physical experience and digital devices, so that the discovery of a place becomes a shared story and an opportunity for civic education. It documents processes, measures participation and quality of relationships, and returns results with transparency. Through this



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practice, culture is strengthened as a common good and is rooted in daily habits. The Identikit considers these skills of coordination, planning, innovation and intercultural mediation to be essential, together with the mastery of digital skills and sustainability.

The evidence from focus groups and interview reports confirms the effectiveness of this attitude: participants speak of growth in the propensity for teamwork, communication and commitment to the community. They report interest in continuing with local initiatives and sharing learning with proximity networks. This favourable climate fuels the transferability of the model and the ability to adapt it to different contexts, while maintaining the key principles.

This chapter precedes the parts of the document dedicated to the Open-Air Museum, its construction as a mindset, the Builder in action and the training of Builders. The positioning is not random. First you define who acts, then you describe the place where that competence is expressed; then, the action that transforms places into experiences is shown and finally training is systematized that feeds a stable professional ecosystem. The profile outlined here prepares these steps because it offers identities, skills and methods already verified in the field. Testing the instructional model with modules, units, quizzes, toolkits, and communities attested to its feasibility. The forum and focus groups testify to a community ready to act. Comparative reports offer a plural set.

In simple words, the Culture Builder is the director of a widespread cultural ecosystem, a professional who gives voice to places and connects people. It takes care of relationships and processes, creates bridges between memory and the future, uses digital technology to amplify access and involvement, methodically organizes and measures impacts. It accompanies communities and institutions on paths of discovery and responsibility, transforms a street into a narrative itinerary, a market into a scene of civic education, an archive into a living map of stories. In his work, every action becomes shared learning, every project becomes an exercise in cultural citizenship.

From the interactions of the forum, a definition emerged that struck all the partners and that summarizes the essence of this figure:

“The Builder of Culture is the one who knows how to transform every place into a story and every story into a place to live”.



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From the words of the participants also comes another definition that sounds like a seal:
“Culture that grows when it is shared, technologies that unite mind and heart, small experiences that change the gaze of those who live and those who visit”.

This is the playground of the Culture Builder and it is the reason why the profile described here offers itself as the backbone of the model that the rest of the report explores.

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The Open Air Museum



The natural continuation of the action of the Builder of Culture is the Open-Air Museum. This space, understood in a broad sense, is a dynamic model of learning, participation and cultural regeneration. The Cultural E-Competencies in Open Air project interprets the museum as a widespread and accessible system, where each territory becomes part of a broader narrative. Streets, squares, parks, abandoned buildings, farms, industrial sites and local monuments are transformed into nodes of a collective story, connected by physical and digital paths. It is the space in which the figure of the Builder of Culture takes shape and finds its own field of expression, but at the same time it is also the place that shapes it and makes it grow.



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The Builder imagines the museum, designs it and brings it to life, but while he builds it, it is transformed by it. A reciprocal, dynamic bond is established between the two, made up of listening and adaptation, where the museum becomes a living organism and its creator a facilitator of experiences that are constantly renewed. Museum and Builder of Culture change over time and are regenerated through the collaboration between communities, institutions and cultural professionals to restore culture to its most authentic dimension: that of meeting, sharing, and a sense of belonging.

The concept of the Open-Air Museum is radically different from the traditional idea of the museum as a closed space, custodian of objects or static memories. Here, culture goes out into the open, mixes with everyday life, moves in the places where people live, work, walk.

As emerged several times in the focus groups and in the forum, culture *“cannot remain confined to institutional places, it must breathe with the city, cross the landscapes, be seen, listened to, touched”*.

The Open-Air Museum welcomes and connects.

Every element of the territory, whether it is a tree, a building, a dish or a voice, can become part of the museum, if someone is able to read its value and translate it into experience. This is where the Culture Builder comes into play, the figure who interprets and activates the cultural dimension of places, transforming the perception of everyday life into an experience of shared knowledge.

The idea of the Open-Air Museum was born as a collective vision and took shape through an articulated methodological path, developed in a way that is consistent with the founding principles of the project.

In the Common Methodology document and the Synthesis Reports, the partners defined a four-step approach: context analysis, co-design, experimentation and participatory evaluation.

The analysis phase made it possible to identify cultural needs and local potential, with particular attention to the issues of civic participation, sustainability and accessibility. In Italy, the research highlighted the growing desire for an “open-air” culture, lived as a daily experience. In the Czech Republic, the importance of cultural institutions as mediators between territory



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and community emerged, while in Slovakia the educational value of places and their ability to build collective identity was highlighted.

The co-design phase directly involved citizens, educators, cultural operators, students and local administrators. In the digital forum, during the experimentation of the model, on project meetings and in territorial focus groups, the participants imagined together how a place can be transformed into a widespread museum, what tools to use and how to involve the community.

As stated by one of the members of the forum: *“The open-air museum is born from the moment we stop observing and begin to dialogue with places.”*

The experimentation phase represented the operational heart of the project. Partners and their target groups tested different ways of developing competences and cultural activation, combining digital tools and field actions: interactive paths, geolocalised storytelling, narrative podcasts, cultural citizenship workshops and participatory performances. Each activity was monitored to measure the degree of participation and the emotional and cognitive impact of the experiences.

Finally, the participatory evaluation phase returned the results to the communities involved, generating a further moment of reflection and growth. The feedback collected through the feedback questionnaires and exchanges on the forum confirm that the Open-Air Museum model is perceived as replicable, sustainable and educational.

What makes the Open-Air Museum unique is not so much its form, but its procedural nature. A researcher on the LIM team said: *“The open-air museum is not a project to be finished, but a path to be continued.”*

It is a definition that encapsulates its essence: a museum that grows with people, that changes with places, that evolves with needs and technologies.

Every open-air museum is different, because it is born from a specific context and a real community. However, it shares an underlying structure that ensures methodological consistency and replicability.

Its **fundamental elements** are four:

1. The **territory** as an educational and narrative space;



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2. The **community** as an active protagonist and co-author of the contents;
3. Technology as a tool for connection and accessibility;
4. The **culture builder** as a facilitator of the process.

The **inspiring principles** of the Open-Air Museum are **openness, experience and sustainability**.

The museum is an open system, where knowledge is constructed.

Activities include explorations, workshops, interviews, story collections, artistic activities and moments of public restitution. Digital documentation allows these experiences to be amplified and shared, creating living and constantly evolving archives.

The role of the digital dimension is therefore important but always subordinate to human relationships. As stated in the Culture Builder Toolkit, technology in the open-air museum does not replace the physical visit: it enriches it, accompanies it, extends it in time and space. Through augmented reality tools, mobile applications and e-learning platforms, visitors can explore places following personalized narratives, listen to the voices of the communities, and contribute their own testimonies.

The open-air museum is a space for continuous training.

The digital platform created for the project and in particular the E-Learning Course E-Competencies Cultural on Open Air make it possible to connect experiences in the field with moments of reflection and in-depth analysis. The visitor can participate in the experience as an apprentice and co-author.

The open-air museum is a laboratory of sustainability.

Every intervention in the area is designed with respect for the environment, to enhance local resources and promote responsible behaviour. Culture and nature, landscape and community are all part of a single ecosystem.

In the Italian focus groups, many participants underlined how “education for sustainability cannot be separated from direct experience in places”. Precisely for this reason, the activities of the open-air museum encourage active contact with the territory: narrative walks, sensory



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explorations, reuse and recycling workshops, intergenerational meetings. Every action is an educational gesture that links culture, the environment and responsibility.

The museum is for E-Competencies, both a tool for cultural enjoyment and an agent of social regeneration. It restores value to forgotten spaces, creates new local economies based on culture, stimulates collaboration between public bodies, schools, businesses and citizens.

We have seen its fundamental elements and the principles that inspired it. Now that it is taking shape, it can be said that the open-air museum is, first, an act of trust in the community. It is built “from below”, through the participation of those who live in the places daily.

The role of the culture builder is to listen, mediate, translate collective requests into shared projects.

During the forum, one person wrote: *“The open-air museum only works if people recognize themselves in what it tells.”* And it’s true. This sentence summarizes the deepest meaning of the model: culture as an instrument of mutual recognition. Every Open-Air Museum is an act of restitution, a way of saying “this place belongs to us” and “this story concerns us”.

The project that is about to end has shown how participation is a necessary condition for the success of the format. The activities that have achieved the most significant results are those in which the community has been involved from the beginning as a co-author. This approach generates a sense of belonging and continuity, two essential elements for the sustainability of the model.

Another important feature of the prototype is its full replicability. The open-air museum can be applied in a small village, in an urban neighbourhood or in a natural park. What matters are principles and method: analysis, listening, co-design, experimentation and evaluation. The feasibility of the open-air museum was amply demonstrated during the experimentation, an occasion in which the partners were able to verify that the costs are sustainable and the impacts, both cultural and social, significant.

The model also encourages the creation of local and international networks, fostering exchanges of skills and mutual learning processes.

The value of the Open-Air Museum lies in its simplicity of application: it can be done anywhere, by anyone, if there is a desire to build culture together.



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The open-air museum invites you to experience culture as inhabitants of a shared heritage. Walking through a widespread museum, you rediscover the link between stories and places, between memory and present experience.

The Cultural E-Competencies in Open Air project has shown that this form of museum can be a concrete, replicable and generative practice. Each partner contributed to building the methodological pillars, testing them in real situations and integrating them into their own context.

At the end of this journey, the open-air museum emerges as a living synthesis of knowledge, emotion and participation. A model capable of restoring culture to its oldest and at the same time most modern function: to unite people through meaning.

The Museum as a mindset before it is a place

The Open-Air Museum was born from a way of thinking of culture as a living experience, capable of inhabiting everyday life, of moving with people, of becoming a shared language and mental space even before physical space.

The Builder of Culture, outlined in the previous chapters, does not imagine it as a structure to visit, but as an organism that grows together with the community, that breathes with the territory and that changes with the times. The museum thus becomes an attitude, a mindset, a way of looking at the world with attention, curiosity and a sense of cultural responsibility.

This vision has been consolidated throughout the Cultural E-Competencies in Open Air project, thanks to the continuous dialogue between the partners, participants and communities involved. In the forum and in the focus groups, the concept emerged that the museum is a process of relationship. It is built step by step, through gestures, experiences, narratives, encounters and choices. It is the result of an interweaving of meanings, rather than a collection of objects.

Many participants in the forum described this transformation in simple but incisive words: “*We are the museum, when we learn to look differently at what surrounds us*”. This sentence condenses the essence of the widespread and participatory museum: culture as a form of



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collective awareness, as the ability to read the territory and recognize value in the traces of everyday life. The Open-Air Museum, understood in this way, is the representation of a culture that becomes movement, that crosses places and people, that educates to observe, understand, enhance.

The first step in understanding the museum as a mindset is to accept that heritage does not live only in museums, but in the landscape itself, in family memories, in work practices, in the gestures of everyday life. Culture is transforming and during the focus groups conducted in Italy, the Czech Republic and Slovakia this idea emerged strongly: people told of clichés, corners of their country, local traditions, which over time had lost meaning or visibility. But when someone reinterpreted them, those places spoke again. It is in this act of reinterpretation that the mindset of the Open-Air Museum is manifested. The museum becomes a way of thinking and feeling objects, memory, life.

In the results of the project's Work Packages, such as the contents of the Course for Culture Builder and the Toolkit, this vision has been translated into operational models: narrative maps, experiential paths, observation exercises and territorial storytelling. The Culture Builder has what he needs to learn to read the landscape as a text and to rewrite it together with the community, integrating knowledge, emotions and digital tools. It is a real educational process. The “open air” museum is a mental space of continuous learning, in which knowledge is produced through experience, sharing and collective reflection.

During the three years of the project, the construction of the Open-Air Museum followed a gradual and precise trajectory. The initial phase was that of listening: understanding how citizens perceive culture and how they relate to the places they inhabit. The interviews and focus groups showed a deep need to reconnect with the territory and to feel an active part in its narrative.

From here, the platform and content for the development of skills were created, which the target groups gathered by the partners then experimented with. The pilot experiences developed in the partner countries have given rise to very different paths, but united by a common thread. In Italy, for example, the work focused on small villages and marginal urban spaces, reinterpreted through narrative walks, temporary installations and digital tools for participatory storytelling. In the Czech Republic, the focus has turned to places of collective



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memory transformed into laboratories of identity and innovation. In Slovakia, the widespread museum has taken on a more educational and community dimension: schools, civic centres and libraries have become poles of cultural animation and intergenerational exchange. Each experiment helped to test the robustness of the model and to verify its transferability in different contexts.

Someone in the forum said that *“the open museum does not ‘inaugurate’, it is activated”*. Each local project is the result of a co-construction process, in which the community becomes part of the work. The Culture Builder is the director of this collective construction, coordinating skills, languages and resources to create cultural experiences that have roots and in experience.

The mindset of the Open-Air Museum is, after all, a pedagogy of the place. It is based on learning from the territory. Every space, every tradition, every story becomes an opportunity to learn in a situated, experiential and participatory way. In the project, this educational dimension was addressed through a “dual environment” training model: e-learning modules and field activities.

The online content offers theoretical and digital tools for reading heritage, while the open-air activities allow you to experience them concretely, transforming participants into protagonists of the knowledge process.

This pedagogy of the place was also discussed several times in the forum, where many operators highlighted how the widespread museum makes it possible to overcome the separation between knowledge and doing. Knowledge is built together, through experiences that involve body, mind and emotion. The place becomes a living text and those who live there become both readers and authors.

One of the most relevant innovations of the project was the integration of digital as a tool for connecting and amplifying the real experience. The platforms, podcasts, geolocated apps and interactive maps have been conceived as extensions of the museum. In the forum, there was a lot of discussion about how to use technology without losing the authenticity of the experience. The consensus always leans in favour of using digital to expand access, facilitate participation, document processes and foster collective memory.



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The Open-Air Toolkit offers concrete examples of usable tools: from participatory maps to digital storytelling workshops, up to augmented reality paths that intertwine voice, image and territory. The result is a museum that exists simultaneously in physical and virtual space, while always maintaining the centrality of human relationships. The Culture Builder is the bridge between these two worlds, ensuring that technology remains at the service of storytelling and sharing.

The Open-Air Museum is flexible; it does not impose a structure, but a method. Each territory can decline it according to its own resources, identity and vocations.

The materials produced (Toolkit, Identikit, Data Collection, Training Content, Application Guides) offer practical guidelines for adapting it in different contexts, maintaining the key principles: participation, sustainability, innovation and inclusion.

Several participants told how, after experiencing the activities of the project, they started autonomous initiatives in collaboration with local schools and museums. These examples demonstrate that the model works and generates a multiplier effect. Culture, understood as a common good, spreads through practices that strengthen the sense of community and local identity.

The sustainability of the model is guaranteed by three fundamentals:

- the active participation of the communities, which ensures continuity and roots;
- the digital dimension, which makes it possible to document, update and disseminate experiences;
- the training of the Builders of Culture, who represent the human and professional engine of each new activation of the widespread museum.

Building the Open-Air Museum as a mindset also means creating a new grammar of cultural thought. A new way of conceiving the relationship between culture, institutions, citizens and the territory: more horizontal, more dialogical, more participatory. Museum as a language to be practiced and builder of Culture as interpreter of this new shared grammar.

At the end of the tour, the Open-Air Museum appears to be a philosophy of living together. Every place can become a museum if someone looks at it with new eyes, if a community recognizes it as part of its history, if knowledge becomes relationship and relationship becomes care.



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During implementation, this idea was put to the test and proved its strength. The museum was born in gestures, words, shared paths, forums and local experiments. It has no boundaries or walls, but a single rule: grow with people.

Building the Open-Air Museum as a mindset before it is a place means educating to the awareness that culture is a continuous act of collective construction. Every time someone tells, interprets, connects and enhances, that gesture is already part of the museum. And every time a community recognizes itself in what it has built together, the museum comes back to life, to breathe, to generate the future. It is a slow process, but generative.

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From place to experience

Within this ecosystem, the Culture Builder is the engine of the process. After tracing the profile and skills of the Culture Builder, the next step is to observe how this figure operates, how he shapes places and how he builds experiences that leave a trace in people. The Open-Air Museum is its field of action, but also its laboratory of growth. Both influence each other: the Builder imagines the museum, shapes it, makes it evolve and, in doing so, evolves too, enriching his awareness and professionalism.

In the Cultural E-Competencies in Open Air project, this dynamic relationship emerged clearly during the training experimentation phase and in the multiplier events organized in the three partner countries. The participants had the opportunity to reflect on the concept of the widespread museum and activated small cultural experiences in the area, opening spaces, telling places, involving communities. These actions, although different in context and scale, had a common denominator: the desire to make culture something that is lived, not just visited.

The testimonies collected during the multiplier events, in the forum and in the focus groups show how the figure of the Culture Builder has inspired a new way of conceiving cultural intervention. Some participants described the experience as *“a rediscovery of their neighbourhood through new eyes”*, others as *“a way to give a voice to those who had never participated before”*. In any case, the action of the Culture Builder does not end in a project or an event: it generates a movement, a new form of attention that continues over time.

The Culture Builder enters the scene when the place is still silent and begins to listen to its voice. Before exhibiting, before telling, the Builder observes: he listens to the territory, collects memories, identifies significant stories and places. This initial moment is already a creative act: translating listening into vision, recognizing potential, intuiting the possibility of relationship. During the experimentation, many participants used the tools of the Toolkit to map local spaces, assets and testimonies, creating “emotional maps” and “paths of meaning”.

From this phase of exploration, the first connections between people, institutions, schools, associations are born. The Culture Builder becomes a facilitator of meetings, a coordinator who combines different skills. In Italy, for example, some groups involved local students and artisans in a narrated walk-through shops and historic courtyards. In Slovakia, a network of teachers and cultural workers has transformed a public garden into an interactive exhibition



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space. In the Czech Republic, on the other hand, neighbourhood libraries have become starting points for urban storytelling itineraries.

These experiences, born during the project, have shown that the Open-Air Museum is a replicable operating model. The materials produced (the e-learning platform, the Toolkit, the Identikit and the Forum) provided concrete tools to design, manage and evaluate the initiatives, ensuring the sustainability and continuity of the processes launched.

In every action of the Culture Builder, the starting and ending point is the relationship. Culture comes to life when people come together and share experiences. For this reason, the work of the Culture Builder consists in creating contexts conducive to encounter and dialogue. His strength lies in his ability to combine professional skills and human sensitivity: he knows how to plan, communicate, but above all he knows how to listen.

The interactions that emerged in the forum showed how much the relational dimension is perceived as essential. The participants repeatedly highlighted that culture *“breathes in human relationships”*. This awareness translates into involving citizens in the choice of themes, organizing workshops in public spaces, creating participatory narratives through social media or other digital tools.

Every activity generates shared knowledge. Every personal story becomes part of a collective memory. This process of co-creation restores a sense of belonging and pride to communities, generating a virtuous circle that feeds new ideas and new initiatives.

During the project, the e-learning platform and online tools demonstrated how technology can broaden participation, facilitating communication and sharing of experiences.

The online forum was one of the most concrete examples of this digital participation. Dozens of contributions, reflections, ideas, questions and proposals built a mosaic of thoughts that gave shape to the final model. Many of the participants said they felt part of a European community of culture, capable of dialogue beyond linguistic and geographical borders.

The Culture Builder must be able to use digital in a conscious and creative way to interact in the best possible way. The data collected, the recorded testimonies, the multimedia narratives can become materials for new cultural experiences. The goal is to make culture accessible, close, current, without ever losing its human roots.



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The pilot courses, training activities and multiplier events have generated tangible results: greater local participation, new collaborations between cultural institutions and schools, activation of informal networks of citizens. The model works.

Many participants, after the end of the activities, continued to develop initiatives inspired by the Open-Air model. In some cases, permanent cultural workshops and itineraries have been activated. This effect of continuity is one of the most evident signs of the strength of the project.

The Open-Air forum, the latest result of the project, has collected testimonies that describe the change that has taken place in people. An Italian participant wrote: *“At first I thought I was learning to manage events, then I realized that I was learning to look at the places in my city differently.”* A Slovak teacher added: *“We started working with the students outside the school, in the park, and they showed us things that we didn’t see anymore.”*

These rumours confirm that the Open-Air methodology is also an educational and social practice. Every activity produces shared knowledge, every place lived becomes a learning laboratory.

At the end of the project, the concept of Culture Builder did not remain an abstract idea. It has entered the habits and words of those who participated, like a seed that continues to sprout. In many territories there is a new desire to build culture together, to enhance what is close, to tell their heritage in an open and participatory way.

This cultural transformation, born step by step, is spreading like a silent wave. The people involved in the project now feel part of a movement that goes beyond the boundaries of the European program: a movement that aims to put culture back at the center of social, economic and environmental life.

The partnership of Cultural E-Competencies in Open Air has provided, in three years, a solid basis for this dissemination. The tools developed are ready to be used by bodies, associations and institutions that wish to start new Open Air Museum paths and the development of the skills of the Builder of Culture. Each element of the project was tested, validated and improved during the experimentation, demonstrating that it can be adapted to different cultural and territorial contexts. Each community can adapt it to its own resources, traditions and goals. It can be applied in a small rural village or urban neighbourhood, in a school, in a park or in a production site.



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The Culture Builder becomes the catalyst for this adaptability. With his ability to listen and have a systemic vision, he accompanies communities in recognizing what they have and enhancing it in a creative way. The experience of the project shows that all it takes is a motivated group, a few digital tools and a good methodological guide to create a widespread museum.

During the real tests, the most effective activities were those that combined local storytelling with the digital dimension: audio guides recorded by citizens, interactive maps, podcasts, storytelling workshops. These examples show that cultural innovation arises from the encounter between tradition and technology, between physical presence and online communication.

Every time a citizen tells the story of a place, every time a visitor walks listening to a voice that guides him, the museum comes to life. And every time a community chooses to share an experience, that museum expands, transforming into an ever-growing ecosystem.

At the end of the journey, the Cultural E-Competencies in Open Air project leaves a concrete legacy: a tested model, ready-to-use tools and a European community of trained and motivated people. But it also leaves something more subtle and profound: a different way of looking at culture, closer to people's lives, more open to participation, more attentive to relationships. A small gesture, a meeting, a narrative is enough to ignite a process of participation. And from these processes more aware, inclusive and sustainable communities are born. Every new initiative, every narrative path, every participatory workshop represents a further step in this collective history that continues to be written, outdoors, in the heart of European communities.

From experience to relationships

From participatory listening comes this new meaning of the widespread museum that is the Open-Air Museum, the turning point of the project. The idea turns into reality, takes root in the communities and begins to walk together with the people who live it. This is the starting point for the phase in which the museum grows and renews itself with those who animate it, becoming a collective organism capable of generating knowledge, relationships and care. The museum captures gestures, lights, silences, habits and intertwines them with memory and history. Each experience generates an echo that continues over time, spreads among people,



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turns into a story and shared care of places. In the transition from individual experience to the construction of a cultural community, the transformative force of the Cultural E-Competencies in Open Air project is measured.

During the experimentation, the partners and participants understood that the paths and activities are the starting point for a new way of inhabiting the territory. Narrative walks, outdoor workshops, digital installations and meetings with local communities showed how each space can become an educational platform and a place of relationship. In this perspective, the Culture Builder evolves from a facilitator of experiences to a promoter of belonging, from a creator of paths to a director of communities.

The data collected through the forum and the feedback reports describe a clear phenomenon: those who participated in the activities developed a sense of continuity, the desire to stay connected and to continue the journey beyond the duration of the project. Many expressed the desire to collaborate, to reactivate dormant places, to promote new forms of participatory culture. This availability represents a tangible result: the experience of the open-air museum has generated a community of practice capable of carrying out the method independently.

A contribution collected among the participants in the experimentation sums up this spirit well: “Now I look at the places around me differently. Every space seems to me capable of telling a story, if you really listen to it.”

When people feel part of a cultural process, the distinction between those who create and those who participate dissolves. Culture takes on a creative and collective form, in which everyone contributes their experience and sensitivity.

The Open-Air Museum functions as a dynamic organism that grows together with the community. Its value lies in its ability to change people’s gaze and ignite a sense of care for the territory. Experience is transformed into awareness and awareness becomes action: a walk becomes a laboratory, a shared story is transformed into an educational project, a meeting evolves into a local network.

During the multiplier events, this energy was evident. Participants interacted with the spaces, creating spontaneous connections between the project activities and their daily lives. In several cases, teachers, cultural operators and administrators have expressed their intention

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to use the model for new territorial initiatives. Some have already integrated the principles of the format into their educational programs.

The idea of replicability emerged as a central theme. The model built by the project has been designed to adapt to different contexts, keeping its methodological core constant: participation, connection, sustainability. The tools produced make the process immediately usable by schools, local authorities, associations and local museums. The materials created and made available online represent the practical translation of a path that has already demonstrated its effectiveness. Thanks to their modular structure, they can be applied flexibly, offering operational support to those who want to activate new spaces of widespread culture.

The online forum will continue to collect reflections and contributions even after the end of the project. The discussions have, so far, addressed concrete issues: how to involve young people, how to activate co-design processes, how to manage the digital dimension in an inclusive and accessible way.

The widespread museum is built step by step, with simple and shared gestures: a map drawn together, an audio recording of a story, a collective photograph. Every activity, even an exchange of ideas on a forum, becomes an act of participation and awareness.

It takes just a few resources, but you need a clear vision and a group of motivated people to create an Open-Air museum.

A participant from the Italian target group said: “When a place changes your gaze, the museum stays with you. You don’t need to visit it anymore, because you carry it inside.”

This phrase encapsulates the essence of the project: the lived culture becomes an inner experience, capable of renewing itself every time someone recognizes it, tells it and shares it.

Thanks to the project, cities and territories wishing to activate participatory processes now have a solid methodological basis, operational resources and concrete examples of application.

Each widespread museum that will be born will be able to follow a path already traced, but with full creative freedom. He will be able to choose digital tools or sensory experiences, involve schools or associations, build networks between citizens and institutions. The strength of the method lies in its adaptability and ability to enhance what exists: people, places, memories,



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stories. The open-air museum is an invitation to look at every context as a potential space of living culture. Every square, garden, path or building can be transformed into an opportunity for knowledge, meeting and participation.

The Open-Air Museum is a continuous presence. It is in the practices, in the looks and in the initiatives of the people who imagine it. Each community that adopts the model contributes to extending its reach, creating a widespread, accessible and constantly evolving cultural system.

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The Culture Builder as a director of relationships

To close the definitional reasoning, it is good to reiterate that the Open-Air Museum comes to life when someone animates it, when its traces become a story and the story is transformed into a shared experience.

In this exchange between place and relationship, the Builder of Culture enters the scene again, the silent director who orchestrates the voices of the territory, connects memories and perspectives and gives visible form to an invisible identity.

In the forum, one participant wrote: *“Every place has a soul, but you need someone to translate it into the language of today’s people.”* This sentence encapsulates the essence of his task. The Builder observes, listens, collects testimonies, dialogues with those who live in the places, brings to light meanings hidden in everyday life. His every gesture comes from listening and empathy. It transforms the intangible into a real experience, making culture desirable, curious, alive.

His work begins with a simple but decisive question: “Why should I go there?”

The answer is not found in data or numbers, but in emotions. The Builder ignites curiosity and builds bridges between what people know and what they don’t yet imagine. Every open-air museum is born from an emotional spark, from a promise of discovery. The language of emotion, imagination and participation is the first tool of the Builder. For this reason, he creates empathic, authentic, multisensory narratives: he intertwines images, voices, sounds, stories, experiences that allow the visitor to enter the place through all the senses.

It often happens that people approach a place not for what there is to see, but for what they can hear. Promoting an open-air museum means offering spaces for human feeling.

The Builder becomes a bridge-storyteller, capable of showing with new eyes what people have always looked at. In the Cultural E-Competencies in Open Air project, this ability emerged clearly during the territorial workshops and training activities: in each country, the aspiring Culture Builders gave shape to experiences that combined individual creativity with collective memory.

The second task of the Builder is to transform curiosity into lived experience.



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When people participate, the open-air museum manifests itself as an ecosystem that involves body, mind and memory. Every encounter leaves a trace: a feeling, a reflection, an emotional connection. During the trials, the partners observed how culture becomes more effective when it is embodied, perceived through the physicality of the place and sensory interaction. The expert culture builder can create paths that make you feel: a smell that recalls an ancient craft, a voice that tells a family story, a light that changes the perception of a space.

Through these gestures tasked by the Builder of Culture, the museum is transformed into an affective and cognitive experience at the same time.

The Builder is also a poetic and strategic communicator. Every content he creates tells the human value of places more than their visible beauty. It uses the tools of cultural marketing but orients them towards authentic storytelling and shared participation.

During the forum, the theme of authenticity was central: the participants emphasized the importance of experiential and relational communication, capable of creating bonds instead of consuming attention.

The Culture Builder learns to work through strategies that are based on:

- true stories, told by those who live in the places;
- multi-channel narratives, which combine physical and digital space;
- direct involvement, which turns visitors into co-authors;
- responsible visibility, which promotes without overlapping with the voice of the territory.

Promotion, in fact, is part of the educational and community process: it does not only bring visitors, but builds belonging. Every communication action becomes an act of care for the place and the people who live there.

At the deepest point of his work, the Builder of Culture brings attention, once again, back to the human being. The open-air museum speaks of a territory, but at the same time tells the human condition: memory, creativity, loss, rebirth, the ability to imagine. Behind every stone, sound or word, lives a way of inhabiting the world. The Culture Builder helps people to rediscover this relationship between the place and themselves, creating an intimate dialogue between space and identity.



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The Culture Builder generates emotional and cognitive connections. Culture restores to man his ability to be amazed and to create.

As a director of relationships, the Culture Builder weaves invisible plots that connect people, times and languages. Each of his interventions is a composition of voices that dialogue and recognize themselves in a common story. Through this directing work, the open-air museum expands: from a physical place to a living network of relationships, from local experience to shared heritage.

The Builder offers continuity where there was previously fragmentation, depth where there was only surface. Its action restores authenticity, rhythm and durability to culture.

When his work is completed, the museum remains in the memory, in the stories, in the daily gestures. A place visited is transformed into thought, emotion, bond. His greatest work is what remains inside people: the relationship that resists, the feeling that generates new knowledge.

Culture becomes fluid, accessible, in continuous movement, like the Builder of Culture who guides and renews it. The Open-Air Museum becomes a community of emotions and meanings that evolves over time, reflecting the vitality of those who live there and those who create it.

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Training Culture Builders: Model, Tools and Practices

The Cultural E-Competencies in Open Air project was born from an idea: to imagine a new figure capable of giving living shape to culture, of building bridges between people, places and memories. This is how the Culture Builder was born, together with its natural space of action: the Open-Air Museum. In the beginning, both existed as intuition, as a poetic and social vision. The project then transformed this intuition into a method, exploring the real characteristics of the figure, his skills, training needs and the operating conditions necessary for him to act in a concrete and sustainable way.

Listening to partners and communities, data collection, local experimentation and discussion in forums has shown that the Culture Builder requires a set of new, transversal skills, which intertwine artistic, design, communicative and digital dimensions. For this reason, his training could not be limited to a refresher course or a traditional academic path. It was necessary to build an organic and accessible training path, an experiential path in which one learns to read reality and generate meaning.

It is from here that the skills development model took shape, designed to accompany the growth of the Culture Builder from the initial level of awareness to full design autonomy. The model defines the key areas on which to train new cultural professionals: listening to and reading the territory, storytelling and communication, participation and process management, the creative use of digital technologies, the ability to assess the cultural and social impact of actions.

Starting from this structure, the partnership has developed a real European training path, divided into online modules and practical activities. The e-learning course, built according to an experiential and inclusive approach, has become the operational heart of the project: a learning laboratory that combines training, experimentation and co-creation. The digital platform offered participants materials, tools, case studies and opportunities for discussion, allowing them to immediately apply what they learned in their local contexts.

At the same time, the Culture Builder Toolkit was developed, a collection of practical tools and worksheets for planning and managing cultural activities in the area. The Toolkit translates the principles of the model into real practices: mapping heritage, building narrative paths, involving communities, using digital to broaden participation, evaluating the effects of actions.

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During the experimental phase, the model was tested in the three partner countries. Each group of participants played the role of the Builder in their own context: historic neighbourhoods, community libraries, urban parks, school gardens. Training activities have become concrete actions, and places have been transformed into narrative spaces. In this process, the figure of the Builder and the Open-Air Museum began to grow together, influencing each other. One has become the engine of the other: the Builder has shaped the museum and, in doing so, has developed new skills; the museum, in turn, offered experiences, relationships and stimuli that sharpened the Builder's gaze.

From this reciprocal evolution a dynamic balance is born: training generates action, and action generates new knowledge. Each training course produces a widespread museum; Each museum becomes an opportunity for learning for those who create it and for those who live it. In this circularity, the full maturation of the Cultural E-Competencies in Open Air model is achieved: a training system that educates to culture through culture itself.

The Skills Development Model

The first operational and usable result of the project was the Skills Development Model, a strategic document that gave shape to the initial vision of the Culture Builder by translating it into a structured system of skills. This model was created to transform the idea of participatory culture into a training course capable of generating aware professionals, able to combine humanistic sensitivity, design skills and digital skills.

The model is based on the principle that contemporary culture grows where people know how to combine knowledge, empathy and systemic vision. The Culture Builder is a bridge between languages, sectors and communities. Its strength lies in its ability to read heritage as an ecosystem of meanings, to use technology as a tool for relationships and to promote forms of active cultural citizenship.

For this reason, the skills system developed by the project proposes an integrated approach based on four complementary dimensions:

- Cultural competence, centred on the knowledge and interpretation of tangible and intangible heritage, understood as a living resource.



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- Digital competence, which enhances the conscious use of technologies to broaden participation and create new narratives.
- Relational competence, linked to the ability to involve people and communities, facilitate collaboration processes, build networks of meaning and trust.
- Sustainable competence, which blends ethics, social responsibility, strategic planning and attention to the environmental and social impact of cultural actions.

Each of these areas is divided into progressive levels of mastery, which allow you to observe and evaluate the growth of the participants over time. The evaluation is then based on experiential evidence: self-assessment quizzes, personal reflections, collective feedback, practical realizations and moments of co-design.

During focus groups and consultations between partners, the model was continuously refined to reflect the dialogic dimension of cultural learning. It was conceived as an evolutionary compass: a guide that orients the training path and at the same time adapts to the context and the people involved.

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The e-learning course



Cultural E-competencies in Open Air

Cultural E-Competencies in Open Air - E-learning Course for Builders of Culture

An online course promoted by the Erasmus+ project for adult education, designed to develop cultural and professional skills in agriculture, tourism, environmental sustainability, and cultural heritage enhancement.

Structured into 4 independent and flexible modules, the course offers interactive content, in-depth materials, and final quizzes. The last unit provides practical tools to apply the acquired knowledge and to shape the role of the *culture builder*, a key figure for digital cultural innovation.

A dynamic, accessible learning opportunity focused on the future.

Happy learning!

[Click to enter this course](#)

To translate the model into action, the project partners have designed and implemented the first e-learning course for Culture Builders, an accessible, interactive and open training platform, which represents the first concrete experimentation of the Cultural E-Competencies in Open Air model.

The course has been designed as an interactive learning environment, based on three fundamental principles:

- Learning through experience – each theoretical content is accompanied by practical activities and real-life situations.
- Learning online – the platform integrates forums, sharing of materials, exchanges of good practices and collaborations between participants from different countries, fostering the construction of a real community of practice.
- Connecting digital and territory – the online course extends into the real world, inviting participants to explore their local contexts as laboratories of learning and cultural experimentation.

The training system is organized into four main modules, which are flanked by an operational Toolkit and a permanent Forum for discussion and comparison.

The e-learning environment has been conceived both as a space for the transmission of content and as a place for relation, discussion and collective growth, in which theory and action are constantly intertwined.

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The course has become a place where the figure of the Builder of Culture has taken shape step by step, moving from theoretical analysis to the autonomous planning of initiatives in one’s own territories.

The e-learning course was divided into four main modules, organized according to a logical and narrative progression that accompanies the participant from the recognition of the role of the Culture Builder to the ability to plan and coordinate local cultural initiatives.

Each module combines multimedia lessons, quizzes, interactive materials and in-depth tools, promoting active and situated learning.

Module 1

Module 1: Resources and competencies in the agricultural and food processing sector		
Module 1 aims to provide a comprehensive overview of the key resources and competencies in the agri-food sector. Through its 4 units, participants can gain knowledge on the strategic role of the agri-food sector, the segments of the agri-food chain, the required professional skills, and the new technologies used in the sector.		
 1.1..Sustainable agriculture definition		☒
 1.1..Quiz		☒
 1.1..In-depth documents and tools		☒
 1.2..Agri-food supply chain		☒
 1.2..Quiz		☒
 1.2..In-depth documents and tools		☒
 1.3..Agri-food sector..profiles and skills		☒
 1.3..Quiz		☒
 1.3..In-depth documents and tools		☒
 1.4..Technological evolution of food and agriculture		☒
 1.4..In-depth documents and tools		☒
 Quiz..1.4		☒

The first module, “Resources and skills in the agricultural and food processing sector”, introduces the participant to the productive and cultural dimension of food, understood as a heritage and vehicle of identity.

Through four units (from the definition of sustainable agriculture to the agri-food chain, from the professional skills required to new technologies for the agri-food sector) the module offers a 360-degree view of the link between culture, environment and innovation.

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Users learn to read the rural landscape as a repository of knowledge, to recognize the cultural value of the supply chain and to reflect on the role of food as a shared experience. Quizzes, in-depth materials and practical tools support active learning, fostering an understanding of the connections between sustainability, tradition and local development.

Module 2

Module 2: Skills in tourism and museum professions		
This module aims to provide the participants with a comprehensive overview of the essential skills required for success in tourism and museum professions. They will explore the key competencies needed to excel in various roles, from tour guides and museum curators to hospitality professionals and cultural event organizers.		
 2.1_tourism trends and technologies		☒
 Unit 2.1_Quiz		☒
 2.1_In-depth documents and tools		☒
 2.2_Sustainable tourism initiative		☒
 Unit 2.2_Quiz		☒
 2.2_In-depth documents and tools		☒
 2.3_cultural preservation in museums		☒
 2.3_Quiz		☒
 2.3_In-depth documents and tools		☒
 2.4_Tourism and cultural exchange		☒
 2.4_Quiz		☒
 2.4_In-depth documents and tools		☒

The second module, “Skills in tourism and museum professions”, addresses the theme of professionalism in the tourism and museum sectors, understood as spaces for cultural mediation and participation.

The four teaching units explore cultural tourism trends, sustainable tourism initiatives, museum conservation and intercultural exchange processes.

The participant discovers how the cultural experience is built and communicated, learning how to design itineraries, manage the visitor experience and tell the heritage with contemporary narrative languages.

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Digital lessons and practical exercises invite us to go beyond the logic of a simple visit, to transform every place into a space for meeting and getting to know each other. Tourism is understood as a dialogue between cultures, and the museum is transformed into a place of life, relationship and shared narration.

Module 3

Module 3: Objectives, strategies and skills needed to foster environmental sustainability

Module 3 delves into the fundamental concepts, strategies, and skills necessary to promote environmental sustainability and contribute to a more harmonious relationship between humanity and the natural world. The overarching goal of environmental sustainability is to achieve a balance between human activities and the planet's ability to support life.

-  3.1_Environmental sustainability and international green policies ☒
-  3.1_Quiz ☒
-  3.1_In-depth documents and tools ☒
-  3.2_Sustainable activities ☒
-  3.2_Quiz ☒
-  3.2_In-depth documents and tools ☒
-  3.3_Sustainability and inclusion ☒
-  3.3_Quiz ☒
-  3.3_In-depth documents and tools ☒
-  3.4_Museums and sustainable development goals ☒
-  3.4_Quiz ☒
-  3.4_In-depth documents and tools ☒

The third module, “Objectives, strategies and skills necessary to promote environmental sustainability”, explores the relationship between culture and the environment, promoting ecological awareness as an essential component of the role of the Culture Builder.

The learning units deal with the issues of environmental sustainability and international green policies, sustainable activities, social inclusion and the link between museums and the Sustainable Development Goals (SDGs).

Participants acquire transversal skills related to responsible design, learning to combine innovation and respect for the territory. The proposed activities stimulate the ability to read environmental problems in a cultural key, recognizing the responsibility of culture in building a more balanced and harmonious future.

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Module 4

Module 4: Cultural heritage transmission and active citizenship

Module 4 explores the intricate relationship between cultural heritage transmission and active citizenship, empowering individuals to become active participants in preserving and promoting their cultural heritage while contributing to a more just and equitable society. The objectives of this module are: understand Cultural Heritage, explore the mechanisms and processes of cultural heritage transmission and investigate the role of active citizenship in safeguarding and promoting cultural heritage.

- Unit 4.1..Traditional transmission of cultural heritage ☒
- Unit 4.1..Quiz ☒
- 4.1..In-depth documents and tools ☒
- Unit 4.2..Innovative methods for Cultural heritage transmission ☒
- Unit 4.2..Quiz ☒
- 4.2..In-depth documents and tools ☒
- Unit 4.3..Culture and social network ☒
- Unit 4.3..Quiz ☒
- 4.3..In-depth documents and tools ☒
- Unit 4.4..Active culture and participative museum ☒
- Unit 4.4..Quiz ☒
- 4.4..In-depth documents and tools ☒

The fourth module, “Transmission of cultural heritage and active citizenship”, represents the heart of the course. It explores the relationship between heritage transmission and civic participation, offering tools to transform collective memory into an engine of conscious citizenship.

The four units, dedicated to the traditional transmission of heritage, innovative methods, social networks and participatory culture, guide the participant to recognize that heritage is not something to be preserved, but to be continuously reactivated through experience and sharing.

The goal is to bring out a new generation of operators capable of combining education, creativity and social responsibility, restoring vitality to local places and stories. Through the analysis of good practices, forums and territorial micro-projects, the module translates into a real training ground for active citizenship.

The didactic design of the course was based on a hybrid and circular model, where each learning phase feeds on the previous one and prepares the next. This approach is inspired by

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Kolb’s experiential learning cycle, adapted to the cultural and territorial context. Each module includes multimedia units, quizzes and in-depth materials, but also moments of personal reflection and collective discussion.

The participant observes, experiments, reflects and re-elaborates: a continuous process that transforms knowledge into competence, and competence into action.

The platform has been conceived as an intuitive and inclusive space, with qualitative self-assessment tools, observation rubrics and skills tracking systems, which allow you to visualize the path of individual growth.

The role of national tutors, accompanying and facilitating figures, was fundamental. Their task was not to convey notions, but to stimulate questions, guide reflection and promote dialogue between peers. This has made training a truly participatory process, in which each student becomes an active part of the construction of knowledge.

The Cultural E-Competencies in Open Air course adopts an andragogical approach, designed for the adult in training. Each piece of content is designed to stimulate curiosity, critical reflection and the ability to transfer knowledge into one’s own professional context. The platform does not offer lectures, but paths of discovery: short videos, micro-learning, practical exercises, spaces for discussion and moments of self-observation.

One of the most innovative aspects of the course is the introduction of the concept of digital cultural competence. It is the ability to use technologies to generate meaning, build relationships and expand participation.

The Culture Builder learns, in a transversal way, to:

- documenting and digitizing heritage in a participatory way;
- produce authentic and narrative content;
- use online platforms as spaces for education and memory;
- develop active and responsible cultural citizenship practices.

This approach establishes a new European educational scheme, in which digital and territory meet to create accessible, inclusive and lasting experiences. Digital culture thus becomes a language, not a tool: a way to connect people, stories and communities across borders.



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The Cultural E-Competencies in Open Air platform is much more than a course. It is a permanent laboratory of cultural innovation, a place for research, discussion and experimentation. Through updates, new modules, forums and transnational collaborations, it evolves over time, adapting to the needs of territories and professionals.

Its open nature allows bodies, associations, schools and institutions to reuse materials and propose new paths. In perspective, it can become a stable reference point for the training of Culture Builders in Europe: a crossroads between pedagogy, participation and digital innovation.

In this community and fluid dimension, the platform not only trains new professional figures, but generates a movement. Each participant, through their contribution, becomes part of a network that grows over time: a network capable of building shared, sustainable and profoundly human culture.



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The Toolkit

Toolkit

The aim of this toolkit is to implement the knowledge and transversal skills connected to the new professional figure of “culture builder” and to develop skills capable of creating innovation in culture through the use of enabling technologies in a digital transformation process. This kit and the project as a whole aims to promote active citizenship and create a collaborative and constructive connection between young people and the realities they experience, virtually and in real life while taking into consideration the uniqueness of the territory. These skills will be practiced through three suggested activities - each activity is connected to one or two skills connected to culture and using digital technologies to promote it. These activities can be done either individually or in groups. Each individual/group can freely choose which task to work on and if time permits it, they can work on more activities simultaneously.

- PLANNING A LOCAL FOOD TASTING EVENT
- PLANNING A SUSTAINABLE BUDGET-FRIENDLY TRIP
- SOCIAL MEDIA ACCOUNT PROMOTING CULTURE IN YOUR AREA

Alongside the e-learning modules, the Culture Builder Toolkit represents the most experiential part of the training course. It was designed to transform the concepts learned in the course into concrete and replicable practices, encouraging the development of transversal, design and relational skills directly rooted in the reality of the territories.

This toolbox was created with a precise objective: to translate knowledge into experience, training into design, reflection into initiative. Each activity proposed in the Toolkit stimulates the participant to observe their own context, to dialogue with the community and to imagine creative solutions to enhance it. In this sense, the Toolkit, more than a didactic complement, is an experimental laboratory where the Culture Builder learns to plan, communicate, involve and generate shared value.

The Toolkit is built as a clear and immediate operational guide, which accompanies step by step in the design of small local actions. Each activity is described with objectives, skills involved, necessary tools, duration, working methods and expected results. The simple language and the flexible and downloadable format allow each proposal to be adapted to different contexts, promoting group collaboration and creativity, even remotely.

The Toolkit assumes that you only really learn what you put into practice. For this reason, the proposed activities are based on learning by doing, a methodology that encourages active participation, experimentation and personal reflection. Each exercise is a micro-simulation of the work of the Culture Builder: you start from an idea, analyse the context, plan an action, communicate a message, evaluate the impact. In this process, the participant develops awareness of their abilities and gains confidence in their creative potential.



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The Toolkit, available on the platform, includes three main activities, each linked to specific skills of the e-competencies model:

1. Planning a local food tasting event – an exercise in planning, management and sustainability;
2. Planning a sustainable and cost-effective trip – a responsible and digital tourism experience;
3. Creating a social media account to promote culture in your area – a cultural communication and territorial marketing laboratory.

Each of these activities can be carried out individually or in small groups, with a flexible and inclusive approach. All of them invite us to bring into play the areas of competence of the Culture Builder and to integrate them into a coherent and meaningful action.

1. Planning a Local Food Tasting Event

(Management skills, social competence, sustainability)

The first activity invites participants to devise a small tasting event of local products, working on organization, management and environmental sensitivity. It is a matter of building a cultural experience rooted in the territory, capable of enhancing the gastronomic traditions and the social relationships that accompany them.

The process involves defining a sustainable budget, choosing a suitable location (indoor or outdoor), selecting products and designing spaces. The ingredients must come from local supply chains, the materials must comply with ecological criteria, and communication must inspire participation and a sense of community.

Each group develops a realistic plan, with defined roles and responsibilities, and concludes with the graphic design of invitations and promotional materials, which can also be achieved with free digital tools such as Canva.

The activity encourages collaboration, mutual listening and the ability to connect local economy, food culture and environmental sustainability. During the experimentation of the



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project, many groups chose to adapt this exercise to their own context, organizing small real tasting experiences or symbolic meetings between producers and citizens.

2. Planning a sustainable and cost-effective trip

(Digital competence, sustainable tourism, planning)

The second activity combines tourism planning and environmental awareness. Participants design a sustainable and low-impact weekend, developing research, analysis and digital design skills. The task involves the choice of a European destination, the planning of transport and accommodation, the construction of an itinerary consistent with the principles of responsible tourism.

Every decision, from the means of transport to the type of catering, becomes an opportunity to reflect on consumption, impact and responsibility. Online tools are used to learn how to evaluate sustainable alternatives and build a realistic plan. The result is a narrative of sustainability, capable of combining cultural curiosity, respect for the environment and intelligent planning.

In the experimentation phase, some participants expanded the activity in the form of a school laboratory or community workshop, transforming the planning of the trip into an exercise in territorial storytelling: not only “where to go”, but “how to go and why”.

3. Creating a social media account that promotes culture in your area

(Digital and Marketing Competence)

The third activity brings culture into the digital world. Participants create a social account dedicated to the promotion of local heritage by developing visual communication, storytelling and cultural marketing skills. You choose a platform (Instagram, Facebook or TikTok), define a strategy, design at least five posts consistent in style and tone, take care of the graphics and experiment with the relationship with the public.

The goal is to learn how to tell the culture with authenticity, using the immediate and participatory language of social media. The activity guides participants in the search for sources, in writing effective texts, in choosing evocative images and in building empathetic and



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accessible communication. In many cases, the profiles created during the course remained active even after the end of the project, becoming digital micro-communities dedicated to the enhancement of local heritage.

The three activities of the Toolkit represent the three souls of the Culture Builder: the designer who plans events, the conscious traveller who explores carefully and the communicator who tells and connects. Together, they form an integrated path that combines local action, sustainability and participatory storytelling.

The Toolkit was also used by the partners as a formative assessment tool: the activities allowed participants to demonstrate skills in a practical way, through the quality of the projects developed and the ability to reflect on the results achieved. The collective discussions and presentations of the works generated a rich exchange of ideas, strengthening the sense of belonging to a community of practice.

The Toolkit has taken on a broader function than expected: from simple operational support it has become a replicable method of cultural empowerment, capable of activating participatory processes, generating local micro-projects and feeding a European network of Culture Builders. Every activity carried out, every shared idea, every story represents a further step towards a living, accessible and shared culture.

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The Forum - Open Air Center

Open Air Center - Forum					
This space is the Open Air Center, the forum dedicated to the exchange of best practices, tools and ideas. Here you can share experiences, propose solutions, upload useful materials and actively participate in discussions on key project issues. An open space for collaboration, to grow together through dialogue. Join us to enhance your professional skills, contribute to personal growth and promote the adoption of sustainable practices across various fields. Let's collaborate to build a greener, more culturally rich future together.					
Add a new discussion topic					
Discussion	Started by	Last post	Replies	Subscribe	
✧ Using Digital Tools to Promote Local Cultural Heritage	Utente Amministratore 23 Sep 2025	Petra Vaclavikova 28 Oct 2025	2	☒ Unsubscribe from this discussion	...
✧ Digital Creativity for Sustainable Communities	Utente Amministratore 28 Oct 2025	Petra Vaclavikova 28 Oct 2025	4	☒ Unsubscribe from this discussion	...
✧ Responsible Tourism: Beyond the "Eco" Label	Utente Amministratore 9 Oct 2025	Renato Morellato 28 Oct 2025	6	☒ Unsubscribe from this discussion	...
✧ Cultural Heritage and Youth Engagement	Utente Amministratore 9 Oct 2025	Renato Morellato 28 Oct 2025	3	☒ Unsubscribe from this discussion	...
✧ Local Projects and Useful Skills	Utente Amministratore 23 Sep 2025	Crispino Crescenzo 28 Oct 2025	3	☒ Unsubscribe from this discussion	...
✧ Living Culture: Connecting Local Heritage, Creativity and Sustainable Tourism	Utente Amministratore 9 Oct 2025	David Pacut 28 Oct 2025	14	☒ Unsubscribe from this discussion	...
✧ Technological evolution in food and agriculture: challenges and opportunities for the future of ...	Utente Amministratore 19 Jun 2024	David Pacut 28 Oct 2025	3	☒ Unsubscribe from this discussion	...
✧ Sustainable tourism - how can I become a sustainable tourist? (tips and tricks)	Veronika Bartosova 27 Jun 2024	David Pacut 28 Oct 2025	2	☒ Unsubscribe from this discussion	...
✧ Agricultural and food processing sector	Utente Amministratore 4 Jul 2025	Martini Vanessa 9 Oct 2025	2	☒ Unsubscribe from this discussion	...
✧ Skills in Tourism and Museum Professions: new challenges, new competencies	Utente Amministratore 4 Jul 2025	Utente Amministratore 9 Oct 2025	4	☒ Unsubscribe from this discussion	...
✧ Building a Culture of Active Citizenship	Utente Amministratore 9 Oct 2025	Antonin Bartos 9 Oct 2025	1	☒ Unsubscribe from this discussion	...
✧ Sustainable museums - share your experience.	Veronika Bartosova 27 Jun 2024	Lubomir Kriz 11 Oct 2024	2	☒ Unsubscribe from this discussion	...

The Forum of the Cultural E-Competencies in Open Air project, called Open Air Center, represents the point of arrival and restart of the path. It is the space in which the ideas matured in the training modules, in the local experiments and in the Toolkit have found a collective voice, transforming themselves into comparison, dialogue and shared construction of knowledge.

In the process that led to the definition of the figure of the Builder of Culture, the Forum had the function of amplifying and stabilizing the participatory dimension of the project, making it



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concrete and permanent. Here the learning community, which grew up around the Cultural E-Competencies in Open Air e-learning course, was able to meet, recognize each other and continue to evolve through dialogue.

Since its conception, the Open-Air Center has been conceived as a living digital museum, an open laboratory in which culture takes shape in words, in stories, in shared experience. Every contribution, every reflection, every proposal published on the platform represented a piece of a collective mosaic that the project has built, in which the diversity of points of view has become a value.

Interactions between participants from the three partner countries (Italy, Slovakia and the Czech Republic) have shown that the language of culture can overcome linguistic, professional and geographical barriers, becoming a common ground on which to build new visions. The qualitative analyses carried out during the project show an authentic, constructive and constant dialogue, in full harmony with the four fundamental axes of the training model: local heritage, sustainability, active citizenship and conscious use of digital.

In the Forum, the Builders of Culture in training found a place for open discussion, where they could reflect on the topics of the e-learning modules, share experiences of practical application and exchange tools, materials and ideas. Each discussion was born from a curiosity, a doubt or a concrete experience: a workshop created with a school, a local event inspired by the model of the widespread museum, a digital narrative path created with the Toolkit. From these stories a living community emerged, made up of teachers, cultural workers, students, administrators, artists and active citizens who found in the Forum a common ground for experimentation and reflection.

The published messages revealed the constant desire to turn theory into action, to operationalize the concepts learned. Many participants recounted the first initiatives born spontaneously after the training: small widespread exhibitions, cultural walks, workshops with students and the elderly, narrative podcasts dedicated to the memory of places. Each experience has been embraced, discussed, enriched, and improved with feedback from partners and the community. This process of collective revision has made the Forum a true horizontal learning space, where knowledge has been built from the bottom, through discussion and participation.



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These simple and authentic interactions have transformed the concept of the network into a real experience of co-creation. The online dialogue has generated concrete bonds, collaborations, common ideas for new local cultural initiatives, confirming the Forum as an accelerator of practices.

The thematic sections allowed participants to explore their role as Builders in relation to the challenges of the territory.

In discussions related to cultural competence, many shared examples of the enhancement of intangible heritage: dialects, crafts, culinary traditions, neighbourhood festivals. The stories published showed how much culture is a living fabric, made up of everyday gestures and memories.

Conversations about digital competence have highlighted the enthusiasm and the difficulties of those approaching multimedia storytelling for the first time. Many said they had experimented with podcasts, video interviews and interactive tours thanks to the skills acquired in the e-learning course.

The theme of relational competence has generated profound reflections on cultural leadership and listening skills. Users discussed the role of the facilitator in groups, the value of cooperation and conflict management in participatory processes.

Sustainable expertise has given rise to a series of threads dedicated to the link between culture and the environment, with examples of low-impact events, creative reuse of spaces and educational projects for sustainability.

The Forum functioned as a self-sustaining ecosystem, where each discussion generated another. Many users, after completing the training course, continued to access the Open-Air Center, using it as a space for exchange and continuous updating.

One of the most significant achievements of the Open-Air Center has been the birth of a common language of cultural participation. The key words that emerged (listening, emotion, relationship, belonging, sustainability) have been consolidated as pillars of the new way of understanding culture.

The Forum turned out to be a training ground for collective writing, where complex concepts were reworked, simplified and translated into operational practices. The most appreciated



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interventions were those capable of combining reflection and proposal, vision and concreteness. A representative example of the maturity of the Oper Air community was the thread dedicated to the theme “Sustainable culture and communities”, in which several users recounted experiences of recovery of unused public spaces, transformed into narrative gardens or participatory art paths.

The Forum has also become a laboratory of skills, where theory, practice and relationships are intertwined. The interactions activated experiential learning processes, strengthening planning, communication and cooperation skills. Key skills emerged from the threads: responsible storytelling of places, participatory planning, ethical use of digital, empathetic leadership and collaborative conflict management.

Through examples and questions, participants learned to think with others, starting from concrete needs. The contributions on the themes of sustainable tourism and the relationship between culture and food showed how the figure of the Builder can connect production chains and cultural identities, enhancing sustainability as a driver of local innovation.

The Open-Air Center embodied an authentic vision of active cultural democracy. Each participant, regardless of role or experience, was able to contribute their own perspective. The moderator acted as a facilitator of the dialogue. The rules of interaction, defined together at the start of the Forum, were based on respect, listening and collaboration.

Over time, there has been a natural evolution: from vertical communication (teacher-learner) to networked and horizontal communication, in which every voice had value. This process helped to form new civic and social skills in the participants: empathy, collaboration, shared responsibility and a spirit of initiative.

With the end of the project, the Forum will continue to exist as a permanent platform dedicated to collaborative design and the exchange of European good practices. Its simple and accessible digital architecture allows you to update content, publish training materials, organize online events and promote calls for local micro-projects.

The value of the Open-Air Center lies in its ability to expand and regenerate, welcoming new players and adapting to local needs. It is a space that evolves with those who live there, like the Open-Air Museum that grows thanks to the stories and relationships it generates.



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The experience of the Forum shows that training does not end with the end of a course but continues in the network of human and professional relationships that the project has been able to activate. The platform preserves the memory of words, but above all of connections: bonds that remain over time, even beyond the duration of the project.

A message left by a participant summarizes the meaning of this space: *“Building culture means dialogue. Every exchange, every shared story is a small step towards a more aware community.”*

The Open-Air Center represents the participatory soul of the Cultural E-Competencies in Open Air project. It has made it possible to combine training, dialogue and action, becoming a tool for personal and collective empowerment. Today the Forum remains open as a common resource, accessible to those who wish to continue the path of the Builders of Culture. Each new contribution, each word added, is a small extension of the widespread museum that the project has built: a museum made up of ideas, stories and encounters.

In this continuity of voices, the Culture Builder recognizes his task: to listen, connect, restore life to places and relationships. And the Open-Air Center remains its natural space for growth, dialogue and shared creation.



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Evidence and impact from the results of the trial

During the experimentation phase of the Cultural E-Competencies in Open Air model, the figure of the Culture Builder found its own concrete space for action. At the same time, the concept of the Open-Air Museum has translated into tangible, measurable and shared experiences. The aim of the project went beyond simply testing a platform or verifying the effectiveness of a training course: the partners wanted to understand how cultural training can really generate change in behaviours, relationships and territories.

The experimentation took place in parallel in the three partner countries (Italy, Slovakia and the Czech Republic) with the active participation of teachers, cultural workers, adult students, volunteers and local administrators. Each group followed the e-learning course, answered the quizzes linked to the units, used the Operational Toolkit and participated in the Open-Air Center Forum, completing the entire experiential learning cycle.

The combination of online training and field activities made it possible to observe the gradual transformation of the participants: from simple users of digital content to real protagonists of cultural processes. The qualitative monitoring conducted through questionnaires, interviews and direct observations has shown a high level of involvement and satisfaction. In most cases, the participants expressed the feeling of having acquired new practical skills, but above all a different way of perceiving culture as a living and collective experience.

A significant fact that emerged from the Monitoring Report concerns the progressive autonomy of the target groups. During the second half of the training course, some of the participants started to develop their own initiatives, which arose spontaneously from the interaction between the e-learning modules and the Toolkit. This is how narrative walks, neighbourhood workshops, storytelling events and environmental education activities were born. These actions, although different in context and scale, share a common characteristic: the concrete application of the principles of the model, with a strong sense of community responsibility and sustainability.

At the individual level, the experimentation has generated a change in the perception of the role of the cultural operator. The participants described the experience as a path of personal and professional empowerment, in which they were able to rediscover their skills and develop new ones, often transversal and not immediately linked to their starting profile.



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Four main areas of impact emerge from the qualitative analyses:

1. Cultural awareness – the participants learned to read places as repositories of living memory, recognizing in the territory an accessible and dynamic cultural field of action.
2. Digital skills – thanks to the e-learning platform, the activities of the Toolkit and the exchange on the Forum, many have become more familiar with communication and storytelling tools.
3. Relational skills – group work and discussion in forums strengthened listening, mediation and collaboration skills.
4. Attitude to sustainability – the modules dedicated to the environment and active citizenship stimulated responsible behaviour and an integrated vision between culture and sustainable development.

Many participants said, in the final feedback, that they immediately transferred what they learned to their work or training context. Teachers have launched school workshops based on the Open-Air model, cultural operators have integrated digital tools into their activities, young professionals have taken inspiration from the Toolkit to plan sustainable cultural promotion campaigns.

In this sense, the experimentation had a multiplier effect: each participant in turn became a potential Builder, bringing the model into new contexts and generating a network of continuity that goes beyond the formal project.

In addition to individual results, the most significant impact of experimentation concerns the collective dimension. The model has shown that it can act as a catalyst for participation, encouraging the emergence of cultural micro-communities in the territories involved. The initiatives launched thanks to the Toolkit have shown how culture, when experienced in a participatory way, produces social cohesion. The relationships born during the experimentation have generated collaborative networks capable of continuing independently.

The impact on the territory has been expressed in different forms:

- reactivation of forgotten or underused spaces;
- enhancement of intangible heritage, such as craftsmanship and oral memories;
- environmental awareness, thanks to projects that combined culture and sustainability;



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- involvement of young and vulnerable groups, who through culture have found a channel of expression and participation.

The Open-Air Museum, in this phase, has established itself as an operational model of cultural citizenship, in which knowledge is not transmitted from above but built together, through dialogue and shared experience.

The quantitative results confirm the robustness of the model. The analysis conducted at the end of the experimentation shows a high completion rate of the e-learning course and a good participation in the discussions in the Forum.

Another significant fact concerns motivation: the level of interest has increased over time, a sign that the training model keeps curiosity alive and promotes continuous learning. The comments of the tutors and partners also show that participants with less digital familiarity have made significant progress, thanks to an inclusive approach that prioritises concrete experience and collaboration.

The integration between theoretical modules, Toolkit and Forum proved to be one of the strengths of the model: complementary elements that together form a dynamic learning ecosystem. The online course provides knowledge, the Toolkit translates it into action, the Forum transforms it into community.

An important aspect of the experimentation was its transnational character. The comparison between participants from different countries made it possible to observe how the model can adapt to different cultural and socioeconomic contexts, maintaining a common structure but open to personalization.

In the thematic forums, contributions from Italy, Slovakia and the Czech Republic generated an authentic dialogue between different visions of culture: urban and rural, traditional and contemporary, digital and artisanal. This exchange has fostered the birth of a European community of Culture Builders, based on shared values: inclusion, sustainability, creativity and participation.

Partners noted that the most powerful aspect of the European impact was having the feeling of belonging to a common vision of culture as a shared good. Many participants expressed the



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desire to continue collaborating with colleagues from other countries, to develop joint projects and to use the Forum as a permanent space for international cooperation.

The impact of the pilot experiment is measured in the change of perspective it has triggered. The project has shown that cultural education, when conceived as a participatory experience, can generate transformative processes: people who change the way they look at places, communities that rediscover the value of heritage, institutions that open up to dialogue with citizens.

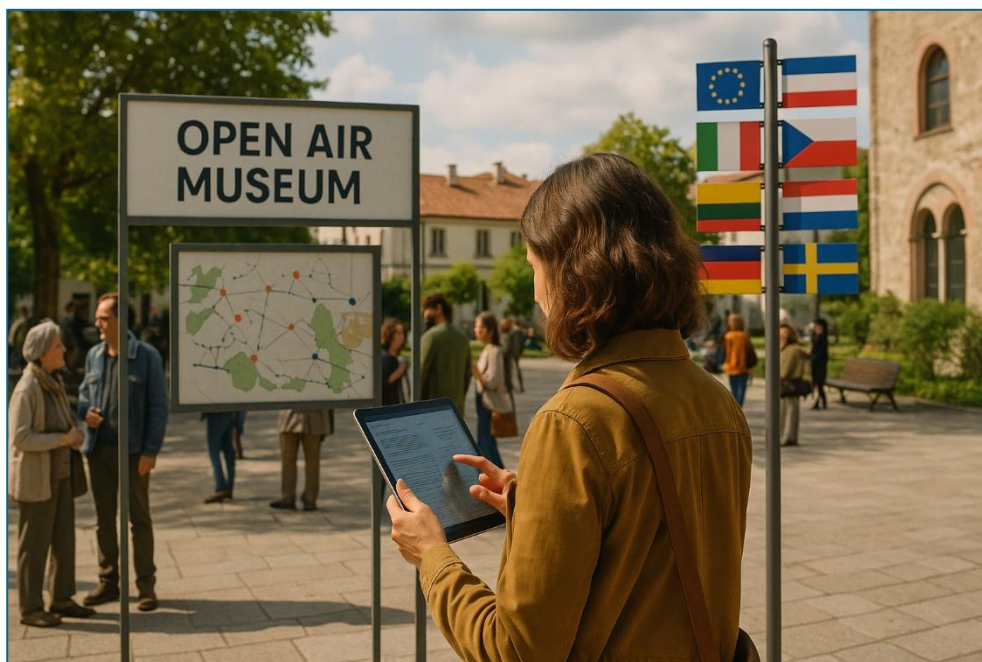
The Builder of Culture emerges as a key figure in this transformation: a facilitator of meaning, a connector of energies, an interpreter capable of giving voice to what exists and creating the conditions for new encounters. Through experimentation, this figure has left the conceptual dimension to enter daily practice, becoming a recognized and replicable professional reality.

The Open-Air Museum, on the other hand, has confirmed itself not only as a place or metaphor, but as a methodology of learning and participation. Every action carried out during the experimentation represented a piece of this widespread museum, in which each person becomes the guardian and narrator of his or her environment.

The experience in the field has left a new way of understanding culture as a relationship. The Cultural E-Competencies in Open Air model has shown that training is a process that continues in practice, in meeting and in the community. Each participant who completed the course became a witness to this transformation, carrying on the idea that culture is built together, outdoors, in dialogue between people and places.

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Replicability and sustainability of the Model



Every innovative project goes through a phase in which the idea takes shape, is put to the test and becomes a shared experience. The Cultural E-Competencies in Open Air path experienced this moment through the activation of the first course for Builders of Culture and its experimentation. The results obtained showed that the model has an essential quality to last over time: the ability to adapt.

In each context involved, the partners translated the model into actions consistent with their own realities, respecting the territorial specificities. This made it possible to verify the structural flexibility of the system according to the available resources and local objectives. The model proposes a method. It offers a conceptual and operational grid that adapts to schools, associations, administrations or cultural institutions. This open character is the first guarantee of replicability.

The Culture Builder, formed through the e-learning platform and the activities of the Toolkit, represented the bridge between the project and the community. His figure, now recognizable and autonomous, becomes the natural vehicle for spreading the model. Each trained Builder



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is the bearer of a method and a mentality that spreads: involving, listening, planning together, activating the cultural potential of places. Through the experiences gained in the various countries, the model has demonstrated its ability to multiply without losing its identity. What changes is the form: urban workshops, widespread museums, narrative paths or community events. What remains constant is the substance: culture as a living relationship between people and territory.

Replicating the Cultural E-Competencies model in Open Air means activating a process. The partners' experience highlighted some fundamental conditions that make replication effective and sustainable.

1. Agile, shared governance: The model works best in contexts where collaboration is distributed and roles are clear. We need a local direction that coordinates the activities, but also the freedom for each actor to propose ideas and experiments. The ideal leadership is that of the facilitator, capable of connecting people and institutions, stimulating participation and ensuring methodological consistency.
2. An active and aware community: the model lives through those who apply it. For this reason, the training of the Builders is not an end, but a starting point. Each new edition of the training course can generate ambassadors of the method, capable of transferring it to other contexts and keeping it alive over time. The community that has sprung up around the Forum and the Open-Air Center is the core of this expansive network.
3. Open resources and shared materials: the e-learning platform, the Toolkit and the documents produced by the partners constitute a freely accessible repository. Their open-source nature allows other entities to customize, translate, update, and integrate content with their own experiences. This shared heritage ensures a continuous growth of the model.
4. Local tutors and territorial alliances: to ensure quality and continuity, it is useful to involve trainers, teachers and local operators as points of reference. These figures facilitate the adoption of the model and take care of its dissemination, creating bridges between the European and local dimensions. Alliances with schools, public bodies, museums and cultural enterprises strengthen the legitimacy and duration of the process.
5. Participatory assessment tools: the model promotes an idea of assessment as a learning process. Each replica of the path can integrate moments of collective reflection,



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feedback collection and social impact analysis. These practices generate continuous improvement and ensure consistency with the original principles.

Each new application of the model adds a point of view and contributes to the construction of an ever-expanding network of skills and meanings.

The project has been able to create connections between people, in the relationships established between institutions, communities and territories. The sustainability of the model depends on this. On the educational level, the model can be adopted by schools, universities and training centers as an experiential learning tool. On a technological level, the e-learning platform allows constant updates and the integration of new content, modules and paths, ensuring vitality to the system. On a community level, the Open-Air Center and the networks created during the project keep the dialogue between the participants alive, encouraging the birth of new initiatives. The combination of these dimensions generates a virtuous cycle: training produces community, community produces action, action regenerates culture.

The Open-Air Center is the product that best symbolizes the sustainability of the project. Born as a forum for discussion and exchange, it has gradually transformed into a European platform of cultural collaboration, capable of connecting trainers, students, operators and institutions in a single space of co-creation. Every discussion, every document shared, every project uploaded contributes to enriching a collective archive that grows over time.

The platform can evolve into a permanent European hub dedicated to the training of Culture Builders, a meeting place between practice and research, between territories and technologies. Through future partnerships and synergies with European education and social innovation networks, the Open-Air Center can become a stable point of reference for those working on cultural enhancement in a participatory and sustainable way.

Its digital nature allows it to welcome new users, create events, organize online workshops and promote collaborative campaigns. Partnerships and users will be able to continue to nurture it, keeping it a living and accessible space. The Open-Air Center will be able to collect good practices, document projects born from the network and disseminate replicable tools. Above all, it will be able to preserve the original spirit of the project: that of a culture that grows through sharing.



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The strength of the Cultural E-Competencies in Open Air model lies in its ability to generate belonging and inspiration. Those who participated in the project experienced culture as a collective act, as a gesture of shared construction. Each territory involved brought a part of itself and received new perspectives, creating a European collage of experiences and relationships.

The project has opened a path. It has shown that cultural education can merge with everyday life, that innovation comes from dialogue and that culture, when it becomes experience, builds the future.

The partnership has imagined, prototyped and tested the tools, but the most lasting legacy of Cultural E-Competencies in Open Air lies in the change of outlook it has produced. Each participant, each partner, each community involved brings with them a new way of understanding culture: as a space for relationships, learning and growth.

The project has created a common language of shared culture. Replicating it means continuing this dialogue, expanding the network and keeping alive the awareness that every place, every person, every story contains a potential for transformation.



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Conclusion and operational recommendations

Almost three years after its launch, the Cultural E-Competencies in Open Air course has shown how culture can become an engine of personal and collective transformation. The model built during the project offers a vision of the future, a new way of understanding the relationship between education, heritage and community. In every phase of the work, from the design of the professional profile to the experimentation in the territories, a web of experiences has been composed that today tells the story of a culture that grows outdoors, that breathes, that generates connections.

The project translated ideas into practices, concepts into actions, models into relationships. The Culture Builder has emerged as a concrete figure, capable of merging cultural, digital and social skills into a single professional identity. The Open-Air Museum has shown that it can live as a dynamic organism, a laboratory that feeds on the territory and transforms it.

During the pilot trial, the partners observed a visible change in the way participants perceived their role. Learning has become dialogue, theory has been intertwined with experience, training has taken the form of a community. Every contribution, every reflection that emerged in the Forum, every exercise of the Toolkit, contributed to composing a map of new skills and new attitudes. The awareness has grown that culture can be built, not just preserved.

The impact of the project is measured in the human value it has generated. Over the months, the partners have seen the birth of spontaneous networks, collaborations, local initiatives inspired by the principles of the open-air museum. Many participants continued to share experiences on the Forum even after the end of the course, a sign that training has become a movement, a form of active cultural citizenship.

One of the most stimulating challenges that emerged during the Forum and in the final stages of the project concerns the future of the participants. After acquiring knowledge and skills, many have wondered how to transform this heritage into concrete opportunities, how to continue the path undertaken, how to stay connected to a community that continues to evolve.

To meet this need, the partners have hypothesized a plan to accompany professionalization, based on four complementary directions.



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The first concerns the possibility, for former participants, to continue interacting in the Open-Air Center even after the end of the project. This is a natural extension of the Forum, to continue sharing projects, good practices and new ideas. Through the existing platform, Culture Builders can stay in touch, develop synergies and enhance the accrued social capital.

The second direction concerns collaboration with local authorities and cultural institutions. The partners have started a dialogue with museums, associations, public bodies and educational realities to promote small territorial experiments. The goal is to offer Culture Builders opportunities to put into practice and consolidate the skills acquired.

A third key element is the formal recognition of competences. The project introduced a valid model that could include an official attestation of achievements in the future. These certifications would be a tool for enhancement and transparency, useful for accessing new training or job opportunities.

Fourth opportunity, the Builders who show greater propensity for sustainable cultural design will be able to take part in European workshops, also through the Forum, to give continuity to local actions and strengthen the link between culture, innovation and participation.

Post-training is a regenerative phase in which each participant can become a multiplier of culture, a promoter of creative practices, a point of reference for their community. The project can thus evolve into a true educational ecosystem, which supports the professionalization of the Builders and amplifies the impact of their actions.

Before concluding, it is useful to establish some indications that can guide the future development of the model. From the experimentation activities, the e-learning course and the interactions of the Forum, some concrete directions emerge to make this approach stable and replicable in European contexts. Below are the recommendations of the project partners:

1. To promote the figure of the Culture Builder as a new European professional profile.

The training of the Culture Builders revealed a professional profile capable of merging creativity, digital skills and social responsibility. The model outlined in the Culture Builder Skills Development Model and tested through the e-learning platform has made it possible to validate an integrated repertoire of skills, which combines technical and humanistic dimensions: observation, narration, co-creation and



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sustainability. To consolidate this profile, it needs to be recognised in the European systems of cultural professions, combining it with modular learning paths and micro-credentials, in line with the EQF framework. The network of former participants, the national mentors and the communities born during the project can form the basis for a permanent system of transnational exchange, mentoring and cooperation, nurturing a new generation of participatory heritage professionals.

2. **Supporting the creation of Open-Air Museums as territorial cultural infrastructures.**

The experience of local laboratories and experiments has shown that every territory can become an Open-Air Museum when citizens regain possession of their spaces and make them tools for dialogue, education and memory. Institutions should support the creation of new Open-Air Museums by integrating them into urban and rural development strategies, educational plans and sustainable tourism programs. The good practices collected in the Toolkit and the Forum show the potential of this approach to generate cohesion, regeneration and a sense of belonging.

3. **Strengthening the connection between culture, sustainability and innovation.**

The model has made it clear that culture is a lever for the ecological and digital transition. The third module of the e-learning course, dedicated to sustainability, helped participants to connect the principles of the 2030 Agenda with the cultural dimension, transforming the concept of heritage into a resource for the future. The conscious use of digital, deepened in the second and fourth modules, showed that innovation means above all accessibility and participation. Culture represents a fertile ground for promoting the green economy, inclusion and digital transition. Public policies can encourage partnerships between cultural institutions, green businesses and creative startups, favouring projects that combine environmental responsibility and social innovation. The ethical and accessible use of digital technologies makes it possible to broaden participation and enhance local heritages that are often little known.

4. **Putting participation and the community dimension at the centre.**



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The experimentation confirmed that participation is the real infrastructure of the model. The Open-Air Center Forum represented a laboratory of cultural citizenship, in which learning became dialogue and diversity a driver of innovation. Through thematic discussions, exchanges of experiences and collective reflections, the participants co-constructed meanings and methods, giving shape to a shared and dynamic knowledge. To strengthen this community dimension, it is useful to integrate practices of co-design and participatory facilitation into public education and culture programs, recognizing citizens as having an active role in heritage enhancement processes.

The Cultural E-Competencies in Open Air model has shown that learning can be experiential, digital and territorial at the same time. Its sustainability now depends on the ability to transform this methodology into a stable and recognized system.

It is also important to create a permanent European platform dedicated to the training of Culture Builders, a digital hub where materials, good practices, case studies and educational tools converge. This space, a natural evolution of the Open-Air Center, can become a living and collaborative archive, where training, research and participation are intertwined, ensuring the model a life beyond the project.

The recognition of skills acquired in non-formal contexts, such as the open-air museum, is another strategic point. Validating these experiences means recognizing that culture educates through participation, that learning can take place in any place where meaningful relationships exist.

Training, in this perspective, becomes an open ecosystem, in which everyone can enter and exit freely, choosing personalized paths, linked to their context and aspirations.

In the project, digital communication represented much more than an information channel. It was a lever for inclusion, a space for meeting and storytelling. Technologies have made it possible to create transversal communities, to share materials and to experiment with new languages.

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To consolidate this approach, it is useful to promote interactive territorial platforms dedicated to the narration of widespread museums. These digital spaces can host maps, testimonies, videos and podcasts, transforming local heritage into a participatory experience.

The creation of digital communities of Culture Builders in other countries represents a further step forward. Through forums, webinars and online workshops, participants can keep the network alive, exchanging practices and building new opportunities together.

Experimenting with innovative storytelling formats, such as augmented reality or immersive videos, helps to engage new audiences and bring culture closer to younger generations. Content accessibility remains a fundamental principle: every digital cultural product must be usable by anyone, in multiple languages, with simple and inclusive languages.

The Open-Air Center can become the heart of a European system dedicated to training and cultural cooperation. A digital and physical place where training, research and experimentation can continue in a coordinated way. A transnational laboratory where operators, trainers and citizens work together to imagine new forms of Open-Air Museum, new narratives of heritage, new ways of cultural learning.

This hub could host periodic courses, mentoring courses, research projects, awareness campaigns and calls for cultural innovators. It could also act as a European observatory of emerging cultural competences, providing data, tools and guidelines for sectoral policies.

The idea is to keep the community that the project has generated alive, to make it grow over time, and to make it a stable point of reference for those who believe in culture as a common good and in collaboration as a method of social construction.

The partners expressed a deep sense of satisfaction for what has been achieved with Cultural E-Competencies in Open Air and for the enthusiasm that the project has been able to generate. Participation was the most tangible sign of success in terms of quality of listening, desire to contribute, desire to continue.

The transformative value of the project lies in its ability to create awareness. Each Culture Builder has learned to observe the territory with different eyes, to read memory as a resource, to use technology to connect people. Every place, voice or feeling has given life to the Open-Air Museum.



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In perspective, the figure of the Builder represents a new European professionalism, capable of combining technical, digital and relational skills with an ethical and participatory vision of heritage. He is more than a tour guide or cultural facilitator; is a professional who connects people, institutions and communities, translating knowledge into shared experience. His work combines creativity and responsibility, local vision and European perspective, memory and innovation.

The Cultural E-Competencies in Open Air project generated concrete structures and practices. The e-learning platform, the Operational Toolkit and the Forum – Open Air Center are tools that can already be used for training, planning and cultural collaboration. These results are components of an ecosystem that can be expanded, replicated and adapted to new contexts. The model has shown that cultural training can be digital, experiential and community at the same time, offering a methodological framework that can be replicated in other thematic and professional areas.

The most relevant aspect is the birth of a network of trainers, tutors and participants who continue to collaborate beyond the end of the project, a sign of a real sense of belonging and an effective transferability of the model. This network represents the starting point for building future paths of updating, joint design and mentoring. The consolidation of the figure of the Culture Builder will encourage the creation of certified training programs and European mobility paths, strengthening the link between learning and employment in the cultural sector.

Each activity born as part of the project has generated real skills, communities and projects capable of continuing independently. The Forum amplified this process, offering a space in which ideas were translated into concrete initiatives and in which participants continued to discuss even after the conclusion of the training activities. Open Air's self-regeneration capability demonstrates that the model can evolve as a dynamic process of collective learning.

The idea that culture can be built together, day after day, finds its most tangible confirmation here. The proposed approach has changed the way of conceiving cultural training and management. The model has helped to strengthen culture as a common good that can be used in everyday life, laying the foundations for more inclusive, sustainable and participatory enhancement policies and practices.



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The most profound impact of the project emerges in the awareness that culture can be learned, managed and shared through new and more participatory ways. The figure of the Culture Builder embodies this change: a professional capable of working in a network, of connecting different languages and disciplines, of promoting active, creative and conscious cultural participation.

The Open-Air Museum is its ideal environment of action, an open social laboratory where education, innovation and daily life meet. In this space, culture is built in dialogue, grows in relationships and is renewed in shared experience.

The path of the project continues through the people, territories and networks that it has helped to grow. The result is tools, results and an active and adaptable methodology, capable of stimulating new training processes and fostering lasting collaborations. The continuity of the model expresses its most authentic strength, an organism that evolves with the contexts and with the people who animate it, keeping alive the link between learning, culture and community.

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Related Sources and Resources

Documents and results within the Cultural E-Competencies in Open Air project:

- Common methodology for the collection of integrated and functional data for the recognition of skills related to the enhancement of culture, education, science and innovation to transform the promise of the European Green strategy as growth and concrete improvement for everyday life (WP2)
https://e-competencies.online/wp-content/uploads/2025/02/Result-1_Common-methodology.pdf
- Summary report of the feedback obtained from the administered interviews with the target groups of Italy, the Czech Republic and Slovakia (WP2)
<https://e-competencies.online/wp-content/uploads/2025/02/Summary-report-of-feedback-obtained.pdf>
- European Report on the Know-How, Needs and Requirements of the “Culture Builder” (WP2)
https://e-competencies.online/wp-content/uploads/2025/02/Result-3_Joint-Report.pdf
- Identikit of the Culture Builder (WP2)
https://e-competencies.online/wp-content/uploads/2025/02/Result-4_Identikit-of-Culture-Builder.pdf
- Skills Development Model (WP3)
https://e-competencies.online/wp-content/uploads/2025/02/Result-1_Skills-development-model.pdf
- Toolkit of the first course of culture builders (WP3)
https://e-competencies.online/wp-content/uploads/2025/02/Result-2_Toolkit.pdf
- Structure of the first e-learning course of culture builders (WP3)
https://e-competencies.online/wp-content/uploads/2025/02/Result-3_Structure-of-the-1st-course-of-cultural-builders.pdf
- E-learning and feedback monitoring report (WP4)
- Open Air Forum Interaction Report (WP4)
- Official website of the Cultural E-Competencies in Open Air project

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<https://e-competencies.online/>

- E-learning course for Culture Builders and Open-Air Centres
<https://e-competencies.uniformando.it/>
- Facebook page of the Cultural E-Competencies in Open Air project
<https://www.facebook.com/people/Cultural-E-Competencies-in-Open-air/61566602163764/>

Reference website:

- Association of European Open-Air Museums - Member Museums
<https://theaeom.org/member-museums>
- Fondazione CRC - Culture Goes Digital: New Ways to Preserve, Promote and Spread Cultural Heritage
<https://fondazioneccrc.it/en/la-cultura-diventa-digitale-nuove-modalita-per-preservare-promuovere-e-diffondere-il-patrimonio-culturale>
- International Council of Museum - Digital technologies for citizen curation in museums (SPICE project)
<https://icom.museum/en/news/spice-project-digital-technologies>
- Network of European Museum Organisation – Digital learning and education in Museums
<https://www.digitalmeetsculture.net/article/a-new-report-published-by-nemo-concerning-digital-learning-and-education-in-museums>
- Dicolab Digital Culture – Digital professions in the cultural sector
<https://dicolab.it/2025/07/18/professioni-digitali-settore-culturale>
- Digital Cultures – European Skills to Understand, Communicate and Create Cultural Content in the Digital Age
<https://www.diculther.it/rivista/le-competenze-europee-per-comprendere-comunicare-e-creare-contenuti-culturali-nellera-digitale>