

# D.4.1 - School study visits to test the cultural-tourism itineraries on totalitarian regimes' heritage

WP4 - Testing with pilot schools of the cultural tourism itineraries

# Final Agenda of Study Visits

Bari 6-7 March 2019	22 Students of Forlì and 3 Professors
Zadar 2-5 April 2019	29 Students of Ferrara and 5 Professors
Labin 6-9 April 2019	22 Students of Bari and 2 Professors
Forlì 11-12 April 2019	23 Students of Labin and 4 Professors
Ferrara 23-26 May 2019	51 Students of Zadar and 4 Professors

# Bari 6-7 March 2019

## Students of Forlì



## ATRIUM PLUS

Architecture of the Totalitarian Regimes of the XX° Century  
in Urban Management PLUS

### BARI, lungomare di levante

1. Complesso di San Ferdinando
2. Palazzo Mincuzzi, attualmente sede della Benetton Group
3. Banca d'Italia
4. Circolo Canottieri Barion Sporting Club
5. Palazzo dell'Acquedotto Pugliese
6. Kursaal Santa Lucia
7. Caseggio I.N.C.I.S.
8. Grande albergo delle Nazioni
9. Palazzo della Provincia, sede della Pinacoteca Metropolitana di Bari
10. Palazzo della Regione Puglia
11. Comando Scuole AM III Regione Aerea
12. Caserma "C. Bergia"
13. Palazzo del Corpo Forestale dello Stato
14. Museo Civico di Bari



# Zadar 2-5 April 2019

## Students of Ferrara



# ATRIUM PLUS

## WP 4

### Testing with pilot schools of the cultural tourism itineraries



On Tuesday 2nd of April, Italian students from Ferrara came to Hotel Porto at 5 pm We greeted them and showed them around their area and informed them about next day program and schedule.

On Wednesday 3rd of the April, students and teachers from Ferrara arrived at 1 pm to Gimnazija Franje Petrića whose students and teacher held lecture about Gymnasium activities on both Italian and English languages. After the presentation, at around 2:30 pm. They were transferred to the meeting point (Morske orgulje) for the Route Atrium+. They had their route till 4:15 pm. At 5 pm Expedition from Ferrara arrive to the University of Zadar where students from the university held presentation about Croatian touristic offer on Italian language. After the refreshment at 7 pm students from Ferrara and Zadar were on the workshop together, with the task of providing suggestions for improving the presentation of the dissonant heritage and totalitarian regimes and the cultural route ATRIUM +.

#### WORKSHOP – ATRIUM +

On Wednesday, 3rd of April 2019, it has been organized the workshop in Zadar (Croatia) within the Atrium Plus – Architecture of Totalitarian Regimes of the XX Century in Urban Management PLUS. The participants to the workshop were secondary education students from Ferrara (Italy) and Zadar (Croatia). The workshop has been conducted by Vinko Bakija (PhD), a Senior Lecturer at the Department of Tourism and Communication Studies from Zadar University. The duration of the workshop was one hour and thirty minutes. The facilitator has first welcomed all participants to workshop and then explained the main theme of the workshop and how it is going to be performed. The facilitator has explained to students that workshops are meetings where all the participants are active

protagonists, animate the discussion, share ideas and work out solutions, in order to achieve measurable results. Also, he has told to students that it is not important whether the result is material or immaterial, whether a creative idea or an abstract concept emerges from the workshop. What is important is that the result of workshop is the result of everyone's participation, that everyone has got their hands "dirty". A workshop is organized to participate in brainstorming, to search together for answers to questions. A workshop is a kind of sociocultural laboratory for new or refreshed ideas, where new values are created, where thought or feeling conforms within all stakeholders. The facilitator has then created seven mixed groups of about 5-7 students from Ferrara and Zadar. They have been given a pencils and papers, and they had to answer as a group to three following questions: 1) Write one word and then write one sentence about your visit that have been organized in Ferrara, and in Zadar. 2) Write one sentence describing why do you think that it is important to learn about dissonant heritage in one city or town. 3) Write three words that by your opinion best describes dissonant heritage in Ferrara and Zadar – that you have experiences while on the itinerary in both cities The students have had about five minutes to work together in order to provide short answers to above mentioned questions. After each question and answers provided, the facilitator has encouraged the students to give their opinions on answers coming from different groups. They have been asked weather they agree or disagree with the answers of their colleagues, and to provide arguments, attitudes and opinions if necessary. There has been a strong reluctance in giving open and clear answers about what totalitarian regimes brought about in two implicated cities. At the same time, the facilitator of the workshop thinks that students do not have enough knowledge what does it means dissonant heritage and how architecture of Totalitarian Regimes in Italy and Croatia is directly connected to totalitarian ideologies of the 20th century. It is the opinion of facilitator that students don't understand the meaning of totalitarian ideologies and their outcomes. The



facilitator has expressed his gratitude to all participants and explained that a cultural route represents *a creative cultural path as well as a specific path of historical importance and socio-economic value that can be presented as a whole with a common denominator and adapted to educational and tourist visits*. A cultural route is a contemporary medium that interprets the symbols and values of an important part of human history in an interesting, educational and memorable way. It explains the tangible and intangible heritage of local, regional and national communities with aim to illuminate the present sociocultural outcomes of the humans. This needed to be explained at the end of the workshop because facilitator has come to conclusion that students did not understand the meaning of the cultural route as well as itinerary based on dissonant heritage. Finally, it can be argued that there is a great importance and need to organize and perform even more workshops in order to create better understanding of dissonant heritage and its meaning for the future preservation of the well-being of local, regional as well as global societies.

On Thursday 4th of the April, expedition from Ferrara went to the Betian Museum of Wooden Shipbuilding. After the tour at the Betina Museum of Wooden shipbuilding, students had free time from 11:30 am. till 12:30 pm. to have their lunch and some refreshment. After that they had tour throughout Maškovića Han. Expedition returned to Zadar around 5 pm. and had free time.

# Labin 6-9 April 2019

## Students of Bari



## **ATRIUM Plus Study visit in Labin**

**April 6 - 9 2019**



Class 4F of the Salvemini Scientific High School, from 6 to 9 April, made the study visit to Croatia, in the city of Labin, scheduled as part of the Interreg Italy-Croatia Atrium Plus project (Architecture of the Totalitarian Regimes of the XX Century in Urban Management).

The first day, April 6th, was entirely dedicated to travel with late-night arrival at the hotel. On 7 April, through the help of the bus provided by the project, the class visited the surroundings of Labin, discovering the beauties of Croatia. The morning took place in Pula, an ancient Roman city, with a visit to the most important places of historical and artistic interest.





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Immediately after the packed lunch, we moved to the Rovinj, visiting the marina and the historic center.



The day of 8 April was entirely dedicated to the Atrium project. The class was welcomed by the Mate Blazine high school in Labin, the principal, the faculty and its students. After an initial presentation, they are immediately divided into two groups and started the Atrium labs. A group made the "Miners' Menu" cooking workshop as the new settlement of Labin was built with the aim of accommodating numerous families, whose family members worked in the near open mine. The miners' menu was prepared by the students themselves in the school kitchen: squid ink ice cream, classic minors' breakfast, squid ink bread and chicken. In this way the students have known the eating habits of the past.







The second group did the workshop "Fascist propaganda in cartoons". After watching ancient cartoons by Walt Disney on the topic of fascist and national-socialist propaganda, in a well-equipped classroom, the students held a discussion on the contents of the cartoons, arriving at a critical view of the ideologies of the Twenties.





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At the end of the activities, lunch was offered and shared, tasting the products made by the group during the workshop.

In the afternoon, after a small visit to the school, a tour guide accompanied the class to discover the city of Labin. The visit was very interesting, as the Salvemini students were able to contextualize what they had learned during the workshops at school but most of all they were able to discover the differences and affinities with their own city. The Atrium project was an opportunity for reflection on what totalitarian regimes have done in Europe. The groups responded favorably to all inputs, developing a critical sense towards the historical episodes studied. Moreover, the meeting between students of different nationalities it was an opportunity for discovering and exchanging knowledge and an opportunity for socialization and friendship.





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The last day of the study visit, 9<sup>o</sup> April, the class went to Trieste, the city of departure for Bari. The flight scheduled in the afternoon gave the opportunity to visit the splendid Trieste, a city rich in history and beauty.



# Forlì 11-12 April 2019

## Students of Labin





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**2 nd PILOT STUDY VISIT OF ATRIUM PLUS  
STUDENTS FROM HIGH SCHOOL MATE BLAŽINA, LABIN VISIT FORLÌ'**

**PROGRAMME**

Forlì, 11 April 2019

**“MEMOWALK ATRIUM PLUS: THE AVENUE OF CONSENSUS”**

**and**

**“THE MOSAICS OF THE FORMER MILITARY COLLEGE OF  
AERONAUTICS IN FORLÌ AS INSTRUMENT OF POWER IN  
THE FASCIST REGIME” WORKSHOP**

**in the morning:**

- 9.15 **Meeting point** in front of the Railway Station of Forlì
- 9.30–11.00 **Tour** of the Viale della Libertà (Freedom Avenue) and P.le della Vittoria (Victory Sq.)  
Professional guide together with students of the Classical High School “G.B. Morgagni” in Forlì performs the tour addressed to students from Labin
- 11.15-12.30 **Meeting** at Sala Icaro of the Classical High School for feedback and comments on the tour
- 12.30-14.30 **Free lunch**

**in the afternoon:**

- 14.30-16.30 **Workshop** “The Mosaics of the former Military College of Aeronautics in Forlì as instrument of power in the fascist regime” at the secondary School “Caterina Sforza” (former Military College of Aeronautics). Experts from Deina Association perform the workshop with students from Labin and Forlì
- 18.15 **Party** at the ex-Kindergarten Santarelli, Via Caterina Sforza 45 with visit to this building under restoration in order to create a innovation Lab addressed to young people

**Free dinner**



## Memowalk Atrium Plus\_“The Avenue of Consensus“

<b>Title</b>	Memowalk Atrium Plus_The Avenue of Consensus
<b>Main topics</b>	Consensus building/Education/Propaganda/Young people/Fascist regime in Forlì.
<b>Proponent</b>	Deina Association
<b>Website</b>	www.deina.it
<b>Contact person</b>	Ms. Sofia Burioli – e-mail: sofia.burioli@deina.it
<b>Delivery date</b>	January 2019

### Specific goals and target group

“Memowalk Atrium Plus” is a new cultural product dedicated to scholastic tourism for the enhancement of the ATRIUM architectural heritage in the city of Forlì, designed and tested within the framework of the European *Atrium Plus project*, funded by the Interreg Italy-Croatia program. “Memowalk Atrium Plus” is a walk along the current “Freedom Avenue” (formerly Benito Mussolini Avenue) in Forlì city center that **links the most important ATRIUM public architectures carried out by the fascist regime to building the consensus among young people**: schools, technical institutes, monuments, leisure and sport public spaces composed the new urban landscape wanted by the regime as places of propaganda.

The main project target group are young Italian and foreign students visiting the city of Forlì who, thanks to the new Memowalk, will be able to explore the ATRIUM heritage in an innovative way to broaden the understanding of how architecture has been a fundamental pedagogical tool in the construction of consensus by the fascist regime among younger generations. The project innovative aspect is **that all the educational materials have been designed by a class of young 17-year-old students of the Forlì Classical Lyceum** through a cultural co-planning path designed by Deina Association.

Project specific goals are:

- to promote an **alternative use of the ATRIUM heritage** for young people in Forlì through the use of innovative educational tools designed “by young people for young people”;
- to encourage a **critical and conscious approach in younger generations** to deepen the role of **fascist architecture in building consensus** in the new generations of the 20s and 30s in Forlì;
- to actively involve young people in experiencing the ATRIUM heritage through a **shared reflection on values, liberties and the role of education** today starting from the critical analysis of the propaganda tools put in place by the fascist regime;



- to spread new cultural paths for scholastic tourism that are, first of all, routes of **active citizenship through memories** and stories of the 900' European;
- to strengthen the capacity for **critical analysis** in the younger generations of the history of the fascism regime at local and at European level;
- to promote by the new generations a **conscious use of the history** and memories of the European twentieth century.

### Methodology and educational approach

One of the main educational challenges to build effective cultural paths on history of the 20th century is the research and design of new tools able to speak to the new generations who look, often, to the past as something ended and far from their daily experience.

To make sure that the ATRIUM heritage becomes truly an instrument of collective growth for young people, it is therefore necessary to find new ways of narrating the architectures.

For this reason all the educational materials that composed the "Memowalk Atrium Plus" have been **designed by a class of 25 young 17-year-old students** of the Forlì Classical Lyceum through a cultural co-planning path that has provided for historical laboratories, field analysis, historiographic researches through the use of public archives, creative and design workshops. The methodological approach used was therefore that of the **peer-education** for the construction of educational tools designed "by young people for other young people", that allows to develop an effective and engaging communication.

The other experimented approach was the **use of micro-stories** through the creation of a creative **history-telling** that accompanies the students along the streets of the city of Forlì. Alternating "official" history with the micro-stories of ordinary young women and men allows students to create **empathy**. Learning history through the flow of **emotions** is very effective approach in this type of educational path.

### Educational tools and materials

Memowalk literally means walking with memory. The cultural product therefore provides a walk along the current "Freedom Avenue" (former Benito Mussolini Avenue) divided into **6 main stops** to explore and deepen the values conveyed by the fascist regime to young people and analyse the propaganda tools.

Below the walk stops with the main topics:

1. Train Station and Former Benito Mussolini Avenue (topic: introduction to the Duce's city and the fascist regime in Forlì)
2. Former Elementary School "Rosa Maltoni" (topic: school reform, obedience, discipline,

cult of the chief)

3. Former Industrial technical institute “A. Mussolini” (topic: militarization of schools and use of violence)
4. Former GIL Building (topic: sports and leisure as propaganda tools)
5. Former Military College of Aeronautics (topic: patriotism, heroism, militarism)
6. Monument to the fallen (topic: education for death, war)

Each stop is introduced by a guide that illustrates the **macro-history** that deepens the cultural, social and political historical dynamics of the fascist regime and it is followed by the reading of a **history-telling in episodes that tells the life of two young friends**, who grow in the Forlì of the 20s and 30s and live the architecture along the Avenue, immersed in the school, cultural and social fascist system.

To facilitate the process of identification and the involvement of students, at each stage are also shown **photographs** of the time and **audio tracks** transmitted through a system of **radio guides**. The audio tracks were created by the students to propose a deepening sound of the time like fascist songs, public propaganda speeches, radio broadcasts. All these tools allow students to easily switch from macro-history to micro-stories, promoting **active listening** and making a story in "black and white" a story "in color".

To accompany the visit, **communication materials** have also been created, in particular a **brochure** (Attached) that explains the objectives and the cultural approach of the memowalk, an **info card** (Attached) that summarizes the most innovative elements and a **map** (Attached) with all the ATRIUM places of “The Avenue of Consensus”.

#### Expected impact and benefits

“Memowalk Atrium Plus” was **tested with 50 students of 17 and 18 years old, during a public event on 22 December 2018 in Forlì**. The walk was entirely organized and managed by the students of the Classical Lyceum coordinated by Deina’s educators.

At the public event also attended specialized tour guides and other stakeholders dealing with cultural paths on the history of the 900’ at local level as the Historical Institute of Resistance of the Province of Forlì-Cesena and experts in integrated tourism of the University of Bologna and representatives of the ATRIUM European Cultural Route and Representatives of the Municipality of Forlì. The public presentation of the “Memowalk Atrium Plus” allowed to show a new kind of approach for the use of the ATRIUM heritage dedicated to young people. The benefit is therefore to use teaching tools able to speak to young people, which can be easily used by various experts and stakeholders to bring this story closer to the younger generations.

## Sustainability and replicability

“Memowalk Atrium Plus” is easily replicable: all the teaching materials (maps, audio, texts, reading etc.) are transportable, easily translatable into English and possibly into other languages to accompany groups of foreign students. All the didactic materials are also available in digital format and this could allow them to be used, in the future, through mobile phones or a specific Atrium Plus app.

## Annexes

Below some photos of the co-design laboratories of the Forlì Classical Lyceum’s students.



Below the communication materials (map, brochure and info card).



## Workshop Atrium Plus\_ The mosaics of the Former Military College of Aeronautics in Forlì as instrument of power in the fascist regime.

<b>Title</b>	Workshop Atrium Plus_The mosaics of the Former Military College of Aeronautics in Forlì as instrument of power in the fascist regime.
<b>Main topics</b>	Art, architecture and power/Consensus building/Education
<b>Proponent</b>	Deina Association
<b>Website</b>	<a href="http://www.deina.it">www.deina.it</a>
<b>Contact person</b>	Ms. Cristina Lentini – e-mail: <a href="mailto:cristina.lentini@deina.it">cristina.lentini@deina.it</a>
<b>Delivery date</b>	January 2019

### Specific goals and target group

One of the most significant decorative elements of Forlì's ATRIUM heritage is represented by the **mosaics designed by the painter Angelo Canevari which are located inside the former Aeronautical Institute** built in 1937.

The mosaics installed along the corridors of the school were designed by the fascist regime to celebrate the most significant episodes of the history of human flight and the Italian aviation from its origins to the 40s. The panels include flight records, technological innovations, and air combat conducted by the fascist regime throughout Europe. There are panels on the attack on Greece in October 1940 and quotations from the speech of Mussolini's entry into the war on 10 June 1940.

The main aim of the workshop is to enhance these **mosaics, that represents one of the most significant symbols of the ATRIUM dissonant heritage**, in a critical, conscious and participated way. The mosaics constitute an opportunity to reflect on the **relationship between art, architecture and power** that characterizes the totalitarian regimes and in particular the fascist regime, as well as to understand the **use of schools as public spaces to create consensus** in the younger generation, to indoctrinate and to cancel freedom of thought.

The main target group are middle and high school students but also groups of adults, professionals and teachers. The mosaics offer in fact an excellent basis for discussion with historical insights at different levels.

### Methodology and educational approach

The mosaics are perhaps one of the most complex symbols of the Forlì's fascist architecture because they contain a high symbolic value in the propaganda of the fascist regime and at the

same time are characterized by a high aesthetic quality.

For this reason the workshop proposes a critical analysis of the mosaics starting from the **power of the images**, from the **sensations and emotions** that arouse in looking at them.

Subsequently through some guide questions the participants are led to a deeper reflection on the decorative elements and their double **historical and propaganda significance**.

The last level of reflection concerns the **hidden themes and values conveyed by the mosaic**: some final questions guide the collective reasoning on current events, in order to use the **heritage of mosaics as a key to understanding our present**.

### Educational tools and materials

The workshop is divided into 3 different parts:

- 1 - historical introduction: the aeronautical college and the relationship between art, power and propaganda in the fascist regime
- 2 - Activities in small groups: critical analysis of the mosaics
- 3 - Sharing of results in plenary

The central moment of the workshop is the critical analysis of some specific mosaics.

The analysis is carried out directly to the in front of the panels in small work groups, which at first have to discover some decorative elements. The participants are accompanied to the discovery of the mosaics through an **analysis info card** that step by step accompanies the group with the different levels of reasoning described above.

### Expected impact and benefits

The workshop proposes a didactical format of historical and cultural analysis to the mosaics that will allow to make use of this complex heritage to a **wide audience of students and adults** in a truly conscious manner. The didactic activities in small groups and the **emotional, historical analysis of the meaning of the mosaics** allow to work on several levels, to read the complexity of this complex dissonant heritage.

### Sustainability and replicability

The workshop has a high degree of replicability as the didactic materials are easily reproducible. Another important element is the versatility of the materials: the way of **working in groups** through the **use of the analysis sheets** makes it possible to adapt the discussion and the historical analysis to different target groups. This allows the expert who leads the workshop to ask more or less complex questions based on the present audience (students, professionals..), increasing the ease of replicating this type of workshop.

## Annexes

Below an example of the didactic material (the analysis sheets of one of the main mosaic).

*Dear members of TEAM n.1,*

*finally you found the hidden detail in the mosaic!*

*Now, we kindly ask you to get comfortable and follow the instructions below.*

*Please, try to respect the timing estimated for each activity. Thanks!*

1) First of all, **choose a group-leader**. At the end of this activity, the group-leader will have to summarize the discussion in plenary.

[3 minutes]

2) Take a Post-it note and a pen each. Then, look at the mosaic and answer, using key words, the 2 following questions:

*What is the first **adjective** that comes to your mind when you look at it?*

*What kind of **emotions** does it inspire you?*

Collect all the Post-it notes and hand them to the group-leader.

[5 minutes]

3) Read carefully the **attached text**. Based on historical and historiographical sources, it will help you to interpret the mosaic, its message, its hidden goals and meanings. Then, briefly discuss the pedagogical function of this decorative artwork. During the fascist era, this mosaic was daily visible to the students of the former Aeronautical College “Bruno Mussolini”.

*What kind of **messages and values** did it contribute to disseminate among students?*

The group-leader can note some key words and sentences to summarize the key topics of the group’s discussion.

[15 minutes]

4) This mosaic can be considered a tool for understanding our common past and its contradictions. But if you think about it, it could be also a **window on our present**.

*You have discovered some crucial elements in the pedagogical project of the fascist regime. The education of the so-called "new Italian": young, strong, ambitious, lover of danger and ready to sacrifice his life for fascist ideology and homeland. We ask you, now, to shift your reflections to the present time. You have 20 minutes available for a discussion within the group that draws inspiration from the following questions. In your opinion, currently:*

- *What are the prevailing educational models?*
- *What reference models inspire the young generations?*
- *What values are perceived as "winning" in our societies?*
- *Do institutions like family and school still play a key role in the education of young people?*

The group-leader can note some key words and sentences to summarize the key topics of the group's discussion.

[20 minutes]



# Icarus and Phaethon

Crossing what once constituted the main entrance of the Aeronautical College for students, immediately on our right we find the first panel of the mosaic cycle designed by Angelo Canevari, which recalls the heroic deeds of Icarus and Phaethon. The myth is one of the symbolic expedients frequently used by the "fascist religion". In the words of the Italian historian Emilio Gentile, the "fascist religion" was a political religion "with the aim of transforming the Italian mentality, character and customs in order to generate a *new man* believing and practicing the cult of fascism".





The fortune of these two mythical stories in European literature is rooted in the narrative that makes Ovid in his famous "Metamorphosis". The Roman poet warned men not to follow the example of those who, greedy and ambitious, aspired to superb heights from which it was inevitable to precipitate. The fascist ideology, instead, will exploit in a diametrically opposite way the meaning of these classical myths. Since 1909, the Italian writer Gabriele D'Annunzio (who will be, later on, celebrated by the Italian Fascism) linked the figure of Icarus to the heroic myth of pioneering flight. In the thought of D'Annunzio, the choice made by Icaro to transgress his father Dedalo's warning was a heroic choice.

Still in 1909, a young Benito Mussolini (who will be, later on, the founder and leader of the Italian Fascism) expressed all his admiration for the pioneers of aviation on the columns of the newspaper "Il Popolo". He depicted them as "those who want to run the great risk and remove themselves, with a heroic act, from mediocrity that suffocates them". The fascist regime offers students attending the Aeronautical College the possibility of becoming modern heroes, a sort of reincarnation of the ancient myth of the young bold, fearless and ambitious. Modern Icaros and Phaethons. Like them, fatally attracted to the sun, to heights and destined to die?



# Ferrara 23-26 May 2019

## Students of Zadar



# Study Visit in Ferrara

Monday 25<sup>th</sup> - 26<sup>th</sup> of May 2019

### **Visit to the twentieth-century city of Ferrara**

On Monday 25<sup>th</sup> of May, the delegation from Zadar has been welcomed, guided and assisted in the visit and discovery of the city of Ferrara by those Italian students mostly engaged in the project, namely their peers from classrooms 5A and 5B from I.I.S. G.B. Aleotti.

The programme for the day was the following:

9.00 Reception, presentation and school tour to the delegation from Zadar at Istituto Aleotti.

10.00 Break

10.30 Gathering in the auditorium so to assist to the English presentation of the research findings by students from classrooms 5A and 5B from I.I.S. G.B. Aleotti

12.30 Completion of the work and journey toward the city centre

13.00 Lunch-break (the delegation from Zadar preferred to give autonomy and liberty to pupils rather than accept the proposed lunch at a nearby restaurant)

14.30 Walking-tour toward the Aqueduct

15.00 Start of the tour from the Aqueduct. Students were split into two groups, each one guided by a professional tour guide (one in Italian and one in English).

16.45/17.15 Group visit to 'Alda Costa' primary school, with illustration of the atrium by the tour guide. A concise summary of the exhibiton 'Ottant'anni di vita per la Scuola Umberto I -



Alda Costa' (in English, Eighty years for Umberto I- Alda Costa Primary School), edited in 2013 by Paola Chiorboli and Maria Bonora, and ad hoc re-arranged for the visit by Paola Chiorboli, was given.

17.15 Students from Zadar visited Boldini's atrium so to view the installation related to Ferrara città del Novecento, as set up by their peers from Istituto Aleotti. The tour was preceded by a short introduction in the courtyard by Professor Paola Di Stasio

18.30 End of the itinerary and farwell in Piazza Municipale.

The intent was to incentive the practice of peer-to-peer meetings and encounters, favouring moments of confrontation between students from Zadar and Ferrara as well as offering expert insights by professional tour-guides throughout the itinerary. The visitors' welcome at Istituto Aleotti, equally split into formal and informal moments, as well as the sharing of the students' research have surely favoured a deeper understanding and barrier-free dialogue among youngster.s.