

ERASMUS+

&

AVRUPA DAYANIŞMA PROGRAMI

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BİR DERLEME:
KÜLTÜREL MİRAS

konusundaki Erasmus+ projeleri

    
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- 5.International Cooperation for Professional Training in Heritage Conservation
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- 10.Role and Opportunities of the Cultural Heritage in Intergenerational Learning
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- 22.Now is the Time
- 23.Saving Heritage and Innovating Exchanges to Lead Developpement
- 24.Dzieciństwo dawniej
- 25.Přilož ruku k dílu - záchrana a oživení kaple sv. Anny
- 26.Big things start out small
- 27.Tajomstvá našich predkov
- 28.Szegedi szabadtéri kincskeresés
- 29.Αναβαθμίζουμε και προστατεύουμε την πολιτιστική κληρονομιά της πόλης μας.
- 30.Zestrea domnitelor
- 31.Underground Art Centre
- 32.Kunadacsi iskola
- 33.Haanimaa kultuuriline järjepidevus

Bu broşür, ilgili konu üzerinde derleme olup Erasmus+ Programı kapsamında hibe alan tüm örnek projelere erişmek için [Erasmus+ Project Results Platform](https://erasmus-plus.ec.europa.eu/projects) (https://erasmus-plus.ec.europa.eu/projects) sayfasını ve Avrupa Dayanışma Programı projeleri için de [ESC Project Platform](https://youth.europa.eu/solidarity/projects/) (https://youth.europa.eu/solidarity/projects/) sayfasını inceleyebilirsiniz.

Erasmus+ ve ESC Proje Örnekleri



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DAYANIŞMA
PROGRAMI

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: School Exchange Partnerships

Project Title

"The Little Prince's Journey through Europe" - A theatrical guide for Primary Education

Good practice example

Project Coordinator

Organisation Gemeinschaftsgrundschule "An der Burg"
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Website www.ggs-an-der-burg.de

Project Information

Identifier 2019-1-DE03-KA229-060065
Start Date Sep 1, 2019
End Date Feb 28, 2022
EC Contribution 53,609.7 EUR
Partners Zespół Szkoły Podstawowej nr 2 i Przedszkola w Zagnansku (PL) ,
Agrupamento de Escolas de Vilela (PT) , Scoala Gimnaziala Nr. 9
NICOLAE ORGHIDAN Brasov (RO)
Topics Intercultural/intergenerational education and (lifelong)learning ;
International cooperation, international relations, development cooperation
; Creativity and culture

Project Summary

An important aspect of the project was to achieve a close cooperation between four European schools located in Germany, Portugal, Poland and Romania, in order to overcome boundaries and make friends. In exchange 2 teachers and 4 students from the partner schools were supposed to visit each other and get to know the host country and its cultural heritage, teaching methods and the schools with their students.

Our project aimed at improving the quality of teaching processes for the learning of its students and in the professional development of its players and is committed to the achievement of the European Union's ideas which will become evident in our final product, a guide for theater work on the primary level.

At the beginning, each school hold small informational meetings with the pupils to discuss the topic of the project which is related to the novel of "The Little Prince" by Antoine de Saint-Exupéry.

While looking for friendship and understanding the "Little Prince" traveled through the universe. In this sense the pupils figured out the meaning of friendship and developed visions about what experiences the "Little Prince" gathered in the various European countries such as our partner countries Romania, Poland, Portugal and of course Germany. The "Little Prince" and the students of the project got to know the 4 countries and their culture. "The essential is invisible, you only see well with the heart"

The project aimed at two major goals. On the one hand throughout the entire project the students were deeply involved in the process of creating their own stage play "The Little Prince's Journey through Europe" by means of different methods of performing, craft and language skills, which supported them on their way to self-regulated learning. Theatrical work makes a difference even for struggling students, as it offers them a different way to learn and boosts their tolerance, discipline and compassion. On the other hand the students learned a lot about face expressions, different kind of theatre, stage design and storytelling.

Therefore the project set focus on promoting basic life skills like respect for cultural diversity, successful communication beyond mother languages, problem solving as well as improving self respect and being able to feel respect and sympathy for others. These basic skills are essential for key competences in life like cultural respect and awareness, successful communication on a verbal and non-verbal level as well as social and inter human competences and the ability for lifelong learning. Furthermore all pupils and teachers increased awareness on inclusion and turned themselves into actors, irrespective of their age, through a variety of appropriate strategies and activities.

We introduced our project on E-Twinning and on all school homepages. Our end product "The Little Prince's Journey through Europe" - A theatrical guide for Primary Education is available on the school homepages.

Due to Corona unfortunately only the first meeting took place in Germany. After that Corona started and we had to reschedule everything and ended up in 3 virtual mobilitites.

Poland started the first online mobility. After that Portugal organized the second online mobility and Romania finished with their mobility in February 2022.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Nurturing Intangible Cultural Heritage for Entrepreneurship

Good practice example

Project Coordinator

Organisation Husavik Academic Center / Þekkingarnet Þingeyinga

Address Hafnarstétt 3 , 640 Husavik , Landsbyggð , IS

Website hac.is

Project Information

Identifier 2020-1-IS01-KA202-065809

Project Web Site <https://www.nicheproject.eu>

Start Date Nov 1, 2020

End Date Oct 31, 2022

EC Contribution 265,984 EUR

Partners COMUNE DI PESCARA (IT) , INSTITUT DE HAUTE FORMATION AUX POLITIQUES COMMUNAUTAIRES (BE) , IDP SAS DI GIANCARLO COSTANTINO (ITALIAN DEVELOPMENT PARTNERS) (IT) , INTERNET WEB SOLUTIONS SL (ES) , HÄLSINGLANDS UTBILDNINGSFÖRBUND (SE) , Nýheimar þekkingarsetur (IS) , HELLENIC OPEN UNIVERSITY (EL) , IRISH RURAL LINK CO-OPERATIVE SOCIETY LIMITED (IE)

Topics Entrepreneurial learning - entrepreneurship education ; New innovative curricula/educational methods/development of training courses ; Creativity and culture

Project Summary

Background

Intangible Cultural Heritage (ICH) is a practice, representation, expression, knowledge/skill considered by the UNESCO to be part of a place's cultural heritage; it comprises nonphysical intellectual property, such as folklore, customs, beliefs, traditions, knowledge and language.

EU official reports confirm that Intangible Cultural Heritage (ICH) is a key engine for growth and employment as well as an important element of social cohesion to reinforce the values of European integration.

In the context of ICH, old professions are evolving and new professions are developing. The EU identifies specific challenges and needs in its report "Skills, Training & Knowledge Transfer for Traditional and Emerging Heritage Professions" (Oct 2017):

- a) It is necessary to identify and map professions; demonstrate their position in the European Qualification Framework
- b) The "traditional" sectoral skills need to be updated.
- c) Successful cultural heritage management across EU is vulnerable to variations in standards, practice and inconsistent career guidance and support
- d) Training should be broader, go beyond "traditional" competences and skills involved in cultural heritage professions.

Objectives

In this context, our project Nurturing Intangible Cultural Heritage for Entrepreneurship (NICHE) had the objective of promoting socio-economic empowerment. The objective of our project was to develop a professional profile of ICH operator so that ICH can be leveraged to widen and create economic activities through increased entrepreneurship. This objective was achieved through the development of:

- 1) An EQF compliant professional profile of ICH professional
- 2) Training courses based on Learning Outcome and in line with EQF 3 to 5 on innovative topics for the ICH sector, such as management, fundraising, multifunctional work, digital Cultural Heritage
- 3) A pan-EU Open Educational Resource that became the focal point for ICH professionals to widen and deepen their skills and competences to be more competitive and respond to the demand of a fast evolving and growing market

Implementation

NICHE project aimed at developing innovative training contents for the cohort of professionals who operate in the field of ICH to promote entrepreneurial initiatives in the sector, enhance its competitiveness and sustain its growth.

IO1 is the NICHE OER Platform that contains the project's intellectual outputs and was the basis for online dissemination.

Moreover, in IO2 partners mapped the current landscape and dynamics of the wide range of professionals involved in the enhancement and safeguarding of the intangible cultural heritage.

In IO3 the partnership as a whole defined the structure of NICHE Trainings. The first version was developed in English and translated in five languages (Greek, Icelandic, Italian, Spanish and Swedish) and validated with almost 300 representatives of the target group. This validation phase allowed the consortium to ameliorate the

contents as needed on the basis of the target group feedbacks.

Feedback was consolidated in guidelines for the further adoption of NICHE and inspired the final Policy Recommendations (IO4), a policy paper resuming the knowledge on the trends, opportunities and challenges of nurturing intangible cultural heritage from an operational perspective.

Achievements

NICHE provides concrete solutions to pressing needs identified at national and EU level through a robust investigation of the field and analysis of the state of the art in the sector of Intangible Cultural Heritage (ICH).

Project results are:

- A) The NICHE Platform as a sustainable OER in various languages, completely OPEN SOURCE, without any access restrictions to ensure that results of the project are accessible to all interested parties.
- B) The profile of the ICH professional benchmarked against EQF and ESCO to ensure transparency and “portability” of the competences for the sector
- C) The training content, courses and handouts in multiple language versions to enhance the acquisition of skills and competences that are most relevant to the ICH professionals to improve their capacity in leveraging ICH assets as an economic opportunity. The training is presented in easy to use and user-friendly formats, also compatible with online versions and mobile versions.
- D) Enhanced professionalism of ICH operators to better gauge the economic value of ICH assets and assess their entrepreneurial potential. This will translate into increased social and economic participation of those professionals in the development of ICH-based opportunities.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for youth

Project Title

Spektrum

Good practice example

Project Coordinator

Organisation MUZEUM NARODOWE W KRAKOWIE
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Website www.mnk.pl

Project Information

Identifier 2019-3-PL01-KA205-077866
Project Web Site <http://mnk.pl/article/spectrum-project>
Start Date Mar 16, 2020
End Date Oct 15, 2022
EC Contribution 66,785 EUR
Partners Outside In Pathways (UK) , UNIVERSITA DEGLI STUDI ROMA TRE (IT) , UNIVERSIDAD NACIONAL DE EDUCACION A DISTANCIA (ES) , FARO. VLAAMS STEUNPUNT VOOR CULTUREEL ERFGOED VZW (BE)
Topics Disabilities - special needs ; Youth (Participation, Youth Work, Youth Policy) ; Cultural heritage/European Year of Cultural Heritage

Project Summary

Background

The main focus of the Spektrum project is to enhance accessibility, especially in heritage institutions. Museums should be friendly and accessible places for young people with ASD.

According to research very few cultural institutions in Poland consider the needs of people with ASD. The Spektrum project was designed to change this mindset through awareness rising campaigns addressed to Museum staff, as well as developing and disseminating a set of practical tools for cultural institutions helping them to become more ASD friendly.

The project's aim was also to create a network between cultural institutions working in benefit of young visitors with complex requirements.

The Spektrum consortium consisted of highly professional organisations working in the field of inclusiveness. That is why cooperation among international partnerships provides a chance to compare different perspectives, exchange experience, and identify best practices.

Spektrum partners sought to improve knowledge about the accessibility needs of ASD visitors, find ways to remove the barriers they have to face, investigate the use of technology, and define and use innovative strategies in creating museums open for ASD visitors and their families.

Objectives

All partners wanted to join a new international partnership to improve knowledge about ASD users and their characteristics. Gaining knowledge is very important in the process of raising awareness that museums can and should be more attentive to needs of people on the autism-spectrum: visitors with a 'hidden disability'.

The crucial issue in achieving this goal is to raise awareness among the museum employees, not only education and marketing staff, but all of the people working at the museums, especially those who have face-to-face contact with museum visitors.

The Spektrum project wasn't about creating a special program dedicated only to ASD visitors, but rather encouraging cultural institutions to consider various accessibility needs when developing programs for the public. By providing practical tools we wanted to enable museums to recognise and address those needs.

In that way we could convince young people with ASD that museums will welcome them.

We realised that by achieving the specific goal of creating an ASD-friendly museum - with ASD-friendly tools, implementations, texts, places - we also create a museum open to everybody, including ourselves.

Implementation

We implemented a series of inspirational webinars each hosted by a partner; broadening the knowledge on inclusive museum experience, how some visitors' needs differ, and the technical tools and innovative methods of working with ASD visitors.

Study visits to various European organisations from the culture sector and exchange of best practices with experts, museum practitioners, and supporters of people with ASD.

We organised a Spektrum Open Day to which we invited employees from Polish cultural institutions employees, introducing them to the tools developed in the project, and running practical workshops on how to use these tools.

For the project coordinator institution – MNK - another outcome was the implementation of initiatives to improve accessibility for visitors with ASD: quiet hours, sensory baskets, quiet areas, and a guide for visitors with higher perception needs. This process was informed by consultations at the museum with ASD visitors with their families and by experts.

Developing these ideas was possible thanks to the international cooperation of all partners, their expertise, our discussions, and inspiring best practices from various European culture institutions and to the goal-driven team.

Achievements

Main Spektrum outputs are 3 documents and a series of videos, which we've been working on during whole time of the project:

- General guidelines for making museums autism-friendly - a kind of guide for those preparing accessibility programs in an institution.
- Checklist for an autism-friendly museum - a tool to help verify an institution's level of accessibility to people on the autism spectrum.
- Spektrum educational toolkit introducing innovative learning methods to make museums more autism-friendly - an open toolkit resource for anyone interested in museum and cultural heritage education.
- Series of educational videos for future online courses. The recordings help to understand how museum should prepare to be more autism-friendly.

At the MNK we introduced very concrete autism-friendly implementations: quiet hours, quiet areas, sensory baskets, a guide and we started an internal educational campaign for museum staff. All of these initiatives were consulted and checked by museum visitors with autism.

We concluded the project at the Spektrum Open Day conference for employees from cultural institutions. The conference was organised in MNK in cooperation with all project partners.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

Project Title

Mobile Virtual Learning for Indigenous Languages

Good practice example

Project Coordinator

Organisation HERIOT-WATT UNIVERSITY
Address Riccarton , EH14 4AS EDINBURGH , UK
Website www.hw.ac.uk

Project Information

Identifier 2019-1-UK01-KA204-061875
Project Web Site <http://indylan.eu>
Start Date Oct 1, 2019
End Date Feb 28, 2022
EC Contribution 211,847 EUR
Partners CORNWALL COUNCIL (UK) , Learnmera Oy (FI) , SAAMI COUNCIL HEADQUARTERS (NO) , Asociación Moviéndote por la Integración y la Participación Ciudadana (ES)
Topics Cultural heritage/European Year of Cultural Heritage ; Teaching and learning of foreign languages ; ICT - new technologies - digital competences

Project Summary

Background

The IndyLan project was built on a previous project, Moving Languages (2016-1-FI01-KA204-022678), which designed an app for the linguistic and cultural inclusion of newly arrived migrants and refugees. Feedback from the Moving Languages project demonstrated an interest in learning all the languages of host countries, not just the dominant ones. Indeed there was a clear need for such a tool, as major language apps such as Duolingo or LinguaScope did not cover indigenous or lesser spoken languages (this has since changed, but they still do not offer all IndyLan languages and they do not focus on culture or indigenous people at all). In addition to this, 2019 was proclaimed as the International Year of Indigenous Languages (UN Resolution 71178 on the Rights of Indigenous People) and the UN declared 2022 -2032 as the International Decade of Indigenous Languages, “to draw attention to the critical status of many Indigenous languages across the world and encourage action for their preservation, revitalization and promotion” (UN website). UNESCO’s Atlas of the World’s Languages in Danger of Disappearing classifies Scots and Basque as vulnerable, Gaelic and Northern Saami as definitely endangered, and Cornish as critically endangered.

Objectives

The priorities of our project were aligned with EU priorities and initiatives to protect and promote the EU's 128 endangered languages (cf 2013 EP DG report 'Endangered Languages and Linguistic Diversity in the European Union'). Our goal was to deliver an educational tool specifically designed and targeted at supporting endangered languages in Europe. Our vision was for the IndyLan app to contribute to endangered language learning and revitalisation so that these languages remain alive and relevant in contemporary societies. More importantly, we aimed at developing an educational tool to teach users more about the cultures of the people who speak these languages, not just the languages themselves.

The IndyLan app would build on the Moving Languages project (www.movinglanguages.eu). However, while Moving Languages created separate apps for the respective languages, IndyLan would produce one single app for all languages, to avoid confusion and a diluted output. The project would be carried out transnationally to get the language and cultural knowhow of the partners and for maximum dissemination. Partners would share good practice on initiatives taken in other countries and regions (the Saami initiatives are a case in point).

Implementation

From October 2019 until February 2022, the IndyLan project team carried out the following activities:

- Developed a project logo and website in 11 languages, as well as dissemination material such as flyers, promotional videos, social media accounts and content, in all project languages.
- Developed and disseminated 6 newsletters in all project languages and stakeholders.
- Completed and published 3 Intellectual Outputs: a research report/needs analysis (O1), the mobile app itself in iOS and Android (O2), and a pilot testing report (O3).
- O2 required developing templates for translation, translating the content and learning how to use the app backend to upload content and make corrections.
- Presented the project in conferences, seminar and the project’s multiplier events, as well as TV and press.
- Created a database of stakeholders for each country. For privacy issues and to comply with GDPR, we are not sharing the full database with the NA, but we will be happy to share parts of it if requested (e.g. organisation

names and not people's contact details).

- Carried out peer reviews of all Intellectual Outputs and evaluations by the project's external evaluator, Dr Philip McDermott, Senior Lecturer, University of Ulster.

Achievements

We completed and published 3 Intellectual Outputs – open source, freely downloadable under a Creative Commons Licence:

- A research report/needs analysis on the Indigenous and Endangered languages of the IndyLan project, and the state of the art regarding mobile learning solutions (O1)
- The mobile app itself freely available on iOS and Android (O2)
- A pilot testing report with user feedback (O3).

We also produced:

- A livebinder with all the project's educational sources and material:
<https://www.livebinders.com/play/play?id=2599136>
- A project website available in 11 languages; a project logo and social media accounts (Facebook and Twitter).
- A project video in 5 language versions; flyers in 11 languages.
- 6 newsletters distributed to all stakeholders; press articles and national media coverage.

The expected results were c. 2,000 app downloads in total and 500 likes on our Facebook page. The actual number was 2235 on Google Play and 2697 on Apple iOS (88.4% iPhone, 10.7% iPad and 0.7% desktop). This is more than twice the downloads we had anticipated at the application stage. We achieved 524 likes on our Facebook page and 346 Followers on Twitter = 870 followers across these two platforms, exceeding this target also.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

International Cooperation for Professional Training in Heritage Conservation

Good practice example

Project Coordinator

Organisation ACADEMIA ISTROPOLITANA NOVA
Address PROSTREDNA STR. 47/A , 90021 SVATY JUR , Bratislavský kraj , SK
Website www.ainova.sk

Project Information

Identifier 2019-1-SK01-KA202-060759
Start Date Dec 1, 2019
End Date Aug 31, 2022
EC Contribution 298,100 EUR
Partners FORDERUNG DER BAUDENKMALPFLEGE VEREIN (AT) ,
UNIVERZITA PARDUBICE (CZ)
Topics Quality Assurance ; Cultural heritage/European Year of Cultural Heritage ;
New innovative curricula/educational methods/development of training
courses

Project Summary

Background

There was a need in all partners countries (SK, CZ, AT) for a review of the current situation in the field of professional training in the built heritage conservation. This was the first precondition to create qualified educational offer.

There was a need to analyse the current educational offer: There exist various programs, courses, hands-on training of different quality from various providers. It was necessary to sum up the educational offer of these training/educational activities.

There was a need to analyse the current educational demand: The educational demand could be slightly different in particular target groups and it was also important to analyse the demand - that is why the project team decided to add this NEW activity to the project harmonogram (and also covered the cost for its execution).

The partners decided to apply for this project for the following reasons: (a) the educational offer and demand in all countries was not been mapped in detail for quite a long time and (b) there was not a comprehensive professional training offer in the given field (in SK: systematic training was missing, in AT: training for certain target groups was missing, in CZ: there was a need for upgrading).

Objectives

The main objectives of the project were:

- To contribute to development or to upgrading of professional training in the built heritage conservation on the basis of SK-AT-CZ international cooperation.
- To compile a comparative analysis (IO1) about (a) educational offer - professional training possibilities in the field of built heritage conservation in particular countries (SK, CZ, AT) and (b) about the education demand among the chosen 5 target groups (this was conducted beyond the frame of the project application - the new O1.5 and the new O1.6 were added).
- To outline high quality modular training programs (IO2) for the 5 target groups:
 1. Staff of monuments boards/institutes
 2. Staff of local and regional governments
 3. Owners of heritage sites/buildings
 4. Experts / architects and civil engineers
 5. Craftsmen

Implementation

A GENERAL PROJECT MANAGEMENT AND PUBLICITY

A1 Preparation of detailed project plan

A2 Signing of Partnership Agreement

A3 Project reporting (internal; to the Agency)

M TRANSNATIONAL PROJECT MEETINGS (TPM)

O1 COMPARATIVE ANALYSIS

O1.1 Selection of common methodology

O1.2 Collection of data - educational supply (providers)

O1.3 Comparison of data/analysis - educational supply (providers)

O1.4 Translation into partners languages

O1.5 (NEW) Collection of data - educational demand (of target groups)

O1.6 (NEW) Comparison of data/analysis - educational demand (of target groups)

O2 CURRICULA OUTLINES

O2.1 Designing the training course for monuments boards/institutes

O2.2 Designing the training course for local/regional governments

O2.3 Designing the training course for owners

O2.4 Designing the training course for experts

O2.5 Designing the training course for craftsmen

O3 INDEPENDENT QUALITY ASSESSMENT OF CURRICULA OUTLINES

O3.1 Agreed rules and procedures of quality assessment

O3.2 Assessment process

O3.3 Quality assessment report

O3.4 Adjusting curricula according to the Assessment Report

O3.5 Translation into partners languages

E MULTIPLIER EVENTS

E1 Conference in CZ

E2 Conference in AT

E3 Conference in SK

Achievements

The partnership among partners and associated partners is based on the long-term professional cooperation in the heritage preservation, as well as the shared history of building culture and philosophy of monument protection in the region.

The main result of the project are: (1) the comparative analysis; (2) the curricula outlines for the 5 above mentioned target groups involved in the built heritage conservation; and (3) the independent quality assessment of the curricula.

Comparative analysis maps the situation in the field of educational offer and also in educational needs of the given target groups involved in built heritage conservation in SK, CZ, AT - document entitled: "Professional Training in Built Heritage Conservation - Comparative Analysis of the Educational Supply and Demand in Slovakia, Czech Republic and Austria. The Outline for International Modular Training". Based on findings in the analysis, the training curricula for the 5 target groups were outlined. The quality of curricula outlines was assessed by four independent evaluators. All the outputs are translated into the chosen languages (Slovak/Czech, German, English - project working language) and publicly accessible (e.g. on project partners websites).

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Easy to Read Easy to Access

Good practice example

Project Coordinator

Organisation FUNDACIÓN ASPANIAS BURGOS
Address c/ Federico Olmeda 1-3 bajo , 09006 Burgos , Castilla y León , ES
Website www.aspaniasburgos.com

Project Information

Identifier 2019-1-ES01-KA202-064279
Project Web Site <http://www.acceasyproject.eu>
Start Date Oct 1, 2019
End Date Jul 31, 2022
EC Contribution 270,378 EUR
Partners Cyprus Autistic Association (CY) , aCapo società cooperativa sociale integrata (IT) , IMS Research & Development Center (CY) , E-CODE (SK) , EUROPEAN GRANTS INTERNATIONAL ACADEMY SRL (IT)
Topics Disabilities - special needs ; Cultural heritage/European Year of Cultural Heritage ; Intercultural/intergenerational education and (lifelong)learning

Project Summary

Background

ACCEASY was designed to lay the foundations for an accessible European heritage, addressing the needs of people with intellectual disabilities in terms of cognitive accessibility and their right to enjoy cultural heritage. The finding that easy-to-read systems are not widely used even by professionals who work directly with the target group highlighted the need to develop support tools that familiarize these professionals with the easy-to-read methodology that they could then apply in their centers of care by organizing excursions or other educational activities. The same need for support tools exists for professionals in the field of cultural heritage, such as tour guides and museum curators, who play an integral role in the overall experience of understanding and enjoying cultural heritage.

There is a need for a new regulatory framework that ensures equal rights for all people. Although there has been a lot of progress regarding physical accessibility, cognitive accessibility does not receive adequate attention, mainly due to lack of awareness of the general public and administration.

Objectives

Making cultural heritage accessible from a cognitive point of view.

To achieve this, several other key areas had to be addressed that needed to come together to achieve the main objective. Therefore, the execution of the project established the following objectives:

- Raise awareness about cognitive accessibility and the importance of cultural heritage as an instrument to promote the social inclusion of people with intellectual disabilities.
- Promote the use of accessible communication systems, such as easy-to-read language and pictograms.
- Creation of a database with technical concepts, in several languages and with the support of SAAC, which allows its accessible use in different contexts;
- Develop support tools for professionals in the heritage sector (such as tour guides).
- Develop materials adapted to professionals in the PDID healthcare sector that they can use to incorporate heritage into training plans and activities.
- Raise awareness by carrying out dissemination actions with the direct participation of the PDID.
- Reclaim cognitive accessibility as a right, by building a European network for accessible heritage.

Implementation

- 6 meetings of Transnational Projects and several virtual meetings.
- 3 training actions:
 - C1 Short workshop aimed at trainers who will train professionals in the heritage sector (to test and validate the training materials). 15 people were trained as trainers, capable of training professionals from the cultural heritage sector in cognitive accessibility;
 - C2 Short workshop aimed at heritage professionals (to validate the proposed methodology). 16 heritage professionals from the participating countries were sensitized and trained in cognitive accessibility;
 - C3 Short workshop aimed at professionals who work with people with intellectual disabilities to incorporate heritage into their leisure, therapeutic and personal development programs. 15 professionals were trained in cultural heritage.
- 5 multiplier events to raise awareness and present intellectual products.

- Awareness campaign

Project partners launched a wide awareness campaign led by people with disabilities through social media to raise public awareness and promote cognitive accessibility in cultural heritage.

Achievements

- Easy-to-read database: Includes 410 definitions related to cultural heritage that were developed by the association and validated by people with intellectual disabilities and heritage professionals.
- Manual aimed at professionals in the heritage sector: A guide with practical advice and instructions so that cultural heritage in all its dimensions is accessible to all people.
- Training action on cognitive accessibility (MOOC): aimed at professionals in the heritage sector, and is based on the manual and the database. It offers guidelines and recommendations to make cultural heritage accessible to people with intellectual disabilities.
- Training course aimed at people who work with people with disabilities (MOOC), which aims to incorporate heritage into leisure, therapeutic and personal development programs for people with intellectual or developmental disabilities.
- Guide to good practices: The guide offers professionals the opportunity to see examples of what European museums and places of cultural interest are doing to welcome people with intellectual disabilities.
- European network of professionals in cognitive accessibility

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

Project Title

Lessons from Less Heard

Good practice example

Project Coordinator

Organisation Vihreä Sivistysliitto Ry
Address Mannerheimintie 15b A , 00260 Helsinki , Helsinki-Uusimaa , FI
Website www.opintokeskusvisio.fi

Project Information

Identifier 2020-1-FI01-KA204-066560
Project Web Site <https://www.co-culture.eu/>
Start Date Oct 1, 2020
End Date May 31, 2022
EC Contribution 70,537 EUR
Partners ART 27 (BE) , Norrbottens museum (SE) , CONSORZIO COMUNITA' BRIANZA SOCIETA' COOPERATIVA SOCIALE - IMPRESA SOCIALE (IT)
Topics Inclusion - equity ; Integration of refugees ; Romas and/or other minorities

Project Summary

Background

In our work, we have witnessed the diversifying cultures in our countries. There is more and more physical migration from one country to another, and also the increase of awareness on the indigenous peoples who have long been overlooked by the dominant populations in different countries. This results in diversifying every-day cultures, whereas the reflection of this diversity in cultural environment follows slower, resulting in non-relatable cultural environment for a significant part of the population.

We saw a need for low-barrier cultural products and culture-based encounters and informal education, that was relatable for the people, who do not share the cultural background and cultural upbringing of the “dominant” population. We wanted to join our forces - four different organisations working with similar goals and values and target groups - to develop methods and share them further to other organisations to allow this emergence of relatable cultural products.

Objectives

The project committed to 1) improve the competence of cultural organisations to promote social inclusion of ethnic minorities and social cohesion within communities, and 2) create relatable cultural products as well as concrete experiences of inclusion for ethnic minorities. This project strongly relied on participatory methods: rather than minorities learning about the dominant culture, they shared knowledge and skills, and produced events drawing from their own culture and heritage. We saw, that the practice of bringing the cultural minorities to the front of design of cultural and educational products and services, facilitated intercultural dialogue and, consequently, supported the incurrence of the positive curiosity and interest towards one another.

Implementation

Within the partnership:

A number of online meetings

Online workshop for video planning on Howspace platform, Jan 2021

Transnational project meeting in Italy, January 2022

Transnational project meeting in Finland, August 2022

With target groups outside the project coalition we had the following activities (leading partner in parenthesis)

Transformers LAB goes Sami, May 2021 (Norbottens museum)

Garden of Cultures - “grow your own food” project with adult migrant literacy training group, Jan-Sep 2021 (Visio)

Seedbomb -workshop for general audience, part of the garden of cultures -IO, June 2021 (Visio)

Making Art Accessible for All workshops and interactive walking tours, October-November 2021 (Art27)

Befana on the River Lambro -co-creative laboratories with children, families and migrants, December 2021-January 2022 (CCB)

Urban Permaculture workshop led by a Turkish gardening expert Gaye Amus, part of the Garden of Cultures IO, August 2021 (Visio)

Meeting between each partner with their local collaboration networks in relation to the regional productions; video filming events, such as the expert interviews.

At the latter part of the project we invested plenty of time on the video production/editing.

Achievements

Two cultural events with participatory preparation workshops / laboratories:

Art Exhibitions in Heusden-Zolder (Belgium), Summer 2021, October-November 2021 and Spring 2022

- Interactive walking tours

- workshops

Befana on the River Lambro festival (4th - 5th Jan 2022)

(It couldn't be possible to have the participation of the audience in presence, due to covid restrictions in the festivity period. The installations prepared in the previous 2 months have been placed in the location as a semi-permanent installation for the festivity days.)

- Co-creative laboratories

Four educational / instructional events:

Transformers LAB goes Sami, jewelry making workshop in May 2021

Garden of Cultures - grow your own food in a city, project with migrant learners, Feb-Sep 2021

Seedbomb -workshop in June 2021

Introduction to Urban Permaculture workshop, August 2022

Four videos, two smaller method videos and side materials, forming a "Cookbook for Inclusive Culture"

Urban community gardening

Art activism

Traditional crafts

Co-creative craft workshops and traditional mythology

Method: Seed Bomb

Method: Pop-Up Exhibition Space

Image vocabulary on gardening themes to combat language challenges

Tips to begin own community garden

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

DIGINV: DIGital INVasions for the promotion of Cultural Heritage

Good practice example

Project Coordinator

Organisation COMUNE DI BEVAGNA
Address CORSO MATTEOTTI 58 , 06031 BEVAGNA , Umbria , IT

Project Information

Identifier 2018-1-IT02-KA204-048171
Start Date Sep 1, 2018
End Date Aug 31, 2021
EC Contribution 105,340.5 EUR
Partners ALL DIGITAL AISBL (BE) , MALTA COMMUNICATIONS AUTHORITY (MT) , Invasioni Digitali (IT) , CYPRUS COMPUTER SOCIETY (CY) , CENTAR TEHNICKE KULTURE RIJEKA (HR) , Dél-alföldi Teleházak Regionális Közhasznú Egyesülete (HU)
Topics Cultural heritage/European Year of Cultural Heritage ; ICT - new technologies - digital competences

Project Summary

The cultural heritage of the European countries plays an undeniable and often implicit role in citizens education. It can stimulate a widespread and shared awareness of the history and culture of the territory and contribute to the growth of a local, national and European identity. The participation of citizens and communities is the key to increasing awareness of the value of cultural heritage in Europe and its contribution to well-being and quality of life, as highlighted by the Faro Convention.

To achieve this scope it is necessary to invest in processes of audience development, meant as a strategic and dynamic process that allows cultural organizations to put the public at the center of their action (Fitzcarraldo, 2017).

In consideration of the importance of the involvement of citizens in the promotion and dissemination of cultural heritage, the project intends to promote the exchange of good practices identified in partner countries, which have already successfully tested methodologies and initiatives aimed at involving and engaging local communities in the promotion of local cultural heritage. In particular, the methodology, developed in Italy, of "Digital Invasions", which consists of "invading" a museum, an archaeological site, a historical center, an event, a monument, sharing the experience through social networks, will be tested in various countries, with the ultimate aim of disseminating the cultural experience with as many potential users as possible.

Therefore, the general objective is to promote the exchange of good practices for the involvement of citizens in the promotion and dissemination of cultural heritage, through an innovative methodology based on the use of the new communication technologies.

The specific objectives of the projects are:

- To improve digital, communicative and managerial skills of European cultural and educational operators in order to make them promoters of the involvement of citizens in the promotion of local cultural heritage;;
- To improve the digital skills of adults/citizens involved, through a non-formal methodology based on the use of new technologies for the promotion of places of historical/artistic/cultural interest;
- To strengthen the cooperation between municipal administrations, cultural heritage management bodies, museums, civil society organizations from different European backgrounds.

In order to achieve these objectives, we have identified two types target groups:

- 1) TG1 → "Cultural operators" who will be involved in the training and organization of digital invasions, as well as in the exchange of good practices
- 2) TG2→ new actors/publics that are proactive in the promotion of cultural heritage (citizens of the towns involved in the project).

DIGINV will be implemented over a period of 24 months, during which the exchange of good practices will take place in all the European countries involved. The project will be articulated in the following actions:

- 1) Preparation stage

- Kick-off meeting

- 2) Training of operators with exchange of good practices and experimentation of digital invasions:

- LTTA n°1 about the methodology of digital invasions.

The training will involve 5 operators from the partner organizations who will then be in charge of transferring the methodology within their own local context. The online stage will begin immediately after face to face training and will continue throughout the duration of the project.

- LTTA n°2 about Digital Cultural Heritage.

The training will involve the 5 operators already involved in the first LTTA. This phase will ensure the improvement of knowledge among operators on digital cultural heritage issues.

The LTTA will alternate 4 project meetings (1 in each partner country) during which, in addition to the coordination activities, the participants will be trained on the good practices identified in the partner countries will be and digital invasions in the host country will be organized and implemented.

3) Conclusion and follow-up

- Final meeting/experimentation of digital invasions in Italy

The main project results/impacts are:

- Improved digital skills of operators and citizens

- Strengthened sense of belonging to one's own community and to the Union, greater participation in society, by citizens of the countries involved in the project

- Consolidation of the dialogue between local authorities and cultural/ICT organizations

- Implementation of a series of events ("Digital Invasions") aimed at enhancing the cultural heritage through the use of new communication technologies

- Video-tutorials on digital invasions

- Reports on the exchange of good practices developed by the participants in the LTTA.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for school education

Project Title

EDucation and Digtal Cultural LABoratory

Good practice example

Project Coordinator

Organisation CO&SO -CONSORZIO PER LA COOPERAZIONE E LA
SOLIDARIETA'-CONSORZIO DI COOPERATIVE SOCIALI-SOCIETA'
COOPERATIVA SOCIALE

Address VIA VAL DI PESA 1 , 50127 FIRENZE , IT

Project Information

Identifier 2018-1-IT02-KA201-048316

Start Date Nov 1, 2018

End Date Aug 31, 2021

EC Contribution 251,118.88 EUR

Partners Directia Generala de Asistentia Sociala si Protectia Copilului Harghita (RO) , Più Communication (IT) , EUROPEAN UNIVERSITY CYPRUS (CY) , YASAR UNIVERSITESI (TR) , MUNICIPIO DE LOUSADA (PT)

Topics ICT - new technologies - digital competences ; New innovative curricula/educational methods/development of training courses ; Cultural heritage/European Year of Cultural Heritage

Project Summary

CONTEXT

The early years from birth to compulsory school age are the most formative in children's lives and set the foundations for children's lifelong development. In this respect, high quality early childhood education and care (ECEC) is essential for all children's successful lifelong learning, social integration, personal development and later employability.

Every child requires and deserves a service that is holistic in approach and that provides a social, cultural and physical space with a range of possibilities for children to develop their present and future potential. These recommendations are part of the priorities for ECEC that EU Commission has set out aiming to make it more accessible and raise the quality of services provided in the EU states.

Increasing access to high quality ECEC is also the focus of the European benchmark that calls for the participation of at least 95% of children between the age of 4 and compulsory school age by 2026.

High quality ECEC has a particularly positive impact for children from disadvantaged and migrant backgrounds. Since 2018 was the European Year of Cultural Heritage, culture should be considered as a mean to foster integration in the classroom.

OBJECTIVES

The following project objectives represented a concrete way to tackle the above-mentioned topics:

- Train ECEC teachers to implement workshops on the thematic of European Culture with kids aged 3-5 at EU level
- Update digital competencies of teachers
- Promote children and family awareness in the frame of Cultural Heritage
- Develop a holistic approach based on Active Learning and Play to support children's growth
- Implement cultural workshops with kids.

In order to reach these objectives, the consortium investigated the needs and competence gaps of more than 50 teachers through focus groups in each partner country. On the basis of an interactive process of development and mutual feedback the partnership elaborated the EDUCLAB Guidelines, Training Handbook and Toolkit: a collection of useful contents and materials for pre-school teachers to implement cultural workshops in the classroom aimed at fostering inclusion of children coming from a disadvantaged background and preparing pupils to visit cultural institutions. The development phase was followed by a comprehensive testing through a common European learning and teaching activity with 19 pre-school teachers, local training sessions with 65 teachers at EU level and the implementation of 21 Cultural workshops with 382 children at EU level.

According to this methodological action plan the main project RESULTS were:

IO1. EDUCLAB Guidelines. A document for teachers on how to arrange training environment, learning processes, address age-specific needs and children motivation when implementing cultural workshops

IO2. EDUCLAB Training Handbook to supply competences for teachers to implement cultural workshops and to provide them skills in the digital area and inclusive approaches

IO3. EDUCLAB Toolkit. A step-by-step description on how to carry out the cultural workshops

IO4. EDUCLAB Online platform and Cultural workshops. Video Tutorials were developed and uploaded on the EDUCLAB online platform to complete the EDUCLAB Toolkit with visual-based learning support. Additional videos were developed during the implementation of Cultural workshops at EU level.

These IOs were connected with Local Multiplier Events and with the EDUCLAB Final conference in order to reach the widest range of target groups and stakeholders possible.

In addition to the 4 core intellectual outputs EDUCLAB developed further outputs necessary to achieve its objectives: Dissemination and Communication Strategy, Quality Management Handbook and reports.

EDUCLAB achieved an extended IMPACT on:

- Direct participants in the project (pre-school teachers) who acquired skills in the digital field and to implement

STEAM-based cultural workshops in the classroom for children 3-5 aiming at promoting inclusion of children with disadvantaged background;

- Partner organizations who integrated the EDUCLAB training programme in their curriculum and will use them to train pre-school teachers in order to better support the integration in the class group of children aged 3-5 with different cultural backgrounds;

- Other stakeholders and Associated Partners: they received an innovative tool to use in their daily work in the ECEC field. Since the platform will be available for 5 years after the end of the project, it will ensure a sustainable EU network of ECEC providers who can access a wide range of materials in various languages.

On a LONG-TERM PERSPECTIVE, the benefits of the project will be on a systemic level with an increased quality of the ECEC system (reinforced and updated skills of pre-school teachers) which fosters the social inclusion of children with disadvantaged backgrounds.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Role and Opportunities of the Cultural Heritage in Intergenerational Learning

Good practice example

Project Coordinator

Organisation Siguldas novada pašvaldība
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Website www.sigulda.lv

Project Information

Identifier 2019-1-LV01-KA204-060332
Project Web Site <http://malpils.lv/pub/?id=479>
Start Date Sep 1, 2019
End Date Aug 31, 2022
EC Contribution 106,104 EUR
Partners Fundacja Badz Aktywny (PL) , M3 MCube association (FR) , Mezi námi, o.p.s. (CZ) , Stadgemeinde Poysdorf (AT)
Topics Intercultural/intergenerational education and (lifelong)learning ; Cultural heritage/European Year of Cultural Heritage ; ICT - new technologies - digital competences

Project Summary

Background

Cultural heritage plays an important role in shaping Europe's future. This is the reason why we wanted to reach people from different generations with our intergenerational educational activities.

Our project was an opportunity to learn from each other how to use cultural heritage for educational purposes, how to organize joint educational events for adults, seniors and young people, to check how they can use their new knowledge and experience in everyday life.

Objectives

Achieving PROJECT OBJECTIVES:

The availability of learning opportunities for adults was improved, people were given the opportunity to become closer and more connected to their cultural heritage, which is both unique and diverse.

Promoted social inclusion and motivation of seniors through innovative integrated approaches such as intergenerational learning at local and international level.

The professional development of pedagogues has been promoted, focusing also on improved qualification raising for new types of adult education and provision of adult education, as well as better use of ICT potential.

Increased education of volunteers in this area.

Implementation

All planned international events have been implemented in the project: three Joint staff staff teaching/learning activities (in Latvia, the Czech Republic and France) and two mobilities of adult learners (in Poland and Austria), as well as two project transnational meetings (in Poland and Latvia).

The partners have also successfully implemented the planned local events.

An exchange of experience and best practices between national, regional and local level representatives was carried out.

An analysis of the existing experience in each country was carried out.

Before each international learning activity, information on cultural heritage was analyzed, collected and selected according to the selected topics in the regions of other partners, creating and using learning materials on these topics. Before the JTE in the Czech Republic, all partners worked on the topic of handicrafts and the digitization of cultural heritage materials of their countries/regions, before the BM in Austria - learned about agricultural heritage, before the BM in Poland - about natural heritage, before the JTE in France - about culinary heritage.

Prepared local exhibitions, presentations, workshops on these topics and demonstrated during relevant subsequent international trainings.

Conducted regular cooperation activities with local stakeholders, consultations, discussions on intergenerational learning challenges, advantages and their importance in social inclusion.

Organized local seminars/workshops for adults/seniors, educators and local stakeholders. These seminars/workshops focused on the role and potential of cultural heritage as a space for learning, inclusion and job creation.

Project dissemination activities were carried out by all partners.

Achievements

Results/materials created JOINTLY and published on the Erasmus+ results platform:

Project Leaflet distributed at local and international events

Project research summary.

Two Project journals - summaries of activities and international meetings, feedback from participants, examples of good practice.

"Biographies of Things and Places" exhibition created and shared virtually by project partners.

Materials and methodological recommendations for cultural heritage educational events

Handbook with all partners' contribution for planning and implementing intergenerational learning activities

In addition, various local educational intergenerational events were photo- and video-documented in each partner organization: creative workshops, study tours, exhibitions, digitized and distributed cultural heritage materials (exhibition catalogs, food recipes, works, cultural heritage of families, etc.). Information on the websites of project partners and the project's Facebook page has been published regularly.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for school education

Project Title

European History Moving

Good practice example

Project Coordinator

Organisation COMUNE DI NARNI
Address PIAZZA DEI PRIORI 1 , 05035 NARNI , Umbria , IT
Website www.comune.narni.tr.it

Project Information

Identifier 2018-1-IT02-KA201-048062
Project Web Site <http://www.europeanhistorymoving.eu/>
Start Date Nov 1, 2018
End Date Sep 30, 2021
EC Contribution 174,606 EUR
Partners IIS Gandhi Narni (IT) , PANEPISTIMIO THESSALIAS (EL) , Lycée polyvalent Jean Lurçat (FR) , IES LA ZAFRA (ES) , PLATON SCHOOL S.A. (EL) , Gimnaziya s prepodavane na chuzhdi ezitsi "Simeon Radev" (BG) , FUNDACION UNIVERSITARIA SAN ANTONIO (ES)
Topics Cultural heritage/European Year of Cultural Heritage ; New innovative curricula/educational methods/development of training courses ; ICT - new technologies - digital competences

Project Summary

Cinema, a European Cultural Heritage, is confirmed at the center of a new integrative didactic methodological approach for the knowledge and study of the history of Europe. The audiovisual in support of a greater awareness of values, identity, traditions, of a new way of guaranteeing respect, tolerance, integration and socialization within schools, among young people, in local communities for the construction of a Europe united and supportive. Starting from an initial experience in the context of the "Le vie del cinema" review, the European History Moving project has carried out an exchange of good practices between international Partners (n8) operating in the training of young people, oriented towards the development of a new methodological approach to support of the knowledge and study of History through Cinema, characterized by significant potential for sustainability and transferability to different teaching subjects, groups of students and territorial contexts.

The project pursued and achieved the following objectives:

- Encourage transnational cooperation to exchange experiences and research, build and share new flexible, sustainable and innovative learning methodologies and processes.
- Increase awareness of the importance of the European cultural heritage, and in particular of cinema as an intangible common good and a tool for education and training.
- Promote participatory and co-designed training courses between teachers and students, to promote equality of educational and personal growth opportunities in Europe, international mobility and promote social inclusion by reducing the risk of dropping out of school or socio-economic hardship .
- Develop skills, competences and skills in digital, linguistic, critical thinking and entrepreneurial culture technologies.

The project involved several participants including teachers, teachers and operators (n35), students 16-18 years (n100 of which 10 with difficulties), managers and administrative technical staff (n20) and about 50 experts in training and film techniques , entrepreneurs, associations, public bodies, various Stakeholders

The activities carried out were: 3 TPM (Ref. Management Activity) and 5 short-term LTT Activity + training / creative workshops conducted in the Partner Schools which made it possible to achieve the following results:

- 1) "European History Moving" Label methodological report composed of the training methodologies applied at national level in the didactic laboratories activated in the Partner Schools from the Report of methodological skills and competences and evaluation of the methodology developed and applied.
- 2) Training course on cinematographic methodologies and techniques by the Partner Universities for the development of the skills of teachers and trainers
- 3) Creative-experiential workshops with research and study activities on national historical filmography, Cineforum, training on skills and abilities of the cinematographic technique, activities of conception, development and realization of the audiovisual product aimed at the international contest between the partner schools.
- 4) Short films Contest_ Technical Guide (Collection of video data sheets, contest rules, jury evaluation).
- 5) Collection of Audiovisual Products of the Student Labs.

The impact of the project in relation to the main target groups is measured in terms of:

Teachers and Trainers

- More international Networking capacity for stable and lasting cooperation.
- improve participatory and multisectoral approaches between students and teachers in innovative paths open to film technologies, cultural dialogue and intercultural comparison
- higher levels of competence and ability in the application of the new integrated training model for the study of History through Cinema
- better levels of skills and abilities in cinematographic and audiovisual techniques.

Participating students

- greater knowledge and awareness of European Heritage and the History of Europe through Cinema, which becomes an engaging and stimulating tool for creativity and ingenuity.

- improve basic, transversal and linguistic and digital "softskills" skills in order to promote employment, socio-educational and professional development.

-improve the ability to share participatory learning paths and educational initiatives in group work that open up and welcome formal and non-formal methodologies.

On the basis of a Program Agreement, the Partnership undertakes to carry out sustainable follow-up, dissemination and dissemination actions after the end of the project to improve results and achieve long-term benefits. The project is also characterized by its transferability to different territorial and school contexts.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for higher education

Project Title

Re-Frame Fashion

Good practice example

Project Coordinator

Organisation ERASMUS UNIVERSITEIT ROTTERDAM

Address BURGEMEESTER OUDLAAN 50 , 3062 PA ROTTERDAM , NL

Project Information

Identifier 2018-1-NL01-KA203-038957

Start Date Sep 1, 2018

End Date Dec 31, 2020

EC Contribution 205,469 EUR

Partners POLITECHNIKA GDANSKA (PL) , UNIVERSITE PARIS DAUPHINE (FR)

Topics Cooperation between educational institutions and business ; Creativity and culture ; Entrepreneurial learning - entrepreneurship education

Project Summary

RE-FRAME FASHION was a 28-month project co-funded by the Erasmus+ Strategic Partnerships for Higher Education Programme of the European Union. It was designed and executed by three Higher Education Institutions (HEIs) - the coordinator Erasmus University Rotterdam and the project partners Université Paris-Dauphine - PSL and Gdańsk University of Technology - together with fashion industry partners. The fashion industry is developing as a global industry, interlinked and intertwined with other creative and non-creative sectors of the economy, but also very much place-specific in nature. This requires a deep understanding of the economic, social, cultural and historic contexts in which the industry operates, at the local, national and international levels. Usually graduates of masters in fashion lack the instruments and the skills to understand fashion and contribute to its sustainable development. Furthermore, graduates of fashion schools lack business training. RE-FRAME FASHION innovated education in fashion in HEIs in close collaboration with fashion stakeholders. Its main objectives were:

- To develop and pilot three fully functioning high quality courses addressing current educational and labour-market needs,
- To foster a functioning network of complementary academic partners and other stakeholders,
- To encourage non-academic stakeholders to contribute to the curriculum, quality enhancement and internships.

A needs analysis was performed as preparation to the development of the new courses. A total of ca. 60 interviews were made with fashion stakeholders from NL, FR, PL, UK and Italy. Following the needs analysis, three high quality courses were developed and piloted in close collaboration with fashion industry partners:

1. "Sustainability in Fashion" (IO1) led by Université Paris-Dauphine – PSL,
2. "Entrepreneurship in Fashion" (IO2) led by Gdańsk University of Technology (GUT),
3. "Heritage in Fashion" (IO3) led by the Erasmus University Rotterdam (EUR).

An underlying methodology for the three courses was developed ("Methodology Development" - IO4), which ensured the use of a variety of methods to foster students' engagement, critical thinking and the involvement of stakeholders, as well the evaluation of the project results.

The three new courses have involved a total of 94 masters students (21 at EUR, 33 at Dauphine, 40 at GUT) coming from EU and non-EU countries. A total of ca. 16 stakeholders were involved in the piloted courses as main partner or for guest lectures and fieldtrips. In particular, "Sustainability in Fashion" was developed together with key industry partner Le Coq Sportif, a French manufacturing company of sports equipment. "Entrepreneurship in Fashion" was developed with key industry partner You'll, a Polish marketing agency based in Gdansk. "Heritage in Fashion" was developed with a key fashion partner, the European Fashion Heritage Association (EFHA), an international hub, in which fashion GLAMs (Galleries, Libraries, Archives and Museums) and brands share their digital heritage assets. It is worth mentioning that all courses developed in this project were affected by the Covid-19 pandemic. As the courses relied heavily on field trips and interaction with students and fashion industry stakeholders, some parts of the courses had to be re-adapted to a digital learning environment. Nevertheless, the project team used all the tools to ensure the best learning experience for the students, and with all adaptations the courses were well received by both students and fashion industry partners. The courses are continued in curricula of the same masters where they were piloted as well featured in new curricula too.

The results were presented and shared at the International Conference / Multiplier Event RE-FRAME FASHION – Innovation in Fashion Education. Almost 200 people registered for the multiplier event. Among them, 86 were academics, 61 professionals and 51 students; 141 from European countries, 57 from outside Europe. The event was very well received. It was found very interesting, "very impressive what you have achieved so far", amazing, strong presentation, highly professional, offering new perspectives, "the project results bring valuable, powerful impact on society", "this was far away the best digital event experience that I have had this year".

In conclusion, RE-FRAME FASHION managed to contribute to the acquisition of sustainability skills, cognitive and emotional attitudes, interdisciplinary knowledge, community and social learning, aspects that are highly

valued by the European Commission. The three new courses are the stepping stones towards an International Master in Fashion Industry (IMFI) that is international, transdisciplinary, and inclusive. The team is looking forward to continuing working together, enlarging the network of partners, building on the new courses and methods and inspiring other academics, professionals and students to engage in innovative education.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for school education

Project Title

HEritage, cultural ROots and innovative peer Education Strategies

Good practice example

Project Coordinator

Organisation GALLERIE DEGLI UFFIZI
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Website www.uffizi.it

Project Information

Identifier 2019-1-IT02-KA201-062320
Project Web Site <http://www.heroes-edu.eu/home.page>
Start Date Sep 1, 2019
End Date Feb 28, 2022
EC Contribution 236,955 EUR
Partners Ethniko Kentro Erevnas kai Diasosis Sholikou Ylikou (EL) , Centro Machiavelli S.r.l. (IT) , ISTITUTO TECNICO PER IL TURISMO MARCO POLO (IT) , UNIVERSIDAD DE MALAGA (ES)
Topics Early School Leaving / combating failure in education ; New innovative curricula/educational methods/development of training courses ; Cultural heritage/European Year of Cultural Heritage

Project Summary

Background

HEROES arose from the intent to focus the pedagogical issues linked to the relevance of Cultural Heritage Education, combining some of the key concepts of the Faro Convention with the priorities of Erasmus+ about the social/educational value of EU cultural heritage as contribution to social cohesion and economic growth. Among the principles listed by the Convention there are the need to promote the knowledge of cultural heritage as a common resource for the peaceful coexistence within cultural diversity, encouraging the integration of these aspects in lifelong education and VET, both within and outside the educational system. This general aim is complemented by the need to:

- a) Provide Teachers/Cultural Educators specific expertise enabling young people to become protagonist of their own personal development/knowledge path, fostering their active involvement in educational and cultural activities
- b) Foster among adolescents the value of mutual knowledge, critical thinking and respect of differences to develop intercultural awareness, combat prejudice and encourage EU identity and active citizenship through CHE
- c) Add the value of ACCESSIBILITY to the concepts of youth participation and wide access to the common EU cultural heritage

Objectives

Implementing the project, we wanted to create an educational proposal aimed to integrate the traditional school teaching with a fresher, more interactive and participatory approach to introduce learners to cultural heritage issues and knowledge (and to its social and civil value), making them protagonists of their own learning process. It has been done by building an original Model composed of theoretical and practical contents to provide Secondary School teachers innovative pedagogical strategies combining Cultural Heritage Education with non-formal learning (with special regard to the Peer Education). The Model's features make its specific contents suitable and effective also for educative professionals from the Didactic Depts. of museums and/or from other institutions devoted to promotion/protection of cultural heritage with educational assignments. So, through the commonality of educational purposes between Educational and Cultural Institutions (School, University, Training Centres, Museums, Art Galleries, etc), we intended to highlight and value their existing mutual collaborations and to identify and trace new possible and innovative synergies, so as to foster permeability between different educational and training pathways.

Implementation

Proper management activities to ensure the effective implementation of all project actions, achieve final goals and pursue its results' sustainable impact and exploitation (internal-external communication, transnational meetings, online technical plenary sessions, assessment, financial check and management- dissemination).

For I.O1: 1) preliminary survey on the best practices already in use to promote CHE among the youngest 2) Model's drafting: methodological study to combine the Peer approach and non-formal learning with CHE issues starting from the research's results. Outlining of learning activities focused on the most relevant local cultural assets/specificities (in Florence, Malaga Athens); 3) Internal workshops to train teachers/cultural educators on the Model's contents 4) Model Testing through the peer activities performed both at local level by Secondary School students and teachers/cultural educators and in a widest European dimension, with the LTTA in Malaga & Athens.

For I.O2: Platform's design and technical set; steadily contents' implementation according to the project running (texts, photos, videos, external links, downloadable materials, translation in IT, ES, GR and EN as vehicular); OER preparation and uploading.

Achievements

HEROES Model (I.O1): original educational methodology based on the Peer Education and on the principles of the Non-Formal participatory learning for Secondary School teachers and cultural educators from museums and cultural institutions to be applied in classroom or in other educative settings. It is composed by theoretical Guidelines and by a concrete educational proposal (Method) for the designing of specific peer actions focused on the knowledge, protection, promotion and accessibility of cultural heritage

HEROES Platform (I.O2): agile online environment, acting as a multifunctional and interactive project's frame, hosting the whole HEROES experience for its public consultation and use (intermediate results, educational contents as OER , photos and videos of peer-activities)

Preliminary Mapping Report: integrated research on the most used methodologies and good practices already adopted in partner countries by museums, schools, cultural youth centers, etc. to approach adolescents to cultural heritage issues - both in curricular and extra-curricular activities. It aimed to identify the more significative ones and to point out their most effective elements to be re-elaborated and renewed, as base for the development of the I.O1

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Craft Your Future

Good practice example

Project Coordinator

Organisation STICHTING VOOR ALGEMEEN VOORTGEZET ONDERWIJS,
BEROEPSONDERWIJS EN VOLWASSENENEDUCATIE

Address JULIANALAAN 97 , 8931 AH LEEUWARDEN , Friesland (NL) , NL

Project Information

Identifier 2018-1-NL01-KA202-038952

Start Date Sep 1, 2018

End Date Aug 31, 2021

EC Contribution 406,794.96 EUR

Partners UNIVERSITAT POLITECNICA DE VALENCIA (ES) , OCEANO NARANJA SL (ES) , NGPI "Tryavna school" (BG) , STICHTING HOUSE OF DESIGN (NL) , THE FABRIC ASSOCIATION (BG) , STICHTING LEARNING HUB FRIESLAND (NL)

Topics Cooperation between educational institutions and business ; Cultural heritage/European Year of Cultural Heritage ; New innovative curricula/educational methods/development of training courses

Project Summary

CULTURAL HERITAGE, NEW TECHNIQUES AND SUSTAINABILITY SHAPE OUR IDENTITIES AND LIVES

The regions Friesland (NL), Central Bulgaria (BG), Valencia (ES) bear a wealth of intangible heritage, such as traditions, knowledge of old crafts and social networks. What all regions have in common as well is waste. It has become essential to create a circular economy in which the reuse of products and raw materials is maximised and their value destruction minimised. In Craft Your Future students examine whether the advancing technology and trends can help revitalize old crafts using waste as raw material.

STUDENTS IN THE LEAD

The rise of youth unemployment in the EU underlines the necessity to spark a dynamic and positive attitude among young people towards enterprising behaviour, networking skills and pro-activity. Learning by doing and educating students to take initiative and investigate opportunities themselves, rather than waiting for others to take the initiative, will increase employability. Craft Your Future addresses this need by the key focus on the initiative of the student.

OBJECTIVES

Craft your Future recognises that young people in Europe must look outwards and proactively engage with the challenges and opportunities that our modern globalising world provides. What trends & new technologies (e.g. 3D printing and laser cutting but also the use of big data, new ways of interacting, social entrepreneurship, circular economy) are feeding into our society today that can lift traditional crafts to the 21st century?

Concretely, Craft your Future aims to:

- Let VET students become closer to and more involved with their regions old crafts and traditions and cherish it.
- Ensure young people have the power, knowledge and competences to be the change for sustainability that our world needs.
- Educate VET students to be the innovators in the companies they will work for in the future by letting become aware of trends & new technologies and learn how to spot them.
- Start the inter-cultural conversation and exchange between youngsters about cultural heritage (traditional crafts), trends & new techniques and the circular economy, let them discover what their regions have in common and how using trends & new techniques can push traditional crafts to the 21st century in a circular economy.
- Increase the pool of work based learning opportunities for students in order to develop their competences for future working life.
- Preserve cultural heritage by using culture as a driver for creative innovation, turning intangible tradition and waste management issues into a real future by using trends and new techniques.
- Develop VET teachers' skills by letting them to work with their students on 'real-life' cases.
- Reinforce VET colleges network by setting up a cooperation with regional stakeholders.
- Create a bridge between generations. The young generation will understand the elder generation better by getting to know them through their craft knowledge and stories and vice versa.

PARTICIPANTS

Craft Your Future is aimed at VET students from all fields of education, thus creating a cross-sector approach and allowing students from not only different countries but also different backgrounds to learn from each other. Secondly it is aimed at VET teachers and VET colleges and world of work stakeholders (local authorities, cultural centres, regional craftsmen, artists, (social) businesses, etc.).

ACTIVITIES

Craft Your Future students are in the lead to 1) investigate challenges and opportunities on the cutting edge of traditional crafts, trends & new technologies and the circular economy, 2) design innovative solutions to the challenge of waste recycling by using traditional crafts and trends & new technologies, 3) propose solutions and innovations to the world of work and develop community strategies to convince communities to buy local & sustainable. Craft Your Future will develop the following tangible products:

- IO1 - Craft your Future - Student Training Programme
- IO2 - Craft your Future - Regional Alliance set-up toolkit
- IO3 - Craft Your Future - Regional strategy and action plan
- IO4 - Craft your Future - Online Community

METHODOLOGY

Craft Your Future is a true Strategic Partnership meaning all partners provide their key input that contributes to the realisation of the project goals and concrete deliverables.

IMPACT & LONG TERM BENEFITS

The Craft Your Future project unites educational institutions, students, local authorities, creative centres and (social) businesses in creating a strategy that help regions use intangible cultural heritage to increase their attractiveness, boost local economies and build a future based on regional resources. Craft Your Future ensures young people have the power, knowledge and competences to be the change for sustainability (in the broadest sense) that our world needs.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for school education

Project Title

SHOW ME MY CITY

Good practice example

Project Coordinator

Organisation MESTO MARTIN
Address NÁM. S. H. VAJANSKÉHO 1 , 036 49 MARTIN , Žilinský kraj , SK
Website www.martin.sk

Project Information

Identifier 2019-1-SK01-KA201-060681
Start Date Oct 1, 2019
End Date May 31, 2022
EC Contribution 71,590 EUR
Partners Ceski dječji vrtić Ferde Mravenca (HR) , Mesto Jicin (CZ) , MIASTO KALISZ (PL)
Topics International cooperation, international relations, development cooperation ; Cultural heritage/European Year of Cultural Heritage

Project Summary

Background

We applied for the program Erasmus+ with the project called „Show Me My City“. Through this project we wanted to continue in international cooperation among pedagogues as well as municipalities, improve the quality of professional skills and knowledge in the field of early childhood education and care (ECEC).

As the founder of kindergartens in the city of Martin with the teachers we felt the need for more intensive re-processing of regional education as well as creating new ideas in the field of regional education in kindergartens and improving teaching tools and learning resources.

We asked our partner cities for the cooperation and made a great team-work and partnership among:

- The Slovak Republic – The City of Martin, municipality, the founder of kindergartens,
- The Czech Republic – The City of Jičín, municipality, the founder of kindergartens,
- Poland – The City of Kalisz, municipality, the founder of kindergartens,
- Croatia – Češki dječji vrtić Ferda Mravence, Daruvar kindergarten.

Objectives

Together with all involved partners we focused on awareness of the importance of European cultural heritage in pre-school education.

By implementing of the project we enabled the pedagogues to share their experiences in the field of regional education in kindergartens, to improve professional skills and knowledge and to work together on creation of a set of educational tools that contribute to raising awareness of the importance of European cultural heritage.

The aim was to obtain subjects verified by practice of another European country to improve pre-school education, introduce information about a city, region, its history, traditional food, ancestors, important landmarks and sightseeings in playful way, develop regional and global education and increase the multicultural literacy of children.

Implementation

The educational activities were always carried out in one given country. The participants of educational activities were personally present at the educational process in chosen kindergartens in each country. Totally there were four educational activities and one transnational meeting connected with presentation/dissemination of the project results.

Apart from the educational activities, the participants were given interesting information about the city, region, its history, traditional food, ancestors and significant cultural monuments. The participants of the project presented suggestions and new ideas to improve pre-school education verified in the practice of given country, they led the discussion and compared state and school education programs. All activities as well as the transnational meeting were held face-to-face and the participants were personally presented. Due to the pandemic situation in Europe and anti-pandemic measures the pedagogues from Croatia were not allowed to travel to one training activity that was held in Czech city Jičín. They took part in educational activity virtually.

The transnational meeting, that was held in the city of Martin from 19th April to 21st April 2022 and all participants were present personally, focused on testing and introducing new educational tools and results of the project to wide professional and lay public.

Achievements

All outputs and results of the project „Show me my cities“ were gradually achieved by pedagogues, participants as well as children of the kindergartens.

1. The teachers compiled propositions for the art competition called „Top Places in My City“. From all artworks there were chosen the most interesting 12 works for each country. The exhibition of chosen drawings and paintings was held during the transnational meeting.
2. The teachers suggested content and design of the calendar for the year 2023 which consists of chosen artworks.
3. The teachers suggested criteria and shot a video with children who show and present their own city – important landmarks, interesting places and sightseeings.
4. The teachers put together the board game proposal called „Show Me My City“ as a learning tool used in educational process to enrich regional education of each city involved in the project. The goal of educational games was to introduce the most interesting and important landmarks and sightseeings to players in a playful way.

All done activities were carried out with a goal to preserve cultural heritage of each country. The participants had the opportunity to get to know the cultural heritage of four nations and their local communities.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

We are all together to raise awareness of cultural heritage

Good practice example

Project Coordinator

Organisation Plunges rajono savivaldybes viesoji biblioteka
Address Parko g. 7 , 90113 Plunge , Telšių apskritis , LT
Website www.plunge.rvb.lt
Contact Gintarė Gurevičiūtė-Gailė , +37068770339 ,
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Project Information

Identifier 2020-1-LT01-KA204-077823
Project Web Site <http://www.waatproject.eu>
Start Date Dec 1, 2020
End Date May 31, 2022
EC Contribution 173,020 EUR
Partners Centro de Educación de Adultos de Olmedo (ES) , Quiosq (NL) , EUROPEAN GRANTS INTERNATIONAL ACADEMY SRL (IT) , Multidisziplinäres Institut für Europa-Forschung Graz (AT) , ICARUS HRVATSKA (HR)
Topics ICT - new technologies - digital competences ; Creativity and culture ; New innovative curricula/educational methods/development of training courses

Project Summary

Background

The initial project idea was born during the TCA meeting (contact seminar) on 2018 November 14-17 in Santiago de Compostela, Spain. The result of the seminar was achieved and WAAT project partners were united there in Spain. All partners came from diverse backgrounds, but the main idea was to raise awareness of cultural heritage. We wanted to aim to introduce learners to 4 types of heritage because heritage is still thought of as an object (static, immovable, etc.). It was important for us that non-formal adult education had a new opportunity and products and invited people to learn about cultural heritage differently and to be able to recite it in a film format. As a professional working in the field, we felt that people still don't connect with heritage or have limited access to it, and by creating an easy tool we can provide access and raise up the creativity of professionals who works with heritage, because professionals in the field are often immersed in the work of documentary bureaucracy and stop cultivating their creativity.

Objectives

Together in transnational joint learning activities and meetings, we IMPLEMENTED comprehensive materials on raising awareness for the European heritage sector. Design to strengthen and expand non-formal adult education by offering a new, intriguing, and important cultural heritage theme and new, more modern tools - a newly developed non-formal teaching and learning guide and attractive, and engaging forms of activity (creative ways of representing cultural heritage). Therefore, we develop two intellectual products: a guide for educators/leaners and a digital platform. Basically, help non-formal adult education professionals to clarify and help understand the 4 aspects of cultural heritage. Also prepared detailed instruction on the creation of films for heritage, teach the practical details of the dissemination of heritage, and have created films accessible for all on the digital platform.

Implementation

3 TPM (Austria, Lithuania, Italy). 1 set of minutes of each meeting, as well as final reports of the detailed work plan after the meetings. Also 1 sets of attendance sheets for each meeting and evaluation forms after each meeting.

2 LTTA : C1 online, C2 live in Croatia. 32 participants in total, 12 Europass were issued after C2 training, and 2 (trial) digital stories. `

2 IO (1. WAAT guide for educators with infographics; 2. WAAT digital platform www.waatproject.eu).

13 infographics and all translated into partner language.

Guide translation into each partner language and English.

6 multiplier events.

66 digital stories have been made and are available on the digital platform.

Internal and external evaluation of the project and Intellectual outputs.

8 local meetings with stakeholders in each partner country (48 meetings in total).

3 online meetings with partners which included agenda, minutes, decisions completed, and internal evaluation.

10 other online meetings between the coordinator and separate partners by request.

1 Facebook <https://www.facebook.com/WAATproject>

1 Twitter <https://twitter.com/WAATproject>

Designed Project logo.

Dissemination plan to follow for all partners.

Dissemination activities all the time.

Achievements

1. WAAT guide for Educators with infographics. The guide is placed on the digital learning platform and is freely accessible to all in 7 languages.

Besides a constructivist understanding of heritage, we intend to offer an easy approach to the production of digital video stories. There is no need to have specific knowledge in filmmaking and you do not need special equipment. Based on this WAAT Guide for Educators, the camera of your mobile phone or tablet, as well as basic user knowledge, are enough to produce short digital educational video stories and upload them on the WAAT digital platform. The Guide contains three chapters: 1. Dynamic, constructivist concept of cultural heritage. 2. Production of digital video stories and the WAAT digital platform 3. Application of digital stories in adult education. Also, it has annex.

2. Digital platform www.waatproject.eu Main purpose of the platform is to function as a tool to upload heritage videos via the WAAT guidelines. It is admirably adapted to mobile devices and has an active virtual map which shows where in Europe the stories were taken.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for higher education

Project Title

Ancient Cities. Creating a Digital Learning Environment on Cultural Heritage

Good practice example

Project Coordinator

Organisation CHRISTIAN-ALBRECHTS-UNIVERSITAET ZU KIEL

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Contact Stefan Feuser , feuser@klassarch.uni-kiel.de

Project Information

Identifier 2017-1-DE01-KA203-003537

Start Date Sep 1, 2017

End Date Aug 31, 2020

EC Contribution 358,845.7 EUR

Partners ETHNIKO KAI KAPODISTRIAKO PANEPISTIMIO ATHINON (EL) , THE UNIVERSITY OF BIRMINGHAM (UK) , OPEN UNIVERSITEIT NEDERLAND (NL) , AARHUS UNIVERSITET (DK) , UNIVERSITETET I BERGEN (NO) , UNIVERSITE PARIS I PANTHEON-SORBONNE (FR)

Topics Creativity and culture ; Open and distance learning ; New innovative curricula/educational methods/development of training courses

Project Summary

The humanities in general and Classics or Classical Archaeology in particular are in need for testing, promoting and implementing high quality digital learning material in their respective fields both for teaching at university and school level as well as for reaching out to a broader audience. The SP "Ancient Cities" aimed at creating digital learning materials for different audiences. The project focused on the ancient city, as this topic is a central subject in the education of students of archaeology, history and art history. The partners developed learning materials for a pan-European digital learning module for use at universities and have created the freely available Massive Open Online Course (MOOC) "Discovering Greek & Roman Cities" for a broad audience. The guiding question was: How can digital teaching be implemented in the historical humanities and how can digitization appeal to different target groups?

The learning material comprises 34 educational videos (on the topics of "Basics", "Life in the Ancient City", "Religion and the Ancient City", "Politics and the Ancient City", "Death and the Ancient City", "Infrastructure and the Ancient City", "Economy and the Ancient City" and "The Heritage of the Ancient City") of up to 10 minutes in length as well as extensive digital learning material in the form of texts, maps, assignments, quizzes and bibliographies. The learning material is available in English, German and French; the literature lists are tailored to the respective languages. The teaching videos have English, German, French, Greek and Turkish (25 videos) subtitles.

The production of the textual learning material was based on the scholarship of dialogue-based learning, a theory with strong historical roots in scholarship on learning and dissemination. Dialogue-based learning is increasingly being used in Scandinavian educational institutions, but also in museums of art and archaeology. It is based on the theory that meaning and learning is developed through dialogue between both students and teachers. The videos were either shot on-site or in modern cities depending on the video's topic, learning goals as well as general financial and administrative possibilities and restrictions. On the one side we wanted to give viewers first-hand information on archaeological sites and interview specialists. On the other side we aimed at connecting ancient and modern cities by recording the videos in a contemporary environment.

The MOOC "Discovering Greek & Roman Cities" was aimed at a broad audience: people interested in archaeology, art and cultural history, architecture and history. The participation did not require any previous knowledge. The course was accessible online free of charge and had two runs: in fall 2019 and in spring 2020 during the COVID lockdown. Course materials were multilingual and available in German, English and French. The course started with a welcome section to familiarise the learners with the platform so that they can make better use of this form of online learning they might not be accustomed to. The course was divided into eight modules, each of which centres on a key aspect of ancient urbanism. The modules were released consecutively every week. After an introduction, life, religion, politics, death, infrastructure and the economy of ancient cities were discussed. The final module focused on the legacy of ancient cities and the role of ancient heritage in our cities today.

The topics were chosen so as to provide an overview of the multivalent character of ancient Greek and Roman cities and the ways in which we study them today. As the project partners wanted students to get exposure to first-hand knowledge of the subject matter, the expertise of the MOOC's partners was a defining factor in planning the modules. However, important topics - such as race and gender - were not addressed in depth. Such topics were tackled in synchronous meetings and online discussions when the modules were implemented in University courses.

The aim of the MOOC "Discovering Greek & Roman Cities" was not only to communicate knowledge about the layout and function of ancient cities and their historical development, but also to spark interest in and to stimulate the discussion of the (ancient) cultural heritage in one's own city.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for higher education

Project Title

Managing Cultural Heritage in Tourism

Good practice example

Project Coordinator

Organisation EUFRAK-EUROCONSULTS BERLIN GMBH
Address STORKOWER STRASSE 158 , 10407 BERLIN , BERLIN , DE

Project Information

Identifier 2017-1-DE01-KA203-003524
Start Date Sep 1, 2017
End Date Oct 31, 2020
EC Contribution 298,450 EUR
Partners UNIVERSIDADE DE AVEIRO (PT) , HOCHSCHULE STRALSUND (DE) , HOGSKOLAN DALARNA (SE) , UNIVERSITA' DEGLI STUDI DI BERGAMO (IT) , EUROPEAN PROJECTS ASSOCIATION (BE)
Topics ICT - new technologies - digital competences ; Open and distance learning ; New innovative curricula/educational methods/development of training courses

Project Summary

E-CUL-TOURS: Managing Cultural Heritage in Tourism is a Strategic Partnership in Higher Education addressing issues present in Tourism Management master courses linked to Cultural Heritage, as this last is not perceived as a real asset of tourism. This need has been recognized by different European stakeholders that stated in the public consultation "European Tourism of the Future" from the DG Enterprise and Industry, that "the valorisation of cultural heritage sites" is one of the opportunities to exploit to relaunch tourism and employability".

In 2012, one in ten enterprises in the European non-financial business economy belonged to the tourism industries. These 2.2 million enterprises employed an estimated 12.0 million persons. Enterprises in industries with tourism related activities accounted for 9.0 % of the persons employed in the whole non-financial business economy and 21.9 % of persons employed in the services sector. (Eurostat).

Hence, Tourism and Cultural Heritage as an asset of it play a very important for the economy of the European Union.

The objective of the present partnership is the development and pilot implementation of an innovative Tourism Module on Managing Cultural Heritage in Tourism (15 ECTS) on a Master level, that will be cross-sectorial and that will accrue skills of the users in the creation of case studies related to specific cultural heritage contexts.

The present project has a cross-sectorial approach and is made of 1 SME, EUFRAK-EuroConsults Berlin GmbH (Germany), 4 universities, the Fachhochschule Stralsund (Germany), Dalarna University (Sweden), Aveiro University (Portugal), Bergamo University (Italy) and one association, the European Projects Association (Belgium). The different profile and expertises of the partnership will allow the cross-sectorial approach the project is seeking and will let possible the development of new and innovative outputs that will be freely available to everyone wishing to increase its skills in the interpretation and creation in heritage contexts.

E-CUL-TOURS will deliver 4 main Intellectual Outputs that will accessible to students, teachers but also professional figures active in the field of Cultural Heritage and Tourism. The master module will be built on different phases that will be recognised with 5 ECTS each, having a total of 15 ECTS.

Firstly, the different outputs will be created by the partnership in close relationship with stakeholders and other professionals active in the sector. The developed master course does not foreseen any frontal teaching unit and will be made of different formats. In the second phase of the project, the master module will be taught in an Staff Training Teaching Event. It will be afterwards implemented by students, lecturers and other experts during Intensive Study Programmes and within blended mobilities. The master module will expressly support blended mobilities, virtual and distance learning, distance tutoring and additional virtual working possibilities. The developed real case studies will be implemented and presented in real working contexts.

A profile with requirements in terms of skills the students should acquire will be made through a Europe wide survey gaining feedbacks from stakeholder active in the field. A textbook on "Managing Cultural Heritage in Tourism" with entrepreneurial approach and marketing aspects will be created by the partnership. It will comprehend also European funding possibilities for Cultural Heritage and Tourism the students and other stakeholders have the possibility to use.

A video course will be recorded and will complement the first output. An online collaborative platform will be introduced within the partnership and used for promoting e-learning within the project and among stakeholders. As third output, a didactic tutorial with learning and teaching methodologies will be completed, followed by a technical tutorial for the different used tools.

The expected impact of the project is that students and other figures involved in the master module increase their skills in creating case studies in heritage contexts and ultimately ameliorate their working possibilities through these acquired skills. Other stakeholders will accrue their skills using the developed material.

The master module will be revised in the last 6 months of the project and ameliorated according to the evaluations received during the test implementation phase.
It will be freely accessible to every interested person, institution or company.

Long term benefits will result in the creation of case studies for cultural heritage regional context increasing tourism attractivity for the specific context. That will have a positive effect on cultural heritage sites, tourism and in last instance in the economy of the different regional contexts. Employability will thus increase having also a positive effect on tourism sites and on tourism industries and companies.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Action: Volunteering Projects
Action Type: Volunteering Projects

Project Title

Mountains to move: youth cooperation and cultural enhancement for the regeneration of mountain areas

Project Applicant

Organisation COMMISSIONE SINODALE PER LA DIACONIA
Address VIA ANGROGNA 18 , 10066 TORRE PELLICE TO , IT
Website www.diaconiavaldese.org

Project Information

Identifier 2020-1-IT03-ESC11-017993
Start Date May 1, 2020
End Date Dec 31, 2022
EC Contribution 14,336 EUR
Topics Rural development and urban regeneration ; Culture ; Territorial cooperation and cohesion

Project Summary

Objectives

The project starts from the collaboration between a reality of exchange and social promotion with a long trajectory and expertise in the field of European planning such as the Waldensian Diaconia and a social and cultural platform of artistic residence in the municipality of Rorà, in the Pellice Valley, called the Stone Oven House. In light of shared values such as solidarity among peoples, pro-active participation in democratic life and the defense of cultural and environmental heritage and, in response to the progressive social and environmental degradation that has led young people from all over the world to mobilize and demonstrate peacefully in the streets of many European cities and metropolises and of the globe, it was decided to structure a specific intervention that has a regenerative impact on the local community and on the international community. The project therefore has as its objective the promotion of youth cooperation and the enhancement of cultural heritage through European volunteering and socio-educational animation with the aim of promoting local processes of social, cultural and environmental regeneration of mountain areas. In particular, the project hopes for the transmission and assimilation of a series of knowledge, skills, attitudes and values that lead both to an effective enrichment of life and work quality of all the actors of the project (volunteers, organizations, target groups), either to a critical rupture or to an incentive to change the paradigm that is increasingly urged by the global population and by the political-environmental dramas that continue unreservedly to inflict and afflict the planet.

Activities

The project involves 15 young people, in particular, 6 from France, 6 from the United Kingdom and 3 from Italy, that will be involved in the regeneration, enhancement and redemption of this area, as well as in the promotion of European volunteering, its training and educational potential and the proactive involvement processes that it is capable to activate. The profile of the volunteers belongs to the European Solidarity Corps constituency. The project is addressed to young people who are strongly animated and motivated in taking part in a volunteering experience in contact with nature and with a strong artistic and historical-cultural dimension. Young people with fewer opportunities who live in uncomfortable situations will be involved, in particular those who live in rural contexts with poor access and lack of services and those who suffer from forms of social and economic distress (NEET) will be encouraged to participate. The activities in which the volunteers will be involved are structured in an integrated and complementary way and include:

- Redevelopment and enhancement of the rural area
- Enhancement of cultural, traditional and naturalistic heritage
- Cultural and awareness raising initiatives
- Support in managing the community spaces, the workshops and the sharing moments with the local population with particular attention to rural youth.

Volunteering activities will be integrated by complementary activities aimed at greater involvement of young people and the acquisition of specific attitudes and skills related to the values that the project promotes. These activities consist of:

- Laboratory of wild herbs with the intervention of a local expert
- Gastronomy laboratory for the discovery and knowledge of local techniques and traditions
- Meeting with local witnesses on the local historical heritage
- Discovery of the cultural heritage of the rural context
- Preparation and participation to the exhibition of resident artist

Project management

The Diaconia Valdese is responsible for monitoring the progress of the project and respecting all established deadlines. In particular, the deadlines for the selection and preparation of the participants have been defined and will be promptly communicated when the French and English supporting organizations are identified. The Diaconia will also coordinate the days of training and evaluation of the experience at the beginning and end of the voluntary activities and will be responsible for the dissemination of the results of the project at local, national and international level and for communication with the community and institutional realities involved (Municipality of Rorà). Starting from the identification of the partners, the Diaconia will keep in constant contact with them through Skype conferences and emails. The partnership will be established with the aim of starting a collaborative path directed at developing the themes and results of the project.

Link to project card: [Show project card](#)

Action: Solidarity Projects
Action Type: Solidarity projects

Project Title

Sivas'ın Gizli Hazinesi

Project Applicant

Organisation SIVAS BİREYSEL VE TOPLUMSAL GELİŞİM DERNEĞİ
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Project Information

Identifier 2022-3-TR01-ESC30-SOL-000102608
Start Date Jan 1, 2023
End Date Dec 31, 2023
EC Contribution 6,000 EUR
Topics Cultural heritage/European Year of Cultural Heritage ; Tackling geographical remoteness and involving rural areas ; Community development

Project Summary

Objectives

Sivas is a city that has numerous cultural, commercial, social and geographical beauties, such as being the capital of many states in history, having wide geography at the intersection of three regions. Sivas which was home to Seljuks, Danişmentiler, and Mengücekand was an important commercial center during many states has many different structures such as madrasas, mosques, tombs, inns, baths, caravanserais. Although our city has serious importance in terms of tourism potential, it cannot get the desired pie share in our country, where the tourism sector is mostly dependent on sea tourism. Our city, which has 16 districts, has the potential to host health and thermal tourism such as Kangal Balıklı hot springs, mountain and winter tourism thanks to Yıldız Mountain, nature tourism in Eğriçimen Plateau, Buruciye, Şifaiye and Gökmedre, Çifteminareli Madras and many works such as cultural tourism. However, when the data of the Ministry of Culture and Tourism are examined, the number of facilities with a tourism operation certificate in our city is considerably lower than the average of our country (www.tursab.org.tr/tr/turizm-veriler/istatistikler/turistik-tesisveisletmeler/turkiyeninbedcapacity-1966_77html Access Date 03.01.2018). Our project has been put forward in order to reveal this potential and contribute to both the promotion of our city and the desired income from tourism. Since the cultural and natural riches of Sivas are scattered in various districts and towns of the province, we believe in the necessity of a systematic study and guidance activities for local and foreign tourists coming to our city. In addition, creating a platform where visually rich and satisfying information resources will contribute to the promotion of our city on social media channels are among the main objectives of the project. Finally, we wish to increase the interest of our young expatriates who have never visited our province, which has a large number of expatriates, especially from Istanbul and other big cities, and to become the volunteer cultural ambassadors of Sivas in the cities where they live. The phenomena that we want to achieve with the project can be stated as follows: - to increase the national and international visibility of the city and to contribute to its economic development by making the tourism potential of Sivas noticed by local and foreign tourists, - to destroy the prejudices about our city, which was mentioned with some negative events in the past, and to leave a positive impression in people's minds, - to contribute to our citizens and university students who live in our city but are not aware of

the tourism potential of our province sufficiently, to have more detailed knowledge about our city, The project aims to offer some gains for our local people, citizens living outside our city and other local and foreign tourists. First of all, it will provide the following benefits for the people living in our city. - With the project, it is aimed to contribute to the economic income of the province by helping to increase the number of tourists coming to our city. - With the hosting of people from different cultures in our city, a cultural vitality will occur in our city and opportunities will be created for the promotion of our city and our culture. - As stated before, some prejudices against our city will be broken and the hospitality, helpfulness and altruism of our citizens will be shown to our future guests. Thus, a contribution will be made to the perception of our country in our country and abroad. Contributions of the project to our citizens living outside our city: - Especially young people who have never come to our city before will be encouraged to come to our city regularly every year by increasing their interest in our city. Thus, as a result of the interest of children and young people, families who cannot come to our city due to their children's reluctance will increase their visits to our city.

Activities

During the project, a number of activities such as institution visits to be held every month, Sivas Tourism Route map design, seminars, photo shooting activity, interviews and exhibition were planned. These activities can be summarized as follows: 1st month: The necessary promotional materials (visuals, posters and brochures) will be prepared for the project to be known to a wider audience in our city and these contents will be shared on our social media accounts. 2nd month: Our volunteers will be made to request an appointment from the local authorities (governor, mayor, etc.) in our city. Duly visits will be carried out by volunteers, and the activities will be facilitated in the upcoming days, especially at the permit point. 3rd month: Our volunteers will first make an appointment with the Sivas Provincial Directorate of Culture and Tourism and obtain detailed information about the current status of the touristic activities in our city, places to be visited, and the places that are targeted to be brought into tourism in our city and districts, and create a "Sivas Tourism Route". They will start preparations for the most appropriate and reasonable travel guide that can be determined according to this route. 4th month: A visit will be made to Sivas Provincial Directorate of Foundations and necessary simple and useful information about historical artifacts will be provided. For two months, our volunteers will be prepared for the

historical

artifacts in the center of our city and will be prepared for promotional videos, pictures and explanatory visual texts, and shared by tagging the pages of our governorship and provincial culture and tourism directorate, and from our social media

account. In addition, these materials will be shared with local and national media. 5th month: Our volunteers will open a

one-week photography course within the association to provide visuals to be used in the exhibition activity and promotion

and dissemination activities that will be held at the end of the project activities. Oğuzhan KÖSE, one of our volunteers, has

received training on this subject and is willing to give the course. The course announcement will be made on our social

media accounts of the association and the applications will be evaluated by our volunteers and this course will be given to

10 people. A volunteer friend of ours from Sivas Photography Association will attend the trainings. After the 6th month of

the training, the young people who take the course accompanied by our volunteers will take photos about Sivas for 15

days and at the end of the project, they will organize a painting exhibition in Buruciye Madrasa. If the necessary permissions are not obtained, the directors of the association will step in and find alternative places (such as cultural

centers). 7, 8, 9 and 10 months: Our participants will make visits to 15 districts of Sivas starting from Divriği. The dates

will be determined by making appointments with the local authorities and they will prepare content for the promotion of all

touristic places in the districts to be visited. 11th month: A painting exhibition will be created from the pictures taken by the

participants and the young people participating in the photography course about our city. During the visits to be made at

the beginning of the project, we will forward this request to the Governorship and the Mayor and ask for help in arranging

the necessary spaces. 12th month: Group members contacted Ahmet YÜKSEL, a faculty member of Sivas Cumhuriyet

University Faculty of Literature, Department of History, and after the activities are over, they will hold a Sivas City Symposium where NGO leaders and provincial protocol will be invited. In the program, which will be held with a moderator from the group members, some invited speakers will also explain Sivas values to the participants. Our biggest

goal will be to invite Yavuz Bülent Bakiler, who is also from Sivas, to this symposium

Impact

The following results are planned to be achieved with the project: 1. Tangible Results: a) Sivas Tourism Route: Group

participants will create a map that is useful for a foreigner who may come to our city from outside or someone who does

not know our city at all, and can be easily completed within 3 days, as a result of the exchange of views with the relevant

institutions and their work within the first 3 months. Towards the end of the project, this route will be visually

enriched with the pictures and information to be obtained. b) Brochure and E-booklet: By systematically recording the obtained data, work will be prepared both for promotional purposes and for the readers, in which not only the touristic but also the cultural accumulation of our city will be included. c) Exhibition: At the end of the project, an exhibition titled the most beautiful Sivas photographs will be prepared. 2. Intangible Results: - Participants will have detailed information about these programs and their awareness will increase thanks to the solidarity program they will organize in the local area of our province. - Young people who will collaborate with local authorities, academics and NGO managers will develop their communication skills, social entrepreneurship skills and self-confidence. - The Sivas Gençlik Araştırmaları Grubu, the applicant institution, will develop its institutional capacity by conducting an ESC project for the first time.

Link to project card: [Show project card](#)

Action: Solidarity Projects
Action Type: Solidarity projects

Project Title

Fiatalok Szőnyért

Project Applicant

Organisation Proteus Alapítvány
Address Budai Nagy Antal utca 6. 1/3. , 1137 Budapest , HU

Project Information

Identifier 2022-3-HU01-ESC30-SOL-000100046
Start Date Jan 1, 2023
End Date Dec 31, 2023
EC Contribution 6,888 EUR
Topics Community development ; Cultural heritage/European Year of Cultural Heritage ; Environment and climate change

Project Summary

Objectives

We want to find local solutions for the local problems of the local community. We envision our activities on three levels: activating the local community, strengthening local ties, and making Szőny more livable. The plans detailed in the project pay special attention to the protection of the environment, the importance of social solidarity and justice, health, the strengthening of local ties, the presentation of Szőny's history and its most famous places, and charity. With the project, we aim to strengthen the local communities, as well as the development of our own team. By implementing the project, we will acquire skills and their development, which we can use to promote the development of the region, including Szőny, in the long term.

Activities

We want to implement the activities that were already broken down for 12 months. Additionally, we want to spread the word about them and recruit participants with an active online campaign.

Impact

Primarily, we expect the project to implement the twelve events outlined in the project plan. Over the course of one year, we expect about five hundred visitors, which is more than ten percent of the population of Szőny. In addition, however, our plans are longer-term than the duration of the project: two-thirds of the events are created with the aim of creating tradition, while the remaining part can develop the settlement part in its material reality.

Thanks to the events taking place, we are confident that local communities will prosper and that many people will follow our example and take the future of their environment into their own hands. We also hope that the sensitivity of the participants towards the really important issues can further develop.

Link to project card: [Show project card](#)

Action: Solidarity Projects
Action Type: Solidarity projects

Project Title

Now is the Time

Project Applicant

Organisation Buruciye Genclik ve Egitim Dernegi
Address esentepe mah. 39. sokak no9 , 58000 sivas , Sivas , TR
Website <https://www.facebook.com/BuruciyeGED>

Project Information

Identifier 2022-3-TR01-ESC30-SOL-000092960
Start Date Jan 1, 2023
End Date Dec 31, 2023
EC Contribution 6,000 EUR
Topics Cultural heritage/European Year of Cultural Heritage ; Creativity, arts and culture ; Community development

Project Summary

Objectives

İlbeyli is a Turkmen tribe that has existed for centuries in a very wide geography stretching from Sivas to Aleppo. During the migrations from Central Asia to Anatolia in the 13th century, İlbeyli Turkmens came to Sivas via Aleppo. After nearly five centuries of nomadic life, the İlbeylis, who settled down in the 18th century, have a serious population in cities such as Sivas, Tokat, Kilis, Şanlıurfa and Gaziantep. İlbeylis, who have preserved a significant part of their tribal names and traditions, have a very rich cultural background. İlbeyli culture carries important traces of Anatolian Turkish culture and has a very rich socio-cultural heritage due to being influenced by many different civilizations. However, although this rich heritage is fading into oblivion, dozens of socio-cultural, sports, cooperation and educational activities carried out in the 2000s have almost come to a standstill in recent years. Despite being one of the largest communities in Sivas, in recent years, due to reasons such as members, participants and the indifference of the new generation, the cultural bond has been weakening gradually and it is observed that the new generations stay away from this cultural heritage. For example, the sports and culture festival celebrated every year as İlbeyliler, where participants from 10 different cities, especially Gaziantep, Aleppo and Kilis, come to our city and which has been going on for about 40 years, has not been held for the last 9 years. In addition, when we look at the promotional pages available on the internet together with digital and printed resources, it is striking that most of them are products prepared in the 2000s with weak visual and textual content. However, it can be stated that although there are studies for many different groups within the scope of the activities of Sivas Provincial Directorate of Culture and Tourism, an event for İlbeyli culture has not been carried out for a long time. Within the scope of our visit to Adem UZUN

(<https://www.instagram.com/p/CeHZRjysfzn/?igshid=MDJmNzVkMjY=>), this situation has been discussed at length and studies have been started to solve this situation. For this reason, it has been decided to carry out a series of activities jointly with the İlbeyli Association and our institution in 2023, and to work with our participant volunteers to organize the cultural festival, which has not been held for 9 years.

With the project, we aim to create a positive change in terms of increasing the visibility of İlbey residents living in our province and various regions of our country, developing solidarity and cooperation among themselves, increasing the interest in cultural heritage and increasing motivation in transferring it to future generations. First, with this project, a digital archive recording and highlighting the history of the İlbeyli with texts and photographs dating back centuries since their migration from Central Asia to Aleppo and then to different cities of Anatolia, its own website containing community information, and a book consisting of a compilation of literary works such as mani, folk song and poetry. will be the marking of the interesting points of the society with signs and QR codes that will provide quick and practical information about the cultural heritage of the region to the digital age visitor.

The project objectives can be summarized as follows:

- 1) To help the participants to research and learn more about the history, traditions, lifestyle and socio-cultural characteristics of İlbeyli and to make this cultural heritage more accessible and visible, especially for the younger generation and future generations,
- 2) To promote active participation, social and civic responsibility at the local level by acting in solidarity with young people through informal learning activities,
- 3) Supporting the participants to learn about İlbeyli culture on the one hand, through activities such as designing audio-visual promotional materials and various social media activities, on the other hand, encouraging creativity and innovation among young people and society, as well as digital skills, through the use of different programs and software in the process of sharing this heritage. ,
- 4) To develop the skills of the participants to conduct research on social problems and solidarity, to search

sources, to think critically and to present the data they have obtained in a systematic way,

- 5) To strengthen the sense of unity and solidarity by providing social solidarity, cooperation and interaction by bringing together people with similar ethnic and socio-cultural backgrounds from different geographical locations,
- 6) To encourage the preparation of similar projects in the coming years by increasing the knowledge of the participants and target groups about Erasmus+ and ESC programs,

Activities

1st Month: Wide-ranging promotional activities, social media activities and institution visits to make the project known by the local administrators, policy makers, youth, youth workers and all the local people, especially the target groups that we envisage to reach in our city.

Month 2: Necessary documents for the contracts to be signed with the Turkish National Agency, which is one of the routine procedures to be followed during the preparation process of the project activities, will be completed. By completing the e-signature processes, other documents required for the contract will be obtained from the necessary institutions, these processes will be completed quickly, the first prepayment will be deposited in the institution's account and the necessary budget for the activities will be reached.

3. Volunteer youth, together with our association management and İlbeyli Association administrators and youth workers, will research the previous İlbeyli sports and culture festivals and examine the structure, necessary processes and activities of these festivals.

Month 4: Academicians working on the history of İlbeyli, especially in the Department of History of Sivas Cumhuriyet University, will be contacted and researches will be made on the historical processes of the İlbeyli. In addition, Sivas Provincial Directorate of Culture will be visited and necessary information, documents and documents will be obtained.

Month 5: In order to increase the interest in the festival to be held and to provide the necessary support, it is aimed to carry out cultural studies in the first place, to share these outputs with individuals and institutions, and thus to increase both the project idea and the interest in the festival.

Month 6: By visiting Sivas Maturation Institute, jewelry, rugs, local dresses and motifs belonging to İlbeyli region will be searched and necessary information and documents will be obtained from this institution. In addition, İlbeyli motifs will be researched and compiled with the support of CU Photography Club members, who are students of SCU Graphics and Design Department and participate in our association activities.

Month 7: By running a campaign on our social media accounts, a competition will be held in two different categories, photography and video, for the villages, culture and architecture of İlbeyli. It will be announced that these photographs, which will be obtained by sharing the project through these accounts, will be used in the İlbeyli documentary to be prepared.

Month 8: Participating youth and the management of the association will work on the videos and photographs to be obtained together, and will ensure the emergence of a documentary in a creative, innovative and remarkable style. After the preliminary draft work is completed, they will agree with the necessary professional institutions or companies to ensure that this documentary is prepared in the most ideal and beautiful way.

9th Month: While certain works are being carried out in the previous months, the necessary planning for the festival will be carried out. This process will be discussed at the evaluation meetings held within the association and all opportunities will be sought for the festival to be realized. If the necessary support and sponsors for the festival cannot be found, it will be organized in the city or in the village of Koyuncu, the village of Oğuzhan, the leader of the participating youth, and where the previous festivals were held, by organizing a partnership of two associations. The final form of the festival will be revealed within this month.

Month 10: In order to increase the number of participants in the festival, 10 İlbeyli villages will be visited by the participating youth and the heads of the associations, and the headmen will be asked for help to participate in the festival. Each village will be asked to set up its own tent and exhibit the artifacts and products of their own villages to the participants at the festival. In addition, İlbeyli Turkmen associations in Kilis and Gaziantep will be contacted

to make the necessary invitations and those who can attend until the festival time will be asked to inform the management of the association.

Month 11: In order to better understand the history of İlbeyli in order to increase the interest in the festival, a series of activities will be carried out in order to provide information about the history, cultural heritage and socio-cultural structure of the İlbeyli Turkmens, especially to the youth from the İlbeyli region and to all our people.

12. Month: The festival will be held as planned during the process. All activities will be carried out to increase participation, and this process will be completed in coordination with our association, the participating youth and the management of the İlbeyli Association.

Impact

Thanks to the project, the participating young people will take part in a solidarity project for the first time, and they will feel a burden of social responsibility and support many social and personal development areas. In addition, they will increase their digital competencies through project activities, develop their critical thinking and problem-solving competencies, social entrepreneurship, solidarity and social responsibility awareness by addressing a problem situation felt locally. By working on a problem that the participants feel locally, they can involve and persuade their peers and other stakeholders as part of this solution, feel themselves as active citizens, create awareness on national and universal issues starting from the local within the framework of the spirit of solidarity, and gain self-confidence, self-confidence. Developing their perceptions of respect and self-efficacy are among the most important changes that can be seen in the participants. Young people and subject youth workers will undertake an exemplary project on which NGOs and activists should take responsibility and seriously focus on the problem of the disappearance of traces of this culture, cultural heritage and memory in our city, where the population of İlbeyli is the most dense. Thus, both young people and youth workers will gain new perspectives by getting to know the impact, function, duties and responsibilities of non-governmental organizations more closely; they will increase their competencies in order to create more effective activities and projects in the coming years by developing many personal skills together with social entrepreneurship, environmental awareness, spirit of togetherness, teamwork, communication between individuals and institutions. Participants will meet with representatives of different individuals, institutions and NGOs through visits, seminars, interviews and other socio-cultural activities that they will organize together with their personal and social competences, and will develop a network with individuals and institutions operating in this field.

By working on new, different and creative activities, the participants will succeed in influencing the so-called Z generation groups and including them in similar activities; they will organize activities that will encourage these young people to be more sensitive to social problems. The project will focus on a social problem situation that participants rarely encounter in their education life, and will improve their ability to manage metacognitive processes such as developing solutions, planning, implementation and evaluation. By focusing on the example of İlbeyli in Sivas, the participants will be more sensitive to the protection of cultural heritage in national and international sense, and will be able to develop practical and reasonable solutions by choosing innovative, creative, environmentalist and more digital methods in solving problems such as the loss of this heritage. Participants will also be involved in a specific work plan by working with the management of the association in stages such as project writing, execution, evaluation and dissemination; will dominate these processes by acting within the framework of a job description and work schedule. Apart from this, the gains that the participants will gain through the project can be summarized as follows:

- participants will increase their competences such as self-expression through activities, management and organization in social entrepreneurship and ESC solidarity projects,
- By working towards a goal, they will develop their leadership skills and influencing target groups, directing them. Thus, they will contribute to the development of communication skills, which is an important quality in personal development.

- By working with the team, they will assume responsibility and gain gains such as acting together, cooperation, cooperation, solidarity and respecting different ideas.
- Young people who will communicate with various public institutions and NGOs during the project and carry out some activities together will gain knowledge and experience in working with these institutions, requesting information and appointments from these institutions,
- they will understand the value of solidarity activities and develop a positive attitude towards these activities,
- They will have experience about Erasmus and ESC project processes and will gain intellectual infrastructure, desire and motivation for their own projects in the coming years.

Link to project card: [Show project card](#)

Action: Volunteering Projects
Action Type: Volunteering Projects

Project Title

Saving Heritage and Innovating Exchanges to Lead Developpement

Project Applicant

Organisation SOLIDARITES JEUNESSES MCP
Address RUE DU 8 MAI 1945 10 , 75010 PARIS , FR
Website www.solidaritesjeunesses.org

Project Information

Identifier 2020-2-FR02-ESC11-018024
Start Date Dec 31, 2020
End Date Dec 30, 2022
EC Contribution 22,317 EUR
Topics Culture ; Inclusion ; Rural development and urban regeneration

Project Summary

Objectives

Solidarités Jeunesses, through the SHIELD project, wishes to follow the main pillars of nonformal education which are the cement of its existence and contributes to the renovation of France's damaged cultural heritage.

The renovation work will become a pretext for openness while providing a concrete solution to a historical heritage that must be preserved. Thus, those volunteering teams will make it possible to carry out a public utility project for the benefit of local communities and will promote exchanges in order to overcome the important societal and cultural challenges Europe is facing today.

The main objectives of this project are to:

1. Enable the understanding of cultural differences, encourage a positive relationship, deconstruct stereotypes, and increase and increase European cooperation.
2. Understanding and raising awareness of the intercultural dimension.
3. Enable young people to acquire skills and competences useful for their personal and professional development.
4. Re-engage young people with fewer opportunities away from mobility and employment.
5. Encourage active citizenship through non formal education.
6. Understand and promote cultural diversity.
7. Revitalise rural areas
8. Participate in a project of public interest and renovation of the listed heritage.

The expected impact of this project on participants is openness towards others, greater commitment and therefore more active citizenship, increased self-confidence and greater employability.

The participation of young people with fewer opportunities will be particularly sought in order to give everyone the opportunity to achieve these objectives. As far as the local population is concerned, the project will make it possible to break down social barriers, open to the international world and carry out concrete work on a historical heritage that benefits an entire community.

To sum up, the SHIELD project will therefore contribute to intercultural openness, social cohesion, the defence of democracy and active citizenship and will have a strong impact on the cultural heritage, through the renovation of listed monuments and the revitalisation of rural areas as well as all stakeholders, both volunteers and local inhabitants^.

Activities

SHIELD project consists of two volunteering teams set up by two regional Solidarités Jeunesses delegations in Île-de-France and New Aquitaine. 12 participants will join each activity. They will come from France, European Union countries and from neighbouring countries, thus bringing a great diversity and richness during the activities.

It seems important to us to encourage the participation of people with fewer opportunities for whom voluntary activities and mobility in general are often complicated.

These projects aim to renovate the cultural and historical heritage of listed sites. They will allow the meeting and promote "doing and living together". Two intercultural groups will therefore take part in these voluntary activities supervised by facilitators liaising with the local population. Heritage renovation activities will take place in the morning and afternoons and weekends will be reserved for discovering the surroundings, local culture and others.

For the technical part, the participants will be guided by a technical supervisor to train them in traditional masonry techniques.

Project management

Solidarités Jeunesses will be the coordinating organization of the project. However, it wishes to involve its international partners in all stages of the project as they all share the same values and ways of working. These partners are part of internationally recognized networks such as the Alliance of European Voluntary Service Organizations and the Coordination Committee of International Voluntary Service.

International partners being supporting associations, will be involved in all stages of the project: preparation, follow up and evaluation. They will participate in the identification of volunteers, their preparation and their follow-up during and after the project. Communication will be done via Skype, e-mails and phone exchanges. Regular communication is planned and the good knowledge of the partners and old collaboration will allow the good communication between coordinating organization and supporting organisations who will be responsible for identifying and sending volunteers.

On the spot, the activity leaders will be two of the regional delegations of Solidarités Jeunesses who are in regular (often daily) contact with the National Secretariat of Solidarités Jeunesses. Even if they do not take care of the administrative procedures before the participants' arrival, they will be informed once a week of the progress of the identification of the participants and of their possible needs or questions. After the activities, they will make an evaluation with the local partners and will be informed of the feedback from the support associations once the participants have made an assessment with them. In addition, they will participate in local communication during all stages of the project in order to identify local participants, involve the local population and disseminate the results.

Link to project card: [Show project card](#)

Action: Solidarity Projects
Action Type: Solidarity projects

Project Title

Dzieciństwo dawniej

Project Applicant

Organisation Fundacja Na Rzecz Wspierania Osób Niepełnosprawnych "Wyjdz z Domu"
Address Srednie 85 , 38-321 Moszczenica , Małopolskie , PL
Website <http://wyjdzdomu.com.pl>

Project Information

Identifier 2021-2-PL01-ESC30-SOL-000040465
Start Date Feb 1, 2022
End Date Jan 31, 2023
EC Contribution 6,888 EUR
Topics Cultural heritage/European Year of Cultural Heritage ; Community development

Project Summary

Objectives

The main goal of the project "Childhood in the past" is to popularize the commitment and social responsibility of young people aged 18-30 through the work of a group of 5 from 01/02/2022 to 31/01/2023.

The project is a continuation of the project "Taking tradition in the future", which we are currently implementing, as part of which a children's folklore group "Mali Pogórzanie" and a folk band of which we are members were formed. We want to develop the team by meeting a group of seniors, learning about old games and customs, and then passing the acquired knowledge to children. We want to continue the idea of the team, at the same time involving an increasing number of people in the activities of the team. In this project, we focus on the involvement of 10 seniors 60+ from the Gorlice poviat through meetings and interviews with young people during the 12 months of the project. Our goal is to promote the team and encourage children to join the team during 5 meetings and classes in schools and / or kindergartens, where we will present the effects of our work. We hope that the modern form of communication will reach a greater number of recipients, and that the new songs will enrich the repertoire and the band's offer, thus promoting our local intangible heritage.

Activities

We are planning to interview seniors about their childhood, find games and melodies they remember from their childhood, and then select a few of them, arrange them and perform them by a folk band. The result will be the creation of a reportage with memories of seniors interspersed with live music, which will be presented at a unique meeting with children from the folk group "Mali Pogórzanie" and everyone who is willing to learn about the culture of Pogórze, with particular emphasis on our local community, which is the heir heritage.

Impact

The activities carried out during the project will contribute to a better understanding of the traditions, childhood and habits of our grandparents, and will allow them to be preserved and passed on to younger generations. Interviews with seniors will be an opportunity to activate and engage seniors who often suffer from loneliness, especially after the difficult period of the Covid-19 pandemic. Another important result will be the intergenerational integration between project participants and recipients. Thanks to the participation in the music workshops, the folk band members will improve their playing skills, develop musicality and improve their performance technique.

Link to project card: [Show project card](#)

Action: Solidarity Projects
Action Type: Solidarity projects

Project Title

Přilož ruku k dílu - záchrana a oživení kaple sv. Anny

Project Applicant

Organisation Zachraň Annu z.s.
Address Olešná 2 , 34802 Stráž , Plzeňský kraj , CZ
Website zachranannu.cz

Project Information

Identifier 2021-1-CZ01-ESC30-SOL-000036877
Start Date Aug 15, 2021
End Date Aug 14, 2022
EC Contribution 7,644 EUR
Topics Bridging intercultural, intergenerational and social divide ; Cultural heritage/European Year of Cultural Heritage ; Development of disadvantaged rural and urban areas

Project Summary

Objectives

We want to create a community of young people who, together, will save and revive the dilapidated chapel of St. Anny in the small village of Olešná located in a disadvantaged region at the Czech-German border. We will revive the neglected place with cultural events and meetings of volunteers with the local community. The project will contribute to the development of the countryside, social cohesion and show the strength of an active civil society.

Activities

We will organize five working weekends during which volunteers and members of the local community will jointly restore the eastern part of the destroyed roof of the chapel of St. Anny. We organize a celebration on the occasion of European Cultural Heritage Days, an Advent meeting with choral singing and an Open Day. During July, we will hold several residencies of art groups, which will present the results of their work in the form of concerts, exhibitions and theater performances.

Impact

The project will save an important European cultural monument from a prominent architect. At the same time, we will contribute to overcoming social fragmentation by bringing people from different cultural and social backgrounds closer together. We will contribute to the intergenerational exchange - we will show young people the life in the countryside and manual work, the culture of the city to older members of the local community.

Link to project card: [Show project card](#)

Action: Volunteering Projects
Action Type: Volunteering Projects

Project Title

Big things start out small

Project Applicant

Organisation Zavod za globalno učenje in razvoj projektov
Address Nova pot 72 , 1351 Brezovica pri Ljubljani , SI
Website www.skuhna.si, www.zavodglobal.org

Project Information

Identifier 2020-1-SI02-ESC11-015507
Start Date May 1, 2020
End Date Jan 31, 2023
EC Contribution 58,200 EUR
Topics Climate action, environment and nature protection ; Education and training ; Reception and integration of third-country nationals

Project Summary

Objectives

By carrying out project activities no. 1, 3 and 5, we want to contribute to the development of good intercultural relations between the majority and minority populations, to the breaking of stereotypes and prejudices among them, and to the creation of new jobs for migrants.

By carrying out project activities no. 2, 4 and 5, we want to contribute to the internalization of new values and ways of working and lifestyles of children, adults and businesses that are more protective and respectful of the environment.

Our project goals are:

Activity 1: Implement a rich cultural program that gives migrants a source of income based on cultural heritage and creates opportunities for the majority and minority populations to socialize with each other, while breaking stereotypes, prejudices and creating friendly connections based on mutual understanding and respect.

Activity 2: Brezovica Kindergarten teachers and volunteers design a variety of activities for children that enable them to better pursue curriculum goals in the field of interculturalism.

Activity 3: Perform various activities and gradually formulate a model where business in the field of self-supply and the supply of vegetables to companies is eco-friendly and responsible.

Activity 4: Brezovica Kindergarten teachers and volunteers design a variety of activities for children that enable them to better achieve the goals of the curriculum in the field of environmental protection (to raise awareness of what is happening with nature, to raise new values and to cultivate new ways of working in everyday life that preserve nature) .

Activity 5: To conduct with volunteers many quality researches, lectures, trainings, surveys, interviews based on global learning with an emphasis on tolerant intercultural relations, reducing stereotypes, prejudices, racism, xenophobia and nature conservation.

Results and effects:

Activity 1: A publicly recognized and well-liked intercultural cultural program is being implemented in Skuhna and is being attended by a large number of people. In this way, they come into positive contact with migrants and shake stereotypes and prejudices and learn new skills for understanding migrants and forging tolerant relationships. We want to encourage migrants to use their cultural heritage as a tool to enter the labor market.

ACTIVITY 2: Children are sensitized and empowered with new experiences and knowledge that allows for the creation and maintenance of tolerant relationships. Several educators are learning about this good practice and decide on it.

Activity 3: We have implemented concrete ways of working and practices that allow the community to grow vegetables and supply companies or individuals with vegetables in an environmentally friendly and entrepreneurially responsible way that protects and respects nature.

ACTIVITY 4: Children are sensitized and empowered with new experiences and knowledge that enables them to live in harmony with nature.

Activity 5: A large number of quality surveys, interviews, articles, seminars that follow the values of global learning with a focus on tolerant intercultural relations and nature conservation were conducted.

Activities

We divided the activities into 3 sections:

Lot 1) CULTURE - THE WAY TO EQUALITY, TOLERANCE AND SOLIDARITY

Activity 1: SUPPORT IN THE DEVELOPMENT OF CULTURAL PROGRAMS (briefly CP).

a) Profile of the participants involved:

- Migrants who have an interest in entering the labor market and co-creating tolerant relations between the majority and minority populations on the basis of their own cultural heritage in the form of cultural programs in Skuhna.

- The majority population, which has an interest in getting to know the cultures and people of Africa, Asia and South America and, as a result, challenge stereotypes and prejudices, is becoming more sensitized and empowered to accept minorities.

b) Number of participants: We plan approximately 2 to 3 cultural programs per month (cumulatively during the year), which are attended by events from 10 to 30 people of the majority population.

c) The role of volunteers: Assistance in marketing, communication, production of photo and video archives, encouragement and support to migrants in the design, planning, implementation, evaluation of cultural programs based on cultural heritage. Promotion of activities among migrants. Dissemination of this kind of work in other cities and countries.

Activity 2: SUPPORT TO BREZOVICA KINDERGARTENS TO MEET CURRICULUM OBJECTIVES IN THE FIELD OF INTERCULTURALITY

a) Profile of the participants involved:

Children attending Brezovica Kindergarten and consequently their parents. Educators committed to pursuing curriculum goals in the field of interculturalism.

b) In 2020, we plan to have at least 100 children, 10 teaching staff directly involved.

c) The role of volunteers: Assistance in the design and implementation of a variety of educational activities that are an integral part of the annual work plans of teaching staff, whose main objective is the quality achievement of curriculum goals in the field of interculturalism.

For example:

Lot 2) ACTION - A WAY TO ENVIRONMENTAL PROTECTION

Activity 3: SELF SUPPLY WITH VEGETABLES

a) Profile of participants involved: Migrants interested in entering the labor market and addressing existential issues through the use of perma culture and self-sufficiency in vegetables. The general public is learning about an alternative way of self-sufficiency and entrepreneurial supply of vegetables.

b) Number of participants: Approximately 3 to 5 active migrants. At least 10 to 15 migrants familiar with the possibility of cooperating with a view to self-supply of vegetables.

c) Role of volunteers: Assistance in co-creating a model for self-supply of vegetables and entrepreneurial supply of vegetables following environmental principles.

Activity 4: OUR NATURE

a) Profile of the participants involved:

Children attending Brezovica Kindergarten and consequently their parents. Educators committed to pursuing curriculum goals in the field of environmental protection.

b) Number of participants: In 2020, we plan to have at least 100 children and 10 teaching staff.

c) The role of volunteers: Assistance in the design and implementation of a variety of educational activities that are an integral part of the annual work plans of teaching staff, whose main objective is the quality achievement of curriculum goals in the field of environmental protection.

For example:

Lot 3) KNOWLEDGE - POWER LEADING TO CHANGE

Activity 5: GLOBAL LEARNING

- a) Profile of participants involved: Youth workers, NGOs, educators
- b) Number of participants: At least 120 people.
- c) The role of volunteers: Assistance in the implementation and dissemination of various Zavod Global projects related to tolerant intercultural relations and environmental protection.

Project management

Partners of Zavod Global - host organisations:

Skuhna so.p. (social business)

Brezovica Kindergarten

Supporting partner:

Epeka - Turkey (Eğitim Programları ve Evrensel ve Kültürel Aktiviteler Derneği)

How to work with partners:

BEFORE THE VOLUNTEERS COME

The host organization ZG, with the help of teaching mentors, prepares a clear record of the learning service and presents it in writing and via Skype conversations to the coordinator of the support organization first. Then, in co-ordination with the teaching mentors, the coordinators of the two organizations further explain to the interested young people the teaching practice and select a volunteers as prescribed. All the actors involved are involved in the preparation of the volunteer for the learning service. The method of work is described in the tender form.

DURING THE VOLUNTEERSHIP

Teacher mentors will ensure that the volunteers have a good learning experience. Organization of the evaluation and coordination of schedules and activities will be handled by Teja Kuk, the coordinator, with the help of Max Zimani and Sharon Lence. Learning mentors will focus on learning content and the implementation of activities that are of high quality, enable active volunteer learning and are socially beneficial. The support organization will look after the volunteer and be his / her confidant and assistant in the presence of any problems or distress. All organizations will be in close contact with each other, also directly with joint evaluations, which will take place every other month. Each learning mentor will take care of the evaluation with the volunteers participating in the activity and report it to the ZG Coordinator and the Supporting Organizations. The Coordinator of the Supporting Organization will regularly report on the evaluations to the Coordinator of the ZG and to all teaching mentors. Most of these conversations will be via Skype calls and email.

UPON THE VOLUNTEERS RETURN TO THEIR PLACES OF ORIGIN

We will start preparing for the time of the volunteer's return while they are still on practice. We will be guided by a learning agreement through which the volunteer will systematically acquire new knowledge and work experience. With the help of evaluations, the teaching mentors and the coordinator in the support organization will strive to learn about the long-term goals of the volunteer, which he / she can achieve based on the experience he / she has gained through teaching volunteering practice. Teaching mentors and both coordinators will, to the best of their ability, support the volunteer to design activities after the end of the teaching service geared towards integrating into the labor market and contributing to the development and implementation of socially responsible activities.

Project management method:

Coordinator: Teja Kuk (also reporting, administration and ensuring that the project was implemented in accordance with project goals and values)

Assistant Coordinators: Max Zimani and Sharon Lenče

Teachers who have professional experience in the content of the activity and already have experience in managing EVS volunteers: Activity 2 and 4: Tjaša Abram, Activity 1 and 3: Sharon Lenče, Activity 5: Max Zimani

External mentors: Om Raj (experience with external mentoring of EVS volunteer projects at Voluntariat) and Romana Zajec (experience with volunteer involvement at Apis)

Additional support: Alenka Žavbi for motivational work with teaching staff of kindergartens Brezovica

Involvement of the support organization to perform qualitatively certain tasks, mainly related to the search for volunteers, selection, preparation for departure, monitoring of volunteer learning practices, and increased support upon home return, to use their new knowledge and increase their chances of entering the labor market and socially responsible action.

A good WELCOME is important for good work. Thus, upon arrival and departure of volunteers, we will organize a mini party where all the teaching mentors, volunteers and other supportive members or participants (eg kindergarten educators, cooks team) will gather and give volunteers a sense of welcome. According to the practice so far, we also organize mutual meetings during the year and celebrate birthdays, and spend spontaneous pleasant moments together.

We will also ensure the evaluations of all the organizations involved.

Link to project card: [Show project card](#)

Action: Solidarity Projects
Action Type: Solidarity projects

Project Title

Tajomstvá našich predkov

Project Applicant

Organisation City game crew
Address Slnecná 11 , 05901 Spišská Belá , Prešovský kraj , SK

Project Information

Identifier 2021-2-SK02-ESC30-SOL-000040212
Start Date Jan 1, 2022
End Date Dec 31, 2022
EC Contribution 6,888 EUR
Topics Community development ; Cultural heritage/European Year of Cultural Heritage ; Preventing racism and discrimination

Project Summary

Objectives

Through the creation of two interactive educational city games, we want to expand young people's knowledge of the history, cultural heritage and life of people who lived in our region and left a significant mark on it.

Our goals are to point out the wrongs committed against people in the name of ideology and to contribute to the prevention of hate speech and racist manifestations in today's society. We want to bring innovative forms of education, entertainment and leisure to our community and to the region. We want to support the community in outdoor leisure activities. Another goal is to support the development of the region, tourism and to highlight the value of cultural heritage in our region. We will try to make more visible and to promote the added value of digital technologies and online tools.

Thanks to our games and the experience mediated by them, we would like to encourage young people to think and re-evaluate their views and attitudes towards "others", thus contributing to the formation of their characters and the prevention of violent and racist manifestations.

Activities

Project activities will be divided into several phases - preparation, implementation, evaluation, sharing of results.

During the preparations, the members of the team will divide specific tasks and take over their responsibilities. The tasks are: to invite external experts to cooperate, to address the necessary institutions, to propose the use of funds, to create a plan of activities and to design a promotional campaign.

In the phase of creating the games, we will also address several external experts in the creation. In the town of Spišská Belá, there are educated people, skilled in the field of history, art or culture, whom we will address in cooperation. These people will be our helpers mainly in collecting inspiring stories from history, but also from the present. We have already approached some of them with an offer of cooperation. We will also contact experts in the field of technology, online tools and graphics, who will help us in setting technical parameters.

The testing phase - we will test all of the game parts separately, but also the entire game as a whole. We will invite other young volunteers to the testing phase, contact external people who will help us catch the mistakes and correct them so that the game works properly.

Game launch and promotional campaign

We will officially launch the created games. The launch of the final version of the game itself will be preceded by a promotional campaign, where we will present our games to the general public using various tools (video, articles, banners, personal invitations).

After the start of the games and a certain time allotted for their running, the evaluation phase of the project will take place. In this phase, we will evaluate both the functionality and quality of the final product, as well as mutual teamwork or personal development, which we acquired during the implementation of project activities.

Impact

By implementing our solidarity project we will achieve the following results: We will create two interactive educational city games that will increase players' awareness of the history of Spišská Belá, it's beautiful but also sad history, shape people's attitudes in the field of Aryanization, xenophobia or racism. Players will improve their analytical skills, develop creative and logical thinking, enhance the ability to work in a team and the ability to work with technology and online tools.

The community will also benefit from the results of our project. The games will make our town visible in a new way. They will be a new reason to spend free time outdoors and to deepen and support mutual relations. They will make visible the contribution of important personalities from history, but also the current life in our town. The games will contribute to the cultivation of regional pride and will be a prevention of the emergence of racism and hate speech.

Link to project card: [Show project card](#)

Action: Solidarity Projects
Action Type: Solidarity projects

Project Title

Szegedi szabadtéri kincskeresés

Project Applicant

Organisation Ötszázalék Egyesület
Address 8 street Török , 6722 Szeged , Csongrád , HU
Website www.otszazalek.com

Project Information

Identifier 2021-1-HU01-ESC30-SOL-000036620
Start Date Sep 1, 2021
End Date May 31, 2022
EC Contribution 5,700 EUR
Topics European identity and values ; Community development ; Cultural heritage/European Year of Cultural Heritage

Project Summary

Objectives

By implementing our project, we would like to create a new experience and draw attention to local values in order to enhance the engagement to the local materials and non-materials values. Currently there is a very few free time activity in Szeged that simultaneously makes you think logically, shows you the city and makes you go for a walk. By our game the participants can get all of this.

We believe that to strengthen the sense of local community - specially after the pandemic - it is appropriate to take part in such programs like ours. They involve to the city history and achieve this by using the well-known and lesser well-known but certainly interesting parts of Szeged as our locations. This would be a one-of-a-kind experience for locals (friends, family, co-workers) and tourists visiting here that everyone can enjoy. With the help of our project, we would like to draw attention to local values and their importance. We consider the importance of being a member of the local community, strengthen the identity to improve the sense of belonging. What we know, we protect better. By this idea the people of Szeged can save and pay more attention to their environment. The Playful learning about local attractions can enhance it.. We would like to build a more cohesive local community that takes care of their environment.

Express it in numbers, we want to provide opportunities 1,5 teams an average weekly (about 70 teams per year, a team consist of 2-6 people) to get to know the city of Szeged in this way.

Activities

The essence of the outdoor treasure hunt is that the team has to follow a certain route, while solving puzzles and enigmas. They can get from A to B by getting a suitcase / wooden box at point A with a task waiting for them. If they solve it, they will know where to go next. At point B, they can give back the suitcase / wooden box and discuss their fresh experiences. We would achieve this by using the better known and less known but interesting parts of Szeged as a station. At the same time, we would increase people's knowledge of the city, their commitment to the city, and get to know the sights of the city.

Participants can apply for the game through our website, and on our Facebook page they will be able to read city-related curiosities and the success story of the teams. This will be a unique opportunity for locals and visitors alike to enjoy and strengthen their sense of local identity. Due to its nature, the treasure hunting remains sustainable even after the project, as it requires minimal resources.

Impact

We are expecting several results from the project. This would be an excellent opportunity to know better ourself. During school time, there were hardly ever an example determined individuals grouped together to create something together. During our project we would like to improve on key competencies that will be necessary later on in our jobs. Nowadays, when everyone is more tense, communication is more important than ever, so we have to be able to communicate well and manage conflicts too. It's certain that we are not going to see eye-to-eye in every little detail. Such situations are excellent for expressing arguments as to why someone's idea is better or how the original idea could be further improved. It is also important to practice positive feedback to move us through a more difficult period. In addition, we can get to know better Szeged, the city of sunlight, too. In order to select the location where we find / hide the clue, we also have to walk around the city and get to know new places

in addition to the already well-known places. We would like to create the opportunity to walk around the city while doing something fun.

Beyond our group, we want to provide the local community with a new recreational opportunity for the people of Szeged and the visitors. The game can also be used to develop knowledge of the city, commitment to the city, belonging to the community and strengthening local identity.

As a result of the project, we want to create the complete project product (e.g. a suitcase belonging to the track) and the background for this purpose (website, Facebook page). We would like to try out the finished game in a one-month test period, fine-tune it, and then use it live in the end. We believe that the planned time will be sufficient for this. We would like to emphasize that we plan to keep the project alive after the tender, as such a ready-made system requires little resources.

Link to project card: [Show project card](#)

Action: Solidarity Projects
Action Type: Solidarity projects

Project Title

Αναβαθμίζουμε και προστατεύουμε την πολιτιστική κληρονομιά της πολης μας.

Project Applicant

Organisation INNOVATING ACTIVITIES IN EDUCATION, TOURISM, HEALTH AND INTERCULTURALITY KDETYD

Address ΠΑΤΡΟΚΛΟΥ 1 , 66133 ΔΡΑΜΑ, ΑΝΑΤΟΛΙΚΗ ΜΑΚΕΔΟΝΙΑ ΚΑΙ ΘΡΑΚΗ , Ανατολική Μακεδονία, Θράκη (Anatoliki Makedonia, Thraki) , EL

Website www.kdetyd.com

Project Information

Identifier 2021-2-EL02-ESC30-SOL-000038204

Start Date Mar 1, 2022

End Date Dec 31, 2022

EC Contribution 6,644 EUR

Topics Cultural heritage/European Year of Cultural Heritage ; European identity and values ; Reception and integration of refugees and migrants

Project Summary

Objectives

The rationale for this intervention for the regeneration and proper configuration of a section of the Railway Station of Drama, which includes the Train Museum, stems from the fact that the railway was an essential tool of economic development and is associated with the culture and history of the city and country. It is known that the Railway Museums are not a creation of the state but initiatives of the Railways themselves and the Friends of the Railway and unlike all other Museums, the entrance and the tour are Free. Rushing from the thought that such a project will offer multiple benefits, the young people of the association KDETYD took the initiative to propose it. It was therefore proposed to clean the space and highlight the museum pieces located outside, change the natural scenery and the development of outdoor spaces for various uses, the maintenance of the reception house and the entrance in order to become an attractive place to visit for all .

The goals of the project are two-fold. On the one hand, the whole local community will benefit from the implementation of the action as it will acquire a space that will be aesthetically upgraded and attractive for touring, will offer knowledge and entertainment to all social groups in the area but also to tourist visitors, will awaken the ecological awareness of the inhabitants and will encourage them to adopt environmentally friendly practices and in addition will increase the attendance of the Museum by attracting visitors of cultural tourism which will help in the promotion of the city. On the other hand, all participants will benefit much.

More specifically, with the participation of the young people from the Refugee Structure of the city, the goal is the smooth integration, the interaction, the provision of equal opportunities, the practice of communication and the intercultural exchange with the members of the host community, issues that generally concern the whole European Community. The participation of young people from the Child Protection Branch, a vulnerable social group, will contribute to their socialization and the development of skills and knowledge in a fair society without stereotypes and biased ideas. The goals of the project include the promotion of volunteerism and awareness in environmental protection as well as the wider contribution of young people as active citizens to participate in solidarity actions in foreign countries. At the same time, the exchange of experiences, knowledge, feelings and concerns and the promotion of universal values through the implementation of the project will contribute to sustainable development that requires the cooperation of all.

Activities

At the beginning of the project, the facilitator will meet with the five members of the European Solidarity Corps who will take on the role of group leaders. The dissemination of the program design and the selection of the team members will be discussed. Training meetings of volunteers will be held to prepare for the program and to train on specific skills related to cooperation, communication, conflict management and use of digital tools.

A workshop will follow to introduce the project, the principles of the European Solidarity Corps to the young participants and the local community. The team leaders will create a website and organize the records/documentation (with printed and digital material) that should be kept throughout the project.

- Information sharing meetings between the refugees of the Drama structure and the students of the Construction Department of Vocational High School of S. Nevrokopi.
- Participation of young people from cultural associations of the city.
- Events at the project implementation site with the participation of retired employees of the Hellenic Railways and information sharing sessions about the project. Their descendants will also participate and they will be invited to be volunteers
- Participation in the same event as the descendants of

- Presentation of the plan, goals and expected results
- A short movie will be shown and historical background of the area.
- Suggestions for the management of the cultural heritage of the area.

An event will be created on social media along posters for attracting volunteers for the implementation of the project. The activities will begin with cleaning of the outdoor area of the Railway Station, and the outdoor and indoor area of the museum and reception building. Garbage and useless objects that make it difficult to access various parts of the area and present a bad image will be removed. The uncontrolled vegetation will be removed and the natural environment will be restored. The fences that surround the space will be repaired, the oxidation will be removed with abrasives, they will be coated with stabilizing agent and then they will be painted.

Maintenance will be carried out in addition to the inscription of the Museum and the decorative wagon which is located there. In the reception of the building, the cracks will be repaired, covered and painted. All the work is demanding and the coordination of the teams along with the distribution of the work is crucial. The internal evaluation will be done by the team leaders, the mentor and the young participants of all the groups.

The results will be processed by the leaders of the teams, will be discussed with the leader and with the board of directors of the association KDETUD. They will be used in the next action of the young people of the club. An external evaluation will follow by the residents, the bodies of the local community of the city, as well as the visitors of the area. This will be followed by the dissemination of the results of the project, promotion of photos, videos on social media and in the print media.

The learning outcomes of the project will be recorded in the European Voluntary Service (EYF). The volunteers will be awarded the Youthpass, a certificate confirming their participation in a European Voluntary Service activity. Europass will showcase their core competencies where young people can demonstrate their formal and professional qualifications in Europe. The program will bring changes in attitudes, knowledge, skills, and policies. Besides the renovation project, voluntary actions will continue and events will be organized in the lecture hall of the Museum, to disseminate results and raise awareness for the maintenance of the Museum and the site of the station in order to ensure its viability. The design, implementation, and promotion of the "Upgrading and Protecting the Cultural Heritage of Our City" project will include sustainable and environmentally friendly, accessible and inclusive practices, as well as the use of all digital tools and methods in accordance with principles of the European Solidarity Body.

Impact

The implementation of this project will result in the creation of a beautiful, attractive and harmoniously designed museum environment, which will focus on the environmental dimension of the result in relation to other parameters such as functional, social and cultural. The interventions will give identity to the space, will promote it as a place of social coexistence, by ensuring public access to the goods of culture without restrictions, with the aim of appealing to a wider audience and integrating them into the museum experience and the right to culture, as museums have a role to play in the process of social empowerment through knowledge. Thus, it will be an accessible place for all residents giving them the opportunity to get to know the local history as well as the history of the Railway since the Train Museum of Drama is among the six Railway Museums of the country. The transformation of the landscape will also result in the increase of tourist visitors and especially in the seasons when there are various events in the wider area as well as its emergence as a central point of interest, through the promotion of the project on the website, on social media, in Media but also in magazines, thus promoting the city. In addition, the photo exhibition that will be in the entrance building will travel visitors to past eras, acting as a lever of memory revival.

Among the expected results of the project is the promotion of volunteering because through this process the members identify and have the opportunity to evolve the way they operate in their daily lives and at the same time to function multiplicatively transferring through their own experience the philosophy of volunteering. There is no doubt that the result of the project will be the strengthening of the skills of young people as well as the acquisition

of new skills, which will contribute to their personal development, improving their employment prospects. Their mobilization in this direction as active citizens for the collective benefit, will give them the impetus for participation in future actions in the region and abroad. The social integration of refugee volunteers and the contact between people of different cultural backgrounds provide the opportunity for experiences that are both unique and common. The participation of all young people is a guarantee for social cohesion, the vitality of civil society, the acceptance of the different, the building of a society without discrimination, equality and peace, because people who share conditions, circumstances and experiences create a common culture. Given that solidarity projects, according to the guide of the European Solidarity Corps, are aimed at young people with fewer opportunities who face situations that make it difficult for them to integrate into society.

Link to project card: [Show project card](#)

Action: Solidarity Projects
Action Type: Solidarity projects

Project Title

Zestrea domnitelor

Project Applicant

Organisation Biblioteca Publica Locala Pietrari
Address Str.Principala,nr.275 , 247510 Pietrari , Sud-Vest Oltenia , RO
Website <http://bibliotecapietrari-crina.blogspot.ro/>

Project Information

Identifier 2021-2-RO01-ESC30-SOL-000038276
Start Date Jan 15, 2022
End Date Jan 14, 2023
EC Contribution 6,888 EUR
Topics Cultural heritage/European Year of Cultural Heritage ; Community development ; Creativity, arts and culture

Project Summary

Objectives

By implementing the project "Heritage of the ladies", not only we signal the lack of general interest in the folk craft in our community, but also we want to positively transform the behavior and perception of young people regarding the identity component. Thus, our intention is to increase the level of knowledge concerning the art of folk sewing, both for us as volunteers and for the rest of the young people in the locality and not only, along with capitalizing on their importance and preserving these occupations for future generations.

O.1. Development of attitudes, skills and knowledge for 6 volunteers in the implementation and monitoring of the project and activities specific to the promotion and preservation of local heritage;

O.2. The use of modern techniques for the revitalization and preservation of the local craft, using modern techniques and knowledge related to the patterns of folk stitches specific to the locality by making a digitized collection of stitch patterns;

O.3. Awareness and stimulation of young people in the locality in the knowledge of working techniques in the traditional craft of folk sewing by participating in workshops and sitters (virtual or organized in the library);

O.4. Awareness and stimulation of young people in appreciating the richness of folk stitch patterns by organizing an exhibition of folk art in connection with the elements of rural intangible heritage, during a year.

Activities

According to the activities carried out within the project "Heritage of the ladies", they bring together actions to increase the degree of cohesion between the members of the project team, to ensure the proper functioning of the group and the project, recalling a teambuilding and interaction with ESC international volunteers to become familiar with the atmosphere. The activities implemented within the project aim not only to rediscover the societal element of the community of which we are part, but also to acquire the knowledge regarding the popular stitches and the local craft. This objective will be achieved by creating a collection of traditional motifs that includes 40 diagrams collected from the local traditional shirts. Moreover, there will be created a folk art exhibition that brings together elements of local identity, along with supporting some sitters, both online and offline, for learning the working techniques from folk craftsmen and folk sewing workshops, but also for a summer camp that involves the discovery of the ethnographic element from another region of the country. Furthermore, regarding the effects of this knowledge process, the volunteers will support the sharing of knowledge of folk art to other interested parties, by organizing a digitization course of traditional shirt models.

Impact

Following the implementation of this project, we want to prepare 10 volunteers who will know the folk craft and another 10 who will know how to digitize the models of folk shirts, along with the realization of the collection that will include 40 diagrams of the community's traditional shirts, as well as the creation of the local folk art exhibition. Moreover, as the central point is represented by the young people in the locality, we aim to stimulate through this project the positive change in the behavior of 20 young people and adolescents, in terms of perspective of Romanian traditions and customs, but also the development of knowledge about work and local crafts, regardless of geographical specificity. Subsequently, the dynamics of the project will be captured with the help of a Facebook page and the media through a TV appearance and written articles, but also by making a video. In fact, we aim to cooperate with the library network of which our library is part, as well as the existing partnerships, in

order to be a model of good practices and to export the experience of such a project. Last but not least, we expect the project team to create a close connection both between its members and between the library volunteers, a connection that will later lead to new initiatives.

Link to project card: [Show project card](#)

Action: Solidarity Projects
Action Type: Solidarity projects

Project Title

Underground Art Centre

Project Applicant

Organisation PASEC-PLATAFORMA DE ANIMADORES SOCIOEDUCATIVOS E CULTURAIS ASSOCIACAO

Address RUA BARAO DE JOANE 129 BLOCO E 2-B , 4760 019 VILA NOVA DE FAMALICAO , Norte , PT

Website www.pasec.pt

Project Information

Identifier 2021-2-PT02-ESC30-SOL-000037897

Start Date Feb 1, 2022

End Date Jan 31, 2023

EC Contribution 7,644 EUR

Topics Community development ; Creativity, arts and culture ; Cultural heritage/European Year of Cultural Heritage

Project Summary

Objectives

The Underground Art Centre intends that the implementation of this project will allow the development of new collaborative networks of social tourism associated to arts and culture and of direct response to communities at risk, namely young people from ethnic minorities (living in social housing complexes), young people from unemployed families and young people with a low level of education/qualification with the support of young volunteer tutors who will be the engine of the process.

In short, this project would facilitate socio-educational processes and communication networks that support the improvement of artistic and cultural competences and social involvement as a factor to open up more prosperous future horizons at the level of social inclusion and at the level of socio-emotional development of all those involved (young tutors, young participants, members of disadvantaged communities and members of the general community).

Activities

Animatecas - Art Centre: These will be spaces (already given by the neighbourhood associations to PASEC), within the social neighbourhoods themselves, where artistic and cultural activities will be streamlined daily with the young people involved in the project, with the help of the project team. There may be different artistic workshops, from Dance and Body Expression, to Music, Theatre, Circus Arts, Urban Art and Multimedia. The Animatecas- Art Centre will also function as an Artistic Agency for the promotion of the cultural products that will be born within this artistic and multimedia centre of the project.

CTI- Intercultural Tourist Circuit:

The young people themselves will design tourist circuits based on real intercultural experiences to be lived in a social neighbourhood context. There will be itinerant circuits between neighbourhoods and neighbourhood circuits created in the form of a route for groups from outside the community.

EIC - Intercultural Community Shows:

Based on the products developed in the Animatecas - Art Centre, shows will be produced (in person and/or online) with theatrical staging, music, dance, video editing etc., which allow the work developed in the project to be shown within and outside the communities.

Impact

We want to contribute to making our community more inclusive and more cohesive.

The Underground Art Centre intends that the implementation of this project will allow the development of new collaborative networks of social tourism associated to arts and culture and of direct response to communities at risk, namely young people from ethnic minorities (living in social housing complexes), young people from unemployed families and young people with low level of education/qualification with the support of young volunteer tutors who will be the engine of the process.

The Underground Art Centre believes that the realization of these initiatives that directly involve this population will allow the construction of bridges and moments of interaction between the different fringes and agents of the community.

Link to project card: [Show project card](#)

Action: Solidarity Projects
Action Type: Solidarity projects

Project Title

Kunadacsi iskola

Project Applicant

Organisation Fiatalok az Esélyegyenlőségért Ifjúsági Alapítvány
Address Kossuth Lajos utca 11 , 6097 Kunadacs , Bács-Kiskun , HU

Project Information

Identifier 2022-3-HU01-ESC30-SOL-000100010
Start Date Jan 1, 2023
End Date Dec 31, 2023
EC Contribution 6,888 EUR
Topics Awareness about the European Union ; Cultural heritage/European Year of Cultural Heritage ; Green skills

Project Summary

Objectives

The aim of our project is to create a local community, in which youth can learn and keep old traditions, moreover, they are open to new, developed methods, that can be a base of community development. With our activities, we want to focus on topics, such as community building, cultural heritage, environment protection, and active citizenship. We would like to improve the students' soft skills, which will help them get back to life before Covid. By this, we mean, that we want to use non-formal education methods to develop soft skills that are essential for establishing healthy human relationships, community building and later employment.

Activities

1. Get to know each other activity, in which we create the base of community building and we present European Solidarity Corps.
2. Treasure Hunt game in the topic of cultural heritage
3. Jurassic Park game, which is built on the methodology of Mission Impossible. Participants will discover the topic of environmental protection.
4. Together we will find challenges, that are related to active citizenship.
5. Online team-building activity.
6. Baking bread together.
7. Creating postcards for grandparents and local elderly citizens.

Impact

Strengthening the local community is very important for us, thus we want to implement this project. Our goal is building community with local youth by non-formal education tools.

We would like if the students would have a deeper knowledge on the local cultural heritage, the folk traditions and its importance. They would acknowledge the importance of environmental protection and environmental awareness, moreover, they would be motivated to be more active participants of the society by taking small steps forward.

Link to project card: [Show project card](#)

Action: Solidarity Projects
Action Type: Solidarity projects

Project Title

Haanimaa kultuuriline järjepidevus

Project Applicant

Organisation ROUGE NOORSOOTOO KESKUSE
Address NURSI MNT 5 , 66201 ROUGE , Lõuna-Eesti , EE

Project Information

Identifier 2021-2-EE01-ESC30-SOL-000039633
Start Date Jan 1, 2022
End Date Oct 31, 2022
EC Contribution 5,740 EUR
Topics Cultural heritage/European Year of Cultural Heritage ; Community development ; Environment and climate change

Project Summary

Objectives

The aim of this project is to raise the knowledge of youths of Haanja about the nature and culture of Haanja through local dialect, local memory, nature and local people and their skills. At the end of the project, a community of informed youths has formed, who is in an active communication with the local community and who participate bravely in different events which are held by the local community to strengthen local identity and favor traditional lifestyle.

Activities

The activities of this project will be in session through different types of gatherings and cultural days. The theme of the first cultural day is "Spiritual Cultural Heritage" and it will be in session during Winter. During cultural days, following themes will be discussed: The value and individuality of Haanimaa, Haanimaa dialect, the legend of Haanimaa and Haani folk, traditional fields of activity. The next three activities will be in session during Spring and Summer and the theme of these activities will be "Aboriginal connection with Nature" and during this, the peculiarity of local nature will be learned and these following themes will be discussed: Preparation before going to nature, how to behave in nature, the natural rhythm of nature, how to observe forest, finding natural resources and how to use them rationally, orientating in nature, how to set up camp, how to start a fire, medicinal plants, the connection between a human and nature.

All throughout project, meetings with project team will be held, where themes like progress, cooperation, success of activities and feedback will be discussed. In the end of the project, a meeting will be held with all parties who are involved in the project - participants, project team, partners and members of local community, where project will be assessed and future collaboration will be discussed.

Impact

As a result of this project, a community of culturally aware youths will have formed, who have knowledge about the nature, culture and people of Haanimaa and who are in active communication with the local community, therefore they are aware of different events and participate in them actively and feel comfortable discussing matters which concern their home region.

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