



CIVICHERITAGE

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TRAINING PROGRAMME

For the WP2:
CIVIC HERITAGE ACADEMY



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Introduction

CivicHeritage Academy is a fast paced, hands-on learning space where professionals can find educational resources ready to use, guidelines and templates to teach and coach through and with cultural and natural heritage.

This Academy is composed by 2 parts:

- Competency Framework
- Training Programme

The relation between the Competency Framework topics and the Training Programme's learning units is as follows:

LU 1. Sense of belonging, identity and engagement	LU 2. Creativity and eco-design	LU 3. Entrepreneurship	LU 4. Intercultural and intergenerational communication	LU 5. Sustainability	LU 6. Networking	LU 7. Digital competences
1. Promoting culturally responsive pedagogies						
			2. Intergenerational transmission as form of education			
				3. Linking safeguarding of cultural and natural heritage to sustainable development while increasing learners' skills		
4. Move from teaching about heritage to teaching through and with heritage						
5. Integration of cultural and natural heritage in the training of disadvantaged adults to foster learners' knowledge of the rich European cultural and natural heritage.						

Thus, there are 3 transversal topics and 2 directly connected to their respective learning unit.

Training Programme

The Civic Heritage Training Programme, based on the Competence Framework and supported by the Theoretical Manual, is a European initiative designed to equip educators with the necessary educational approaches and resources to train and coach disadvantaged adults. It comprises a set of practical activities based on common training methods and innovative practical tools, aimed at supporting educators in their training and coaching sessions to facilitate the capacity building of disadvantaged adults through and with cultural and natural heritage, focusing on the following competences:

- Sense of belonging, identity and commitment.
- Creativity and eco-design
- Sustainability
- Networking
- Entrepreneurship (time management, planning, budgeting, marketing, etc.)
- Intercultural and intergenerational communication
- Digital skills

Structure

The structure of the Training Programme is as follows:

- The Training Programme itself (52-page PDF document) which includes:
 - 7 training units/sessions
 - 7 methods (each LU will have its own specific methodology)
 - 7 cultural and natural heritage best practices for training purpose
 - 7 exercises based on the LOMs developed in the competency framework
- 2 PPT presentations with the content for each lesson (in total 15 lessons)

Methodology

At the same time, the Civic Heritage Project's innovative methodology consists of considering heritage as a valuable tool and an educational opportunity that goes beyond elitist cultural and recreational activities. By providing opportunities to learn and practice heritage-related skills, individuals can gain practical experience that can be applied to a wide range of professions, such as arts, tourism, heritage preservation and entrepreneurship in general.

In addition, learning about cultural heritage can foster a sense of pride, belonging and community among people, which can help build trust, motivation, active participation, intercultural coexistence and social cohesion. The project is also innovative when it comes to looking at the big picture of cultural and natural heritage in the EU, putting local and national cultural and natural heritage into one big puzzle to strengthen citizens' sense of belonging to Europe: United in diversity.

LEARNING UNIT 1: Sense of Belonging, Identity, and Engagement

Learning Outcomes

At the end of this learning unit, the participants will be able to:

- Understand the significance of cultural and natural heritage in shaping community identity and sense of belonging
- Apply heritage-related concepts to engage communities in preserving cultural and natural resources
- Foster intercultural understanding and promote community engagement through heritage-based projects.

Overview

This Learning Unit explores how cultural and natural heritage contributes to the formation of individual and collective identities, fostering a sense of belonging and engagement within communities. Participants will learn how to leverage heritage to build 'bridges' between diverse cultural groups, using it as a tool for social cohesion. The unit emphasizes the importance of civic participation and the role of heritage in creating sustainable, inclusive communities.

Methodology

This unit employs a culturally responsive pedagogy, encouraging participants to engage with heritage through a combination of theoretical knowledge, best practices, and practical exercises. The methodology emphasizes learning **through** and **with** cultural and natural heritage, using these as mediums to build connections between diverse community members. This approach seeks to make heritage education accessible, moving beyond elitist perceptions and viewing it as an inclusive tool for community empowerment.

The unit integrates **intergenerational learning**, where younger and older generations share their perspectives on heritage, thus enhancing the transmission of knowledge and traditions. It also promotes a **participatory learning environment**, where community members actively engage in discussions and activities, fostering a sense of ownership over their cultural and natural heritage.

Best practices will be used as case studies to illustrate how other communities have successfully used heritage to enhance social cohesion. Interactive activities will engage learners in problem-solving tasks related to heritage conservation and community building, while discussions will encourage reflective thinking on how heritage can be used as a tool for creating more inclusive societies.

Lesson Plan

This learning unit is composed of two lessons:

Lesson 1: Heritage and Identity

Lesson 2: Engaging Communities through Heritage

The detailed plan for each of these lessons is shown below:

Lesson 1 title	Heritage and Identity
Duration	2 hours
Materials needed	Projector, flipcharts, markers, case study handouts
Lesson content	1. Theoretical content (45 min) • Introduction to the concepts of cultural and natural heritage, identity formation, and the role of heritage in building a sense of belonging within communities. • Discuss how heritage can bridge different cultural groups and promote civic participation 2. Best practice (20 min) 3. Interactive activity (35 min) In small groups, participants will identify a cultural or natural heritage site from their local area and brainstorm ways in which it could be used to enhance community identity and engagement. 4. Discussion and reflection notes (25 min) Facilitated discussion on the potential barriers to using heritage as a community-building tool and how to overcome them. Reflection on how personal experiences with heritage shape identity.

Lesson 2 title	Engaging Communities through Heritage
Duration	2 hours
Materials needed	Digital tools (laptops/tablets), handouts on community engagement strategies, flipcharts, markers
Lesson content	1. Theoretical content (45 min) • Introduction to community engagement strategies and techniques for involving local populations in heritage projects. • Discussion of the role of storytelling, events, and partnerships in fostering community participation 2. Best practice (30 min) Example from the “Heritage for All” project, which successfully engaged diverse community members in the conservation and interpretation of a historic site. 3. Interactive activity (30 min) Participants will develop a mini-project aimed at engaging a specific demographic (e.g., youth, elderly, minority groups) through a local heritage site or event. They will use digital tools to design a campaign to promote their project within the community. 4. Discussion and reflection notes A guided reflection on the challenges of engaging communities and the strategies participants can use to overcome resistance or apathy towards heritage projects.

Learning Unit Evaluation

The objective of this learning unit’s evaluation is to assess learners' understanding how cultural and natural heritage contributes to the formation of individual and collective identities, fostering a sense of belonging and engagement within communities.

Below is a table with the proposed evaluation components, its criteria and assessment method:

Evaluation Components	Criteria	Assessment Method
1. Understanding of Heritage and Identity Concepts	Ability to explain the significance of heritage in identity formation	Written reflections, group discussion
2. Community Engagement Strategies	Creativity in proposing practical ways to engage communities through heritage	Group project presentation, peer feedback
3. Application of Best Practices	Ability to integrate best practices into project proposals	Final project proposal, instructor feedback

References and additional resources

References

- Hobsbawm, E., & Ranger, T. (Eds.). (1983). *The invention of tradition*. Cambridge University Press.

This foundational work discusses how "traditions" are often recent constructions, yet they are used to legitimize authority, social cohesion, and group identity. The authors explore how heritage and tradition are often invented to create or maintain a sense of identity.

- Anderson, B. (1983). *Imagined communities: Reflections on the origin and spread of nationalism*. Verso.

Anderson's influential book looks at how nations and national identities are socially constructed through shared symbols, language, and media. This work is crucial to understanding how heritage plays a role in the formation of national identity.

- Hall, S. (1990). Cultural identity and diaspora. In J. Rutherford (Ed.), *Identity: Community, culture, difference* (pp. 222–237).

In this essay, Hall explores the complex ways in which identity is shaped by cultural heritage, especially within diasporic communities. He critiques the idea of fixed or essentialist identities and introduces a more fluid concept of cultural identity.

- Lowenthal, D. (1998). *The heritage crusade and the spoils of history*. Cambridge University Press.

Lowenthal argues that the way societies use and preserve heritage is often selective, politically motivated, and sometimes distorted. His book is a critical reflection on the commercialization and politicization of heritage.

- Smith, L. (2006). *Uses of heritage*. Routledge.

Smith examines how heritage is not just about preserving the past but is actively used in the present to create and contest identities. The book also explores the power dynamics involved in heritage-making processes.

- **Akagawa, N., & Smith, L. (Eds.). (2019). *Safeguarding intangible cultural heritage* (2nd ed.). Routledge.**

This book looks at the safeguarding of intangible cultural heritage (ICH), including the complex relationship between ICH and identity formation, particularly in the context of UNESCO's global initiatives.

- **Macdonald, S. (2013). *Memorylands: Heritage and identity in Europe today*. Routledge.**

Macdonald explores how heritage practices and policies shape collective memory and identity in modern Europe, focusing on the contested and evolving nature of heritage in the face of migration and globalization

Additional Resources

- **UNESCO World Heritage Centre** This platform provides resources about global heritage sites and their cultural significance. The site contains reports and research on how world heritage is linked to national and global identities.

<https://whc.unesco.org/>

- **The British Museum** The British Museum hosts a variety of online resources (by clicking on the tab LEARN) that explore the intersection of heritage and identity through their collection of artifacts from around the world.

<https://www.britishmuseum.org/>

- **Heritage & Identity Special Interest Group (Society for Historical Archaeology)** This group focuses on the relationship between material culture, archaeological practices, and the construction of identities. They also publish resources that examine how heritage is used in shaping ethnic, national, and cultural identities.

<https://sha.org/>

- **Documentary: "The Destruction of Memory" (2016)** This documentary explores the deliberate destruction of cultural heritage and its impact on the identity of communities, particularly in conflict zones.

<https://destructionofmemoryfilm.com/>

LEARNING UNIT 2: Creativity and Eco-Design through Ceramic Art and Heritage

Learning Outcomes

By the end of this Learning Unit, learners will:

- Understand and explain the role of ceramics in human history and culture, using the example of the Narva ceramic tradition, and reflect on how such heritage connects people across generations and cultures.
- Explore and describe the creative potential of ceramic art by linking ancient traditions with contemporary eco-conscious approaches.
- Recognise how artistic expression can support mental well-being.
- Demonstrate basic hands-on skills in clay handling and ceramic production using both traditional and modern techniques.
- Apply principles of creativity and eco-design to generate ideas, design, and create a personal ceramic object that reflects heritage values, individual expression, and imaginative thinking.

Overview

This Learning Unit combines theoretical exploration with hands-on practice, guiding learners to engage with cultural heritage, creativity, eco-design, and personal expression through the art of ceramics.

In the theoretical part, learners will:

- Begin by discovering what clay and ceramics are, how they have been used across different cultures and time periods, and how they appear in various forms of cultural expression (e.g., mythology, proverbs, and traditions),
- Explore the example of Narva Culture, one of the oldest Neolithic cultures in Europe, known for its unique ceramic techniques and decorations,
- Understand how ceramics provide insight into human history, daily life, and intercultural connections.

In the practical part, learners will:

- Learn the basics of modern handmade ceramics and explore tools and techniques used today,
- Develop clay-handling skills and produce personal ceramic pieces,

- Combine ancient motifs and forms with contemporary, eco-conscious approaches to design.

The unit encourages reflection on the practical, cultural and emotional significance of ceramics, supports learners' creative thinking, and offers the therapeutic benefits of working with natural materials. The final outcome are unique ceramic objects that reflect each learner's imagination and cultural inspiration.

Note for educators: While this unit uses the Narva Culture as a case study, it is designed to be adaptable. Educators are encouraged to integrate examples from their own local ceramic traditions, making the learning experience more relevant and meaningful for their learners.

Methodology

Our Learning Unit is based on an andragogical, learner-centered, and experience-based approach, combining cognitive, creative, and hands-on methods. The process connects the exploration of cultural heritage with the development of soft skills, creativity, and eco-conscious thinking—especially relevant for adult learners.

Participants begin by activating their prior knowledge and life experience, then build on it through inquiry-based and practical activities. They explore the cultural, historical, and symbolic meanings of ceramics across time and cultures, using the Narva Culture as a local example. Educators in other regions are encouraged to integrate their own local ceramic traditions for contextual relevance.

Through hands-on work with clay, learners engage in active experimentation, developing practical skills while expressing personal ideas and emotions. Designing their own ceramic object encourages them to apply principles of eco-design, make conscious creative decisions, and reflect on sustainability, identity, and personal values.

Key methods include:

- Problem-based learning, where open-ended questions and creative tasks foster curiosity and independent thinking,
- Visual analysis through photos and videos of historical and modern ceramics,
- Collaborative reflection and peer dialogue to strengthen intercultural understanding and communication skills,
- Mindful engagement with natural materials, supporting emotional well-being and stress reduction.

This integrated andragogical approach strengthens adults' sense of belonging, encourages self-expression through art, and builds transversal skills such as communication, planning, creativity, and intercultural awareness.

Lesson Plan

This learning unit is composed of three lessons:

Lesson 1: Exploring the Origins and Meaning of Ceramics and Initial Clay Work

Lesson 2: Designing a Functional Object Inspired by Local Ceramic Heritage

Lesson 3: The Art of Ceramic Design and Decoration

The detailed plan for each of these lessons is shown below:

Lesson 1 title	Exploring the Origins and Meaning of Ceramics and Initial Clay Work
Duration	2-2,5 hours
Materials needed for the lesson	- Group activity sheets with unfinished sentences about the history and role of ceramics - Videos or digital content showing facts and insights about ceramics - Visual aids (computer, projector, or interactive screen) - Examples of simple clay talismans for inspiration - Clay (same type that will be used during the session) - Basic clay modelling tools (rollers, rib tools, etc.) - Aprons or protective table coverings
Content of the session (description of the process)	Step-by-step Process 1. Welcome and Prior Knowledge Activation Welcome participants and introduce the course theme: combining heritage with creativity and eco-conscious design. Ask each learner to briefly introduce themselves and share if they've ever worked with clay before. Divide participants into small groups of 3–5 people and hand out a task sheet with unfinished sentences about the history and role of ceramics. Let groups discuss and complete the sentences based on their ideas (10–15 min).

Bring the groups together to share and reflect on their answers. Use this as a springboard to introduce key facts, showing photos and short video clips about the historical and cultural value of ceramics.

2. Introduction to Clay

Move to the ceramic workshop area. Introduce basic clay tools and types of clay (especially the one used today). Discuss how clay behaves and what to expect during the process. Demonstrate basic clay handling techniques.

1. Creative Interactive Activity: Making a Personal Lucky Charm from Clay

Present the task: each learner creates a personal “lucky charm” — a small symbolic clay item inspired by ancient techniques or their own cultural or personal symbolism. Show a few examples for inspiration. Guide learners as they shape and personalize their talisman. Encourage symbolic thinking — it could be an abstract form, a symbol of protection, a meaningful shape, etc.

2. Wrap-Up and Reflection

Invite participants to share what they created and what it represents for them. Ask how the experience felt. Facilitate a discussion on what they found challenging or intriguing about working with clay. Collect the talismans for drying and firing — explain that they’ll receive them during the third session.

Summarize the day’s learnings and discuss how these foundational skills will be built upon in the next session. Introduce the topic for the next session.

Tips for Educators/Facilitators:

- *Be warm and encouraging – this is a discovery session.*
- *Consider playing calming instrumental music during the clay session to support a therapeutic atmosphere.*
- *For vulnerable adult learners, allow extra time and provide emotional safety and encouragement throughout.*

Lesson 2 title	Designing a Functional Object Inspired by Local Ceramic Heritage
Duration	2-3 hours

Materials needed for the lesson	- Clay and tools (carried over from Lesson 1) - Sketch pads, pencils, erasers - Examples of local ceramic heritage (images or replicas) - Slides or printed visuals showing both ancient and modern ceramic objects - Optional: laptop/projector for digital presentation
Content of the session (description of the process)	This lesson invites learners to explore their local ceramic heritage—in our case, Narva Culture ceramics—and use it as inspiration to design and begin crafting a functional ceramic object (like a cup or bowl). The session blends historical learning with hands-on design and aims to foster creativity, cultural awareness, and personal expression. Educators in other regions are encouraged to introduce their own local ceramic traditions as examples. The structure of the session remains adaptable to various cultural settings. Step-by-step Process 1. Welcome and Recap Begin with a short check-in and review. Invite learners to recall something they found interesting or enjoyable from the first session. Optionally, do a warm-up activity like a “show and tell” with sketches or thoughts inspired since the last session. 2. Introduction to Local Ceramic Heritage Present a brief overview of your region’s ceramic history. In our case, this is the Narva Culture—highlighting its materials, techniques, and symbolic or practical functions. Use visual aids and storytelling to make it engaging. Discuss how ceramic heritage can reflect identity, community, and time. Emphasize that learners will now draw inspiration from this heritage to design a modern object. 3. Personal Design Sketching Introduce key design concepts—form, function, surface, and symbolism. Show modern interpretations of heritage ceramics (locally or internationally) to spark ideas. Then give learners time to sketch their own design: a functional item inspired by heritage but expressing their own taste or story. Encourage freedom and curiosity. Remind

learners that design is a process, and sketches don't need to be perfect.

4. Realisation of the Personally Designed Object in Clay

Move into the hands-on phase. Guide learners through transferring their sketch into a clay form using basic hand-building techniques. Support each participant individually as they work—some may need help with shaping or structure, others with translating their idea into 3D. Emphasize that each object is unique. Offer encouragement and small suggestions when needed.

5. Sharing and Reflection

Facilitate a brief sharing circle or informal gallery walk. Invite each participant to share their work-in-progress and the inspiration behind it. Use questions like: "What part of your local ceramic heritage influenced this piece?" "How did you bring your own style into it?"

Explain to the participants how their works will be fired and prepared for the next session. Make a preview of the glazing techniques they will learn, emphasizing how these can enhance their creations. Encourage them to think about colour and finish as ways to further express their unique style.

Lesson 3 title	The Art of Ceramic Design and Decoration
Duration	2-2,5 hours
Materials needed for the lesson	- Bisque-fired ceramic pieces created in the previous lesson - A variety of glazes (transparent, colored, matt, glossy, etc.) - Glazing tools: brushes, sponges, droppers, etc. - Aprons and protective materials - Printed or digital quiz materials (can include visuals, questions, true/false, matching tasks)
Content of the session (description of the process)	Step-by-step Process 1. Welcome and Demonstration of Glazing Techniques Begin the session with an introduction to glazing: what it is, how it affects ceramics visually and functionally, and how to choose the right type. Offer a live demo or show short video clips showcasing different

methods—dipping, brushing, sponging, layering. Highlight how glazes interact during firing and what creative effects can be achieved.

2. Hands-On Glazing of Ceramic Works

Guide participants in glazing their bisque-fired pieces. Encourage them to explore texture, layering, and color to personalize their work. Allow freedom in choice and combination, and offer support with safety, application, and handling techniques. Foster a collaborative atmosphere—encourage participants to observe, comment, and inspire each other. Remind them that final results after firing can be surprising and that's part of the creative discovery.

3. Wrapping-Up Quiz Activity

Organize a light, engaging quiz to revisit key takeaways from the course (heritage, techniques, terminology, Narva culture, personal reflections). Use printed handouts, an interactive platform, or even a group-based activity.

4. Final Feedback Circle

Invite participants to present their finished pieces. Ask them to share the inspiration behind their designs and the techniques they used, fostering a sense of accomplishment and community. Facilitate a reflective discussion on what skills participants feel they have developed, how their perception of ceramics has changed, and how they might apply what they've learned in other areas of their lives.

5. Course Wrap-Up and Evaluation

Distribute feedback forms or conduct an online survey to gather participants' thoughts on the course's effectiveness, content, and delivery.

Learning Unit Evaluation

The purpose of the evaluation of this Learning Unit is to assess the extent to which participants have achieved the intended learning outcomes. Specifically, it aims to:

- Assess participants' understanding of the role of ceramics in human history and culture, using the example of the Narva ceramic tradition (or other local ceramic cultures).

- Evaluate their ability to reflect on the cultural and social value of ceramic heritage and its connection to identity and belonging.
- Measure the development of basic clay handling and ceramic-making skills using ancient and modern techniques.
- Evaluate the application of creativity and eco-design principles in designing and crafting a personal ceramic object.
- Observe how the learning experience supported participants' soft skill development, including creative thinking, self-expression, communication, and wellbeing.

Below is a suggested framework for evaluating these outcomes:

Evaluation Components	Criteria	Assessment Method
1. Understanding of cultural heritage	Ability to describe key aspects of ceramic heritage and connect it to human and local history.	Group discussions, short written or verbal reflections, interactive quiz
2. Creative and reflective thinking	Expression of personal meaning, creative choices, and cultural references in their ceramic work	Observation during project work, final presentation, peer feedback
3. Skill acquisition	Demonstrated ability to handle clay, apply shaping techniques, and use basic tools and glazes	Hands-on practical work, completed ceramic objects, educator observation
4. Eco-design and artistic expression	Use of sustainable design principles and personal style in the creation of the ceramic piece	Review of final ceramic product, explanation of choices in feedback circle
5. Engagement and wellbeing	Level of motivation, enjoyment, group interaction, and emotional involvement in the learning process	Observation notes, final feedback circle, well-being self-assessment questions
6. Satisfaction and future motivation	Overall satisfaction with the course and interest in further learning or creative engagement	Written feedback form or post-course survey

References and additional resources

References:

1. Kriiska, Aivar, Oras, Ester, Lõugas, Lembi et al. (3 more authors) (2017) *Late Mesolithic Narva Stage in Estonia: Pottery, Settlement Types and Chronology*. Eesti Arheoloogia Ajakiri: Journal of Estonian Archaeology. pp. 52-86.
2. Lang, V. (2007). *The Narva Culture in Eastern Baltic Prehistory*. Estonian Journal of Archaeology, 11(2), 93–115.
3. UNESCO. (n.d.). *Intangible Cultural Heritage: Traditional Crafts*. <https://ich.unesco.org/en/home>
4. Sentance, B. (2008). *Ceramics: A World Guide to Traditional Techniques*. Thames & Hudson.

LEARNING UNIT 3: Entrepreneurship

Learning Outcomes

At the end of this learning unit, the participants will be able to:

- Identify and analyse cultural and natural heritage sites, understanding their significance and potential for community and economic development.
- Develop a basic business plan for a heritage-based entrepreneurial venture.
- Demonstrate enhanced community engagement and a sense of belonging by collaborating with peers and local stakeholders to create and present viable heritage-based business ideas.

Overview

This learning unit aims to teach entrepreneurship by utilizing cultural and natural heritage.

In the first lesson, students explore heritage's significance and its potential for entrepreneurial ventures through discussions and mapping local heritage sites.

The second lesson guides students in developing a business plan for a heritage-based venture, including group work and presentations.

The unit fosters community engagement, a sense of pride and belonging, and practical business skills, linking heritage with economic and social benefits for local and European contexts.

Methodology

The "Entrepreneurship" learning unit employs a multifaceted pedagogical methodology that emphasizes experiential learning, project-based activities, and community engagement to effectively teach entrepreneurship through the lens of cultural and natural heritage.

Experiential Learning is central to this unit. Students begin by exploring their local area to identify significant heritage sites. This hands-on activity not only sparks their curiosity but also lays the foundation for deeper engagement with the subject matter. Field trips to these sites and interactions

with local entrepreneurs and heritage professionals provide students with first-hand insights into how heritage can be a valuable resource for entrepreneurial ventures.

The **Project-Based Learning (PBL)** approach is integral to fostering collaboration and practical application of knowledge. Students work in small groups to select a heritage site, brainstorm entrepreneurial ideas, and develop a comprehensive business plan. This collaborative environment promotes critical thinking, communication, and problem-solving skills. By focusing on real-world challenges and opportunities, students can see the immediate relevance and impact of their learning.

Community Engagement enhances the learning experience by connecting students with local stakeholders. Involving community members such as business owners and heritage experts enriches the educational process and fosters a sense of community and belonging. When students present their business plans, they receive feedback from their peers and community members, encouraging a culture of constructive criticism and continuous improvement.

Technology is utilized to enhance learning and engagement. Students use digital tools for research and presentations, making use of interactive maps, videos, and digital storytelling to bring their ideas to life. This not only makes the learning process more dynamic but also equips students with essential digital literacy skills.

By the end of the unit, students will have developed viable heritage-based business plans, demonstrating their ability to apply entrepreneurial concepts in a meaningful and community-focused context. This approach not only prepares students for future entrepreneurial endeavours but also promotes social cohesion and a sense of belonging to a diverse and united European heritage.

Lesson Plan

This learning unit is composed of two lessons:

Lesson 1: Understanding heritage and its entrepreneurial potential

Lesson 2: Developing a Heritage-Based Business Plan

The detailed plan for each of these lessons is shown below:

Lesson 1 title	Understanding heritage and its entrepreneurial potential
Duration	2 hours

Materials needed	• Projector and screen • Internet access • Whiteboard and markers • Handouts with key concepts (optional)
Lesson content	1. Theoretical content (45 minutes) Introduction to Heritage (15 minutes) • Define cultural and natural heritage. • Discuss the importance of heritage preservation. • Highlight the role of heritage in fostering community and identity. Heritage and Entrepreneurship (30 minutes) • Define entrepreneurship and its importance in economic development. • Explore how heritage can be leveraged in entrepreneurial ventures. 2. Best Practice (15 minutes) 3. Interactive Activity: Mapping Local Heritage (30 minutes) • Divide students into small groups. • Provide each group with a map of the local area. • Ask students to identify and mark sites of cultural and natural heritage on the map. • Groups present their maps and discuss the significance of each site. 4. Discussion and Reflection (30 minutes) • Discuss how the identified heritage sites can be used for entrepreneurial activities. • Encourage students to brainstorm business ideas that incorporate local heritage. • Reflect on the potential benefits of heritage-based entrepreneurship for the community and for Europe as a whole.

Lesson 2 title	Developing a Heritage-Based Business Plan
Duration	2 hours

Materials needed	• Laptops/tablets with internet access • Business plan templates • Case studies of heritage-based businesses • Whiteboard and markers
Lesson content	1. Theoretical content (30 minutes) Definition and components of a business plan • Definition of a business plan • Introduce the basic components of a business plan: executive summary, business description, market analysis, marketing strategy, operations plan, financial plan. • Provide examples from heritage-based businesses. • Distribute business plan templates. 2. Best Practice (15 minutes) 3. Interactive Activity: Business Plan Development (30 minutes) • Divide students into small groups. • Each group selects a heritage site or theme from the previous lesson. • Groups work on developing a business plan using the template provided. • Encourage students to consider aspects such as target audience, marketing strategies, funding sources, and community impact. 4. Presentations and feedback (45 minutes) • Each group presents their business plan to the class. • Conduct a peer review session where students provide constructive feedback. • Discuss the feasibility of each plan and potential improvements.

Learning Unit Evaluation

The objective of this learning unit's evaluation is to assess students' understanding of cultural and natural heritage, their entrepreneurial ideas, and their ability to develop a practical business plan based on heritage resources.

Below is a table with the proposed evaluation components, its criteria and assessment method:

Evaluation Components	Criteria	Assessment Method
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1. Participation and Engagement	Active involvement in class discussions and activities. Contribution to group tasks. Participation in field trips and engagement with guest speakers.	Instructor observation and notes.
2. Mapping Local Heritage Activity	Identification and explanation of local heritage sites.	Group presentation of the heritage map.
3. Business Plan Development and Presentation	Completeness and coherence of the business plan. Clarity and persuasiveness of the presentation. Ability to respond to questions.	Group submission of a business plan. Group presentation and Q&A session.

Learners' final grades will be based on their performance in all components, encouraging a balanced evaluation of their participation, understanding, and practical application of entrepreneurial skills. This simple evaluation method ensures a comprehensive assessment while being straightforward and manageable.

References and additional resources

References

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Additional Resources

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Denzer, D. (2020). Heritage Entrepreneurship in Theory and Practice: Evidence from UNESCO World Heritage Sites. Inaugural Dissertation for obtaining the academic degree of Doctor rerum oeconomicarum, University of Wuppertal.

LEARNING UNIT 4 – Intercultural and intergenerational communication

Learning Outcomes

At the end of this learning unit, the participants will be able to:

- Understand, appreciate and value cultural differences between generations and between people from different backgrounds
- Analyse and appreciate different points of view on the use and management of cultural and natural heritage
- Facilitate involvement within the diversified local communities to enhance cultural heritage.

Overview

This learning unit is aimed at understanding the interaction between intergenerational and intercultural communication as a means for a shared and broad approach to cultural and natural heritage. Cultural and natural heritage is a fundamental resource for communities, not only as a testimony to the past, but also as an element contributing to identity building and social cohesion. In an increasingly global and interconnected world, intergenerational and intercultural communication emerge as particularly relevant for an inclusive and shared approach to the valorisation of this heritage. These two forms of communication, if well integrated, can become bridges uniting different generations and cultures in the construction of a shared heritage, capable of responding to modern challenges. In turn, cultural and natural heritage becomes a tool to foster dialogue between generations and different cultures.

In the first lesson, participants will address the meaning and processes of communication, explore the value of different points of view by experimenting with different communication codes.

Intergenerational communication refers to the connection between individuals of different age groups, with the aim of promoting mutual understanding and knowledge exchange. In relation to cultural and natural heritage, this communication is crucial for the transfer of traditions, stories, practices and knowledge that are often passed on from one generation to the next. For example, older people can pass on their life experiences and connection with the territory to younger generations, who can then reinterpret and repropose these traditions in a contemporary way. This exchange not only preserves heritage, but also renews it, allowing new generations to maintain a link with the cultural and natural roots of their territory.

Intercultural communication is about the exchange between individuals from different cultures. In a global context, it is crucial to promote understanding between different communities and to address challenges related to cultural diversity. Intercultural communication facilitates the integration of

different perspectives and worldviews, creating opportunities for mutual enrichment. For example, different cultural groups can share knowledge about places, conservation practices and how they interpret the significance of natural heritage, fostering a collective and inclusive approach to its valorisation.

In the second lesson the participants will experience what they have learnt through the realisation of a collective work aimed at enhancing the local heritage.

Methodology

Methodology: experiential and participative training activities, use of videos on the proposed topics, classroom and group work.

During the lessons will be tested the methods for an effective communication.

Individual reflection and will be enhanced together with group work and exchange.

To develop the Lesson 2, will be used the experience of “common ground” and the “parish maps” developed in hundreds of Scottish villages for which groups of inhabitants have mobilized with animators, local artists, historians, students to build maps of their territory that represent, in artistic and symbolic forms with the collection of textual materials, graphics and maps, the lasting values of identity of the territory of the community.

Maps in this way are graphic products that overlap various communication codes (cartographic images, photographs, texts, illustrations using information, details, details, signs, descriptions), i.e. images emotionally effective to strike the attention and take root in memory.

The construction of the Parish Maps will provide an opportunity to give voice to different points of view on local histories. The trainer for this purpose should carry out preparatory work before the unit takes place, possibly involving 1 or 2 significant stakeholders

The Unit will be developed adopting the empowerment approach. Participants will be active subjects of the training: they will design and develop the Parish Map becoming internal elements of activation of local communities.

The Parish Map will be presented during Multiplier Events in the local contexts by the participants that will organize the exhibition. These exhibitions will strengthen the significance of the mapping both as a collective dialogue than as sharing of knowledge.

As already done in LU3, community engagement will be adopted as a methodology to connect the participants with the local stakeholders. These last ones will be involved during the development of the Parish Map and invited to the local exhibitions.

Lesson Plan

This learning unit is composed of two lessons:

Lesson 1: The cultural value of differences

Lesson 2: Parish maps as a tool for discovering cultural and natural heritage by highlighting differences

The detailed plan for each of these lessons is shown below:

Lesson 1 title	The cultural value of differences
Duration	About 2 hours
Materials needed	List the materials needed for this lesson • Projector and screen • Internet access • Whiteboard and markers • Worksheets
Lesson content	- Theoretical content (40 min): 1) Define the concept of communication and the different communication codes and processes. 2) Define the intergenerational and intercultural communication 3) Stretch the difference between intercultural, multicultural and cross cultural communication 4) Highlight the role of the intergenerational and intercultural communication in the enhancement of the cultural and natural heritage. - 1 best practice (15 min) - 1 interactive activity (40 min) Define and highlight the stereotypes about people belonging to different cultures and different generations - Discussion and reflection notes (25 min)

Lesson 2 title	Parish Maps as a tool for discovering cultural and natural heritage by highlighting differences
Duration	3 hours
Materials needed	List the materials needed for this lesson • Whiteboard and markers • Laptops/tablets with internet access • Parish Maps outline • Photos, drawings
Lesson content	- Theoretical content (60 min): Parish Maps (concept, history and meaning) How to develop a Parish Map - 1 best practice (15 minutes) - 1 interactive activity (75 minutes) • Participants will choose the elements they want to put on the map to enhance the local heritage (monumental - architectural - archaeological - natural). Participants will be able to split into small groups. Discussion of the choices and division of tasks and group work will be a way of practicing communication skills • If the trainer and the participants consider it useful, the mappings created during LU3 (lesson 1) can be used, bringing them back to the logic of the Parish Map (e.g. inserting the most significant narratives concerning local culture: legends about a particular monument; ancient recipes; etc.). - Discussion and reflection notes (30 minutes) • The trainer will ask the participants to summarize the main points for developing an itinerary • Participants will discuss how to organise the presentation of the developed Parish Map, to take place during the project's multiplier event • At the end of this activity, each participant will be asked to express their opinion regarding the exercise carried out.

Learning Unit Evaluation

The objective of this learning unit's evaluation is to assess participants understanding of intergenerational and intercultural communication, the meaning of Parish Maps and their usefulness in engaging local communities in heritage enhancement.

Below is a table with the proposed evaluation components, its criteria and assessment method:

Evaluation Components	Criteria	Assessment Method
1. Participation and Engagement	Active involvement in class discussions and activities. Contribution to group tasks. Participation in field trips and engagement with relevant stakeholders	Facilitator / trainer: observation and notes.
2. Mapping Local Heritage Activity - Parish Map Development	Identification and explanation of local heritage sites. Quality of the Parish Maps: its coherence with the local reality examined and completeness with respect to the different points of view Team working capability	Facilitator/trainer observation and notes. Group submission of the Parish Maps.
3. Public Presentation of the Parish Maps	- Clarity and persuasiveness of presentation. - Ability to answer questions.	Group presentation and Q&A session.
4. Satisfaction	- Unit enjoyment	Specific tools

References and additional resources

Liu. (2016). Intercultural theory. In book: The International Encyclopedia of Political Communication. [10.1002/9781118541555.wbiepc179](https://doi.org/10.1002/9781118541555.wbiepc179)

Harwood, Giles, Ryan. (1995). Aging, communication, and intergroup theory: Social identity and intergenerational communication.

https://www.researchgate.net/publication/232519682_Aging_communication_and_intergroup_theory_Social_identity_and_intergenerational_communication

Luka, Drozdova, Šakytė-Statnickė, Budrytė-Ausiejienė. (2023). Solving Intergenerational Communication Problems in Tourism and Hospitality Enterprises. Journal of Education Culture and Society No. 1_2023

10.15503.jecs2023.1.207.228

Common Ground (last update: 2023)

<https://www.commonground.org.uk/what-we-do/> -

<https://www.commonground.org.uk/parish-maps/>

Additional Resources

Mini webinar: How to read a parish map

[YouTube·MHNSW - State Archives Collection·May 17, 2020](#)

LEARNING UNIT 5: Sustainability

Learning Outcomes

At the end of this learning unit, the participants will be able to

- Recognize the interconnectedness between cultural & natural heritage and sustainable development goals.
- Explore how heritage tourism, traditional ecological knowledge, sustainable agriculture, and eco-cultural enterprises can generate economic opportunities, promote local livelihoods, and support community development while preserving cultural and natural assets.
- Assess local cultural and natural heritage as valuable resources for communities' sustainable development.

Overview

This learning unit aims to teach sustainability by combining the term with cultural and natural heritage.

In the first lesson, participants will explore natural heritage's significance and its value for sustainability.

The second lesson guides participants to gain the importance of cultural heritage and the relationship between cultural heritage and sustainability.

The unit fosters community engagement, a sense of pride and belonging, and practical business skills, linking heritage with economic and social benefits for local and European contexts.

Methodology

This unit uses a culturally responsive pedagogy that encourages participants to engage in heritage through a combination of theoretical knowledge, best practice and practical exercises.

Project-Based Learning (PBL): PBL is a teaching approach based on authentic learning activities that engage and motivate students. These activities are designed to answer a question or solve a problem. Generally, it reflects the kinds of learning and work that people do in the everyday world outside the classroom. PBL is usually carried out by groups of students working together towards a common goal. Performance is assessed on an individual basis, considering the quality of the product

produced, the depth of understanding demonstrated, and the contributions made to the ongoing process of project realization. It is important that engaging learners in project-based learning activities that address local sustainability challenges. Apart from this, encouraging learners to design community-based projects that promote heritage preservation, environmental stewardship, and social inclusion, fostering active citizenship and community engagement.

Case Studies and Real-World Examples will make the learners illustrate the practical application of sustainable development principles through case studies and real-world examples, initiatives. Apart from this, the learners can examine achievements and challenges faced by communities and institutions seeking to reconcile sustainable development goals.

Field trips and experiential learning will make it possible to organise field trips to heritage sites, nature reserves, sustainable development projects or cultural institutions to provide first-hand experience of sustainable development. Field trips and experiential learning also facilitate guided tours, workshops, or service-learning activities that enable students to interact with heritage practitioners, environmental experts, and community stakeholders to deepen their understanding of sustainable development. and community stakeholders to help them understand and appreciate.

Lesson Plan

This learning unit is composed of two lessons:

Lesson 1: Cultural Heritage and Sustainability

Lesson 2: Natural Heritage and Sustainability

The detailed plan for each of these lessons is shown below:

Lesson 1 title	Cultural Heritage and Sustainability
Duration	Approximately 2 hours
Materials needed	I. White Board, II. Markers, poster boards, cartoons, II. Internet
Lesson content	1. Theoretical content (45 min)

Ask students what they know about "cultural heritage" and "sustainability".

Section 1- Trivia Game

- The class should be divided into small pairs. The trivia questions are to be presented in a sequential manner. Each group is given an opportunity to respond to the question or to compete to be the first to indicate that they wish to respond.

Best practice (15 minutes)

After mentioning the example of best practice "Take Me to Your Village" in the presentation file about cultural heritage, please divide the students into small groups of three to five participants. Each group should be assigned a specific area or topic related to village traditions.

Interactive activity (45 minutes)

- v. Groups will create a mini-awareness scheme (community resilience, identity preservation, and social cohesion,) promoting the importance of preserving their chosen heritage.

Discussion and reflection notes (15 minutes)

- What are the reasons for preserving cultural heritage, including languages, monuments, and traditions? What are the reasons for preserving natural heritage, including national parks, ecosystems, and wildlife?
- What are the most significant threats to cultural heritage? To illustrate, how might urbanization or globalization impact traditional cultures? What are the principal threats to natural heritage?

Duration	Approximately 2 hours
Materials needed	Materials Needed: - Printed handouts with information on various cultural and natural heritage sites , - Markers, colored pencils, glue, scissors - Printed or digital images of cultural and natural heritage sites - A projector
Lesson content	Theoretical content (45 minutes) - Natural Heritage and why is it important - Biodiversity - The Role of Natural Heritage on Sustainability Best practice (15 minutes) <i>An example of a best practice can be seen on the example of Best Practice example Wachau Cultural Landscape, Austria on presentation file which is about natural heritage.</i> Interactive activity (45 minutes) Each group should choose an animal which is categorised during the class. After that they should prepare an infographic. The infographic should include the answers of these questions besides the short information about the animal. Discussion and reflection notes (15 minutes) v. What measures might be taken at the individual, community, or governmental level to guarantee the sustainability of heritage sites? l. Why is natural heritage important and how can sustainability help in this effort?

Learning Unit Evaluation

The objective of this learning unit's evaluation is to assess students' understanding of cultural and natural heritage, sustainability based on heritage resources.

Below is a table with the proposed evaluation components, its criteria and assessment method:

Evaluation Components	Criteria	Assessment Method
1. Participation and Engagement	- Participation of the class - The role of the group tasks	Written feedback and group discussions
2. Presentation of the Products	- Ability to explain sustainability and the connection between heritage and sustainability. - Ability to express the heritage term; cultural and natural heritage	- Group project presentation - Peer feedback
3. Uniqueness of the Products	The design of the products, the level of appropriateness for the purpose The uniqueness of the project	Getting detailed information about the process of products by learners

References and additional resources

References

Dong, Y., Hauschild, Z., M. (2017). Indicators for environmental sustainability, Lyngby, Denmark.

European Commission: Directorate-General for Education, Youth, Sport and Culture, *European framework for action on cultural heritage*, Publications Office, 2019, <https://data.europa.eu/doi/10.2766/949707>

Heinberg, R. (2010). *The Post Carbon Reader Series: Foundation Concepts, What is Sustainability?* California, USA. Post Carbon Reader .

Rosetti I, Bertrand Cabral C, Pereira Roders A, Jacobs M, Albuquerque R. Heritage and Sustainability: Regulating Participation. *Sustainability*. 2022; 14(3):1674.
<https://doi.org/10.3390/su14031674>

Transforming our world: the 2030 Agenda for Sustainable Development:

<https://sdgs.un.org/2030agenda>

Cadavez, C., & Almeida, M. M. (2022). Cultural heritage; Intangible cultural heritage; Tangible cultural heritage. *Working Definitions in Literature and Tourism*. <https://doi.org/10.34623/h3xd-jt31>

UNESCO. Convention for the Safeguarding of the Intangible Cultural Heritage. 2003. Available online: <https://ich.unesco.org/doc/src/15164-EN.pdf>

United Cities and Local Governments. Culture: Fourth Pillar of Sustainable Development. 2010. Available online:

https://www.agenda21culture.net/sites/default/files/files/documents/en/zz_culture4pillarsd_eng.pdf

Additional Resources

Barthel-Bouchier, D. (2013). *Cultural Heritage and the Challenge of Sustainability* (1st ed.). Routledge. <https://doi.org/10.4324/9781315431055>

The 17 Goals <https://sdgs.un.org/goals>

LEARNING UNIT 6: Networking

Learning Outcomes

At the end of this learning unit, the participants will be able to:

- understand the significance of networking
- networking with local communities and organisations promoting local heritage
- practical steps for networking using heritage

Overview

This learning unit aims to understand the significance of networking incorporating local cultural heritage. The role of heritage is frequently missing when we talk about community involvement in various activities, how we want local places to develop in the future. Heritage shapes how people identify them with the places they live, work and play.

In the lessons learners will be introduced to networking, its importance and benefits. The unit promotes community involvement, pride in creative partnerships linking local heritage with social benefits in a local, regional and European context.

Methodology

Networking is an essential activity to learners, no matter what branch of the economy or non-governmental sector you work in or experience.

With the right approach, networking can provide an opportunity to build mutually beneficial relationships with professionals in different fields. By building a strong network, you will learn about the experiences, skills, capabilities, learn new information of your network members and make connections that open up new opportunities.

The learning unit “Networking” uses a variety of pedagogical methods, emphasizing project-based experiential learning, community engagement, to understand networking through local cultural heritage.

Classroom training. Classroom teaching is still the traditional and most commonly used teaching method. This method involves a lecture-style presentation and can be used in our classes on networking. However, this type of training can also take a long time and become less attractive to learners.

Online training. This training delivers training through computers or mobile devices. This type of digital training can support different training formats like video and quizzes, and empower learners to complete training at their own pace.

Interactive training methods. Interactive training replaces classroom-style training. This teaching method combines training with various group activities, workshops and educational games. We suggest to use interactive training games - Social cafe and Storytelling. Interactive training is almost great for all learners, but it may not be acceptable for quieter learners.

Practical training. This type of training method usually transitions to hands-on training through a variety of tasks. Adult learners prefer this method of training because it gives them the opportunity to immerse themselves in the activity, delve into the action and help their team.

Lesson Plan

This learning unit is composed of two lessons:

Lesson 1: What networking is?

Lesson 2: Heritage and networking as civic benefits.

The detailed plan for each of these lessons is shown below:

Lesson 1 title	What networking is?
Duration	2 hours
Materials needed	• Handouts • Internet access • Projector and screen • Whiteboard and markers • Paper
Lesson content	1. Theoretical content (35 min.) • Definition of networking. • Basic networking skills (<i>public speaking, presentation, interpersonal skills</i>). • The Importance and benefits of networking.

2. Best practice (15 min.)

3. Activity "The circle way" method.

In groups, people meet in a circle, plan the future, manage crises and listen to each other. The circle way practice, has rules that involve the participant to actively participate and accept their own or other's problems by deciding to act. We start and end meetings in a circle. At the beginning they talk about why they are participating and "check in" at the end, reflecting on what everyone has achieved together and individually. A circle meeting can be particularly useful for getting to know each other and as a vehicle for deep reflection or decision making. This method creates a sense of community, unleashes creative powers and allows you to enjoy the common result.

4. Discussion and reflection (35min.)

The networking as a third space for community engagement.

Lesson 2 title	Heritage and networking as civic benefits
Duration	2 hours
Materials needed	• Handouts (<i>if necessary</i>) • Internet access • Projector and screen • Whiteboard and markers • Paper
Lesson content	1. Theoretical content (35 min.) • Creative potential of communities and citizens using local heritage. • Local cultural heritage - place and authenticity. • Heritage contribution shaping place-based identity. 2. Best practice.(15 min.)

3. Activity. Social cafe (40 min.)

To play Social Cafe, organize the entire group of players into smaller groups of three or four members. Then, assign each group a specific topic to discuss or problem to solve. This might be a concept that relates to networking a hypothetical scenario or a question about personal experience. After each group has a topic of conversation, allow 20 minutes for group discussions to take place.

Once the time ends, instruct players to mix up their groups and sit with different people, then repeat the process as many times as you want to allow players to get to know everyone taking part.

4. Discussion and reflection (30min.)

Heritage as a civic amenity.

Learning Unit Evaluation

The objective of this learning unit's evaluation is to assess learners understanding the significance of networking incorporating local cultural heritage.

Below is a table with the proposed evaluation components, its criteria and assessment method:

Evaluation Components	Criteria	Assessment Method
1. Community members participation and engagement	-Learner actively participates in discussions. -Contribution to training activities.	-Adult trainer observation.
2. Participation in creative activity using local heritage	Contribution to group tasks. Participation in necessary field trips and contribution to group creative tasks.	-Group creative task presentation

References and additional resources

References.

1. Macdonald, S. (2013). Memory lands: Heritage and identity in Europe today.
2. Future Learn.(2022.08.30). Top 10 networking courses: Build a professional network.
<https://www.futurelearn.com/info/blog/top-10-networking-courses>.
3. Networked Heritage.(2016.11.06) Heritage is central to how places feel and function.
<https://medium.com/networked-heritage/networked-heritage-f89130ee643f>.
4. Seismic. Training methods, methodologies and tools. <https://seismic.com/enabement-explainers/training-methods-methodologies-and-tools/>.
5. Rakshitha Arni Ravishankar (2023.03.22}A Beginner's Guide to Networking
<https://hbr.org/2023/03/a-beginners-guide-to-networkingg>.

Additional Resources

1. UNESCO. World heritage convention. <https://whc.unesco.org/>.
2. TRIPADVISOR. National Parks in Lithuania. <https://www.tripadvisor.com/Attractions-g274947-Activities-c57-t67-Lithuania.html>
3. Encyclopedia of Lithuanian heritage worldwide. Global True Lithuania.
<https://global.truelithuania.com/>
4. EU Commission. CULTURAL HERITAGE <https://culture.ec.europa.eu/cultural-heritage>

LEARNING UNIT 7: Digital Competencies

Learning Outcomes

By the end of this Learning Unit, learners will:

1. Understand the significance of digital tools in preserving and promoting cultural and natural heritage.
2. Develop basic skills in using digital platforms for heritage documentation and storytelling.
3. Apply these skills to create a simple digital project that integrates cultural and natural heritage themes.

Overview

This unit introduces participants to the potential of digital tools in heritage preservation and education. It explores the theoretical aspects of digital documentation, preservation, and storytelling while emphasizing hands-on learning activities. Participants will work on projects that blend digital skills with heritage themes, fostering creativity and collaboration. The module's outcome is a digital project (e.g., a photo story, short video, or interactive map) created by each participant.

Methodology

The unit uses an **active and experiential learning** approach, combining theory with practice. Learners engage with digital tools such as photo-editing software, virtual mapping platforms, and online storytelling applications to create their projects. Educators will facilitate using problem-based learning, encouraging learners to explore real-world heritage challenges and propose digital solutions. Interactive discussions and peer feedback will reinforce learning, while structured reflections will deepen participants' understanding of how digital skills support heritage conservation.

Lesson Plan

This learning unit is composed of two lessons:

Lesson 1: Introduction to Digital Tools for Heritage Documentation

Lesson 2: Digital Storytelling for Heritage Promotion

The detailed plan for each of these lessons is shown below:

Lesson 1 title	Lesson 1: Introduction to Digital Tools for Heritage Documentation
Duration	1.5 - 2 hours
Materials needed	Laptops or tablets, internet access, digital tools (e.g., Canva, Google Earth), projector, handouts with step-by-step guides.
Lesson content	Content of the Session: Content of the Session • Welcome & Icebreaker (10'): Introduction to objectives and a short group game "<i>Guess the Tool</i>" to familiarise participants with digital platforms. Every individual in each group describes a digital tool or platform they use without naming it, while others try to guess what it is. • Theoretical Input (20'): Overview of key tools (Google Earth, Canva, GIS) and their role in documenting and preserving cultural heritage. introducing the importance of digital tools like Google Earth, Canva, and GIS mapping in heritage conservation. Explain how these tools help document, preserve, and share cultural and natural heritage. Show how Google Earth allows for mapping and exploration of heritage sites, Canva can create visual stories, and GIS helps in spatial analysis of cultural data. Short discussion on digital archives and multimedia for safeguarding cultural identity. • Case Study (15'): Presentation of the GIS documentation of the Saint John the Baptist Complex (Kavala). Focus on project stages (analysis, documentation, 3D modelling) and interactive discussion on challenges/solutions in heritage documentation.

- **Interactive Activity (40'):** Participants use Google Earth to locate a local heritage site and annotate its significance (historical, cultural, ecological). Outputs shared in small groups.
- **Discussion & Reflection (15'):** Group discussion on the challenges and opportunities of using digital tools for disadvantaged communities. Brainstorming on how tools like Google Earth, Canva, and GIS can be applied in local projects.

Learning Outcomes:

- Understand the value of digital tools for heritage documentation.
- Gain familiarity with GIS, Google Earth and Canva for cultural heritage.
- Reflect on applying these tools in local contexts and inclusive projects.

Lesson 2 title	Digital Storytelling for Heritage Promotion
Duration	1.5 - 2 hours
Materials needed	Laptops or tablets, internet access, video-editing software (e.g., Clipchamp, Canva), visual assets (e.g., photos, maps).
Lesson content	Content of the Session: • Welcome and Review (10 minutes): Educator recaps the previous session and objectives for the day. Participants share one takeaway from the last session. • Theoretical Content (20 minutes): Introduction to principles of digital storytelling (narrative structure, visuals, audio, engagement). Showcase of best practices and examples (photo essays, short videos, museum/heritage projects). Guide participants to combine visuals, audio, and narrative to create an engaging story that promotes cultural heritage. Use examples of successful heritage storytelling projects like the National Trust's digital stories or The British Museum's interactive storytelling projects. Encourage participants to apply these principles in their own projects.

- **Case Study (15'):** Example of a cultural organisation using digital storytelling to revitalise local traditions. Guide participants through an example of how a cultural organization used digital storytelling to revitalize local traditions. Explain how the organization used multimedia tools such as video, audio, and images to share and preserve the local culture, creating engaging narratives that connect the past to the present.
- **Interactive Activity (40'):** Participants create a short photo story in Canva on a cultural or natural heritage theme. Instruct participants to select a specific heritage topic—whether a local tradition, a cultural site, or a natural landscape—and curate images that reflect this theme. They will then use Canva to combine these visuals with captions or brief narratives that highlight the significance of the heritage being represented. Guide them on how to use text, filters, and templates to enhance the storytelling and ensure the story is visually engaging.
- **Discussion & Reflection (15'):** Group reflection on how digital storytelling fosters community pride and accessibility. Participants discuss challenges faced in combining narrative and visuals, and propose ways to address them in future projects.

Learning Outcomes:

- Understand principles and impact of digital storytelling in heritage promotion.
- Gain hands-on experience in creating a digital heritage story.
- Reflect on storytelling as a tool for community engagement and cultural pride.

Learning Unit Evaluation

The objective of this learning unit's evaluation is to assess participants' ability to apply digital tools and storytelling techniques in heritage conservation.

Below is a table with the proposed evaluation components, its criteria and assessment method:

Evaluation Components	Criteria	Assessment Method
1. Baseline digital competence	Identification of participants' initial skill levels	Pre-session online survey
2. Engagement with digital tools	Active participation during interactive activities	Observation, facilitator feedback, and live tracking of tool usage
3. Quality of digital projects	Integration of theoretical and practical skills	Peer review, educator evaluation, and project rubric
4. Reflection on learning	Thoughtful insights on challenges and applications	Written reflections and post-session online surveys

References and additional resources

- Smith, J. (2021). *Digital Heritage: Tools and Techniques*. Tech Press.
- Jones, A. (2020). *Storytelling for Community Heritage*. Heritage Academy Press.

Additional Resources:

- [Google Earth](#)
- [Canva](#)
- [Cultural Heritage Digital Archive](#)