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CIVIC HERITAGE

CivicHeritage Educators'
Handbook WP 



Website

www.civicheritage.eu



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Introduction

This document represents the **CivicHeritage Handbook**, developed in the context of the project “**CivicHeritage - Improving adult skills and civic engagement while valuing Cultural and Natural heritage**”, approved within the framework of Erasmus+ Programme, Key Action 2: ADU Strategic Partnership Projects.

About the project

Aims of the project

The general aim of this project is to empower vulnerable adults by promoting equal opportunities, civic participation, social and professional inclusion, and access to training opportunities, especially for people with low qualifications and/or unemployed or in a vulnerable situation. To achieve these goals, the partners provided training content and educational resources, tools and methodologies aimed at the target audience, using cultural heritage as the main medium.

1. to promote cultural and natural heritage by adults and their local communities.
2. to promote innovative approaches based on the richness of cultural and natural heritage to educate and empower adults to actively participate in democratic life at local, national, and European level.
3. to facilitate adults' access to education, work, entrepreneurship, social life, developing: soft skills, self-confidence, problem-solving, entrepreneurship, communication, intercultural skills, teamwork, Networking, ICT...

To achieve these objectives, in addition to management (Work Package 1), dissemination (Work Package 5) and implementation of transnational partner meetings (Work Package 6), the partnership developed several key activities as follows:

In **Work Package 2: “CivicHeritage Academy”**, partners developed a Competency Framework and a Training Programme.

The **Competency Framework**, it is meant to serve as a guide to support partners in developing content and providing user-friendly tools (Handbook and Training Kit).

The **Training Programme** is a practical and ready-to-use educational resource. This training programme for educators, based on the Competence Framework, aims to provide educators with the educational approaches and resources needed to train and coach disadvantaged adults. It includes a series of practical activities, tools and methods based on common training methods with innovative practical tools to support educators in their training and coaching sessions. Based on the Competence Framework referred to above, the training kit is aimed at facilitating the development of the capacities of disadvantaged adults through and with cultural and natural heritage, focusing on the following skills:

1. Sense of belonging, identity, and engagement
2. Creativity and eco-design

3. Entrepreneurship (time management, planning, budgeting, marketing...)
4. Intercultural and intergenerational communication
5. Sustainability
6. Networking
7. Digital competencies.

The **pilot phase** envisages testing the Training Programme to at least 17 professionals per country, to refine and optimize the impact of the resources.

In **Work Package 3: "Civicheritage Handbook"**, the partners developed this Handbook, which is aimed at professionals (trainers, educators) dealing with how to use cultural and natural heritage in education.

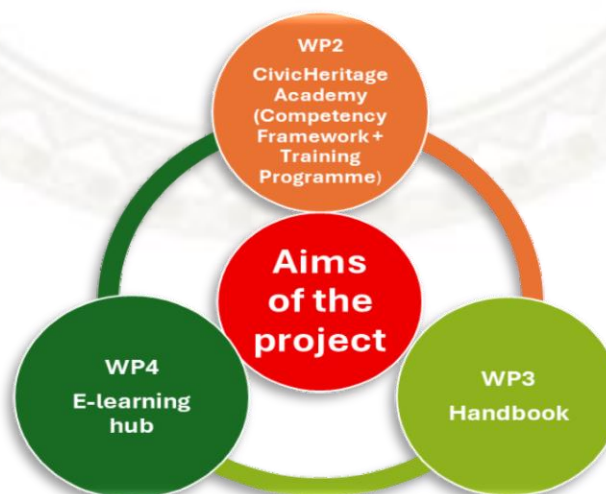
It aims to offer a solid background on cultural and natural heritage, with a focus on partners' regions, and how to use it to train vulnerable adults.

Again, pilots will be organised for 17 professionals in each country.

Through the **Work Package 4**, has been developed an **e-learning hub** with direct access for educators, learners as well as any citizen interested in the topic.

The hub has 4 main objectives:

- Open Education Resources repository, offering an online space to launch the OER outputs developed within the project, in an easily and free-access way.
- Promotional media, to disseminate the project, its activities, and outputs, to ensure maximum outreach, longer impact and sustainability.
- Networking tool, shared by participants, stakeholders and other relevant and/or interested organizations, aimed at multiplying the effects of dissemination.
- Dissemination hub. Source of relevant information, contents, resources, methodologies. (link: <https://civicheritage.eu/>)



The Civicheritage Handbook

Aims of the Handbook

The Handbook is aimed at professionals (educators, trainers, and facilitators) who work in the field of adult education, especially for adults in vulnerable situations. Its aim is helping professionals to develop learning activities and to promote the empowerment of disadvantaged adults.

The Handbook is focused on how to use cultural and natural heritage in training as:



The Handbook was tested by the consortium in the partner countries during the pilot phase involving 17 members (educators/trainers) per partner.

Structure and content of Civic Heritage Handbook

The Handbook is the result of joint work between the project partners, coordinated by SANSAT. The Handbook is organised in 5 areas and 13 chapters.



Area a

Empowering disadvantaged adults through Cultural and Natural Heritage Education (ch. 1-3)



Area b

The cultural and natural heritage as lens for studying historical, social and economic events (ch. 4,5)



Area c

Resource to rediscover old vocational techniques and practices in different sectors (ch. 6.10)



Area d

Way to develop cross cultural understanding and awareness (ch. 11,12)



Area e

Way to promote sustainable development and preservation of natural and cultural heritage (ch 13)

Area a: Empowering disadvantaged adults through Cultural and Natural Heritage

Generally, professionals in adult and vocational education, NGOs, public employment services and other organizations dealing with training do not, or at least occasionally use cultural and natural heritage as mean facilitating inclusion, which is why they lack knowledge and skills in the following areas:

- Cultural and natural heritage as levers for social and labour inclusion.
- Combination of skills acquisition and enhancement of cultural and natural heritage.

More often, these topics are considered separately and sparingly. The project's aim was to move from teaching about heritage to **teaching through, with and for heritage**.

But what are the right tools to make people understand the importance of cultural heritage and to empower them? They can be:

- Regulatory, which we illustrate in the next area (Area b),
- Educational, which pertain specifically to the project and fall within the content of this Handbook.

Chapter 1: Heritage Education

Heritage Education refers to the transfer of art and culture via education, allowing all participants to engage with the world of creativity. This concept thus responds to the 27th article of the UNESCO World Heritage Convention, which claims that the state parties to this convention shall endeavour by all appropriate means, through education and information programs, to strengthen the respect and attachment to the cultural and natural heritage defined in the first and second articles of the Convention.

The concept of heritage education has been developing in the European context since 1980s with the aim of integrating interdisciplinary projects focusing on cultural heritage. In 1998 the adoption by the Council of Europe of Recommendation N.R. (98)5 on heritage education in 1998 marked the cultural heritage education as a crucial element in European educational policies.

As stated by European Union, "the basic idea of heritage education is to offer opportunities to engage in experiences to learn new concepts and skills. By directly experiencing or analysing cultural heritage, learners gain knowledge, intellectual skills and a wider range of competences on issues such as cultural heritage maintenance or societal well-being".

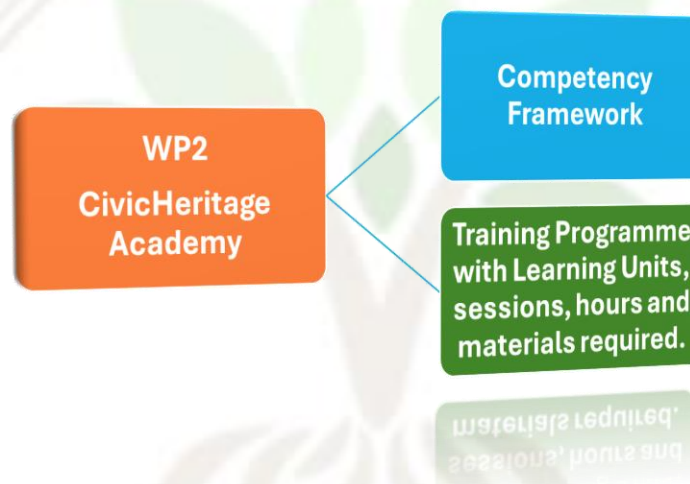
Based on these premises, reflection is developing in Europe on the meaning and role of heritage education in the context of contemporary society, which finds an organic conceptual framework in the report written by Tim Coopeland, European democratic citizenship, heritage education and identity for the Council of Europe in 2006.

'Heritage education is a dynamic system of processes aimed at increasing knowledge, creativity and awareness of the roles of individuals and communities in relation to cultural heritage, its valorisation, protection and transmission.

Like others before us, we ask a crucial question: 'how can knowledge of the past be transformed into a means of acting on the future, making our students protagonists in the valorisation of our cultural heritage?'

Heritage education is the challenge that the CIVICHERITAGE project aims to face.

Chapter 2: Competency Framework and Training Programme. An overview



As described in the Introduction, one of the core objectives of the CivicHeritage project was to empower vulnerable adults through cultural and natural heritage.

To achieve this goal, the partners developed a Competency Framework and a Training Programme, within the framework of **WP2: CivicHeritage Academy**.

This **Competency Framework** was useful as a reference in developing content and providing readily usable tools (Handbook and Training kit). These tools focus on the following training needs:

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.

The **Training Programme** consists of seven learning units as follows:

Learning Unit	Title	Objective/Content	Sessions Materials	Durat ion
LU 1	Sense of belonging, identity and engagement	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.	2 Lessons 2 PowerPoints	2 hours for each Lesson, for a total of 4 hours
LU 2	Creativity and eco-design through Ceramic Art and Heritage	The Learning Unit consists of both theoretical and practical components that use the case of Narva ceramics to explore broader themes of heritage and creativity in ceramic art.	3 lessons 3 PowerPoints	1,5 / 2 hours for each Lesson for a total of

				4,5/ 6 hours
LU 3	Entrepreneurship	<p>This learning unit aims to teach entrepreneurship by utilizing cultural and natural heritage.</p> <p>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.</p>	<p>2 Lessons</p> <p>2 PowerPoints</p>	<p>2 hours for each Lesson, for a total of 4 hours</p>
LU 4	Intercultural and intergenerational communication	<p>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. In turn, cultural and natural heritage becomes a tool to foster dialogue between generations and different cultures.</p>	<p>2 Lessons</p> <p>2 PowerPoints</p>	<p>2 hours for the 1st Lesson and 3 hours for the second one, for a total of 5 hours</p>

LU 5	Sustainability	<p>This learning unit aims to teach sustainability by combining the term with cultural and natural heritage. 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.</p>	<p>2 Lessons 2 PowerPoints</p>	<p>2 hours for each Lesson for a total of 4 hours</p>
LU 6	Networking	<p>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. The unit promotes community involvement, pride in creative partnerships linking local heritage with social benefits in a local, regional and European context.</p>	<p>2 Lessons 2 PowerPoints</p>	<p>2 hours for each Lesson, for a total of 4 hours</p>

LU 7	Digital competences	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.	2 Lessons 2 PowerPoints	1,5 / 2 hours for each Lesson for a total of 3 / 4 hours
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The Competency Framework and the Training Programme can be found at the following link: <https://civicheritage.eu/>

The duration of each unit is merely indicative. The educator/trainer shall be flexible and evaluate, basing on the learners and the environment, the right duration of the lesson to make it effective and captivating.

Chapter 3: How to apply the Training Programme

The Training Programme offers trainers a set of contents, methodological approaches, materials and teaching resources. It is ready-to-use material that can be adapted to different contexts and applied with different groups of learners.



Tips for preparation

- When preparing the material to address each unit, the trainer shall consider the level of the group of learners so that the subject matter can be easily enjoyed and participated by everyone.
- The slides can be accompanied by other videos in addition to those already suggested, in the local language.
- Each Lesson contains a description of at least one Case Study and one Best Practice. Trainers can, if necessary, add other descriptions of local experiences that facilitate the understanding of the contents.
- Trainers are also free to adapt the duration indicated for each unit to the needs of individual groups, if the priorities of the learning package are not compromised.

Learning Needs Assessment

A learning needs analysis is a structured process that assesses the level of each learner to determine the owned knowledge, skills and attitudes or the needed ones for his/her

personal or professional development. It is helpful to trainers in planning and preparing training activities.

An individual interview supported by an intake track may be sufficient.

Below are two examples of assessment template:

	STRONGLY AGREE		AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
1. The objectives of the training were clearly defined						
2. The content of the training was useful and interesting						
3. The educator(s) knew the subject area and delivered the concepts of the training appropriately						
4. I would recommend this course to others						

How would you rate the following aspects of the training?	1 poor	2 sufficient	3 good	4 excellent
1. The content and structure of the training (e.g. level of understanding)				
2. The duration of the training, the time devoted to each thematic module and the length of the course and the appropriateness of the time per module.				
3. The time and opportunities given for questions and discussion.				
4. The presentation methods and training techniques used.				
5. On a scale of 1 (Unsatisfactory) to 5 (Excellent), how would you rate the training overall?				

Training Methodology

The training program was designed to provide trainers and interested target groups with sustainable, dynamic, and adaptable training tools that can be adapted to different national contexts.

In each Unit, a specific methodology is indicated for the best achievement of the Unit's learning objectives. However, all together these methodological approaches form a coherent whole.

First of all, it should be emphasised that when designing adult education courses, it is essential to always bear in mind the specifics of adult learning, defined in the 1976 UNESCO Declaration of Nairobi as *'the totality of educational processes thanks to which people develop their aptitudes, enrich their knowledge, improve their technical or professional qualifications, develop attitudes and behaviour in the dual perspective of*

an integral growth of man and of his participation in an integrated socio-economic and cultural development'.

This specificity is well described in the 6 principles of andragogy: Need to know, Experience, Self-concept, Willingness to learn, Problem orientation, Intrinsic motivation.

Another cross-cutting approach is **Responsive Andragogy** which refers to a teaching style that recognizes that all students learn differently. It understands that these differences are connected to language, family structure, background and cultural identity.

This is linked to the Empowerment approach. This approach sees participants as active participants in the learning process and focuses on fostering the autonomy, skills, and confidence needed to make decisions and solve problems independently, rather than simply learning specific skills. Key elements include promoting clear expectations, providing constructive feedback, and encouraging participants to contribute to developing learning.

The teaching strategies that appear most consistent with this approach are interdisciplinarity and experiential learning.

With the former, attention will be paid to integrating cultural and natural heritage content into the various subjects (history, art, geography, etc.) and promoting interdisciplinary discussions with participants. The latter approach will be implemented through workshops, guided visits to specific heritage sites, and project implementation.

Introductory Session

Trainers are recommended starting the training course with an introductory session.

In fact, to establish a successful relationship with the group of learners, it is important that the cycle begins with a 'setting up' phase and with trust. It would be good to try to initiate a discussion on participants' expectations.

This Preparatory Unit introduces the participants to the Learning path and its goals. It includes activities that help the participants to get to know each other and develop a positive group dynamic that will later help with forming productive working groups. Exercises and group discussions help the participants to detect and enhance their own resources and competences.

After completing this unit, learners

- will have a comprehensive general understanding of the training programme and its purpose.
- will be aware of the value of cultural and natural heritage.
- will be able to understand what it means to invest in heritage protection and enhancement.

Learning Assessment

For each Unit there is a learning evaluation, for which the objectives are indicated and a table with suggested evaluation components, its criteria and evaluation. Trainers may identify additional criteria and methods.

Networking

The Training Programme includes a specific Unit on networking. Here we want to highlight the importance of networking as an element of learner empowerment.

For educators/trainers working with adults in vulnerable situations, it is particularly important to facilitate networking opportunities and make them realise the importance of undertaking their own networking initiatives.

But how can these learners make sure that these initiatives turn out to be real development opportunities? Trainers should prepare learners to:

- meet other adults who may face their same challenges, to have support from peers.
- regularly attend events relevant to their field of work/interest, where it is possible to meet key stakeholders and people who may be useful in their development path.
- join virtual or in-presence groups and events.

References

- Boulhanane, S. (2022). **The Role of Heritage Education and Cultural Mediation in Students' Identity Assertion**, Article in European Journal of Theology and Philosophy DOI:10.24018/theology.2022.2.6.89 - https://www.researchgate.net/publication/366646657_The_Role_of_Heritage_Education_and_Cultural_Mediation_in_Students'_Identity_Assertion/link/
- XIX Conferenza dell'UNESCO (1976), *Recommendation on the development of adult education*

Additional resources

- https://www.rivistabricks.it/wp-content/uploads/2018/08/2018_3_04_DiPaolo.pdf
- https://www.rizzolieducation.it/content/uploads/2021/04/2021-04-16-Umanistiche-Live-SS2-Onida_Colombo.pdf

Area b: The Cultural and Natural Heritage as lens for studying historical, social and economic events

Cultural Heritage:
definition

Natural Heritage:
definition

Tangible and intangible
sites, goods, traditions
part of cultural heritage
and sites part of natural
heritage

Chapter 4: The concept and the value of cultural and natural heritage

Enhancing the heritage a territory possesses means first making it appreciated and known to those who live and experience it daily, fostering citizens' responsibility towards respecting and preserving it as a common good. This stimulates and increases the sense of belonging to the territory. In fact, 'Heritage' is collective property, a **common good**, something that is inherited, handed down from previous generations to the next ones. It therefore implies a shared bond, our belonging to a community. It represents our history and our identity, our link with the past, our present and our future.

Given the objectives of the project, it seems appropriate to deepen the concept so that it can be effectively used by educators/trainers as a tool in their training and empowerment work with vulnerable adults.

The process of defining Cultural Heritage

The emergence of the concept of cultural heritage is a result of a long historical development in which different values were attached to monuments, buildings, works of arts, artifacts, landscapes, etc. It was developed through understanding that cultural heritage and natural environment are intimately entangled, unique and irreplaceable.

As defined by the UNESCO (United Nations Educational, Scientific and Cultural Organisation):

Cultural heritage includes artefacts, monuments, buildings and sites, museums that have a diversity of values including symbolic, historic, artistic, aesthetic, ethnological or anthropological, scientific and social significance. It includes tangible heritage (movable, immobile and underwater), intangible cultural heritage (ICH) embedded into cultural, and natural heritage artefacts, sites or monuments. The definition excludes ICH related to other cultural domains such as festivals, celebration etc. It covers industrial heritage and cave paintings.

Is the legacy of physical artefacts and intangible attributes of a group or society that are inherited from past generations, maintained in the present and bestowed for the benefit of future generations”.

Natural heritage refers to natural features, geological and physiographical formations and delineated areas that constitute the habitat of threatened species of animals and plants and natural sites of value from the point of view of science, conservation or natural beauty. It includes private and publically protected natural areas, zoos, aquaria and botanical gardens, natural habitat, marine ecosystems, sanctuaries, reservoirs etc.

In the **1972 "National Heritage Convention Concerning the Protection of the World Cultural and Natural Heritage"**, the concept of heritage included architectural works, sculptures, paintings, archaeological sites and inscriptions, rock dwellings, groups of buildings and sites comprising the works of human beings, or of human beings and nature, having outstanding universal value in artistic, historical, scientific, anthropological, ethnological or aesthetic terms.

After the 1972 Convention, UNESCO developed the **World Heritage List**, which contains the heritage of exceptional value in need of protection. Almost half of the sites (453) are in Europe, mainly in the EU. Italy is in first place, followed by France, Germany and Spain, which share second place.

In the 1980 Recommendation for the Preservation and Conservation of Moving Images, the concept of cultural heritage was broadened to include audio-visual heritage.

With the **2001 UNESCO Convention**, the definition also embraced underwater cultural heritage.

In October 2003, with the **Convention for the Safeguarding of the Intangible Cultural Heritage**, the concept of cultural heritage was further expanded to include a new aspect related to the traditions and ways of life of human beings.

Everything that falls under this broad and ever-changing concept of cultural heritage is then protected by the **1954 Hague Convention**, which aims to protect cultural heritage from the threat of armed conflict.

UNESCO has divided cultural heritage into the following subcategories:

- Cultural heritage:
 - a) tangible cultural heritage, consisting of
 - movable cultural goods such as sculptures, paintings, coins and manuscripts.
 - immovable cultural goods such as monuments, archaeological sites, etc.
 - underwater cultural heritage: shipwrecks, ruins and cities located underwater.
 - b) intangible heritage such as oral traditions, performing arts, crafts and rituals.
- Natural heritage: cultural landscapes and geological, biological and physical formations.

Natural World Heritage sites provide crucial habitats to many iconic species, as well as protect rare ecological processes and stunning landscapes. They also contribute to economies, climate stability and human well-being.

In 2019, UNESCO published **Culture|2030 Indicators**, an assessment set of 22 qualitative-quantitative, economic, and non-economic thematic indicators. Through these indicators it is possible to measure and monitor the contribution of culture to sustainability, highlighting its transformative role, both as a driver of change for the

realisation of new imaginaries and as an enabler, facilitator of processes, skills and inclusive systems for the realisation of dedicated programmes.

Find below the UNESCO Culture|2030 Indicators Framework Poster that showcases the 22 indicators, the 4 thematic dimensions, as well as the mapping to SDG targets and UNESCO Culture Conventions.



It may also be useful to view the video presenting the main five steps for the implementation of the *UNESCO Culture|2030 Indicators*:

https://whc.unesco.org/include/tool_video_bootstrap.cfm?youtubeid=DfHKiWN0QfE?1

References

- UNESCO Institute for Statistics, 2009 UNESCO Framework for Cultural Statistics and UNESCO, Convention Concerning the Protection of the World Cultural and Natural Heritage, 1972

Additional resources

- <https://historicalstudies.ceu.edu/fields/cultural-heritage> (**Cultural heritage** can be defined as the legacy of physical artifacts [cultural property] and intangible attributes of a group or society inherited from the past. Cultural Heritage is a concept which offers a bridge between the past and the future with the application of approaches in the present. Due to its attached values for these groups or societies, cultural heritage is maintained in the present and bestowed for the benefit of future generations)
- <https://culturalheritagestudies.ceu.edu/concept-and-history-cultural-heritage>
- <https://uis.unesco.org/en/glossary-term/natural-heritage>
- <https://culturalheritagestudies.ceu.edu/concept-and-history-cultural-heritage#:~:text=Cultural%20heritage%20can%20be%20defined,particular%20Approaches%20in%20the%20present>

- <https://whc.unesco.org/en/culture2030indicators/>

Chapter 5: The legal framework across EU and in partner countries



5.a UNESCO

In 1970 UNESCO adopted the Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property.

The Convention, ratified by 147 states entered into force on (24 April/July) 1972.

The provision urges States Parties to take measures to prohibit and prevent the illicit trafficking of cultural property. It provides a common framework for the States Parties on the measures to be taken to prohibit and prevent the import, export and transfer of cultural property, giving therefore a central role to prevention.

Moreover, one of the guidelines of the Convention is the strengthening of international cooperation between States Parties.

This Convention has made UNESCO a pioneer in the fight against the illicit trafficking of cultural property.

More recently, in 2003 UNESCO adopted the Convention for the Safeguarding of the Intangible Cultural Heritage. This represents a remarkable step in the field of the heritage safeguard that with the 1970 UNESCO Convention was focused specifically on the tangible aspects of cultural heritage.

The key word of the Convention is 'Safeguarding' which is defined as "measures aimed at ensuring the viability of the intangible cultural heritage, including the identification, documentation, research, preservation, protection, promotion, enhancement, transmission, particularly through formal and non-formal education (...)

Different editions of the 2003 Convention were adopted during the following years.

The latest edition (11 to 12 June 2024) includes the amendments to the Operational Directives for the Implementation of the Convention for the Safeguarding of the Intangible Cultural Heritage adopted by the General Assembly of the States Parties to the Convention at its tenth session.

5.b European bodies

Besides UNESCO, there are two other bodies that have dealt and are dealing with the discipline of cultural heritage also from a normative point of view through recommendations or resolutions. They are the Council of the European Union and the Council of Europe (CoE).

- **The Council of the European Union**

Cultural heritage has always been a subject of interest for Europe. In recent years, it is becoming a priority, and this is mainly due to a changed view of cultural heritage that can represent not only a tourist attraction but also a real economic resource and a factor of national and European identity, also contributing to social cohesion.

Article 3(3) of the **Treaty on European Union** states that the Union 'shall **ensure that Europe's cultural heritage is safeguarded and developed**'.

Article 167 of the TFEU recognises the importance of cultural heritage and **defines the role of the EU** in this area as that of encouraging cooperation between Member States and supporting the improvement of 'the knowledge and dissemination of the culture and history of the European peoples' and the 'conservation and safeguarding of cultural heritage of European significance'. It also defines the role of the European Parliament, which adopts incentive measures together with the Council.

- **The European Parliament**

Since its 1974 resolution on Europe's cultural heritage, the European Parliament has issued several other **resolutions, mainly with the aim of preventing the trafficking and looting of cultural heritage artefacts, promoting traditional handicrafts, and enhancing sustainable tourism.**

In January 2001, a resolution was adopted calling for action to stop the trafficking of artefacts illegally removed from archaeological sites. It also called for the preservation of the rural heritage, consisting of landscapes, sites, habitats and specific areas (wetlands, forests and ancient hedgerows).

In October 2015 the EP, with a resolution on new challenges and strategies for promoting tourism in Europe, highlighted new opportunities for the development of sustainable tourism based on cultural and industrial heritage sites and local traditions.

Concerned about the destruction of cultural heritage, in April 2015 the EP adopted a **resolution on the destruction of cultural sites by ISIS/Da'esh in Iraq and Syria.**

With the June 2015 resolution, it **condemned the destruction of the UNESCO World Heritage site of Palmyra.** In its resolution of July 2015, it drew attention to the **risk posed to cultural heritage sites in Yemen by the escalation of armed conflict.**

The Presidencies of the Council

Successive EU Presidencies have paid special attention to various aspects of cultural heritage.

- In 2010 during **the Belgian Presidency**, cultural heritage was identified as a fundamental resource for present and future generations.
- In the November 2013 conference on 'Cultural heritage and the EU 2020 strategy: towards an integrated approach', the **Lithuanian Presidency** supported the concept of involving civil society, including at local level, in heritage-related aspects.
- In the first half of 2014, **the Greek Presidency** organised a conference linking cultural heritage to sustainable economic and social development in the EU.
- The **Italian Presidency** emphasised the contribution of science and technology to the preservation of cultural heritage.
- The **Spanish presidency** recognized culture as an "essential public good" highlighting the importance of the video games sector and promoted a provisional agreement on a pioneering legal framework for the media in Europe.
- In March 2017, EU leaders and institutions adopted the Rome Declaration, which identifies the preservation of cultural heritage, together with the promotion of cultural diversity, as an element of social Europe.
- The **Estonian Presidency**, in the second half of 2017, paid special attention to cultural heritage in the digital age.

• The Council of Europe (CoE)

The Council of Europe is an international organisation independent of the EU founded on 5 May 1949 by the Treaty of London. Its purpose was to prevent the atrocities of World War II; today, the CoE performs the function, intervening in respect for human rights, democracy and the rule of law.¹

The CoE, with its 47 European member states, has addressed the issue of cultural heritage in several conventions:

- the **Granada Convention (1985)** for the Protection of the Architectural Heritage of Europe.
- the **Valletta Convention for the Protection of the Archaeological Heritage (1992)** with the aim of protecting the archaeological heritage from illegal excavations and large construction projects.
- the **European Convention for the Protection of the Audiovisual Heritage, adopted in 2001**, expanded the concept of cultural heritage to include audiovisual productions.

¹ IT IS DIFFERENT FROM THE EUROPEAN COUNCIL which is a collective body Active since 1975, with the Treaty of Lisbon which defines the 'priorities and general policy directions' of the European Union and DIFFERENT FROM THE COUNCIL OF THE EUROPEAN UNION (also known as the Council of European Ministers, which holds - together with the European Parliament - the legislative power in the European Union

- the **2005 Framework Convention (Faro Convention)** on the value of cultural heritage for society highlighted the social and economic benefits of preserving cultural heritage also in terms of developing a peaceful and stable society based on democracy and respect for human rights. It gave a definition of common European cultural heritage as the sum of all forms of cultural heritage embedded in the context of a shared source of commemoration, understanding and identity.

The CoE Parliamentary Assembly on 7 March 2014 adopted Recommendation 2038 on Europe's Cultural Heritage in Danger, in which it encouraged the preservation of cultural heritage through participatory urban strategies in historic cities.

5.c National Regulatory framework

Despite the fundamental role played in the international scene by the above said organizations, the **protection of cultural heritage is normally left to the individual states**, which regulate their own heritage with internal laws and regulations to promote its forms. Below are some fact sheets.

Estonia

Heritage Protection in Estonia

In Estonia, there are over 26,000 cultural monuments under state protection, which can be categorised as follows:

- more than 13,000 art monuments (most are church properties, but there are also physical monuments, works of art, etc.).
- almost 7,000 archaeological sites (settlements, graves, cult stones, giants, shipwrecks, etc.).
- more than 5,000 physical monuments (buildings, bridges, manor parks, etc.).
- more than 1000 historical monuments (places related to important people or historical events, War of Independence monuments, cemeteries, etc.).

Heritage protection areas have been established to protect entire built-up environments. Most of these are medieval or modern old towns: Tallinn, Tartu, Narva, Kuressaare, Pärnu, Valga, Võru, Viljandi, Paide, Rakvere and Lihula. The Rebala heritage conservation area is focused on the preservation of a valuable cultural landscape.

There are two UNESCO World Heritage sites in Estonia:

- Tallinn Old Town (1997)
- The Struve Arc (2005), a chain of survey triangulations stretching through 10 countries. Three of the original station points in Estonia at the Tartu Observatory and points in Võivere and Simuna are included on the list.

The European Heritage Label designates places that are of great symbolic value for Europe and have played an important role in European history and culture, or the integration of Europe. Two labels have been assigned to Estonia:

- Great Guild Hall in Tallinn (2013)

- Historic Ensemble of the University of Tartu, (2015)

European Cultural Routes is an initiative of the Council of Europe, which has created thematic cultural routes that cross national borders. In April 2023, Estonia started as an observer in the partial agreement, in April 2024 the government approved joining the program.

More information on all monuments can be found in the [Register of Cultural Monuments](#). It also includes interesting information about objects that have been studied but are not protected, i.e. barns, shipwrecks, 20th century architecture, military heritage, etc.

Legislation

The basis for the protection of monuments is the [Heritage Conservation Act](#). The purpose of the law is to ensure the preservation of monuments and the specific environment of the heritage protection areas, so that people can enjoy cultural heritage in all its richness and originality, now and in the future. The export of cultural objects is regulated by the [Intra-Community Transport, Export and Import of Cultural Objects Act](#).

In addition, Estonia has acceded to several international charters and conventions, the principles of which are included in the heritage protection work.

Key Institutions and Partnerships

The [National Heritage Board](#) is the principal government body in Estonia, which is charged with the direction of conservation activity. The objective of the National Heritage Board is to value the cultural heritage and the culturally valuable environment and to ensure their preservation. It operates across all 15 counties, with larger cities like Tallinn, Tartu, and Narva having administrative agreements to manage heritage protection locally. The Board's responsibilities include monitoring, offering advice to monument owners, supporting restoration efforts, and maintaining the national register of cultural monuments.

The [Heritage Conservation Council](#) at the Ministry of Culture acts as an advisory body, providing expert opinions and proposals related to heritage conservation issues. The [Estonian Heritage Society](#) is a voluntary association whose aim is to preserve the cultural heritage and the historical memory of the people.

Belgium

Belgium's approach to cultural heritage legislation is shaped by its complex federal structure, where competencies are divided among the federal state, regions (Flanders, Wallonia, Brussels-Capital), and language communities (Dutch, French, and German-speaking). Each entity governs different aspects of cultural heritage within its jurisdiction, leading to distinct but complementary legal frameworks.

Federal Level:

The federal government primarily oversees the protection of movable heritage of national significance, including art restitution and international cooperation. It also plays a role in implementing UNESCO conventions, such as the 1970 and 2003

Conventions on the illicit trafficking of cultural property and the safeguarding of intangible cultural heritage.

Regional and Community Legislation:

- **Flanders:** Cultural heritage in Flanders is governed by the Cultural Heritage Decree (2012, revised in 2017), which focuses on both movable and immovable heritage, inventory management, conservation grants, and museum support. Heritage care extends to intangible practices and traditions.

Wallonia: The Walloon Code of Heritage (2018) regulates immovable cultural heritage, including archaeological sites and historical monuments. The region provides funding for preservation projects and manages a registry of classified heritage sites.

- **Brussels-Capital Region:** The region's legislation includes the Ordinance on Heritage Protection (2004), aimed at safeguarding historical sites and buildings. Specific initiatives promote sustainable heritage conservation in a rapidly urbanizing environment.
- **German-speaking Community:** The smallest community has its own heritage policies, largely focused on protecting its local cultural identity and linguistic heritage.

Belgium's fragmented governance structure requires close coordination between regions and communities to ensure effective heritage protection. One of the key challenges is striking a balance between preservation efforts and the demands of urban development, particularly in Brussels, where rapid growth poses significant risks to cultural landmarks. In response to evolving needs, there is a growing focus on digitizing cultural assets, enhancing both their accessibility and long-term preservation. Additionally, international frameworks have spurred greater recognition and support for intangible cultural heritage, including traditional craftsmanship, helping to safeguard these practices for future generations.

Italy

In Italy there have been several interventions in the field of cultural heritage legislation since 1861. These interventions have changed the legislation regarding the definition of 'cultural heritage' and the division of competences between State and Regions.

A first reference to heritage can be found in the Constitution of 1948:

- **Article 9** states 'the Republic promotes the development of culture and scientific and technical research. It protects the landscape and the historical and artistic heritage of the nation'.

- **Article 117** specifies the competences of the state and the regions about the protection and legislation of the 'cultural heritage'. (The regions are responsible for local authority museums and libraries).

In Italy, being a place full of historical sites and heritage, the main goal is to identify them, in order to protect them. This has been done through the creation of a **general catalogue of Italian cultural assets**, which is constantly evolving.

Legislative Decree No 490 of 29 October **1999**, named **Consolidated Text of Legislative Provisions on Cultural and Environmental Heritage**, for the first time gives a precise definition of cultural assets, which are 'those that make up the historical, artistic, monumental, demo-ethno-anthropological, archaeological, archival and book heritage and the others that constitute testimony having the value of civilisation'. The same article of law also defines the terms 'environmental heritage', 'protection', 'management', 'valorisation' and 'cultural activities'. This piece of legislation thus broadens the traditional definition of 'cultural heritage', which now also includes photographs, audio-visuals, musical scores, scientific and technical instruments.

All the measures that followed from the late 1990s onwards redesigned the subject, simplifying it, and were then collected in 2004 in a single text, the Cultural Heritage and Landscape Code **introduced with** Legislative Decree 22 January **2004**, no. 42. This is a very important law that, among other things, implemented Articles 9 and 117 of the Constitution. Article 117 of the new law states that the State has the exclusive right to protect cultural heritage. Instead, the regions and local authorities must contribute to the valorisation and promotion. Under another aspect the law gives the responsibility of the protection of heritage assets to the private entities that own them.

As far as natural heritage is concerned, Italian legislation provides for **landscape constraints**, a legal provision that aims to protect areas of particular landscape value from building and infrastructure interventions that could compromise their aesthetic and environmental value, in order to preserve the natural beauty of the country, ensuring that human interventions are in harmony with the surrounding environment.

Other important provisions are:

Law No. 77 of 20 February 2006: Special measures for the protection and enjoyment of Italian sites of cultural, landscape and environmental interest, included in the 'World Heritage List', placed under the protection of UNESCO.

Law No. 44 of 8 March 2017 (amending Law No. 77 of 20 February 2006) extended the enhancement of cultural heritage to intangible heritage.

Turkey

In 1983, the 'Law on the Protection of Cultural and Natural Property' replaced the term 'antiquities' with 'cultural property' and 'cultural heritage'. This gave

conservation a broader perspective. The concept of conservation was reconceptualised with the names "protected area", "conservation" and "protected area" in a sense that could create a perception of a historical area rather than a structure alone and began to be evaluated in the context of the general environment of the city.

In 2004, Law No. 5226 supplemented Law No. 2863 on the Protection of Cultural and Natural Heritage, and a new source of financing for municipalities for the protection and use of cultural heritage was created with the regulation entitled "Aid and Contribution Share for the Repair of Immovable Cultural Assets".

Law No. 2863 has become a model in accordance with international protection norms, especially after the amendment of Law No. 5226 in 2004. With this law, new definitions created in management plans, such as management areas and ports, which were not mentioned before, have made it possible to define conservation planning and priority action areas. Sanctions for behaviour that damages cultural and natural assets are imposed by judicial decision. Law No. 2863 on the Protection of Cultural and Natural Assets establishes various offences and penalties for damage to cultural and natural assets. The Grand National Assembly of Türkiye unanimously voted in its session on 19 January 2006 and entered into force in Turkey on the date of publication.

Greece

In Greece, "the protection of the natural and cultural environment constitutes a duty of the State and a right of every person" (Constitution of Greece, Official Bulletin, 85/A/18-4-2001, art. 24). The principal legislation ruling the protection of cultural heritage is **Law 3028/2002**, "On the Protection of Antiquities and Cultural Heritage in general", which develops a comprehensive detailed system of protection for tangible and intangible heritage.

The main national body for the protection of cultural heritage is the Ministry of Culture. The services of the ministry in charge of the management and protection of monuments are divided into Central Services and Regional Services.

The Central Services supervise and control the Regional Services and ensure the coordination of activities with a common approach to issues affecting cultural heritage. Central Services relating directly to the protection of cultural heritage are: (1) the **General Directorate of Antiquities and Cultural Heritage** in charge of the protection and integral management of cultural heritage, and (2) the **General Directorate of restoration, Museums and Technical Works** which collaborates with the relevant services within the General Directorate of Antiquities and Cultural Heritage in the study and execution of works for the protection, stabilization, restoration and valorisation of architectural monuments and monumental complexes. In addition, the Ministry of Culture has three advisory collective bodies which play a key role in the drafting of policies for the protection of cultural heritage and in approving major interventions in national monuments, sites and museums: the Central Archaeological Council, the Central Council of Recent Monuments and the Council of Museums. Matters of less importance are the remit of the Local Council of

Monuments of individual regions. Furthermore, Regional Services include the Ephorates of Antiquities, in charge of the protection of cultural heritage before 1830, and the Services of Modern Monuments and Technical Works, in charge of modern architectural heritage.

LEGAL FRAMEWORK

1. Protection of Antiquities and Cultural Heritage, Law 3028/02
2. General Building Regulation, Law 2508/1997
3. New Building Regulation, Law 4067/2012 2012
4. Control and Protection of Built Environment and other provisions, Law 4495/2017.

These come under the jurisdiction of the Ministry of Environment and Energy. However, all private and public works must comply with the Archaeological law (3028/2002).

The Ministry of Culture and Ministry of Environment and Energy are jointly responsible for the protection of the architectural and natural heritage. The highest advisory body on all matters related to the protection of ancient monuments, archaeological sites and sites of exceptional historical importance up to 1830 is the Central Archaeological Council.

Several services of the Ministry of Culture are responsible for the on-site implementation of policies on the protection, preservation and valorisation of archaeological heritage. There are also special departments responsible for cultural heritage protection, such as the Ephorate of Underwater Antiquities or the Ephorate of Palaeoanthropology and Speleology.

Spain

In Spain, the protection of cultural heritage is deeply rooted in its legislation, which combines national and regional laws, reflecting both the diversity and richness of its heritage. The main legal instrument at the national level is **Law 16/1985 of 25 June 1985 on Spanish Historical Heritage**. This law establishes the fundamental principles for the identification, conservation, protection, restoration and promotion of the country's cultural and natural heritage. It classifies heritage assets into different categories, such as monuments, historic sites, architectural ensembles, archaeological sites and cultural landscapes. It also regulates the procedures for the declaration of Bien de Interés Cultural (BIC), which gives properties a special status of protection.

Law 16/1985 is complemented by **Royal Decree 111/1986**, which details the administrative procedures necessary to implement these regulations. This regulation specifies how interventions on protected properties are to be managed, including restoration, archaeological excavations and permits to export or move heritage assets.

At the regional level, the **Spanish Constitution of 1978** grants the autonomous communities' competences in the field of cultural heritage, which has allowed the

development of specific laws adapted to the characteristics and needs of each region. For example, communities such as Andalusia, Valencia, Castilla y León and Madrid have their own regulations that complement and develop state legislation. These laws usually include provisions for the management of cultural assets specific to each territory, from historic sites to local traditions and festivities.

Regarding intangible cultural heritage, Spain has adopted policies aligned with the **2003 UNESCO Convention**. This is reflected in the protection of cultural practices such as flamenco, the castells of Catalonia, and other manifestations recognised as Intangible Cultural Heritage of Humanity. In this area, research, documentation and intergenerational transmission are promoted to ensure that these traditions continue to be alive and protected against globalisation and oblivion.

Spain is also a signatory to the **1972 UNESCO Convention**, which allows it to actively participate in the conservation of World Heritage Sites such as the Alhambra in Granada, the Cathedral of Burgos and the Doñana National Park. Within this framework, the country is committed to guaranteeing the sustainability of these assets, preserving their universal value for future generations.

In addition to regulations governing tangible heritage, such as monuments and landscapes, the Spanish legal framework is also concerned with **natural heritage** and its connection to sustainable development. This includes the recognition of cultural landscapes, where the interaction between nature and humanity generates a unique heritage value.

In short, Spain has a **comprehensive and decentralised regulatory system** that allows it to protect and promote its cultural and natural heritage from multiple perspectives. Collaboration between central and regional governments, together with the support of international agreements, ensures that Spanish heritage is preserved and valued both locally and globally, acting as a key element of cultural identity and social cohesion.

Lithuania

The Department of Cultural Heritage under the Ministry of Culture of the Republic of Lithuania is an institution responsible for implementing the national policy for the protection of immovable cultural heritage and movable cultural property (listed in the Register of Cultural Property).

The mission of the Department is to preserve Lithuania's cultural heritage and pass it on to future generations as a guarantee of the survival of the nation's identity, an integral part of the landscape, and a means of creating Lithuania's image, enabling the society to get to know it and use it. The Department implements the national policy for the protection of immovable cultural heritage and movable cultural values (entered into the Register of Cultural Values) and main tasks

- to coordinate and organize the process of accounting and inventorying of cultural heritage and to manage the Register of Cultural Values.
- to methodically guide the protection of cultural heritage.
- to consult on issues of cultural heritage management.
- to prepare immovable cultural heritage management and compensation programs and organize their implementation.

to organize the preparation of special territorial planning documents for the protection of immovable cultural heritage.
to resolve issues related to the research of immovable cultural heritage and movable cultural values, their organization and implementation.
to organize and coordinate international cooperation related to the protection of cultural heritage.
to organize and coordinate the knowledge and dissemination of knowledge of immovable cultural heritage and movable cultural values.
Currently, the structure of the Department consists of 8 central and 7 territorial divisions, the Cultural Heritage Research Board and the Heritage Conservation Library.

In Lithuania, the protection of cultural heritage is based on Articles 42, 47 and 54 of the Constitution of the Republic of Lithuania.

Objects of cultural heritage shall be protected in accordance with the Law on the Protection of Immovable Cultural Heritage of the Republic of Lithuania

(<https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/30b3a4e0e38011ea869e86e74cfea363?jfwid=-knxr20lg9>),

the Law on the Protection of Movable Cultural Property of the Republic of Lithuania, (<https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/e9fb6c22c1fc11eb91e294a1358e77e9?jfwid=110vum9yr8>)

the Law on Protected Areas of the Republic of Lithuania, (<https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/cf9f9132b60d11e6a3e9de0fc8d85cd8?jfwid>)

the Law on Territorial Planning of the Republic of Lithuania, and other laws and legal acts.

Glossary

Cultural heritage protection refers to the safeguarding and preservation of tangible and intangible cultural heritage. Protection of cultural heritage or protection of cultural goods refers to all measures aimed at protecting cultural property against damage, destruction, theft, embezzlement, or other loss.

Heritage resources management identifies the elements of the past that a society defines as its heritage, then determines how to conserve and use them in a way that respects them as a public trust. Heritage management is the application of management techniques to conserve and develop cultural resources so that they remain part of a cultural heritage with long-term value and benefit for the public.

Heritage enhancement is any activity aimed at improving the conditions of knowledge and conservation of cultural heritage and increasing its enjoyment

References

- UNESCO Institute for Statistics, 2009 UNESCO Framework for Cultural Statistics and UNESCO, Convention Concerning the Protection of the World Cultural and Natural Heritage, 1972

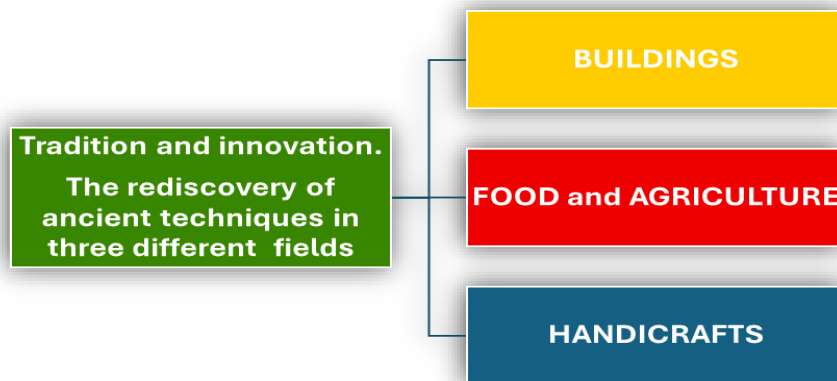
Additional resources

- <https://www.icomos.org/en/about-icomos/mission-and-vision/history?start=1>
- <https://www.coe.int/en/web/portal/european-union#:~:text=The%20Council%20of%20Europe%20and%20the%20European%20Union%20share%20the,different%2C%20yet%20complementary%2C%20roles.>



Area c: Resource to rediscover old vocational techniques and practices in different sectors

Chapter 6: Importance of rediscovering ancient techniques and practices



The European Framework for Action defines cultural heritage as a common good that past generations bequeath to future generations and affirms its transversality to different economic and policy areas of the European Union such as regional, urban and rural development, education and social cohesion, digital transformation, environment, tourism, accessibility, sustainability, research and innovation and external relations. Cultural heritage contributes to local social and economic development by ensuring a sustainable type of development (European Commission, 2019).

Unfortunately, cultural and natural heritage is often fragile and vulnerable. It is put at risk by:

- ✓ natural disasters.
- ✓ armed conflicts.
- ✓ uncontrolled urban development.
- ✓ pollution and climate change.
- ✓ tourist pressure (mass tourism).
- ✓ vandalism and neglect.

The unsustainable and uncontrolled use of natural resources is also a risk: think of intensive cultivation and breeding, deforestation, production of harmful and polluting materials, etc.

Protecting cultural heritage means not only preserving tangible and intangible assets but also promoting awareness of their importance. This implies a series of actions, including restoration and conservation; education and awareness raising; responsible planning: architects and town planners - but also administrators and policy makers -

must consider the importance of historic sites during urban development, integrating conservation with modernisation.

It is therefore necessary to adopt a proactive approach to heritage protection through serious planning, constant monitoring work on the ground and the use of sustainable materials.

The redevelopment of ancient techniques and practices is an important objective in several respects:

- 1) The rediscovery of skills that are often not given due importance and which, on the contrary, can also represent fundamental know-how from the point of view of economic revenue in a context often dominated by mass production.
- 2) The rediscovery and revaluation of the cultural heritage underlying these practices.
- 3) Their value both as a tribute to the past and as a contemporary necessity in terms of safeguarding natural and cultural heritage, ethics and environmental sustainability.
- 4) The combination of tradition and innovation that can coexist harmoniously together.

The rediscovery of ancient techniques and practices must be conceived in line with the concept of sustainability and can be declined in the most diverse fields:

Agriculture and Food: Of all human systems that use natural resources, the one most responsible for the current ecological crisis is our food system. As reported by WWF, the most significant figure is the 80 percent loss of global biodiversity caused by agriculture and the global food system: we have lost about 8 out of 10 living beings that inhabited rivers, lakes, the sea, the land. Although 40% of the earth's land is already exploited for agriculture and animal husbandry, the number one cause of global deforestation remains the creation of new crops, pastures and plantations; 23% of global greenhouse gas emissions come from agriculture, a percentage that rises to 37% when all food processing and transport is taken into account; two-thirds of land mammals are the ones we eat - cattle and raised pigs - all the rest, i.e. wildlife, from whales to lions to pandas, is now reduced to 4% of the mammal biomass; by continuing with the indiscriminate use of pesticides in agriculture we are seriously jeopardising the survival of pollinating insects, bees and others, on which as much as 70% of the world's human food crops depend, directly or indirectly. <https://www.wwf.it/cosa-facciamo/campagne/food4future/>

The use of traditional farming techniques promotes environmental sustainability by protecting biodiversity and minimising ecological impact. Sustainable agriculture must be promoted. Sustainable agriculture aims to increase productivity while respecting the environment, avoiding the destruction of natural habitats and the deterioration of land.

Some examples and techniques are represented by:

- 1) Crop rotation: this is a very old technique that dates back thousands of years. Farmers have observed that continuously growing the same plant in the same soil for long periods of time leads to a decrease in soil fertility and an increase in plant diseases. The strategy of alternating crops was therefore

- adopted. Different plants absorb and return different nutrients to the soil. A classic rotation is one that alternates cereals (e.g. wheat) followed by legumes (e.g. beans), then roots (e.g. carrots) and finally cover crops (e.g. clover).
- 2) Another example is biological control. Instead of using pesticides to eliminate parasites and insects from plants or soil, their natural enemies are used, which can be other "beneficial" insects such as ladybugs.
 - 3) A similar approach is that of biodynamic agriculture. The basic principle is that of respecting the terrestrial ecosystem. The goal is to ensure that plants self-regulate and adapt to external conditions as best as possible. Also in this case, chemical fertilizers are not used, but only natural preparations that promote soil fertility. Similarly, the land is covered with straw or organic matter, to maintain optimal humidity and regulate soil temperature.
 - 4) Then there is the technique of the supply chain. The products of the supply chain are monitored step by step from production to distribution to be healthier. The products of the chain are raised respecting natural resources without pollutants. The result is the "0 km food" that comes from the neighbourhood and is bought in the right quantity, to all the members of the chain according to seasonality and freshness. All the products of the chain are therefore traceable: it is always possible to identify the producer and the used methods.

Among the most developed examples of sustainable agriculture are ecovillages, communities in which they go from designing homes to minimize environmental impact to food self-sufficiency.

Crop rotation, biological control, biodynamic agriculture, the product chain and ecovillages are all examples of rediscovering old vocational techniques of agriculture, declining them using present technologies.

The rediscovery of ancient vocational techniques is then accompanied using more modern technologies. For example, calculating precisely how much water a plant needs avoids wasting resources, or knowing in advance which species of parasites could attack the plants allows for targeted prevention.

As can be seen, the use of the past in the present is all for the benefit of future generations and for the maintenance of the natural and cultural heritage that unites everyone.

Building: is currently responsible for 50% of the extraction of raw materials in the whole of Europe, 36% of emissions, 40% of energy consumption, 21% of water consumption. Data that make clear the responsibility of the construction sector in the fight against climate change and in achieving environmental protection goals. To achieve the goal of sustainable building, special attention must be paid to the promotion of careful design to guide most of the other choices that follow, i.e. the choice of materials, construction methods, systems, technologies to be used.

Sustainable construction is an approach to the construction or renovation of assets that has among its priorities the attention to the environmental impact of the work. In general, sustainable construction uses fewer resources and generates less waste.

Not only that, but sustainability involves the integration of three elements: society, economy and environment. A green building is sustainable, both from the point of view of the ecological footprint and from that of the well-being of those who live there.

Sustainability choices are made right from the planning stage: here, in fact, sustainable materials are chosen (such as wood, cork, straw), the use of green construction methods or energy-efficient construction techniques and various technological solutions. Among these we find:

Sustainable construction recovers traditional techniques and materials, integrating them with current innovations. It is a return to construction methods that used local resources and natural materials, reducing environmental impact and promoting living well-being.

Let's see some examples:

- Use of natural and local materials:

Our ancestors often used wood, stone, raw earth, straw and other easily available materials, this allowed to reduce transportation costs and the ecological footprint. Sustainable construction rediscovers these materials, integrating them with modern technologies to improve their performance.

- Effective construction techniques:

The use of green roofs that today appears as a form of aesthetics only, was already known in the past and has been adapted to the present because in addition to being pleasant, it allows to provide insulation from the sun and to recycle rainwater.

- Waste reduction: Historical buildings were often characterized by a more efficient use of resources, both by avoiding waste and by promoting the durability of buildings. This principle is fundamental in sustainable construction, which aims to minimize the environmental impact throughout the entire life cycle of a building.

Alongside the recovery of the past, modern knowledge is combined, and so we find

- Innovative materials: such as laminated wood, expanded cork, sheep's wool, cellulose fibre and bio-aggregates, which offer high thermal and acoustic performance, while reducing environmental impact.

- Advanced technologies: such as solar panels, rainwater recovery systems, home automation for the intelligent management of systems and the use of renewable energy

sources. These and other technologies allow the creation of buildings with high energy efficiency and a low environmental impact.

- **Certifications:** Sustainable construction uses certifications, which attest to compliance with specific sustainability standards, guaranteeing the quality and healthiness of buildings.

In short, sustainable construction is not just a return to the past, but an evolution that combines the best of tradition with the most advanced technologies to create greener, more efficient and comfortable buildings, respecting the environment and future generations.

The analysis of the structures of older buildings constitutes a process of enhancing local history. In terms of sustainability, the study of ancient structures and techniques can be very important to reduce harmful emissions, to avoid the use of scarce or expensive materials, or the use of environmentally invasive techniques.

Past and present generations can cooperate to guarantee a better environment and to protect the natural and cultural heritage for the future generations.

Handicrafts:

Sustainable craftsmanship proposes a new approach to the production of objects and artefacts, which favours the dissemination of practices that are more respectful of the environment and local traditions, safeguarding local resources.

Craftsmanship evolves by integrating sustainable practices in balance between tradition and innovation. This concerns: 1) the use of eco-friendly materials, such as recycled wood and organic fabrics, wool, linen; 2) The reference to a design that adopts forms that reflect culture and history, but that are also functional and suitable for modern lifestyles; 3) a production philosophy based on a circular approach, aimed at reducing waste and valorising local artisans.

Artisan workshops are the spaces where innovation meets tradition. The skills and secrets of the trade are passed down generation after generation, guaranteeing the identity and quality of the design. Artisans and designers lend their commitment to the preservation of the cultural heritage of roots and traditions that represent a direct connection with local culture and historical practices.

In this field, the careful selection of materials and the use of often very ancient techniques handed down from generation to generation guarantees the uniqueness of the products together with their high quality. Furthermore, ancient techniques often spontaneously promote the recycling of materials, a fundamental element for sustainability.

However, it is not just about conservation, but also about revitalizing and modernizing traditional techniques. Ancient practices are reinterpreted in a contemporary way, thus

creating a bridge between the past and the future. This allows us to involve new generations, who can draw inspiration from the traditions of the past.

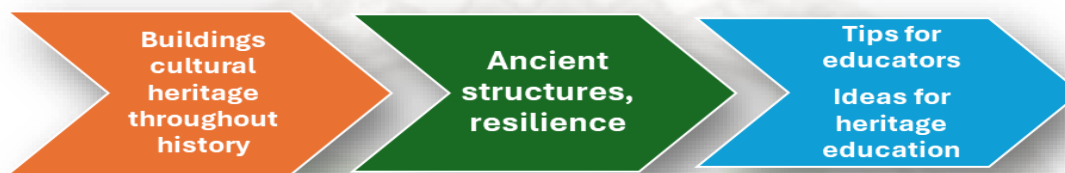
These examples lead us to believe that the rediscovery and conscious use of ancient techniques also in modern activities can help safeguard the cultural and natural heritage.

Resources

- <https://www.infobuild.it/approfondimenti/5-scelte-per-edilizia-sostenibile/>
- <https://www.equotube.it/blog/post/artigianato-sostenibile-riciclare-e-riutilizzare-i-materiali-per-un-mondo-piu-green.html#>
- <https://www.thoughtco.com/ancient-farming-concepts-techniques-171877>
(Ancient farming techniques have all but been replaced by modern mechanized farming in many places around the world. But a growing sustainable agricultural movement, coupled with concerns about the impact of global warming, has led to a resurgence of interest in the processes and struggles of the original inventors and innovators of farming, some 10,000 to 12,000 years ago)
- https://old-www.wsu.edu/gened/learn-modules/top_agrev/5-Technology/technology1.html#:~:text=On%20the%20contrary%2C%20in%20the,fields%20and%20harvesting%20the%20grain.
- (Original farmers developed crops and animals that grew and thrived in different environments. In the process, they developed adaptations to maintain soils, ward off frost and freeze cycles, and protect their crops from animals)
- <https://www.slofoodbank.org/food-as-culture/> (Food is considered a part of intangible cultural heritage, a way of life that is passed down from generation to generation. Traditional recipes, cooking techniques, and dining etiquette can reflect the values and beliefs of different communities and are all vital parts of cultural heritage. The UNESCO Intangible Cultural Heritage list includes many dishes and food-related customs and traditions ...)
- <https://study.com/academy/lesson/the-connection-between-food-culture-society.html> (Food is not just something we eat to fill our stomachs. It is consciousness. The love, attention, and toil with which it is shopped for, prepared hours or even days before, cooked with patience, and served with love have a huge impact on how it turns out and how it affects us. People bond over cooking, ingredients, shopping markets, produce, recipes, restaurants, farming, and so much more)
- <https://www.slofoodbank.org/food-as-culture/> (Since the beginning of time, humans had to get creative when it came to survival. Ancient cultures around the world had to harness nature for local food sources while acclimating to the climate. Whether hunting or harvesting, food preservation allowed man to plan ahead and form a food supply. This was not only crucial for survival, but also for putting down roots and

establishing communities. As ancient cultures were adapting, they discovered techniques that have now become basic methods of food preservation)

Chapter 7: Building



Buildings, which constitute an important part of cultural heritage, are unique structures that reflect the lifestyles, beliefs, and artistic skills of people throughout history. These buildings are of critical importance not only for their architectural features but also for the preservation and transmission of social memory. Understanding buildings within the scope of cultural heritage requires analysing their historical, aesthetic, and functional characteristics.

From prehistory to the first civilizations

The temporary nature of prehistoric structures meant that most have long been lost due to the elements used; archaeologists and historians can only speculate.

At the Olduvai Gorge site in Tanzania, archaeologists discovered a 1.8-million-year-old stone circle resembling the foundations of hunter-gatherer huts.

However, some experts argue that it is difficult to understand how the rock formations of Olduvai Gorge were used. Instead, it is in Terra Amata, France, where many historians claim the first traces of artificial shelters are found. These are temporary huts, dating back to 400,000 BC, which provided shelter for early humans while hunting.

Neolithic cultures encountered heavy wooden buildings, although the difficulty of cutting large trees with stone tools limited their use. These structures were typically rectangular in plan, with a central row of columns supporting a ridge pole and corresponding rows of columns along the walls; beams ran from the ridge pole to the wall beams. The columns were buried deep in the ground, and the ridge pole and beams were attached to the columns with plant fibres. The most common roofing material was straw, dried grass, or reeds tied together in small bundles, which were then tied in an overlapping pattern to the lightweight wooden poles that spanned the beams. Horizontal thatched roofs are highly permeable, but if positioned at the right angle, rainwater drains away

before it can penetrate. Early builders quickly determined the roof pitch that would allow water to drain away without dragging the straw with it. Several types of filling were used for the walls of these frame houses, including clay, wattle and daub, and straw.

In Polynesia and Indonesia, pole houses are still built. Here, however, they are raised off the ground on stilts to ensure safety and keep the environment dry. Leaf roofs are often used, and the rooms are large to allow airflow and natural cooling.

In Egypt and the Middle East, wood was replaced by bundles of reeds in another variation of the structure.

The absence of metal tools made it possible to work only with certain materials, but quite elaborate stone structures using dry stone masonry techniques have also been found. One example of such a structure is found at Skara Brae in Scotland, the most complete Neolithic village in Europe, and another is Göbekli Tepe. This monument features T-shaped limestone pillars, meticulously carved with flint points and other rock-cutting techniques.

It was the cultures of the great river valleys—including the Nile, Tigris and Euphrates, Indus, and Huang Ho—with their intensive irrigation-based agriculture, which developed the first communities large enough to be called cities. These cities were built using a recent technology based on the clay available on the riverbanks. Compacted walls were replaced by structures made from prefabricated units: bricks. This represented a major conceptual shift from the free-form forms of compacted clay to the geometric modulation imposed by rectangular bricks, and building plans also became strictly rectangular.

The earliest evidence of large-scale buildings is found in Mesopotamia. In addition to dwellings, the Mesopotamians built palaces, temples, and ziggurats, often using advanced masonry techniques. Mesopotamia is also home to the oldest known roads of any civilization.



Source: https://iuqs-geoheritage.org/geoheritage_sites/laetoli-olduvai-gorge-palaeoanthropological

In the cities of Ur and Babylon, archaeologists have discovered paved roads dating back to 4000 BC, used primarily for trade. Most ordinary Mesopotamian buildings were constructed of mud bricks, often lost over time. Nevertheless, a considerable number of structures have survived, some of which are in remarkably good condition. However, some have been partially rebuilt, sometimes in modern times.

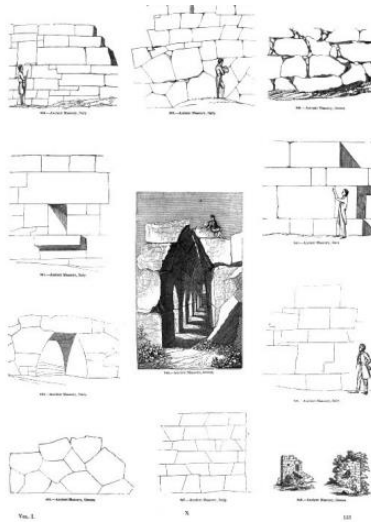
The bricks were made of adobe: a mixture of mud and straw. They were moulded into a four-sided wooden frame, which was removed once the contents had sufficiently hardened through evaporation. The bricks were then carefully dried in the sun. The straw served as reinforcement to hold the bricks together when the inevitable shrinkage cracks formed during drying. The bricks were laid into the walls with wet mud mortar or sometimes bitumen to bind them; the openings appear to have been supported by wooden lintels. In the hot, dry climate of the river valleys, exposure to the elements was not a significant problem, and the mud bricks were left exposed or covered with a layer of mud plaster. The roofs of these early urban buildings have disappeared, but it is likely that they were supported by wooden beams and were mostly flat, given the low rainfall in these areas. In the Middle East, Africa, Asia and Latin America, these mud brick or adobe constructions are still widely used.

The Iron Age is a period from 1200 BC to 550 BC, during which iron was widely used for tools and weapons. After about 300 BC, steel was created by adding carbon to iron. Steel could be tempered and produced a sharp, sharp, and durable blade. A new woodworking tool, made possible using steel, was the hand plane, also particularly useful in construction.

Ancient Egypt, Greece, Rome, and China also made significant advances in construction. The pyramids of Egypt, the temples of Greece, and the imperial palaces of China continue to amaze and inspire us. Imhotep, who lived around 2650–2600 BC, is often considered the first known engineer and architect. The Roman Road system, 80,000 kilometres long, stretched from Britain to Syria and indicates the perseverance of the Romans in creating the straightest possible routes between the cities of their vast empire.

Of note are Greek temples, which are particularly impressive for their architectural grandeur. The Greeks also made significant contributions to technological progress, with innovations in hydraulics, the spiral staircase, central heating, urban planning, the waterwheel, the crane, and more.

The earliest known example of a construction drawing is found in the Temple of Apollo at Didyma. An unfinished stone wall was engraved with the outlines of columns and mouldings; the drawing, never erased, offers a rare insight into the history of working construction drawings.



Source:
https://engineering.rowan.edu/_docs/civil/environmental/cee-materials-reading-assignment.pdf

How did ancient buildings survive?

Ancient structures, built with unique materials and techniques, have demonstrated remarkable resilience over the millennia, a quality that modern construction cannot match. Today, scientific research is focused on uncovering these architectural secrets with the goal of improving the sustainability of 21st-century buildings. Archaeological research, spanning from Rome to Central America to China, has revealed the ingenious methodologies employed by ancient builders, resulting in structures of exceptional durability.

Roman walls, Mayan lime sculptures, and Chinese fortification walls have survived for millennia thanks to the use of rare, locally sourced ingredients, such as volcanic ash, tree bark, rice, and even urine, mixed with cement. These ancient materials possess self-healing properties that allow them to "repair" cracks and become more durable over time, unlike today's concrete, which lasts only 50 to 100 years before crumbling.

Uses of Khorasan Mortar

Khorasan mortar was used during the Roman, Byzantine, Seljuk, and Ottoman periods, with the term "Khorasan" deriving from the Iranian region of Khorasan. The term Khorasan specifically refers to fired clays composed of crushed and ground bricks and tiles. Lime-based mortars were used in the construction of structures from ancient times until the advent of cement, and their use was widespread. These mortars were used in the construction of aqueducts, cisterns, and baths. Mortars using hydraulic lime as a binder are recommended for the restoration of historic buildings.

Brick dust or crushed tiles was used as an aggregate in the production of mortars, including lime. Such mortars are called Khorasan in Turkey, Homra in Arab countries, Surkhi in India, and Cocciopesto in ancient Rome. Khorasan mortar is typically produced using slaked lime as the binder, with various proportions of sand and brick dust as aggregates [2]. The addition of supplementary materials, including organic and inorganic substances, is sometimes employed to improve the quality of the mix. The

incorporation of crushed brick, slaked lime and water in mortar production has been shown to produce mortars that exhibit adequate mechanical strength.

Recent Discoveries

Engineers have been studying methods to improve modern building materials for years.

Admir Masic, a materials engineer, has argued that extending the durability of concrete by 50-100 years would significantly reduce demolition and waste. Masic studies how to solve the sustainability problems of modern construction using Roman methods. He places a greater understanding of materials at the heart of his work to achieve improvements in today's production. His research focuses on cement. Masic recently discovered the secret of the cement used by the Romans, which has self-healing properties.

His startup is developing concrete inspired by Roman methods, with the aim of mitigating the impact of climate change on built environments. This search for more sustainable solutions draws inspiration from the ancient past, underscoring the importance of historical knowledge in modern engineering practices.

Masic has also explored the potential of concrete as a means of storing CO₂, leveraging its properties to capture and sequester the gas sustainably. Furthermore, the technology has been studied for its application in energy storage, with the prospect of using concrete as a high capacity "supercapacitor."

Considering the growing demand for greater durability, reliability, and safety, composite materials with self-healing properties have been developed. These materials draw inspiration from the self-repair capabilities observed in plants and animals. These self-healing materials (SHMs) have found widespread application in various fields, including aerospace, naval, biomedical, and structural, with continued advances in various areas.

Self-healing has been suggested to be the ability of a material to recover from damage naturally and autonomously without external interference. Various terms such as self-healing, autonomous healing, and self-repair are used to describe such characteristics in materials.

Medieval Construction

It is well documented that stone became the primary construction material for major buildings, churches, and castles during the Middle Ages. Additionally, the Middle Ages saw the advent of glass, which subsequently became a vital component for construction purposes. The adoption of glass was facilitated by the expansion of the Republic of Venice.

The primary construction materials employed in medieval architecture included stone, wood, brick and, on occasion, marble, the selection of which was determined by factors including availability, intended purpose and the desired aesthetic effect. Stone constituted the principal construction material for major religious and secular edifices, due to its durability and ability to support the imposing structures typical of the era, including cathedrals and castles. Stone facilitated the creation of intricate carvings and

detailed façades, a defining feature of Gothic architecture. In contrast, wood was employed for presidential buildings, roofing structures, and interior frameworks, offering a contrast in both purpose and appearance. Brick, although less common, was utilised in regions where stone was scarce.

**Source:**

whc.unesco.org/en/documents/109606

Palace of Westminster and Westminster Abbey including Saint Margaret's Church or Westminster Abbey are the continuous preservation efforts guarantee the structural soundness and historical accuracy of this UNESCO World Heritage Site for future generations.

The Renaissance

Renaissance architecture is characterised by a process of rediscovery, whereby the classical principles of ancient Rome and Greece were reinterpreted through a lens of humanism. The Renaissance architectural style emerged during the 14th century and continued to evolve through to the 17th century, leaving a legacy that has had a profound impact on architectural history across the globe.

The defining characteristics of Renaissance architecture are a return to balance, proportion, and symmetry, which echo the ideals of classical antiquity. However, this was not merely an exercise in copying the past; rather, it was an endeavour to elevate it. Architects synthesised ancient techniques with novel innovations, thereby creating structures that were not only aesthetically pleasing but also functional and forward-thinking. The following characteristics exemplify the defining features of this influential style. Designs were meticulously planned, often using mathematical ratios to create harmony between all elements. These features were borrowed from ancient temples and reimagined to suit new, grander purposes.



[Antwerp City Hall - Antwerp, Flemish Region, Belgium](#)

Filippo Brunelleschi is regarded as the principal figure in the development of Renaissance architecture, which originated in France and subsequently disseminated throughout the continent. The fundamental principles of Renaissance architecture are based on the concepts of symmetry, geometry, and proportion. The new architectural style sought to achieve a balance between horizontal and vertical elements, incorporating forms that reflected human proportions. The architectural style was to provide basic human needs and not religious principles, in contrast to the Roman and Gothic styles. While Renaissance architecture, which saw the use of stone and marble materials, was initially focused on civil buildings, the construction of religious buildings continued alongside these. The shift in architectural style suggests a change in the religious beliefs of the Middle Ages. The high structures with pointed vaults, pointed arches and bell towers, which were seen as a way of approaching God, were replaced by lower central planned structures with round arches and barrel vaults.

Industrial Times

The industrialisation of brick production commenced in the 19th century. The time-consuming manual moulding process, which had been in use for 3,000 years, was replaced by the production of "pressed" bricks. These were manufactured using a mechanical extrusion process, whereby clay was forced through a rectangular die in a continuous column and cut to size by a wire cutter. Additionally, there was a notable increase in the production of masonry units with intricate shapes and designs. Periodically fired beehive kiln reminded in use but continuous tunnel through which bricks were moved slowly on a conveyor belt, had become the dominant method by the end of the century. The new methods significantly reduced the cost of bricks, making them one of the most important building materials of the era.



Source:

<https://www.arkitera.com/haber/paris-ve-haussmann/>

The first industrial age, which commenced in the late 18th century, was characterised using iron and steam power. The second industrial age, which began around 1880, was defined by the ascendancy of steel and electricity. The mass production of this novel material and this novel form of energy also had a profound impact on building technology. The initial production of steel was undertaken on a large scale for the manufacture of railroad rails. The rolling of steel rails (which was adapted from wrought-iron rolling technology) and other shapes, including angles and channels, commenced around 1870. This process resulted in the creation of a significantly more robust and less brittle metal. Steel was selected as the primary building material for two structures constructed for the Paris Exposition of the Eiffel Tower.

Modern Times

France's modern architecture represents an attractive combination of innovation and heritage. Modern architects place great emphasis on functionality and minimalism, using clean lines, eco-friendly materials and cutting-edge technology to produce visually arresting structures. The renowned La Défense neighbourhood in Paris features cutting-edge towers and glass facades, reflecting the country's progressive outlook.

Source:

<https://www.archdaily.com/991844/isala-meppel-hospital-vakwerk>

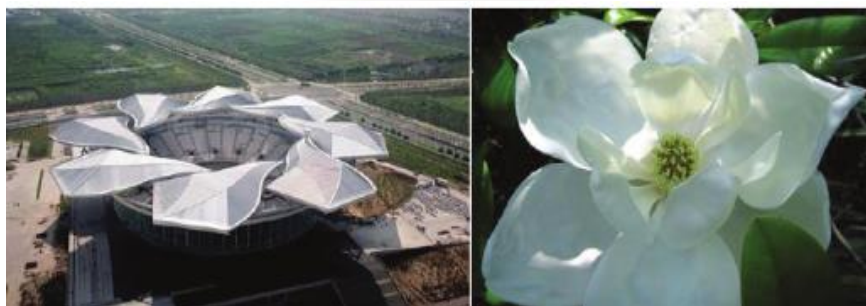


Notable architects such as Dominique Perrault and Jean Nouvel have made a significant impact with their innovative designs, including the Bibliothèque Nationale de France and the Philharmonie de Paris. Green buildings and eco-friendly urban planning projects are becoming increasingly popular as sustainability gains prominence. Modern French architecture effectively combines efficiency, aesthetics, and environmental awareness.

Biomimicry

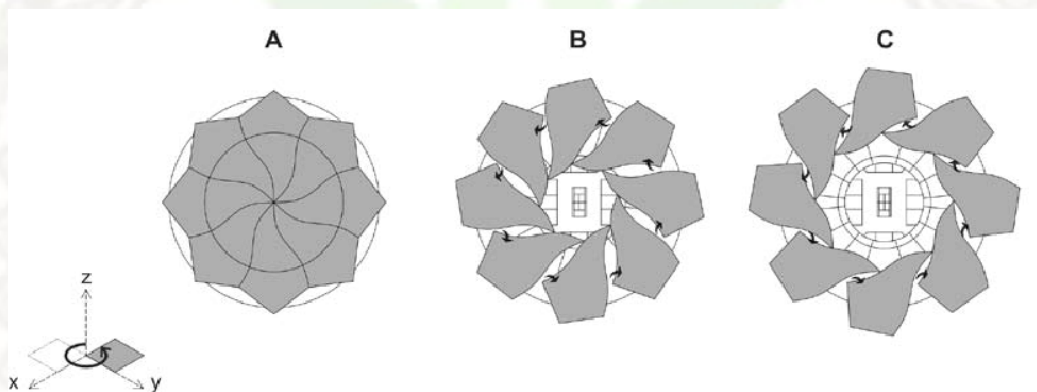
In the field of architectural design and construction, the inherent complexity and diversity of natural forms have emerged as a significant source of inspiration, providing a foundation for the conceptualisation and construction of buildings. Moreover, a variety of questions have been raised by architects and designers as to how the complex relationship between nature and architecture can be harmonised to break away from the traditional design process that reviewed buildings as sheltering structures, as opposed to the full potential of modernising its design and incorporating nature-inspired features to connect the natural world with the man-made world. The term "Biomimicry" was thus coined, but the question remains: how is it linked with the built environment, and how can it be interlinked with the built environment to serve as a problem-solving approach?

When looking at nature for inspiration, several terms surface. The term "Bio-inspiration" is particularly relevant in this context, as it denotes the process of deriving inspiration from nature for the purpose of problem-solving. Bio-inspired design (BID) is a broad term that encompasses a wide range of design approaches inspired by life, nature, and living organisms.



Source: <https://www.researchgate.net/figure/Aerial-view-of-the-Qizhongs-retractable-roof->

Nature is regarded as a knowledge source that provides some of the answers that humans require, given that it has evolved for more than 3.8 billion years through continuous trials, investigations, developments, and adaptation solutions. This process has led to the concept of biomimicry, which can be defined as the process of emulating nature's processes and designs to inspire technological and industrial developments. The term "Biomimicry" was first coined in 1962, originating from the Greek words "Bios", meaning life, and "Mimesis", meaning imitation. In 1997, Janine Benyus defined biomimicry as "The conscious emulation of nature's genius". The term 'Biomimicry' is often associated with the concept of 'Biophilia', a term derived from the Ancient Greek language. The combination of 'bio' (life) and 'philia' (love) in 'Biophilia' symbolises the love of nature. The concept of 'Biophilia' emphasises the innate human attraction to the natural environment, highlighting the connection between the human psyche and natural systems. A related concept is 'biophilic design', where architectural structures draw inspiration from the elements of the living world.



Source: https://www.researchgate.net/figure/Tennis-stadium-Qizhong-Forest-Sports-City-Arena-demonstration-of-opening-and-closing-of_fig8_284134712

Green Buildings or sustainable buildings

Green building materials are defined as those that are environmentally responsible and resource-efficient throughout their entire life cycle. This entails the sourcing, manufacturing and disposal of materials in a manner that minimises their environmental impact. What, then, are the practical implications of this approach? Consider materials that are renewable, recyclable, or sustainably sourced, such as bamboo, reclaimed wood, and recycled metal, which contribute to a more sustainable future.

These materials are not only environmentally beneficial but also offer health advantages. Many green building materials are free from toxic chemicals and pollutants, enhancing the safety and health of your living space. Additionally, they often provide superior performance and longevity compared to traditional materials, reducing the need for replacements and repairs over time. Bamboo is a rapidly renewable resource that is strong and versatile. A rapidly renewable resource that is highly durable and adaptable. Recycled steel is a sustainable alternative to virgin materials. This material

is produced from scrap metal and offers the same strength as new steel, while reducing the environmental impact. Cork is a material that can be used in a variety of applications. This material is harvested from the bark of cork oak trees and is renewable, offering excellent insulation properties.

The selection of sustainable house materials during the construction or renovation of a residence can result in a significant reduction in the environmental impact of the project. It is possible to insulate a home in a sustainable manner that does not result in any negative environmental consequences. Similarly, cement can be produced in an environmentally friendly way that does not contribute significantly to global warming. The following list comprises the most sustainable materials used in the construction of environmentally friendly houses. Recycled glass countertops are manufactured from post-consumer glass, resulting in a product that is durable, aesthetically pleasing, and environmentally responsible.



<https://www.archdaily.com/933010/the-future-of-the-old-how-ancient-construction-techniques>

Hempcrete is a composite material composed of hemp and lime, which is used in construction and insulation. A bio-composite material, composed of the inner woody core of the hemp plant mixed with lime, which is employed in the construction and insulation industries.

It is common for the terms "eco-friendly building materials" and "sustainable building materials" to be used interchangeably. However, there are subtle nuances between the two terms when considering construction and architectural projects. When planning a construction project, the choice of materials is of paramount importance for achieving environmental responsibility and long-term viability. While terms such as "eco-friendly" and "sustainable" building materials are often used, they serve slightly different purposes.

Tips For Educators

- Create an inclusive, respectful learning environment while identifying participants' prior knowledge, skills, and interests related to buildings and heritage. Combine individual surveys, focus group discussions, and observations to assess participants' background knowledge and practical experience with traditional and modern building techniques.
- The learning space must be welcoming and culturally sensitive. Allow participants to share their unique cultural perspectives on heritage buildings. Use active listening techniques, show empathy, and encourage open dialogue. This fosters trust, especially among adults from vulnerable or marginalized backgrounds.
- To effectively impart practical building skills, experiential, hands-on activities are essential. These activities must be structured to build confidence and vocational competencies. Hands-on sessions should be offered, where participants can learn and practice traditional building techniques. Utilize scaffolded instruction, methodically increasing the complexity of tasks as participants develop proficiency.
- Incorporate stories, legends, and historical accounts of local heritage buildings for instance, explore how old marketplaces, mosques, churches, or town halls functioned as communal hubs in the past and still hold cultural significance today. Activity example: Participants will be encouraged to share stories about culturally significant buildings from their own backgrounds. This exercise can serve as a catalyst for discussions on cultural diversity, shared heritage, and diverse architectural traditions. Participants will have the opportunity to gain a deeper understanding of the historical, cultural, and social roles that buildings play in shaping communities and identities.
- Encourage teamwork, leadership, and self-expression by having participants work together on projects that link heritage with personal empowerment. Activity example: Encourage participants to create art, drawings, or models inspired by heritage buildings. For example, 3D Building Models. Participants can use recycled materials, clay, or LEGO bricks to create miniature models of traditional buildings that reflect architectural features from different cultures.
- The implementation of project-based learning (PBL) is recommended to foster a sense of ownership and enhance the relevance of the learning experience to the real world. The integration of peer teaching strategies, wherein more experienced participants assume a mentorship role and impart their competencies, is also recommended.
- Assist participants to discover how skills related to heritage can lead to employment and entrepreneurial prospects. Offer workshops on subjects such as launching a small business, marketing heritage-based crafts or offerings, and navigating the process of applying for grants to fund community preservation initiatives.

Ideas For Building Heritage Education

- Encourage intercultural dialogue comparing architectural heritage in diverse cultures.

Activity example: Participants from diverse cultural backgrounds will be invited to share and compare architectural traditions from their countries or regions. Participants may present their findings in the form of presentations, drawings, or models of traditional buildings, and discuss how these reflect cultural values and environmental adaptations.

- Explore the social and cultural history of buildings through storytelling.

Activity example: Participants will be tasked with conducting an interview with a historical building by researching its history, architectural style, and the people who lived or worked there. They can present their findings as creative narratives, using multimedia formats for example videos, podcasts, photo essays.

Activity example: Participants should be encouraged to collect oral histories from community members who have memories of the building, adding personal stories to the historical narrative.

- Support the participants to discover the integration of traditional building techniques with contemporary environmental concerns. The aim is to explore sustainable architecture by connecting traditional building techniques with modern environmental challenges.

Activity example: Sustainable Heritage Building Design: Participants are tasked with the design of an eco-friendly house or community space drawing inspiration from traditional building techniques, including the use of adobe, stone, and passive solar design. Participants are encouraged to utilize basic software tools to create blueprints, models, or digital designs.

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Additional resources

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- <https://engineering.rowan.edu/docs/civilenvironmental/cee-materials-reading-assignment.pdf>
- <https://constructible.trimble.com/construction-industry/a-very-brief-history-of-the-construction-industry>
- <https://www.architecturecourses.org/learn/medieval-architecture>
- <https://www.awaydigital.com/medieval-architecture/>
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- <https://www.architecturecourses.org/build/green-building-materials>
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- https://www.researchgate.net/figure/Tennis-stadium-Qizhong-Forest-Sports-City-Arena-demonstration-of-opening-and-closing-of_fig8_284134712

Chapter 8: Food



Food is an essential part of every culture. It is more than just a means of sustenance, but a way of expressing oneself, connecting with others, and passing on rich cultural heritage. Food is deeply ingrained in our cultural identity and serves as a representation of our heritage, history, and values. Food is considered a part of intangible cultural heritage, a way of life that is passed down from generation to generation. Traditional recipes, cooking techniques, and dining etiquette can reflect the values and beliefs of different communities and are all vital parts of cultural heritage. The UNESCO Intangible Cultural Heritage list includes many dishes and food-related customs and traditions.

<https://www.slofoodbank.org/food-as-culture/>

Using cultural heritage, such as food preparation traditions, in the education of vulnerable adults can be an effective way of social inclusion, creating a sense of community and reinforcing bonds. This can manifest itself in such aspects as:

1. Teaching local traditions to newcomers can facilitate a deeper understanding of the community. This might reduce the risk of cultural misunderstandings, increase respect for local customs, and aid in smoother integration.
2. Preservation and transmission of cultural heritage through traditional recipes and cooking methods helps to reconnect with the native culture, promotes pride, increases self-esteem, and restores a sense of belonging
3. Mixing cultures creates an opportunity for integration through the exchange of traditions, which promotes social, cultural and economic integration and enhances mutual understanding. Intercultural exchange also builds tolerance, fosters social cohesion.

4. Joint masterclasses contribute to the strengthening of social ties. Group work requires interaction and promotes communication skills; reduces feelings of isolation.

5. Organising such training also promotes practical skills and income-generating opportunities.

Tips For Educators

Teaching methodology should consider the characteristics of vulnerable adults, including emotional state, educational level, life circumstances, and cultural differences, i.e. initially include an assessment of the needs of the target audience. As well as the preparation and creation of an inclusive environment.

The content part should have a culturally relevant context, combining theory, history, cultural traditions, ingredient features, and practice.

Teaching methods:

1. Demonstration and active participation at each stage
2. Group work with division of tasks and role rotation.
3. Development of additional skills such as budgeting and meal planning.

Reflection and evaluation can consist of both short-term outcomes such as improved skills, increased interest, etc. and long-term outcomes such as planning social projects, cookery festivals and other charitable initiatives.

Activities Ideas In Food Heritage Education

Canning and Fermentation Classes

Teach learners traditional preservation techniques such as canning fruits and vegetables or fermenting foods. These skills help learners understand food science, save money, and extend the shelf-life of produce.

Traditional Drying Techniques

Show how to dry herbs, fruits, and meats, a method many cultures use for preserving food. This can be a part of a larger discussion on sustainable living and resource conservation.

Storytelling Through Food

Use food as a medium to tell stories about diverse cultures. This can be part of literacy classes where learners read about food in literature or write their own experiences and cultural heritage through recipes.

Market Days and Food Festivals

Help learners organize a local food market or a festival where they can sell traditional dishes. This can be a platform for practical business experience and for promoting cultural heritage in the broader community.

Cultural Cooking Days: Organize themed cooking classes where learners prepare dishes from distinct cultural backgrounds. Encourage learners to bring recipes from their own heritage to share and teach to others. This fosters a sense of pride and belonging while promoting cultural exchange.

Chapter 9: Agriculture



Agriculture embodies the traditional knowledge and practices that have been cultivated and passed down through generations. These practices are deeply connected to the local environment, seasonal cycles, and community rituals.

Agriculture is recognized as both cultural and natural heritage, with traditional farming methods and the cultivation of native crops playing crucial roles in maintaining biodiversity and ecosystems. The practices developed by ancestral communities, such as crop rotation, companion planting, organic fertilization, beekeeping, water management are invaluable resources for modern sustainable agriculture.

Using agricultural heritage in the education of vulnerable adults can significantly contribute to social inclusion and empowerment. This can be achieved through:

1. Teaching traditional farming techniques can help integrate individuals into the community and provide them with valuable skills. This knowledge transfer fosters a deeper connection with the land and community, enhances self-reliance, and can lead to economic opportunities.
2. Engaging vulnerable adults in the cultivation of heritage crops, heirloom seeds and traditional farming methods helps preserve these practices, maintain biodiversity, strengthen cultural identity, boost self-esteem, and a sense of contribution to a greater good.
3. Creating community gardens or cooperative farms where people from diverse backgrounds work together can facilitate social and cultural integration. These shared spaces promote mutual understanding, cooperation, and collective problem-solving, enhancing community bonds.

4. Participating in agricultural activities can have therapeutic effects, reduce stress and improve mental health. The physical activity involved in farming can also promote physical health and well-being.
5. Agricultural training can lead to income-generating opportunities through the sale of produce, participation in farmers' markets, or the development of small-scale agribusinesses.

Tips For Educators

- Begin with an assessment to understand the specific needs, capabilities, and interests of the participants.
- Create an environment that respects and incorporates cultural differences and is sensitive to the participants' life circumstances and emotional states.
- Teach practical farming techniques that are relevant to the local environment and agricultural heritage.
- Emphasize hands-on experience where participants actively engage in planting, maintaining, and harvesting crops, sustainable foraging, beekeeping etc.
- Encourage group activities with shared responsibilities and rotating leadership roles to promote teamwork and interpersonal skills.
- Include additional skills training such as sustainable resource management, organic farming, and the business aspects of agriculture.

Activity Ideas In Agricultural Heritage Education

Seasonal Workshops

Organize workshops that align with agricultural seasons, teaching skills such as planting winter vegetables, pruning fruit trees, or harvesting grain. These workshops can be tailored to the local climate and agricultural cycle, providing practical and timely skills.

Heritage Seed Banks

Create a seed bank of native and heirloom varieties within the community or educational setting. Teach learners how to cultivate and care for these plants, explaining their significance and uses, which fosters a connection to cultural heritage and biodiversity.

Community Gardens

Establish community gardens specifically for educational programs where learners can practice cultivation techniques, companion planting, sustainable gardening practices, heirloom plants cultivation etc. This could also serve as a demonstration site for sustainable agriculture practices.

Field Trips

Organize guided foraging trips with experts who can teach identification, uses, and ethical harvesting techniques. Sustainable foraging involves the ethical gathering of wild plants and fungi without harming the environment. This practice connects participants with local ecosystems and teaches them about biodiversity, conservation, and the sustainable use of natural resources.

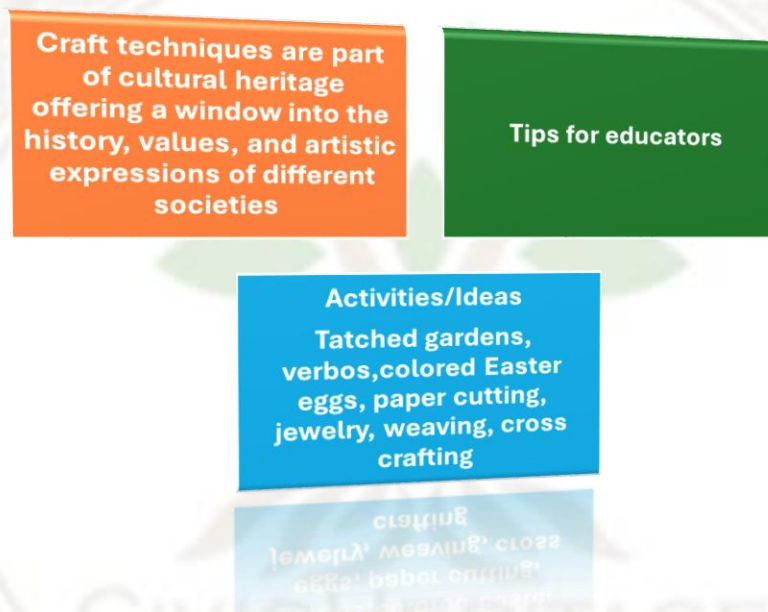
Ethnobotanical Gardens

Create gardens that focus on plants important to local or indigenous cultures. Teaching how to grow and use these plants can connect learners to traditional agricultural practices and dietary habits.

Heritage Crop Projects

Involve learners in planting, maintaining, and harvesting heritage/heirloom crops. This can be linked with lessons on the history and cultural significance of the crops, as well as their nutritional values.

Chapter 10: Handicrafts



Traditional craft techniques are an integral part of cultural heritage, offering a window into the history, values, and artistic expressions of different societies. These time-honoured practices passed down through generations, each carrying unique stories and significance.

Handicrafts are items made by hand using basic tools rather than machines. They are usually decorative and have a specific purpose. Common crafts include basket weaving, pottery, embroidery, knitting, crochet, weaving, specific jewellery, sewing, woodwork.

Tips For Educators

To learn to enjoy cultural heritage, we must pay attention to the fact that some handicrafts are similar in countries, but each nation stands out among other nations with its colour combinations and abundance of different patterns. Recent research shows that crafts have a measurable impact on creative mindfulness practices, helping to focus on the here and now and reducing anxiety and stress. There is a direct link between handicrafts and feelings of peace and happiness.

Activity/Ideas

Practical seminars for communities or groups of individuals seeking to encourage community action, various handicrafts help to "inventory" members' interests and abilities, discover connections between problems, expectations, and available resources, enabling residents to create a unifying vision and an integrated, realistically implementable strategy.

Integrated lessons can not only reveal the secrets of this subtle art, but also talk about folklore symbols, their philosophical meaning, cultural values, and the significance of folk art for modern people affected by globalization. Learners can also test their abilities themselves through training and specific practice.

Considering a country like Lithuania, 4 Lithuanian cultural values have been included in the UNESCO Representative List of the Intangible Cultural Heritage of Humanity:

- the phenomenon of spiritual culture, cross-making and the symbolism of crosses in Lithuania (2001),
- the tradition of song and dance festivals in Estonia, Latvia and Lithuania (2004) Lithuanian polyphonic songs, (sutartinės), are considered a European musical phenomenon (2010);
- the tradition of tying straw beds (2023).

More than that Lithuania has very exceptional handicrafts such as:

Thatched gardens that symbolize the creation of the perfect world and are related with the Heaven, garden of the sky. They used to be made at Easter time and hanged over the dinner table.



<https://www.kumutis.lt/lietuvisku-siaudiniu-sodu-nuotrauku-galerija/>

Verbos - bouquets of dried plants used on the Palm Sunday (the Sunday before Easter). They represent the palm branches that were laid in Christ's path when he triumphantly entered Jerusalem. Many Verbos are crafted and sold by vendors in streets that day and then sanctified in the churches. Verbos are the most artful in southeast Lithuania.



https://ars.mkp.emokykla.lt/liet_tautodaile/verba.htm

Colored Easter eggs are artfully dyed/decorated Easter eggs which are then used for various contests (e.g. "whose egg is stronger" or "whose egg goes further when pushed"). Many families still dye their eggs at home rather than buying them at a shop.



<https://www.youtube.com/watch?v=y5bRJxhzyKM>

Cross crafting. Lithuanian Cross-crafting is a phenomenon in which craft, art and faith meet. The tradition of erecting crosses goes back to the arrival of Christianity in Lithuania at the end of the 14th century and includes elements of pre-Christian culture; **Paper cutting** has been practiced as an art since the 16th century and was especially popular for decorations at weddings and other special events. By the end of the 19th century, it was widely used as decoration for the home – to cover a window, trim a shelf, a lamp or a mirror frame.



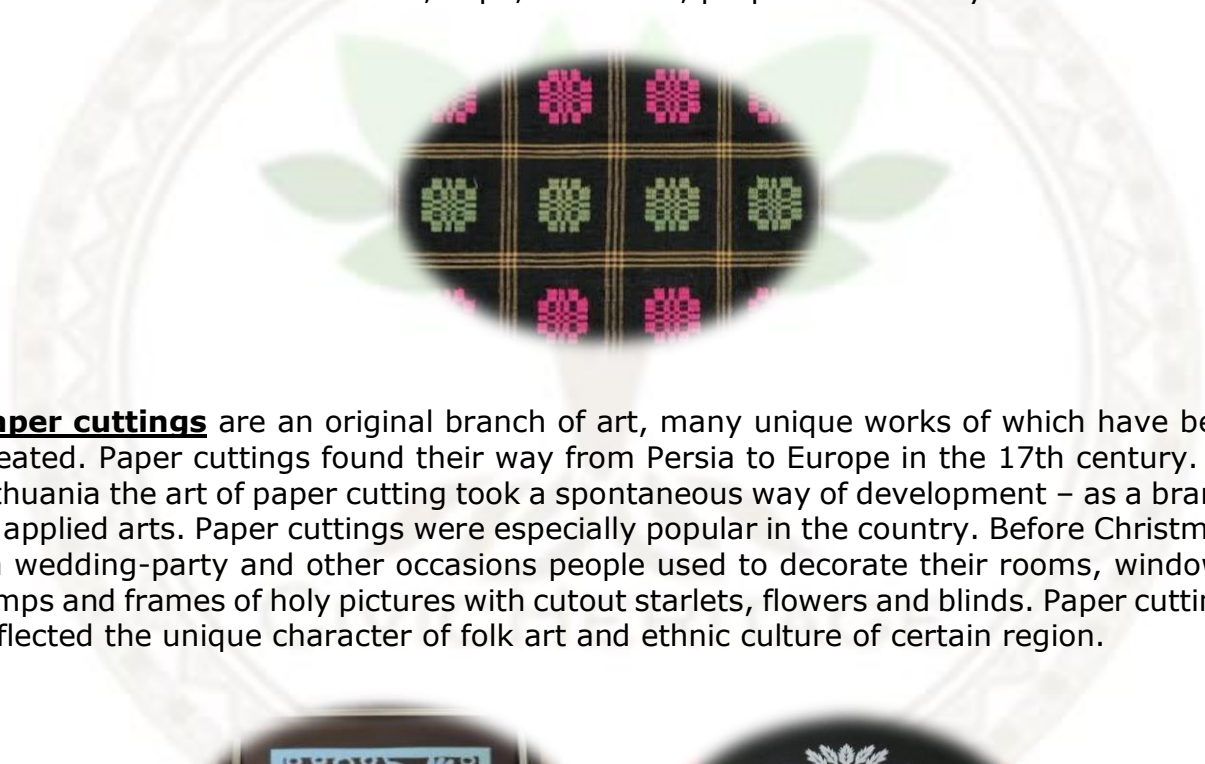
<https://ich.unesco.org/en/RL/cross-crafting-and-its-symbolism-00013>

Jewellery. Lithuanian jewellery has been traditionally made of metal, wood or amber. Amber jewellery is considered "the most Lithuanian one" due to Baltic amber being a local material that has few counterparts elsewhere. In fact, as early as 2000 years ago, amber was exported to the Roman Empire by the Baltic peoples.



<https://www.istockphoto.com/photos/amber-jewelry>

Weaving. It is believed that the fabric retains a person's connection with faith. Fabric square patterns (katpédės) are one of the most common in Lithuanian countryside. Each fabric colour has its symbolic meaning, for example: red is a symbol of protection; green is associated with nature, hope, loneliness; purple and black symbolizes sadness.



Paper cuttings are an original branch of art, many unique works of which have been created. Paper cuttings found their way from Persia to Europe in the 17th century. In Lithuania the art of paper cutting took a spontaneous way of development – as a branch of applied arts. Paper cuttings were especially popular in the country. Before Christmas, on wedding-party and other occasions people used to decorate their rooms, windows, lamps and frames of holy pictures with cutout starlets, flowers and blinds. Paper cuttings reflected the unique character of folk art and ethnic culture of certain region.



<https://www.etsy.com/listing/1251779904/original-paper-cut-out-art-work-made-in>

Recent statistics, indicators and data from the cultural sector have shown that culture can be a powerful driver of development, with social, economic and environmental impacts across the community.

Investment in culture and creativity has proven to be a great tool for revitalizing not only individual cities but also rural areas. Culture-led development encompasses a range of non-monetary benefits, such as greater social inclusion, resilience, innovation, creativity and entrepreneurship for individuals and communities, and the use of local resources, skills and knowledge.

Additional resources

- <https://kiricard.com/25-traditional-craft-techniques-from-around-the-world/>
- <https://www.kymo.de/en/blog/weaving-an-ancient-and-smart-handicraft>
- <https://customcy.com/blog/types-of-crafts/>



Area d: Way to develop cross-cultural understanding and awareness

Chapter 11: What is Cultural Awareness?



1. Defining Cultural Awareness

Cultural awareness is the recognition and understanding of the differences and similarities between cultures. It involves being aware of one's own cultural background and being open to learning about other cultures. This awareness enables individuals to better navigate social interactions and reduce misunderstandings that can arise from cultural differences.

Cultural awareness goes beyond mere tolerance of diversity; it promotes genuine appreciation and respect for the customs, traditions, and values that shape the identity of different groups. It fosters an environment where people can learn from each other and grow by sharing unique perspectives.

2. Why Cultural Awareness Matters

In today's interconnected world, cultural awareness is more important than ever. With globalization and migration shaping our societies, communities are becoming increasingly multicultural. Understanding and appreciating cultural diversity can enhance social cohesion, minimize prejudice, and promote inclusivity.

For disadvantaged adults, cultural awareness plays a crucial role in empowering them to engage more fully with society. Often, individuals from marginalized backgrounds may feel disconnected from mainstream culture, leading to feelings of isolation. Cultivating cultural awareness helps bridge these gaps, fostering a sense of belonging and mutual respect.

Moreover, cultural awareness promotes successful communication, which is key to both personal and professional success. By learning about the cultural values, traditions, and communication styles of others, individuals can navigate diverse work environments and social settings more effectively.

3. The Impact of Cultural Awareness on Communities

Communities benefit significantly from cultural awareness, particularly in fostering understanding among groups with different traditions and beliefs. It can break down stereotypes and misconceptions that lead to conflict or discrimination. Cultural awareness contributes to peacebuilding, as it encourages respect for diversity and creates an inclusive community spirit.

In education and training programs for disadvantaged adults, cultural awareness also supports vocational and personal development. Through understanding cultural norms and practices, learners gain a deeper appreciation for the skills and knowledge embedded in different cultural traditions, such as craftsmanship, food preparation, or community customs.

4. Examples of Cultural Awareness

4.1 In Everyday Life

Cultural awareness manifests in various forms in daily life. For instance:

- **Workplace diversity:** In multinational companies or community organizations, employees or volunteers come from different cultural backgrounds. Cultural awareness helps them collaborate effectively by fostering respect for diverse communication styles, work ethics, and problem-solving approaches.
- **Education:** Teachers can use culturally responsive teaching to engage students from diverse backgrounds, adapting learning materials and methods to be inclusive.
- **Healthcare:** Healthcare professionals who are culturally aware are better equipped to provide patient-centred care, understanding how cultural factors influence health behaviours and treatment preferences.

4.2 In cultural and natural heritage sphere

Cultural awareness related to cultural and natural heritage involves recognizing, respecting, and valuing the unique traditions, histories, and environments that define different societies.

Here are some examples from the world that illustrate cultural awareness in the context of cultural and natural heritage:

- **Respecting Sacred Sites:** In New Zealand, Maori tribes consider certain natural sites, such as Mount Taranaki, sacred. Recognizing and respecting these sites involves understanding the spiritual significance they hold for the Maori and following guidelines set by local communities, such as not climbing certain peaks. Awareness of sacred sites shows respect for indigenous beliefs, which often connect natural landmarks to historical and spiritual heritage.
- **Honouring Traditional Festivals and Rituals:** The Inti Raymi festival in Peru, celebrated by the Quechua people to honour the Sun God, is a significant part of the Andean cultural heritage. Attending this festival with respect and understanding its meaning, rather than just treating it as a spectacle, demonstrates cultural awareness. Being aware of the historical and cultural background of such festivals helps avoid misunderstandings or misinterpretations of their significance.
- **Conserving Language and Oral Traditions:** In various regions, indigenous languages and storytelling traditions are vital parts of cultural heritage. Learning some basic phrases or understanding the importance of language preservation, such as in the Navajo or Sami communities, demonstrates an appreciation for cultural diversity. Language is a key aspect of heritage, and recognizing its value can aid in the preservation of cultural identity.
- **Supporting Authentic Local Crafts and Art Forms:** Moroccan Berber rugs, Indian Madhubani paintings, and Mexican Talavera pottery are unique art forms with deep cultural roots. Purchasing such items directly from artisans rather than mass-produced imitations shows respect for these traditions and supports local economies. Awareness of the cultural significance of traditional crafts and choosing authentic, locally made goods helps sustain cultural heritage.
- **Respecting Burial Grounds and Ancestral Sites:** Many Native American tribes in the United States have sacred burial grounds that are crucial parts of their heritage. Visiting these sites with appropriate reverence, or supporting policies that protect them, shows cultural sensitivity. Understanding that some natural sites are also resting places for ancestors and have deep spiritual significance is essential to respecting cultural heritage.
- **Following Conservation Practices in National Parks and Wildlife Reserves:** In places like Australia's Great Barrier Reef, local Indigenous communities often have conservation practices that align with protecting biodiversity. Respecting these practices and supporting ecotourism efforts that safeguard natural environments is a form of cultural awareness. Recognizing that natural heritage sites may have cultural conservation practices (often passed down through generations) promotes both environmental and cultural sustainability.
- **Educating Oneself on Historical Monuments and Heritage Sites:** Many tourists visit the Pyramids in Egypt or Machu Picchu in Peru without understanding their

historical and cultural importance. Taking time to learn about the history, significance, and customs related to these sites is part of cultural awareness. Educating oneself before visiting heritage sites can enhance understanding, respect, and the visitor experience while promoting cultural sensitivity.

- **Participating in Culturally Sensitive Tourism Practices:** In Thailand, many cultural tourism activities involve interactions with local communities, such as hill tribes. Engaging in tourism that respects local customs, dresses appropriately, and follows local etiquette helps preserve cultural integrity. Cultural sensitivity in tourism helps prevent exploitation and fosters a respectful exchange between locals and visitors, enhancing appreciation for cultural heritage.
- **Understanding Traditional Land Management Practices:** Indigenous Australians have practiced controlled burning to manage bushland and prevent larger wildfires, a technique known as "fire-stick farming." Recognizing the value of this knowledge in modern land management highlights respect for indigenous environmental heritage. Acknowledging traditional land management as a heritage practice shows respect for centuries-old wisdom that contributes to both cultural and environmental stewardship.
- **Protecting Intangible Cultural Heritage:** Traditional dances, music, and oral storytelling traditions, like the Japanese Noh theatre or the West African griot storytelling, are considered intangible heritage. Supporting events, learning about their history, or even respectfully attending performances demonstrates cultural awareness. Understanding that cultural heritage includes both tangible and intangible elements broadens appreciation and support for a society's full cultural legacy.
- **Recognizing Indigenous Rights Over Cultural Sites:** In Canada, First Nations communities have cultural sites that are important for rituals and community gatherings. Supporting policies that give indigenous groups rights to manage these areas themselves is a form of cultural awareness. Recognizing indigenous rights to their cultural heritage sites promotes respect for their autonomy and preserves cultural practices.

Here are some examples specific to European contexts:

- **Respecting Pilgrimage Routes and Religious Sites:** The Camino de Santiago (Way of St. James) in Spain is a pilgrimage route with historical and spiritual significance for Christians. Many walkers today undertake it as a personal journey rather than a religious pilgrimage. Being aware of its spiritual heritage—like showing respect at shrines and chapels along the way—demonstrates cultural awareness. Understanding the route's religious importance, and behaving respectfully at prayer sites, preserves its meaning for pilgrims.
- **Preserving Ancient Architecture:** Italy's historic buildings, like the Colosseum, the Leaning Tower of Pisa, and Venice's canals, are fragile and require preservation efforts. Cultural awareness involves treating these structures with respect, not

defacing them, and following local preservation guidelines. Recognizing the effort and heritage embedded in ancient structures promotes respectful tourism that minimizes harm to these irreplaceable sites.

- **Appreciating Traditional Highland Culture:** Scotland's Highlands have unique cultural elements, from clan histories to Highland games and Gaelic language. When visiting, learning about Highland history, respecting traditional music and dress (such as kilts), and supporting local Gaelic-speaking communities all show cultural awareness. Showing interest in and respecting Highland traditions promotes the preservation of Scotland's distinct cultural identity.
- **Understanding the Historical Significance of Castles and Fortresses:** Many European countries, such as Germany, France, and the Czech Republic, are dotted with castles and fortresses that hold centuries of history. For instance, the medieval castles along Germany's Rhine Valley each have unique histories tied to local legends, battles, and royal families. Recognizing the historical context of these fortifications, and treating them as more than photo opportunities, shows respect for their cultural significance.
- **Protecting Natural Heritage Sites like Plitvice Lakes National Park:** Croatia's Plitvice Lakes National Park is a UNESCO World Heritage site known for its cascading lakes and lush forests. Following conservation rules, such as staying on marked paths and not littering, helps preserve this natural treasure. Acknowledging that natural sites are integral to national heritage shows respect for both Croatia's environmental and cultural preservation efforts.
- **Honouring Traditional Festivals and Events:** Italy's Siena Palio (horse race) are traditional events that hold deep cultural significance. Participating with an understanding of the festival's history and traditions, rather than treating it as just a spectacle, shows respect for local culture. Being mindful of the cultural background and customs associated with local festivals can prevent misunderstandings and deepen appreciation for their meaning.
- **Respecting Language Diversity in Multilingual Regions:** Belgium has three official languages (Dutch, French, and German), and Spain has regions with their own languages (e.g., Catalonia with Catalan, the Basque Country with Euskara). Trying to understand or learn some basics in the local language, or respecting locals' linguistic preferences, demonstrates cultural awareness. Recognizing the cultural and historical importance of regional languages supports linguistic diversity and shows respect for local identities.
- **Valuing Traditional Crafts and Handicrafts:** Countries like Portugal are known for their traditional azulejos (hand-painted tiles), and regions in Hungary have unique embroidery styles. Purchasing these items directly from local artisans, rather than mass-produced versions, shows respect and support for traditional crafts. Understanding the cultural roots of local handicrafts and supporting genuine artisans helps preserve these practices.

- **Following Ecotourism Practices in Sensitive Areas:** Iceland's landscapes—like the Blue Lagoon, geysers, and waterfalls—are delicate environments that require conservation. Icelandic locals are careful to protect these natural sites, and following guidelines about where to walk or swim, and refraining from off-trail hiking, shows respect for Iceland's natural heritage. Recognizing the environmental importance of Iceland's landscapes and respecting conservation rules helps preserve its unique natural heritage for future generations.
- **Supporting Efforts to Preserve Intangible Cultural Heritage:** Flamenco in Spain, opera in Italy, and the art of making Neapolitan pizza are recognized by UNESCO as intangible cultural heritage. Supporting local performances, learning about the traditions, and respecting the artistry behind these practices highlights an appreciation for living cultural traditions. Valuing both tangible and intangible heritage, like traditional music and culinary arts, ensures these aspects of culture are honoured and sustained.
- **Understanding and Respecting Traditional Land Uses:** In the Italian Alps, ancient transhumance (seasonal livestock migration) traditions continue, where herders move animals between summer and winter pastures. Respecting paths used for this purpose and learning about the cultural significance of pastoralism demonstrates awareness of traditional land use. Recognizing the historical importance of traditional land uses like transhumance promotes respect for agricultural heritage and sustainable land practices.

These examples reflect various ways to practice cultural awareness in Europe, from engaging with traditional practices to respecting sites of historical, religious, and environmental significance. Each example emphasizes the importance of understanding and respecting the cultural and natural heritage that shapes Europe's diverse identities.

5. Barriers to Cultural Awareness

Despite its benefits, there are several barriers to developing cultural awareness, particularly for disadvantaged adults. These include:

- **Stereotypes and Prejudices:** Preconceived notions about other cultures can hinder open-mindedness and genuine curiosity.
- **Lack of Exposure:** Limited exposure to different cultures, especially in homogeneous communities, can lead to a lack of understanding.
- **Communication Barriers:** Language differences and unfamiliar cultural references can complicate communication.
- **Social Isolation:** Individuals from marginalized groups may feel excluded or isolated, making it difficult to engage in cultural exchange.

Recognizing these barriers is the first step toward overcoming them. Educational and training programs aimed at disadvantaged adults can help break down these barriers by offering practical tools and activities to increase cultural awareness.



Chapter 12: How to Acquire & teach Cultural Awareness



12.1 Acquiring Cultural Awareness

Developing cultural awareness is a continuous learning process that requires both personal reflection and external engagement. For educators, professionals, and trainers working with disadvantaged adults, fostering this awareness is crucial in helping individuals navigate a multicultural society and develop vital skills for social and professional success.

1. Learn About Yourself

Before understanding others, it is essential to reflect on one's own cultural background, values, and assumptions. This self-awareness is the foundation for developing cultural competence, as it helps individuals recognize how their own cultural upbringing shapes their worldview.

Key Steps:

- **Reflect on Personal Biases:** Everyone has unconscious biases that influence how they perceive others. By identifying these biases, individuals can become more conscious of how they affect interactions with people from different cultures.
- **Examine Cultural Identity:** Explore the cultural traditions, beliefs, and values that have influenced your identity. How do these shape your attitudes and behaviours? Understanding your own cultural identity helps you appreciate the diversity in others.

For disadvantaged adults, learning about personal cultural identity can also be an empowering experience. It enables them to take pride in their heritage and better understand how it connects them to others.

2. Learn About Different Cultures

Once individuals are more aware of their own cultural background, the next step is to actively learn about other cultures. This can be done through direct engagement, research, and exposure to diverse experiences.

Key Strategies:

- **Engage with Different Communities:** Interacting with individuals from different cultural backgrounds is one of the most effective ways to develop cultural awareness. This can involve attending cultural events, festivals, or workshops that highlight different traditions and perspectives.
- **Study Cultural Practices:** Learn about the customs, traditions, values, and social norms of various cultures through books, documentaries, and online resources. Understanding historical and social contexts can deepen appreciation for cultural practices.
- **Learn About Cultural Symbols:** Language, art, music, and rituals all carry cultural significance. Exploring these cultural symbols can enhance understanding of how people express their identities and values.

For disadvantaged adults, learning about other cultures can also foster cross-cultural understanding and create opportunities for dialogue. It encourages open-mindedness and reduces feelings of isolation.

3. Interact with Diverse Groups

Active engagement with people from different cultural backgrounds helps break down barriers and fosters cross-cultural understanding. For educators and trainers working with disadvantaged adults, creating opportunities for interaction is crucial.

Key Approaches:

- **Group Activities:** Organize group discussions, collaborative projects, or storytelling sessions that encourage learners to share their cultural experiences.
- **Peer Learning:** Pair learners from different backgrounds to work on joint tasks, which can promote mutual learning and understanding.
- **Field Visits and Cultural Exchanges:** Organize visits to community centres, cultural institutions, or events where learners can directly experience diverse cultures.

Disadvantaged adults may particularly benefit from peer-based learning, where they can explore cultural differences and similarities in a safe and supportive environment.

This can also promote intercultural dialogue, helping individuals see different perspectives and understand shared challenges.

4. Reflect on Your Own Cultural Background

Continued self-reflection is essential for developing and maintaining cultural awareness. This reflection involves thinking critically about how cultural values influence your perceptions and actions.

Key Questions:

- How does your cultural background shape the way you communicate and interact with others?
- How do your cultural beliefs influence your perceptions of other people's behaviours?
- Are there any biases you need to overcome in order to engage with others more effectively?

In the context of disadvantaged adults, reflection can help individuals understand how their own cultural background intersects with issues such as social inequality or economic disadvantage. Trainers can guide learners through structured reflection exercises to help them develop greater self-awareness.

5. Expand Your Knowledge of Different Cultures

Cultural awareness is a lifelong process, and expanding knowledge continuously is key to becoming more culturally competent.

Key Strategies:

- **Explore New Cultures:** Try to learn about cultures you are unfamiliar with. Attend festivals, exhibitions, or community events that celebrate different cultural traditions.
- **Study Language:** Learning a new language, even at a basic level, can open doors to understanding a different culture. Language is deeply tied to identity and understanding the nuances of how people communicate can foster deeper respect.
- **Stay Curious:** Curiosity is essential for developing cultural awareness. Ask questions, seek out new experiences, and remain open to learning about different worldviews.

For disadvantaged adults, expanding cultural knowledge may also help them engage with diverse work environments or social groups. Offering practical tools and resources (e.g., access to cultural workshops, language classes, or online platforms) can support this learning journey.

6. Be Open-Minded and Curious

An open mind is crucial for developing cultural awareness. It means being willing to challenge stereotypes, question assumptions, and engage with different perspectives without judgment.

Key Approaches:

- **Practice Active Listening:** Pay attention to what others say and how they express themselves. This helps in understanding the underlying cultural values that influence their communication.
- **Embrace Differences:** Instead of focusing on what makes people different, explore how those differences contribute to the richness of human experience. Celebrate diversity as a strength.
- **Challenge Stereotypes:** When you encounter stereotypes, whether in yourself or others, take the opportunity to challenge them. Open-mindedness involves recognizing when biases are influencing perceptions and making conscious efforts to shift those views.

Educators and trainers working with disadvantaged adults can facilitate discussions that encourage openness, using tools such as role-playing, case studies, or debates to explore different cultural perspectives in a supportive environment.

12.2 Cultural and Natural Heritage as Tools for Enhancing Cultural Awareness

Developing cultural awareness is not only an essential skill for navigating today's multicultural world but also a powerful tool for empowering disadvantaged adults. Through self-awareness, learning about distinct cultures, and engaging in intercultural dialogue, individuals can enhance their social and professional skills. For disadvantaged adults, this journey can promote greater self-confidence, inclusion, and resilience, enabling them to participate more fully in society. By equipping them with cultural awareness, educators and trainers can contribute to building more cohesive, inclusive communities that value diversity and respect diverse cultural identities.

Cultural and natural heritage provide powerful platforms for fostering cultural awareness, particularly in educational and training contexts. Heritage encompasses tangible and intangible elements that embody the history, traditions, and values of a community. Whether it's a historic monument, a traditional craft, or a natural landscape, heritage reflects the collective memory and identity of people and serves as a bridge between past and present. For educators and professionals working with disadvantaged adults, leveraging cultural and natural heritage can be an effective way to deepen learners' understanding of their own and others' cultures.

1. Cultural Heritage and Cultural Awareness

Cultural heritage—such as art, architecture, literature, music, and traditional practices—serves as a window into the values and worldview of a community. By engaging with

cultural heritage, learners can explore how different societies have evolved, what they value, and how they express their identity.

How Cultural Heritage Enhances Cultural Awareness:

- **Connection to Identity:** Cultural heritage helps individuals connect with their own cultural background, enhancing self-awareness. For disadvantaged adults, this can foster a sense of pride and belonging. Rediscovering local traditions, languages, or arts allows learners to reconnect with their cultural roots, which can be empowering.
- **Appreciation of Diversity:** Exposure to cultural heritage from different communities promotes an appreciation of diversity. For instance, learning about different architectural styles, music, or culinary traditions from around the world enables individuals to see how diverse expressions of culture enrich human experience.
- **Storytelling and Shared History:** Cultural heritage often carries stories of historical events, migrations, conflicts, and cooperation. By studying these narratives, learners gain insight into the shared experiences that shape different communities. Understanding these stories fosters empathy and respect for other cultures.

Examples:

- **Museums and Historical Sites:** Visits to museums or historical landmarks offer tangible experiences of different cultures. Educators can use these sites to discuss historical events and cultural practices that contribute to the formation of national or regional identities.
- **Traditional Festivals and Art Forms:** Participating in or studying cultural festivals, traditional dances, music, or art forms provides hands-on exposure to cultural diversity. These experiences allow learners to see how culture is celebrated and maintained across generations.

2. Natural Heritage and Cultural Awareness

Natural heritage—comprising landscapes, ecosystems, and biodiversity—is deeply intertwined with cultural traditions. Many communities have developed customs and practices that reflect their relationship with the natural world, from agricultural techniques to spiritual beliefs connected to the environment. For disadvantaged adults, understanding natural heritage can offer an alternative perspective on culture, emphasizing the interconnectedness of human and environmental systems.

How Natural Heritage Enhances Cultural Awareness:

- **Cultural-Ecological Relationships:** Many cultures have unique relationships with their environment, influencing how they interact with natural resources. Learning about these practices can deepen learners' understanding of sustainability, resource management, and respect for nature as an integral part

of cultural identity. For instance, indigenous knowledge systems often emphasize harmony with nature, which contrasts with industrial approaches to land use.

- **Sustainability and Preservation:** Understanding natural heritage encourages a broader awareness of how cultural practices can support or threaten sustainability. This is particularly important in a global context where climate change and environmental degradation impact cultural traditions tied to the land, such as farming, fishing, and forestry.
- **Global and Local Perspectives:** Natural heritage sites, whether UNESCO-protected or locally significant landscapes, can provide global perspectives on environmental stewardship. Learners can explore how different cultures view the natural world, from sacred mountains in Asia to protected forests in South America. This global awareness can be combined with local engagement, such as community-led conservation projects or eco-tourism initiatives, which teach the value of preserving natural heritage for future generations.

Examples:

- **Traditional Agricultural Practices:** Many traditional agricultural methods, such as terracing or rotational farming, reflect a deep cultural knowledge of the local environment. Educators can use these examples to teach learners about the cultural significance of land use and how it has evolved over time.
- **Sacred Natural Sites:** Many cultures revere natural landscapes, such as rivers, mountains, or forests, as sacred. Understanding these cultural beliefs can foster greater respect for how natural heritage is integrated into cultural identities. For example, the Maasai people's spiritual connection to their land in East Africa offers insights into how cultural practices are shaped by geography.

3. Engaging Disadvantaged Adults with Cultural and Natural Heritage

For disadvantaged adults, cultural and natural heritage can be powerful tools for personal and social development. Engaging with heritage can provide new learning opportunities, foster pride in one's identity, and encourage the development of new skills. Educational programs that integrate heritage can also serve as a pathway to vocational opportunities in fields such as tourism, conservation, and the creative arts.

Strategies for Engagement:

- **Hands-On Learning:** Incorporating practical, hands-on activities related to cultural or natural heritage can make learning more engaging. For example, learners could participate in traditional craft-making workshops or take part in local conservation projects, helping them build practical skills while developing cultural awareness.
- **Storytelling and Oral History:** Storytelling and oral history projects allow learners to share their own cultural backgrounds and learn from others. Encouraging disadvantaged adults to document their own cultural traditions

through interviews or creative writing can boost confidence and foster a sense of identity.

- **Heritage as Vocational Training:** Cultural and natural heritage can also be linked to vocational training, such as courses on traditional building techniques, culinary arts, or sustainable farming. These training programs not only teach practical skills but also help learners appreciate the cultural significance of their work.

Examples:

- **Heritage Workshops:** Running workshops on traditional crafts or cooking can provide a space for learners to reconnect with cultural traditions while developing marketable skills.
- **Conservation Initiatives:** Disadvantaged adults can participate in local conservation projects that preserve natural heritage, such as maintaining historic landscapes or protecting biodiversity. These projects teach valuable environmental skills and emphasize the cultural importance of natural heritage.

4. The Role of Educators and Trainers

Educators and trainers play a key role in making cultural and natural heritage accessible and relevant to disadvantaged adults. By integrating heritage into their teaching, they can provide learners with a broader, more inclusive understanding of culture and history. Educators can also help bridge the gap between traditional knowledge and modern vocational training, showing learners how heritage can be a source of both personal enrichment and professional opportunity.

Practical Approaches:

- **Inclusive Curriculum Design:** Incorporate local cultural and natural heritage into the curriculum, using it as a starting point for discussions about identity, history, and sustainability.
- **Collaborative Learning:** Encourage learners to collaborate on heritage-related projects, whether it's a group exhibition on local history or a community garden that incorporates traditional agricultural practices.
- **Field Trips and Site Visits:** Organize visits to cultural and natural heritage sites, providing learners with firsthand experience of the richness of their local heritage. Field trips can also serve as opportunities for reflection and discussion on cultural diversity and environmental stewardship.

Cultural and natural heritage are not static remnants of the past but living resources that offer deep insights into human culture, identity, and the environment. For disadvantaged adults, engaging with heritage can foster cultural awareness, build pride in their identity, and open pathways to new opportunities. By integrating heritage into educational programs, educators and trainers can create enriching experiences that empower individuals to appreciate the value of diversity, sustainability, and cultural preservation.

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Area e: Way to promote sustainable development and preservation of natural and cultural heritage

Chapter 13. Strategies for Sustainable Development and Heritage Preservation

The preservation of natural and cultural heritage is essential to ensure that future generations enjoy the environmental and cultural wealth we have inherited. In a European context, where geographical and cultural diversity is an invaluable resource, promoting sustainable development becomes a shared responsibility. This document explores strategies, tools and good practices to combine social and economic progress with the conservation of the environment and traditions.

Context and Challenges

Europe has a vast cultural and natural heritage, including national parks, historical sites, local traditions and unique biodiversity. However, it faces a number of challenges:

- **Climate change:** Affects ecosystems and heritage sites.
- **Urbanisation and unplanned development:** Putting protected areas and cultural traditions at risk.
- **Lack of public awareness:** Many communities are unaware of the value of heritage and the need to preserve it.

Promoting sustainable development involves balancing heritage protection with economic and social needs.

1. Education and Awareness Raising

Proposed Actions:

Example:

The European project 'Europeana' provides access to millions of digitised cultural heritage resources.

Resources:

[Europeana](#)

[UNESCO: Educational Resources](#)

2. Sustainable Tourism Management

Proposed Actions:

- Promoting ecotourism and limit visitor capacity in sensitive areas.
- Developing sustainable thematic routes including public transport.
- Working with local communities to create authentic and respectful experiences.

Example:

In Spain, the '*Eco-Rutas del Camino de Santiago*' programme reduces environmental impact through eco-accommodation and shared transport.

Resources:

Guidelines for sustainable route design available from [Green Destinations](#).

[EU Tourism Sustainability Portal](#)

3. Promoting the Circular Economy

Proposed Actions:

- Promoting local crafts and sustainable products that promote regional culture.
- Reusing historic materials in restorations to reduce waste.
- Establishing local markets that connect artisans with consumers.

Example:

In Italy, rural communities have revitalised ceramics production using traditional techniques and sustainable materials.

Resources:

[Circular Economy Toolkit](#)

Ceramics of Italy for Sustainability - [Ceramica.info](#)

4. Active Protection of the Natural Environment

Proposed Actions:

- Restoring degraded ecosystems through local reforestation initiatives.
- Establishing protected areas and ecological corridors.
- Integrating renewable energy in communities near heritage sites.

Example:

The *Green Belt of Europe* project connects natural habitats along former borderlines, promoting biodiversity and sustainable tourism.

Resources:

[WWF: Conservation Projects](#)

[European Green Belt Initiative](#)

Interactive biodiversity maps on the [Global Biodiversity Information Facility](#).

5. Involve Local Communities**Proposed Actions:**

- Facilitating community participation in the management of heritage sites.
- Offering economic incentives for sustainable community-led projects.
- Encouraging cultural exchange between European countries.

Example:

In Ireland, the 'Adopt a Monument' programme allows local communities to sponsor and maintain historic sites.

Resources:

['Adopt a Monument' programme](#)

Examples of community projects in [CIVICUS](#).

Key issues**What is the best way to preserve cultural heritage?****1. Documentation and Digitisation**

Preserving cultural heritage requires its detailed recording and digitisation to avoid loss due to physical deterioration or natural disasters.

Actions:

- Digitise historical archives, manuscripts and works of art.
- Create databases accessible to researchers and the general public.

Example:

The European project "*Europeana*" provides access to millions of digitised cultural heritage resources.

Resources:

[Europeana](#)

[UNESCO: Digitisation of cultural heritage](#).

2. Responsible Restoration

Actions:

Using sustainable techniques and materials in the restoration of historic buildings.
Promote the training of catering experts.

Example:

The sustainable restoration of the Colosseum in Rome uses non-invasive methods and environmentally friendly materials.

Resources:

[ICOMOS: Heritage Conservation.](#)

Restoration of the Colosseum - [The Colosseum.net](#)

How can we promote natural heritage?

1. Create Protected Areas

Actions:

Establish nature reserves and national parks.
Implement legislation to protect endangered species.

Example:

Doñana National Park in Spain protects critical wetlands for migratory birds.

Resources:

[WWF: National Parks.](#)

Virtual visits to national parks in [Google Earth.](#)

2. Environmental Volunteer Programmes

Actions:

Involve local communities in reforestation and clean-up projects.
Provide incentives to participate in conservation activities.

Example:

The volunteer programme in the Abruzzo National Park, Italy, has led to the recovery of the Marsican brown bear.

Resources:

[Earthwatch](#).

Volunteer networks such as [WWF Volunteers](#).

What can we do to promote sustainable development?

1. Education for Sustainability

Actions:

Include sustainability principles in curricula.

Organise workshops and seminars on circular economy.

Example:

In Finland, schools integrate the concept of sustainability into interdisciplinary projects.

Resources:

[Ellen MacArthur Foundation](#).

Free online courses on [Coursera](#).

2. Renewable Energy and Energy Efficiency

Actions:

Implement solar panels on historic buildings wherever possible.

Encourage the transition to renewable energy in communities near protected areas.

Example:

In Germany, villages near the Black Forest use renewable energies to preserve the ecosystem.

Resources:

[Energy Cities](#).

Practical guides on [Green Energy Futures](#).

Other Key Questions

- How to involve local communities in heritage preservation? Programmes such as "*Adopt a Monument*" in France have proven to be effective. [More information](#).
- What role do emerging technologies play in conservation? XR technologies make it possible to recreate historical environments for education and tourism.

- How can we measure the impact of our preservation initiatives? Tools such as UN sustainability indicators are useful. [Resources here](#).
- How to balance economic development and conservation? Sustainable tourism is a solution. [Ecotourism guide](#).
- What are the best practices in managing shared heritage between countries? Joint projects such as the "*European Heritage Cultural Route*" encourage cooperation.
- What benefits does biodiversity offer to local communities? It provides resources such as food, water and natural medicines. [WWF Biodiversity](#).
- What measures can be taken against mass tourism? Visitor limits and promotion of alternative destinations. [Green Destinations](#).
- How to promote the circular economy in local crafts? Training and use of recycled materials. [Example in Italy](#).
- How important are oral traditions in cultural preservation? They are fundamental to transmitting knowledge. [UNESCO Oral Traditions](#).
- How to ensure the financial sustainability of preservation projects? Public-private partnerships and crowdfunding. [Crowdfunding platforms](#).

Conclusions and Recommendations

Promoting sustainable development and the conservation of natural and cultural heritage requires a coordinated effort between governments, local communities and international organisations. Strategies should focus on education, responsible tourism, circular economy and active protection of the natural environment. Integrating local communities as key actors is essential to ensure that initiatives are effective and sustainable in the long term. On the other hand, a multidimensional approach combining education, technology, community participation and sound public policies is also necessary. This framework ensures that our actions today benefit both current and future generations.

Additional Resources

Educational Tools:

[UNESCO World Heritage](#)

Learning applications such as Duolingo Events.

Multimedia material:

Documentaries such as "*Our Planet*" on [Netflix](#).

Educational videos from TED-Ed.

Support Networks:

[European Heritage Alliance 3.3](#)

Conservation groups on [LinkedIn](#).

Interactive Documentation:

Virtual tours on [Google Arts & Culture](#).

Heritage databases in [Europa Nostra](#).

Courses and Seminars:

Free conservation training on [Coursera](#).

Seminars on sustainability at [FutureLearn](#).

Multimedia material:

Documentaries such as "*Our Planet*" on [Netflix](#).

Learning resources at [Khan Academy](#).





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