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SPEcialists in Cultural Heritage and Attractive Living Environment

Non-formal and informal adult education activities to promote cultural and natural heritage as a resource for local, regional and national development

in Croatia, France, Italy, Latvia and Portugal

(comparative analysis)

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Introduction

The study of non-formal and informal adult learning is carried out in the partner countries of the project (France, Croatia, Italy, Latvia, Portugal) with the specific objective of identifying the competences needed by adults participating in natural and cultural (tangible and intangible) transmission with local initiatives.

Overall aim according to the project proposal is comparative analyses on the existing and necessary training opportunities for the target groups (adults in general, adult educators; specialists/ mediators/ facilitators) in cultural and natural heritage (tangible and intangible), tourism, local development, environment, ecotourism, attractive living environment initiatives towards a mindset change, including innovative competence models, good practices' cooperation, key areas and international innovation trends in project partners' countries.

The study was carried out in all countries according to a common methodology, so that, despite the differences, the data were comparable.

Main tasks of the study were as follows:

1) Mapping of knowledge in partners' countries (benchmarking of existing trainings and activities) and initiatives (for promotion of cultural (tangible and intangible) and natural heritage as a resource for local, regional and national development.

2) Analyses of existing training paths (non-formal trainings and informal learning content), educational resources (institutions, curricula, educators, opportunities for validation and recognition of prior learning, applied teaching methods, teaching-learning materials.

3) Training needs analysis of adults who are taking part in local initiatives for promotion of cultural (tangible and intangible) and natural heritage as a resource for local, regional and national development.

4) Based on the data collected, a comparative analysis will be made aimed at providing the project consortium with an updated overview of training models (non-formal education) and informal learning within initiatives for promotion of cultural (tangible and intangible) and natural heritage as a resource for local, regional and national development.

5) Identification of competencies for elaboration of new non-formal education curriculum for adults who are taking part in local initiatives for promotion of cultural (tangible and intangible) and natural heritage as a resource for local, regional and national development.

The main study methods were desk analyses of available non-formal education curricula in the selected area; desk analyses of local initiatives (best praxes) in transmission of cultural (tangible and intangible) and natural heritage as a resource for local, regional and national development; individual consultations and focus groups using formalized interview questionnaires.

Respondents of individual interviews and focus groups were:

1) Those adults, who currently are participating or potentially will participate in transmission of cultural (tangible and intangible) and natural heritage through local initiatives (Questionnaire A). Annex 1

2) Those adult educators (trainers, other representatives of adult education establishments (public, municipal, private, non-governmental organizations, projects managers, representatives of non-governmental organizations, representatives of bodies for recognition

of prior learning and validation of competencies, etc.), who are participating in provision of non-formal adult education curricula, education and career guidance, recognition of prior learning and validation of competencies in the thematic fields related to transmission of cultural (tangible and intangible) and natural heritage, tourism etc. (Questionnaire B). Annex 2

3) Specialists/mediators/ facilitators (representatives of public, municipal, private bodies, non-governmental organizations; any relevant associations, etc.) , who currently are participating in any way in transmission of cultural (tangible and intangible) and natural heritage through local initiatives, including development of collaboration between different types of institutions; between local municipalities, regions, countries; cooperation between business sectors in above mentioned fields of analyses. (Questionnaire B). Annex 2

The development of study reports in all countries was consistent with the structure suggested in the surway methodology.

The data was compiled in tables of the same format. This made it easier to compare and use the information obtained in the partner countries to achieve the project objectives.

As a result of the study, the partners have developed the structure of a modular non-formal education program for adults on promotion of cultural (tangible and intangible) and natural heritage as a resource for local, regional and national development in France, Croatia, Italy, Latvia, Portugal.

Main concepts used

Term “Adults” in this methodology is interpreted as those adults who currently are participating or potentially will participate in transmission of cultural (tangible and intangible) and natural heritage through local living environment initiatives.

Non-formal education –is a teaching and learning on bases of curriculum, mostly short term (from some hours up to number of days). Participants receive certificates issued by the organizer of training at the end of training.

Informal learning - is acquisition of useful skills, attitudes, knowledge in different life situations and activities.

Competence – is a ability of an individual to use complex knowledge, skills and to express attitudes in solving problems in changing real life situations. [1]

[1] OECD. Education 2030. https://www.slideshare.net/OECDEDU/what-knowledge-skills-attitudes-and-values-will-todays-students-need-to-thrive-and-shape-their-world

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Non-formal and informal adult education activities to promote cultural and natural heritage as a resource for local, regional and national development in

Croatia

institutefortourism

Introduction

Croatia, as a Mediterranean country, is a destination with a long tourism tradition. It started to develop its tourism at the end of the 19th century, although the most intensive tourism development took place after the World War II., reflecting the rise of mass tourism.

The popularity of tourism in Croatia was due to the exploitation of beautiful intended Adriatic coastline and pristine natural environment as the core components of tourism product that was in high demand by the mass tourism market of the second half of the 20th century.

With the Homeland War, tourism came to a halt from 1990 to 1994/1995, Croatia now as an independent, sovereign state, has been trying to gain back the tourism flows that it had achieved at the end of the 1980s. In the process of rebuilding tourism, Croatia is trying to reposition itself by improving its core sun and sea summer tourism and introducing competitive new special interest products such as nautical tourism, cultural tourism, sport and adventure tourism, city tourism, MICE, health tourism.

According to the number of overnights realized in Croatia, more than 90 percent are realized in seven coastal counties and from June to September. Therefore, the *Croatian Tourism Development Strategy until 2020*, and county tourism strategies are focused on solving major problem of spreading tourism all over the year, and all over the country.

Education in tourism is focused more on economic side of tourism issues, and besides secondary 3 or 4 years schools, universities in Croatia (Zagreb, Rijeka, Split, Dubrovnik, Šibenik, Zadar and Osijek) offer curricula that are oriented more toward economics in tourism and only lately on sustainable tourism development. During last decade many private high schools and faculties have been established also offering general basic classes in tourism, including destination marketing and management and specific knowledge needed for some of the tourism products that Croatia is developing (nautical tourism, health tourism, cultural tourism).

Education for adults and life-long learning has been neglected, but that situation is slowly changing as many private organizations are nowadays involved in offering a variety of different seminars, courses and learning opportunities on different and specific aspects of tourism development for adults. Public institutions such as Croatian NTO and the Institute for Tourism are also involved in offering special seminars for adults that are mainly focused on the areas that are not covered by educational institutions (strategic planning in tourism, tourism governance, aspects of different tourism products etc.).

Following analysis will show the variety of non-formal and informal education opportunities for adults in Croatia.

1. Non-formal education training for adults

1.1 Type of available education training

After mapping and analyzing the current situation regarding non-formal education trainings for adults in Croatia, all initiatives were divided in two main groups: economics in tourism with related managerial skills and specific tourism product courses. [2]

a) Economics in tourism with related managerial skills

[2] Here and further numbering in this section of the text refers to the data in Table 1 (numbers match those from the Table 1/ Annex 1).

The first group includes several key areas concerning tourism and cultural management, communication and digital marketing.

Education trainings in tourism management include:

- Education on Hospitality and Tourism (1) [3],
- Tourist guide course (2),
- Course for tourist agency manager (3),
- Tourism entrepreneurship course (4),
- Seminar on new tourism trends, tourism behavior and communicational skills in tourism (5),
- Small private renters' course (6).

Education trainings in this area are the ones that are the longest, compared to educations in other thematic areas. For example, course in hospitality and tourism, for tourist guide and for tourist agency manager are in duration from 44 to 165 hours. Other three trainings are focused on more specific knowledges and skills and therefore are designed as shorter seminars, from 4 up to 24 hours.

Learning materials for education trainings in tourism management include the most common ones, such as curriculum, Power Point Presentations, list of sources, but also some more progressive and advanced, such as practical tours and classes, handbooks and one-on-one consultations.

Education trainings in cultural management refer to:

- Heritage interpretation workshop (7),
- Creative management of cultural heritage (8).

These courses are of medium length, and last from 14 to 28 hours. Except common learning materials (curriculum, PPP, list of sources), courses on cultural management include fieldwork, work in groups and handouts.

Education on communication refers to a workshop on successful communication for DMOs and other stakeholders in tourism sector (9) in duration of 8 hours and uses common learning materials, together with practical classes.

Digital marketing education includes:

- Digital marketing academy (10),
- Tourism promotion and sales in digital environment (11).

Digital marketing education represents two different types of education in this field: an extensive and comprehensive one, which last more than 100 hours and short, introductory one, which last only few hours. The first one, which leads to gaining a professional knowledge on field includes different types of learning materials, from which we can highlight the use of on-line learning platforms, webinars and exercises.

b) Specific tourism product courses

The second group of non-formal education trainings for adults includes these key areas: cultural tourism, rural tourism, ecotourism and environment, health tourism and adventure tourism.

Education on cultural tourism refers to:

- Christian cultural heritage of Split and its surroundings course (12),
- Development, marketing and implementation of new cultural tourism products (13),
- Cultural, creative and urban tourism in the function of destination development (14).

The course on Christian cultural heritage is designed as a source of additional knowledge on specific matter, mainly for licensed tourist guides and others from tourism sector. Since the idea is to present this matter in a very thor-

ough way, the course lasts for 2 semesters and is held during weekends, which comes approximately to 180 hours of regular classes, fieldwork and fieldtrips.

Education on rural tourism refers to:

- Agritourism manager courses (15,16),
- Olive growing course (17),
- Rural tourism seminar (18).

Agritourism manager course and farm tourism manager course is designed to cover a broader knowledge in economics and managerial skills, therefore they last more than 200 hours. Olive growing course and rural tourism seminar are somewhat shorter. Except common learning materials, the first three courses include a lot of fieldwork and fieldtrips.

Education on health tourism refers to course dedicated to becoming a manager of health tourism (19). It lasts for 194 hours and it relies on a broad spectrum of learning materials such as audio and video materials (simulations and animations), on-line communication platform, one-on-one consultations, practical classes and fieldwork.

Education in adventure tourism refers to course dedicated to creating unique tourist experiences for adventure tourist guides (20). Duration is not specified and learning materials used include curriculum, Power Point Presentation, list of sources and handouts.

Education in ecotourism includes two courses:

- Tourist guides / tour escorts in protected areas course (21),
- Education for organizers of tourist activities in nature (22).

Course for tourist guides in protected areas lasts for 42 hours and except common learning materials, it also includes fieldwork and fieldtrips to protected areas. Education for organizers of tourist activities in nature lasts for 16 hours and includes fieldwork and work in groups, beside common learning materials.

Education on environmental issues is presented with a seminar on problems of sustainability and environment protection (23) which lasts for 26 hours and provides its audience with common learning materials.

1.2 Target groups

Most of the listed non-formal education in Croatia has been created for the needs of adults in general, with minimum qualifications needed, such as high-school diploma or, in some cases, a couple of years of working experience in tourism or in culture sector.

These educations tend to broaden existing knowledge or offer an upgrade in certain skills needed in tourism and culture sector, such as communicational and presentational skills, skills in digital marketing or specific knowledge in different forms of niche tourism (special tourism products), such as rural or cultural tourism. However, there are some educations developed for certain adult groups, most of them fall into category of specialists/mediators/facilitators. For example, tourism entrepreneurship course is intended primary for entrepreneurs, craftsmen, company owners, tourism managers and all future startups in tourism sector.

Courses such as seminar on new tourism trends and tourist behavior, course on communication in tourism, small private renters' course or workshop on development, marketing and implementation of new cultural tourism products are created for tourist service providers in general, such as tourist board employees, travel agencies, development

agencies, government representatives, employees in culture sector and cultural managers.

Courses such as workshop on heritage interpretation, course on Christian cultural heritage as well as education on the role of adventure tourist guide in creating unique tourist experiences and education for tourist activities in protected areas are developed for education of tourist guides and tour escorts. As mentioned, some of the listed courses offer very specific knowledge for specific audience, such as entrepreneurs in tourism sector. Digital marketing academy, Tourism promotion and sales in digital environment, Rural tourism seminar, just to name a few, are courses intended for entrepreneurs in general and for entrepreneurs in tourism field.

1.3 Institutions providing training for adults

Analysis of non-formal education for adults in specified areas of interest has shown that the majority of education training is held by public institutions, which most of all refers to local administrative units and tourist boards on local, regional and national level. Other public institutions offering trainings on topics related to cultural and natural heritage are: Public Open University (Zadar); Institute for tourism, Zagreb; Croatian chamber of economy; Catholic Faculty of Theology (Split) and Public institution for the management of protected areas of nature and the ecological Network of Virovitica-Podravina County.

The analysis has also shown that public institutions tend to collaborate a lot with non-governmental institutions in design and implementation of non-formal education trainings. It was also noticed that non-governmental institutions are inclined to establish partnerships with private institutions as well, while at the same time they offer very small number of trainings in their own organization. Non-governmental institutions included in non-formal adult education are: Croatian Association for Heritage Interpretation; Association of Croatian Travel Agencies; Istra Inspirit tourism project; Union of Croatian Independent Travel Agents; Croatian Mountain Rescue Service; Green action.

On the second place regarding number of offered education trainings for adults in cultural and natural heritage are private institutions, which in some cases also collaborate together with public institutions. Types of private institutions represented are: higher education institutions; institutions for adult education; a lifelong educational institution; company for counselling and management in culture and tourism; digital marketing agency. Most of them offer educations which last longer, have more elaborate curricula, enter the employment record book and must be paid for. Such examples are tourist guide course; course for tourist agency manager; digital marketing course; farm tourism manager course; manager of health tourism course etc.

On the other side, public institutions offer all sorts of education, from tourism and cultural management courses, to courses on different tourism products, such as cultural tourism, rural tourism, adventure tourism and ecotourism.

1.4 Location of education training

After analyzing the list of available non-formal education trainings in Croatia, we came to conclusion that there is approximately the same number of educations in Croatian Littoral and in Continental Croatia. Although it must be emphasized that two macro-regional centers precede in number of available educations: Zagreb in Continental Croatia and Split in Croatian Littoral. Except them, education trainings are being held in other towns as well. In Continental Croatia those are: Samobor, Petrinja, Virovitica, Bjelovar and Ogulin, and in Croatian Littoral those are Rijeka, Zadar, Pula and Nin. Since there is no prevailing type of education offered neither in Croatian Littoral or Continental Croatia according to our sample, we are not in position of making conclusions

on types of education in relation to geographical context and diverse tourism development situation.

1.5 Description of trainers` qualifications

Most of educators engaged in non-formal education in Croatia are university or college professors in tourism field, with exception of those engaged in Humanities, primary in Art History, Museology and Heritage Protection. Except from tourism experts coming from universities or private colleges, included in non-formal adult education, there are also experts from private sector, such as experts on communication in tourism, experts on private accommodation or experts from travel agencies.

Experts from culture sector on various specific topics on local, regional and national level are also involved, as well as researchers from scientific institutions, such as the Institute for Tourism and the Institute of Art History. Experts with very specific knowledge and skill sets are also part of non-formal education in Croatia: certified heritage interpreter, digital marketing expert, expert in on-line advertising and sales in tourism, health care experts, geography teacher, psychologist, nature protection experts, ornithologist, experts on topics of eco-activism, renewable energy sources, climate change, degrowth, permaculture, and similar.

2. Mapping of best practices of informal learning

After analyzing available attractive living environment initiatives, we managed to detect several groups according to key concept and thematic area. Those are: culinary workshops; wine and beer culture; folk traditions; fairs and festivals; bicycle tracks and walking trails; religious celebrations; wild animal care [4].

All in all, we came to conclusion that informal learning in Croatia is dealing primary with traditional arts and crafts and learning about local culture and history. Following are examples as best practices of each group of informal learning/ living environment initiative.

2.1. Culinary workshops: Mediterranean cuisine cooking class

The aim of this cooking class is to bring closer the Mediterranean diet, which is listed as UNESCO intangible heritage, to local foreign and domestic tourists, eager to expand their knowledge on local cuisine and lifestyle. The class is focused on experiencing everyday life through groceries shopping on local market, local ingredients and their preparation and consummation in authentic setting.

Classes are held throughout the year, with supervision of professional chefs and are organized by local *EcomuseumBatana*, dedicated to preserving local fishermen heritage at most.

This course enables adult learners to gain knowledge on local culinary tradition as well as skills on using creativity in transmission of culinary heritage.

2.2 Wine and beer culture: Istria wine and walk event

Winemaking has a long and rich tradition in all parts of Croatia, which reflects in numerous events and workshops dedicated to wine culture. This specific event is organized by local winemakers in Istria region, known for quality winemaking. The event is designed as guided walk through local vineyards in a small community in Istria, along with winemakers and wine enthusiasts. The idea is to bring closer the process of winemaking and its tradition in Istria to broader public by enabling them to meet winemakers in person, walk through their estates, visiting their wine cellars and tasting their wines, while

[4] Compare to Table 2. (Annex 2) and Table 3. (Annex 3)

getting information on traditional wine sorts and all necessary conditions to produce high quality wine.

2.3 Folk traditions: Bread making and dancing in old Buzet

Event is organized by *Istra Inspirit* tourist project with the main purpose of making local cultural heritage attractive to tourists and locals. It is taking place in historical center of small Istrian town Buzet and it is organized several times during the year, mostly during the high tourist season and on demand.

"Old Buzet" is an event equally interesting for locals as for tourist, since locals are able to contribute by demonstrating old local cooking traditions, old crafts and elements of everyday life, such as games, music and dance. The event includes animated and interactive tour of the old historical center of Buzet; presentation of old crafts; tasting of local products; participation in homemade bread making and baking; engaging in traditional dances and games and having a traditional dinner in authentic setting.

This course enables adult learners to gain specific knowledge on local ethnographic heritage, but also to adopt a new skill of turning cultural resources into tourist product and making them attractive and accessible to broader public.

2.4 Fairs and festivals: Wild Plants Festival

Wild Plants Festival is an event intended primary for those who want to learn more about the use of wild plants in all kinds of purposes, but also for those who want to find peace and relaxation from everyday life in natural setting, with offer of all kinds of well-being and wellness activities.

To preserve the long-lasting tradition, event organizers wanted to emphasize the importance of recognizing, picking and using wild plants in everyday life. Participants can learn how to use wild plants in nutrition, cosmetics, aromatherapy and for other health issues. Expert lecturers reveal the secrets of making natural cosmetics, teas, tinctures, oils and perfumes. All in all, participants have been given theoretical knowledge on local wild plants, but they also learned a lot on wild plants usage in different areas of life.

2.5 Bicycle tracks and walking trails: "Škraping"– International Trekking Race

Škraping – International Trekking Race is being organized for past couple of years in March on the island of Pašman. "Škraping" is a unique international trekking race on sharp island rocks and belongs to the kind of extreme sports wherefore it attracts nature and trekking enthusiasts.

During the race contestants visit attractive cultural and natural sites and in this way they get familiar with local tradition and culture. In addition, Fair of Products from Croatian Islands is organized simultaneously which serves as stimulation for development of local products and for preservation of autochthonous animal and plant sorts. Except being active and in nature, the program and accompanying activities enable participants to learn about island history and traditions and to experience in person practice of innovative use of natural and cultural heritage in tourism.

2.6 Religious celebrations: Procession „Za križen"

Procession "Za križen" ("Following the cross") is a religious celebration 500 years old, held every year in the night prior to Good Friday. It takes place on the roads between six villages on the island of Hvar. From 2009, procession is listed as UNESCO intangible cultural heritage.

It is a unique religious ceremony and expression of religious and cultural identity of the central part of island of Hvar. The procession begins simultaneously at each parish church in six villages in the evening prior to Good Friday. The focal point of the procession is the person carrying the heavy wooden cross. The procession ends at the same spot where it started, next day at dawn, after passing through all adjacent villages (around 25 km). Participants take part in prayers and singing traditional chants and are introduced to very specific Easter tradition of each parish.

2.7 Wild animal care: Bear sanctuary Kuterevo

Bear sanctuary in Kuterevo near mountain Velebit is a place where volunteers take care of young orphan brown bears who are not able to survive in their natural environment.

This bear refuge functions thanks to volunteers from all over the world who stay as long as they can to help young bears come to terms with their new environment. In this way, volunteers develop strong sense of responsibility for wild animals and nature protection in general. Among other skills, they learn about working in teams and they gain comprehensive knowledge on wild animal care, nature protection and sustainable use of natural resources.

3. Description of educational resources in non-formal education and informal learning on cultural and natural heritage for adults

3.1 Overview of curricula

Key areas detected in non-formal education trainings' curricula can be divided in two main groups: knowledge on economics in tourism with related managerial skills and knowledge on specific tourism product courses.

Courses on economics in tourism with related managerial skills include these topics according to listed non-formal education in Croatia:

- Basics of tourism industry,
- Management basics (e.g. Business plan),
- Cultural management (principles of interpretation; working with local community; management of cultural heritage; defining products and storytelling),
- Basics of tourism marketing (e.g. Marketing plan),
- Basics of tourism legislation (e.g. laws, certificates, permissions),
- Business communication (e.g. speech and writing culture),
- Human Resource skills,
- Safety at work,
- Understanding new trends on tourist market; tourist behavior and motivation,
- Digital marketing: digital marketing strategy; copywriting; website design; email marketing,
- Foreign languages.

Specific tourism product courses according to listed non-formal education in Croatia can be divided in these groups (with included examples of topics) [5]:

- Specific tourism products (cultural tourism, rural tourism, health tourism, adventure tourism, ecotourism): innovations in cultural tourism; methods for cultural tourism development; valorization of rural tourism resources; wellness and health care aspects of health tourism; current state and potential of adventure tourism in Croatia; flora and fauna of protected areas; quality interpretation of biodiversity in protected areas.

[5] For the full list of non-formal trainings' curricula check Table 1. (Annex 1)

- Environment: sustainable energy and renewable energy sources; sustainable transport; environmental law; degrowth; permaculture.

3.2 Education and Teacher Training Agency

Institution which deals with recognition of qualifications attesting the completion of primary education and general, gymnasium and art secondary education programs (for employment or continuation of education) is Education and Teacher Training Agency. Some of main tasks of Education and Teacher Training Agency refer to providing professional and advisory assistance in education; participation in the preparation, development and implementation of the national curriculum; reviewing and giving opinion on programs in pre-school education, primary and general secondary education, general education programs in vocational schools and adult education.

All information about the Education and Teacher Training Agency, its strategic goals, main tasks and current activities is made available to public through the website on Croatian and English. [6]

Competent authorities responsible for the recognition of higher education qualifications are:

- Croatian universities, polytechnics and colleges – for the purpose of the continuation of education in Croatia,
- Agency for Science and Higher Education, Croatian ENIC/NARIC Office – for the purpose of employment in Croatia.

Of high importance for recognition of prior learning is The Croatian Qualifications Framework (CROQF) which is a reform instrument for regulating the system of qualifications at all levels in the Republic of Croatia through qualifications standards based on learning outcomes (competences) and following the needs of the labor market. It also enables the linking of Croatian qualifications' levels to the levels of the European Qualifications Framework and the levels of the Qualifications framework of the European Higher Education Area.

3.3 Agency for Vocational Education and Training and Adult Education

Institution which deals with recognition of qualifications attesting the completion of vocational secondary education programs (for employment or continuation of education) is the Agency for Vocational Education and Training and Adult Education. Some of the most important strategic goals of the Agency related to adult education are continuous alignment of education with labor market needs; developed qualifications based on competences and learning outcomes; build VET system that enables lifelong learning and mobility. Agency follows-up guidelines and processes in EU in the field of VET and Adult Education which includes: Lisbon strategy; Education and Training 2020; Copenhagen Process; European Qualifications Framework (EQF) and others.

All information about the Agency for Vocational Education and Training and Adult Education, its strategic goals, main tasks and current activities are available to public through the website on Croatian and English. [7]

4. Analyses of non-formal education and informal learning needs for adults for the transmission of cultural and natural heritage based on in-depth interviews

[6] Web site: https://www.azoo.hr/index.php?view=article&id=1999&naziv=education-and-teacher-training-agency
[7] Web site: http://www.asoo.hr/default.aspx?id=93

As stated in the Introduction of this report, non-formal and informal education are in majority of the cases filling the gap between formal education that exists in the country and training needs of the industry such as tourism. Tourism is among the economic activities that has been changing fast during last decades and in accordance with the socio-economic, environment and technological trends in the world and especially those trends that are important for the potential customers (recognized as customer megatrends by Euromonitor International). As formal education for tourism on secondary as well as on the level of high education is not able to follow those trends and make changes and curricula innovations, non-formal education filled the gap for learning needs of tourism, offering a variety of educational seminars illustrated in previous report chapters (Annexes 1 and 2).

It is important to state that knowledge for transmission of cultural and natural heritage in Croatia is scattered on different courses concerning particular heritage aspects. One of the basic reasons for such situation is that cultural heritage is always treated separately from natural heritage although during last 5 years national heritage (natural and nature parks) are also treated by our Ministry of culture.

4.1. Analyses of adult educators' opinions about adult non-formal education and informal learning demands

a) Using resources of cultural (tangible and intangible) and natural heritage for economic activities

Knowledge on cultural and natural heritage is basis for creating any "product" that can be promoted and sold on tourism market and basic source of information for potential innovations, therefore educators as respondents evaluated those needs as most important or average. As one respondent said – „this should be a part of general culture, it is a foundation of community pride, a glue that hold community together – not only knowledge but learning to appreciate it ". Information needed on sustainable use of natural and cultural resources is evaluated as a huge area, but the most important is that the potential entrepreneurs learn about environmentally friendly policies, so they can encourage their clients to behave responsible. The adults should learn 'the basics of tourism' including creating tourism product(s), but also, they should learn about tourism as an economic sector, tourism destination, supply and demand in tourism and stakeholders involved in creating and selling tourism product. As tourism demand is changing fast and many destinations are competing on tourism market, adults should know the basics of creativity (possible sources of ideas) and innovations (how to evaluate ideas that can be feasible and could be implemented). Adults should broaden their knowledge and understanding through examples of best practices as the benchmarking analysis goes step by step.

They should be aware of a kind of categorization of resources (cultural, natural; tangible, intangible, etc.), most important ones for their region/ destination and their readiness to become a part of the tourism product as well as their level of attractiveness (local to international). They should also learn about contemporary culture and events (about event management if they are going to start organizing events).

b) Sales and marketing; Customer services; Management skills

Sales and marketing including customer services as well as management skills are evaluated as very important skills and knowledge is needed for starting any business – duration of training largely depends on prior education of the adult.

In this part of education, it is the same as in formal education – marketing and management are very broad disciplines from research and planning to sales and management skills. All steps should be included in potential curriculum – social media and communications skills are also very important and adults in 21st century who were not born in 'social networks era' have to put more effort into learning these skills, also bearing in mind the trend of using many sources of information by potential customers. It is important „to tell the convincing and motivational story of their enterprise/service, defining their market segment and develop services and products to satisfy their market ". In many cases in Croatia, we know entrepreneurs develop a product and they do not have enough knowledge and skills to promote the product well and sell it.

Customer service is always included within marketing domain and it is not treated separately in Croatia. The most important is to understand customer motivation and expectations. To expand the specifics of animator services and guide services, the most important is interpretation knowledge – instead of transmitting historical facts, telling interesting stories that relate to visitor is more valuable.

More than 10 years ago the Institute for Tourism, Zagreb offered three-day course entitled „From resource to tourist attraction" delivering basic knowledge on what should be done to make a tourism product out of natural and/or cultural heritage. The course was prepared for the needs of the tourist board employees' (local and regional level), since many among them did not have necessary knowledge about resources as well as about marketing and management skills (tourism orientation in their education and schools were not prerequisite for getting the job at tourist boards). But as majority of those that attended the course finished a high school or had a faculty degree, it was much easier to decide on the level and depth of knowledge that they needed.

Specifics like sanitary and hygiene requirements including food and veterinary services depend on the services that future enterprise will deliver – hospitality schools are offering education on these domains, but it is almost impossible to have education of 150 school hours that cover specifics.

Questions on management skills were very specific ones and they are all important.

Basic knowledge on laws in tourism and hospitality is also necessary when starting a business.

4.2 Analyses of adults' opinion about their non-formal education and informal learning demands

In the first part, some specific knowledge was stated like knowledge on botanical natural resources, geographical knowledge and more knowledge on climate conditions, how to use solar panels etc. The focus here was – how to attract visitors and how to create tourism packages out of natural and historical resources; how to create a modern product to best illustrate tradition and cultural heritage.

Regarding sales, marketing and management skills; to know more about possible financial sources; how to decide about the price of the product having in mind quality of the product, how to create and implement marketing plan, how to use social networks and to what extent, how to develop successful promotional brochure and where to put it (media plan). Respondents were also lacking knowledge on animator and tourist guide services. Strategic planning, developing business plan are most important skills – all skills from Q1-11 were evaluated as the most important ones.

5. Conclusions on benchmarking of existing trainings (non-formal education and informal learning of adults) for transmission of cultural (tangible and intangible) and natural heritage

Mapping of non-formal education and informal learning for adults in Croatia has shown great diversity in thematic areas and in duration of courses.

Non-formal education trainings, which we divided in two groups - economics in tourism with related managerial skills and specific tourism product courses, function as a supplement to formal education, which is not able to track rapid changes in tourist demand. This is particularly the case with the demand in specific tourism products (e.g. cultural tourism, rural tourism, adventure tourism). Therefore, knowledge and skills gained thanks to all kinds of non-formal education trainings, prove to be of great value for employees in tourism and culture sector.

Informal learning in Croatia, as already shown, is more concerned with skills regarding traditional arts and crafts (e.g. culinary workshops, wine culture) and knowledge on local history and culture (e.g. folk traditions, religious celebrations). Unlike non-formal education, these initiatives are shorter in duration and they are opened to everyone interested, mostly without any prior knowledge or skills required. List of most demanded competences for non-formal and informal learning in Croatia is given in Table 1 (Annex 1).

The analysis has also shown that the majority of listed informal learning initiatives are situated in Istria region, which happens to be one of the most developed tourist regions in Croatia, while at the same time we are witnessing lack of offer of this type of education in less developed tourist regions, such as Slavonia, Lika and Gorski kotar, where this education would be of great significance for further regional development.

Demanded competences for non-formal and informal learning in Croatia

Tab. 1. Most

Competence	Number of times mentioned
Managerial competences in tourism	9
Ethnographic and historical competences	7
Marketing competences	6
Managerial competences in culture	5
Guide competences	5
Culinary competences	5
Nature protection competences	5
Communication competences	4
Enology competences	4
Craftsmen competences	4
Organizational competences	3
Animator competences	2
Acting competences	2

One of our recommendations certainly is dispersion of non-formal, as well as informal education over the whole country, especially in underdeveloped regions. Besides that, we would strongly suggest focusing more on knowledge on cultural and natural heritage of each region in non-formal education trainings curricula, as well as paying attention to skills regarding heritage interpretation and sales of specific tourism products. This confirms the great need for better cooperation between culture and tourism sector, already recognized in all strategic documents of tourism development in Croatia.

6. Recommendations for elaboration of new curricula for adult non-formal education for transmission of cultural (tangible and intangible) and natural heritage

Because of mapping of educational initiatives and conducted survey, it can be concluded that in Croatia missing competencies are those on interpretation of natural and cultural heritage followed by marketing skills on how to create, promote and sell tourism product.

Therefore, we formed 4 modules / curricula Table 4 (Annex 4) which address the following:

- Valuation of local heritage
- Telling the story of local heritage and tradition
- Basic business skills
- Business marketing

The first two modules are heritage based and are structured in 35 hours of lessons. *Valuation of local heritage* module is focused on identification and mapping of cultural and natural heritage and traditions on local level and estimating its attractiveness for potential visitors. It is the first step toward developing heritage resources into tourist attraction. Mapping of educational initiatives in Croatia has shown that there is a great need for quality interpretation and suitable tourist animation when it comes to cultural and natural heritage. Therefore, the second module, *Telling the story of local heritage and tradition* is focused on gaining knowledge on storytelling techniques and principles of interpretation to be able to present local heritage on creative and innovative way.

The last two modules are business oriented and are also structured in 35 hours of lessons. *Basic business skills* module is dealing with core elements of every successful business, such as defining vision and mission, writing a business plan, managing the budget, project management and other. *Business marketing* is concerned with principal marketing techniques and elements of tourist product, such as product, price, place and promotion. These two modules provide adult learners with well-rounded business skill set and together with first two modules focused on heritage, offer a good starting point for establishing their own business related to cultural and / or natural heritage.

Educational methods used include lectures with examples of best practice and discussions with successful entrepreneurs which should stimulate a positive atmosphere of knowledge and idea sharing among participants.

Teaching materials provided will include curriculum, list of sources, Power Point Presentations, handouts, video materials, one-to-one consultations and work in groups.

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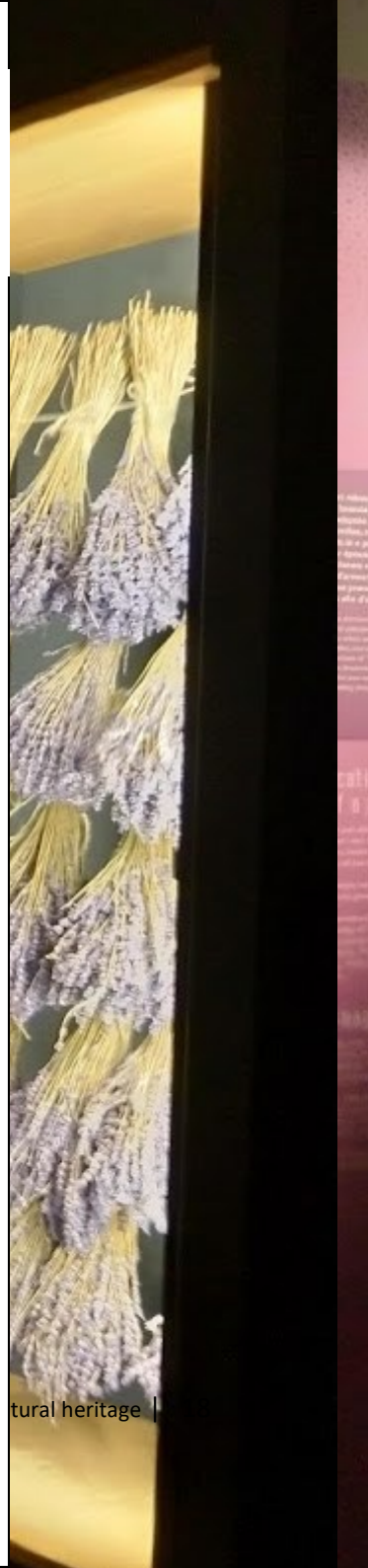
Non-formal and informal adult education activities to promote cultural and natural heritage as a resource for local, regional and national development in

France

Université Européenne Senteurs & Saveurs



1. Non-formal education for transmission of cultural (tangible and intangible) and natural heritage as source for the local, regional and national development.

Non-formal education for transmission of cultural and natural heritage in Provence (France) is poorly represented, considering the number of formal education possibilities. These courses are generally organised by local institutions or regional training centre, and not by universities.

During the study, three main training topics have been identified: landscape and territorial development, guide courses and tourism business, local and traditional culture.

1.1 Landscape and territorial development

Most of non-formal education courses are related to the organisation of the territory: constructions, improvement of natural areas.

Courses concerns traditional jobs as well as manual work.

Topics studied are mainly:

1. Construction of dry-stone wall
2. Traditional stone cutting
3. Creation/construction of landscape
4. Estimation of cost projects
5. Diagnosis and project study
6. Management of specifications
7. Regulatory information
8. Regulatory issues
9. Irrigation network
10. Customer relationships
11. Ecological house
12. Production of aromatic plants

1.2 Guide courses and tourism business

Tourism is an important activity in France and many institutions, including universities offer a wide range of courses on this subject.

Few non-formal learning courses or workshops are proposed on this subject on the following themes:

1. Facilitator for local tourism
2. Organisation of tourism events

1.3 Local and traditional culture

1. Learn to speak Provence language
2. Culture and civilization
3. Local cooking
4. Culinary knowledge: local, traditional
5. Creation and manufacturing of cosmetic products

2. Mapping of best practices of informal learning within different attractive living environment initiatives, and both non-formal and informal learning demands for these initiatives' implementation

A wide range of best practices initiatives are organised in the Alpes-de-haute-Provence department and generally in France.

Different themes are proposed:

Pilgrimage: Saint-Jacques-de-Compostelle trail is one of the most famous pilgrimage. The trail was created at the beginning of the 9th century and is about 1500 km, from different roads. It is a religious parade as well as a hike.

Heritage Day: free access to all museums and historical monuments, for two days at the end of September. This event is very popular in France and thousands of people visit local museums and "must see" historical places.

Cooking workshop: French long tradition of food and cooking continues as many institutions offer workshops on different themes: local cooking, pastry, history of some well-known dishes. Adults and children can both learn how to cook with local product and knowledge.

Trek and running:
Many running paths are already planned in the Provence territory, each time an opportunity to discover local traditions and specific landscapes:

A. Trek and local product: a specific topic is sometimes associated to a running: eg. The cheese running.
B. Trek and restaurant: anrestaurant association offers to combine a one-day trek and a lunch in a local restaurant. The restaurant has to be a "bistro", small coffee or restaurant in a small village. The journey is always an opportunity to meet with local farmers and to learn more about their culture.
C. Mountain bike trip: lots of trip around the PACA region for trained people.
D. Bike trip: family trip to discover the countryside and some amazing spots.

Discovery trip: on the Alpes-de-haute-Provence department, many villages have organised a card game. The objective is to solve an enigma given by the tourist information centre. Visitors are using cards and hints, and follow a visiting itinerary around the village. It is an opportunity to discover the environment and the cultural heritage.

Construction of small dry-stone cabin: typical from the Provence region, learn how to build it and also how to use the environment. These workshops are mainly intended for children.

Agro tourism: different networks are offering a direct contact between producers and consumers. Local people and tourists can easily access local products and meet farmers. Producers are members of association and are willing to give a tour of their land, sell their products.

Museum and gardens: Artemisia museum in Forcalquier and Ethno botanical museum of Salagon in Mane, raise public awareness for plants and local traditions – the history of plants, their meaning, their use according to their properties and sometimes their production.

The dye plants garden can also be an opportunity to learn more about vegetal colours.
These are just some examples of numerous choices of museum in the Alpes-de-haute-Provence department.

Castles: whether it is to discover more about old architecture or to walk on a garden, you always learn a lot of French history visiting local castles. Special events are organised: music festivals, opening of the garden, lectures on the castles' history.

Outstanding sites: in Provence-Alpes-Côte d'Azur Region, the Ochres are full of colours and vegetation. Two old quarries propose a nice walk on a multicoloured labyrinths, with many explanatory signs on the history of ochres and the region. Family trip as well of as a school trip.
Rustlers ochre's are even named the "Provencal Colorado".

Volunteer workcamp: a camp lasts for 2 or 3 weeks and is a transfer of knowledge, naturel heritage, and implementation of environmental solutions for the renovation of built assets. An exceptional experience that everyone can join and benefit from. Constructions are realised on the mornings and the afternoons are dedicated to the discovery of the territory.

Guide tour: a qualified guide can take you to a day-tour, or for a few hours, around the countryside. This trip is an opportunity to visit outstanding sites and places only know by locals.

There are many possibilities to learn more about cultural heritage through informal learning activities. All year long, for local people and tourists, there is always a way to discover French tradition, culture and way of life.

Annex3 Table 3 presents the necessary competences required to attend informal and non-formal learning.

The most cited competence is the ability to communicate easily with others, being able to share the knowledge.

Also noteworthy, the ability to present the information in simple terms; whether it is an animator or explanatory signs, it is important to provide the public with the right information but it is also necessary to vulgarize it.

Other competences are in the following order: organiser competences, guide tour competences (that goes with being able to communicate easily and organised), historical competences, craft competences, territory expert on local knowledge competences, botanical competences.

Moreover, it should be noted that nearly all non-formal and formal learning demands require an inquisitive mind.

3. Analyses of non-formal education and informal learning needs for adults for the transmission of cultural (tangible and intangible) and natural heritage (based on data from formalized (in-depth) interviews.

Interviews were conducted with adults who participate or will participate in transmission of cultural and natural heritage through local initiatives. Participants were: guide tours, tourism information centres employees, facilitators and teachers.

Most of them had a higher education level, between 26 to 46 years old and more than 11 years of experience.

People interviewed specified the training needs for four different areas: natural and cultural heritage and economic activities, sales and marketing, customer services, and management. However, respondents did not suggest a duration of training for each specific need. They said it will depend of the total duration of the course and of the main objectives of the course.

For each area of needs, the most cited training needs are listed below.

Transmission as a resource for economic activities and competences, training needs are:

- A perfect knowledge of regional natural resources and sustainable use of natural and cultural resources.
  - -Botanical, geographical knowledge
  - -Plants and wildlife of the region
  - -Use of plants and their history: what are they and why are they here
- Craft competences
  - -What local product are made using what kind of natural resources
  - -Plants and their different uses

Sales and marketing, training needs are:

- Promotion of high-quality products
- Learning by doing
- Use the appropriate media to promote the right product

Customer service, training needs are:

- Preservation of nature:
  - -Do not touch plants or animals anyhow
  - -Be aware of the good wild crafting practices
  - -Learn how to use/not to use chemical and tools
- Cooking and family dinner are part of cultural heritage
  - -Learning by doing: preparation of a house's aperitif for example

Management, training needs are very important skills to acquired but not directly linked to natural and cultural heritage.Not the priority of respondents. Respondents mentioned such skills as:

- How to be a good manager without compromising its ethics
- Be able to handle a group of people with different skills and backgrounds
- Be able to build a business plan

4. Conclusions on benchmarking of existing trainings (non-formal education and informal learning of adults) for transmission of cultural (tangible and intangible) and natural heritage.

Informal learning possibilities is well represented in the Alpes-de-haute-Provence Region and in France in general. There is an increasing number of people, tourists and local, willing to learn more about cultural and natural heritage. This interest leads to the development of workshops and activities proposed by each territory.

The subjects covered can vary, depending on the time of the year, but mainly concern family activities and outdoor events.

Non-formal learning opportunities are smaller. These courses are mostly conventional class-room based format using conventional material such as lecture course, educational booklet and sometimes a practical module/field trip. Participants acquire new skills and theorical and practical knowledge.

It is important to note that all participants are taking non-formal learning course as a professional continuous training and not as an initial training. The main reason is that non-formal leaning course are not flexible. Courses are planned at a specific time of the year which required to be available, and it is not compatible with a full-time job. In addition, it requires to move out near the training centre.

The main themes studied are those related to landscape and territory development.

Recently, new non-formal learning course about local and traditional Provencal culture have been created.

There is not too much choice of non-formal learning course, and themes proposed may not meet the interests of adults. In addition, limited communications is realized to promote these non-formal education courses which are then mixed with formal education courses. A better communication about non-formal learning courses would help people to find them, to express their interest and to register.

The use of innovative material would allow more people to join non-formal learning courses.

An online course offers flexible hours of learning and allows the registration of trainees living far from the training centre. Also, interactive activities could make it easier for trainees to take part in a non-formal course: organise a challenge, share their experience on a chat, organise of work group or organise practical activities over the weekend or in the evening.

5. Recommendations for elaboration of new curricula for adult non-formal education for transmission of cultural (tangible and intangible) and natural heritage.

Data collected brings out the competences needed for the transmission of natural and cultural heritage. It rises up a real need for a training course and some objectives.

Main objectives are:

- The territory:
  - -Flora and fauna of the territory: botanic, resources, geographic, uses, production, etc.
  - -History, including history related to plants
- Preservation of nature and natural heritage
- Learning by doing: craft products, cooking, etc.
- Communication:
  - -Promotion of high-quality product of the territory
  - -Group management
- Management:
  - - Business plan
  - - Ethic management

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Non-formal and informal adult education activities to promote cultural and natural heritage as a resource for local, regional and national development in

Italy

Le Terre dei Savoia

eConsulenza

1. Introduction

The survey conducted on the Italian territory, in the Piedmont region and the analysis carried on show a polyhedral and rich situation. It must be noted that the Piedmont region is rich in cultural, historical and artistic itineraries, crossing several centuries and covering each aspect of the region: from architecture to industrial archaeology, from cities to the countryside, inspired by events, people, legends, curiosities, spirituality or artisan and manual ability. The region brings together industrial tradition, innovation, a powerful drive for research and development, leisure and entertainment, arts and exquisite tastes and aromas.

Specifically, Piedmont region stands out for its rich offer in the fields analysed as data show that both *non-formal learning* and *informal learning* offers are varied. [13]

2. Non-formal education for transmission of cultural (tangible and intangible) and natural heritage as source for the local, regional and national development

Analysing the range of non-formal education that promotes transmission of natural, cultural, touristic and historical heritage as source for the local, regional and national development activities, it can be concluded that the supply is immense and huge. For this reason, the examination was focused on the Piedmont area. This supply of non-formal education can be divided into the following groups:

- Tourism
- Food, taste and gastronomy
- Heritage and cultural development/promotion
- Social media strategy for culture
- Soft skills in culture

The majority of the courses and training path offered are connected with the general needs of the sector: promoting the cultural heritage of Piedmont and the use of sustainable cultural and touristic products requires a wide range of knowledge, skills, abilities and the right attitude. A set of knowledge, skills and attitudes expressed the necessary competences in each field of application.

In Piedmont training paths and courses are offered by various higher education institutions and agencies (universities, training agencies present in the 8 provinces of Piedmont, regional and local associations, workers confederations etc.).

Non-formal education supply also includes several non-formal education programmes established by cultural associations, small and medium enterprises, private bodies, on the understanding of the values of the heritage of Italian excellences as food, wine and gastronomy, combined with the valorisations of arts and historical buildings.[14]

Non-formal education courses offered show different typology and duration; both individual and groups training, as e-learning, are available. Often, combined learning methods are used – face-to-face learning, distant learning, e-learning and tests, complemented also by practical exams at specific sites. In particular the duration of the courses varies a lot for the tourism-specific ones, in the *non-formal learning* category, range from 400-600 hrs up to 1800 hrs.

[13] Please see definitiono of main terms in common introduction of the survey.
[14] Information in the Annex 1, Table 1

The qualification of course instructors is varied, but mostly they are academics and experts in their field with a lot of practice and experience, as well as qualified growth (business) coaches.

3. Mapping of best practices of informal learning within different attractive living environment initiatives, and both non-formal and informal learning demands for these initiatives' implementation

In Italy, there is a wide range of best practice examples in the field of informal learning that can be used for the application of natural, cultural, touristic and historical values. Fairs, festivals, events, projects, are often organised by public administrations, groups of volunteers, youth workers, craftsmen associations, artisan producers, tourist information centres, historical buildings and museum associations, religious bodies, artists, no profit associations, SMEs, folklore groups etc.

Examples of best practice in Italy can be divided into several groups:

- Food,\ gastronomy, culinary heritage events, tours, workshops and tasting meetings
- Arts (music, cultural, literature) festivals and events
- Arts (paintings, arts-craft, applied arts) exhibitions and events
- Municipal folkloristic feasts at local level
- Horse races and International Exhibitions/Fairs for culture and historical remembrance (as Middle ages or Italian Risorgimento)
- Pilgrimages and sacred tours to sanctuaries and Sacred mountains (UNESCO sites)
- Handicraft and crafts fairs and exhibitions
- Agro tourism and farms tours, tours, workshops and tasting meetings
- Urban tours and city visits (both for big cities - Torino, Asti – than villages)
- Royal Residences visits and tours (castles, royal palaces, Residences, historical gardens)
- Natural tours, nature walks, bike tours, parks visits, river sailing, horse riding(outdoor)
- Social events, feasts, festivals (addressed to people with needs or for migrants).

Thousands of events and tours are organized in Piedmont per year, in the 8 provinces, with a extremely large variety.

The most common form of informal learning are thematic events, fairs and festivals, but beside them very popular are tradition learning activities, acquisition of craft skills, cultural visits to historical buildings, outdoor activities and tasting events.

Informal learning seems to be a very widely spread practice: the high number of sites, farms, factories, *agro tourism* associations of producers/ promoters, local associations of citizens, propose a big variety of offers. This is true especially in the vocational/traditional domains of the Piedmont region (which mainly coincide with those at national level) of gastronomy, wines, traditional cuisine, agriculture, organic farming, craftsmanship and so on.

Also *non-formal learning* showed a high number of entries and case studies: they take care of the training about tourism and cultural heritage in general, with a focus, among others, on the delivery of services, tourism marketing, building a cultural and/or tourist product, technologies to sup-

port tourism, customer management and hospitality, management of tourist-receptive structures, communication and entrepreneurship.

Moreover, a good share of creativity and innovation was found in many other offers: in the above cited fields - and especially in the wine and gastronomy sectors - many initiatives are built around the concept of sensorial experience, food experiences, traditional (crafts and food related) pathways, historical and heritage paths and circuits.

Recognised organisations for wine tasters and sommeliers (AIS, ONAV) are well known in training market in Italy. Wineries, wine cellars, wine productions sites, farms, factories working with local produces (hazelnuts, aromatic herbs) propose special tours, guided visits, tastings courses, experiences of all sorts, opening their doors in order to let visitors experience not only the location but the production itself from the inside, its history and the techniques used. The same offer is offered by organisations and associations for tasters of cheese, honey, coffee, salami, chocolate, fruits, and water.

The other domain to which many offers can be brought back to is outdoor and natural activities: these are a solid drive for the environmental and tourist offer in Piedmont too. Entries show offers related to the natural experiences (hiking, accompanying guides to natural sites, bike excursions etc.) and in general all practices related to the experience of environmental/naturalistic sites of some value.

Moreover, other similar offers can be traced in the environmental/natural domain: several farms, factories and *agro tourism* propose visits, tours and even accommodations thus offering experiences of informal learning to visitors.

Non-formal learning demands, which are related with informal learning activities mentioned before, are sometimes, with priority, offered to people with special needs or belonging to disadvantaged categories (unemployed, low skilled people).

4. Analyses of non-formal education and informal learning needs for adults for the transmission of cultural (tangible and intangible) and natural heritage (based on data from formalized (in-depth) interviews

The scenario which stemmed out of the interviews is very varied.

Questionnaire A.

The importance of natural and cultural (tangible and intangible) as a resource for economic activities showed a medium score, a good balance between “very important” and “not important”, so underlying that the field is well kept into consideration. The potential needed hours for a course, as declared by the respondents, were very varied. They mainly ranged from 4 hrs to a maximum of 30 hrs.

On the other side, the “Sales and marketing” domain scored sensible higher figures, so a bit less important compared to the first section. The potential needed hours for a course mainly ranged from 2 hrs to a maximum of 30 hrs.

Moreover, the section about “Customer service” showed a higher figure, the respondents considered this domain sensibly less important. The potential needed hours for a course were again very varied and they were mainly comprised between 3 hrs and of 30 hrs.

Regarding “Management skills” domain, again, the situation reflects a good balance, the medium importance of the subject was the general trend. The potential needed hours for a course indicated by the respondents were again mainly comprised between 3 hrs and of 30 hrs.

Questionnaire B.

The importance of natural and cultural (tangible and intangible) as a resource for economic activities showed, again, a medium score between “very important” and “not important”. The suggested hours for a course, as declared by the respondents, were extremely varied, mainly ranging from 2 hrs to 40 hrs.

Also in this case, “Sales and marketing” domain scored sensible higher figures but still on average in a good balance. The potential needed hours for a course mainly ranged from 2 hrs to a maximum of 40 hrs.

The section about “Customer service” showed the least degree of importance, however, the respondents answered to the potential needed hours for a course with the wider range: between 0 hrs and 50 hrs.

Finally, regarding “Management skills” domain, the general trend was similar to the previous one. Again, however, the potential needed hours for a course indicated by the respondents were mainly comprised between 0 hrs and of 60 hrs.

4. Conclusions

Several training courses analysed rely on practice and hands-on experiences: some of them include a good number of hours spent in internships, some other include learn-by-doing; practical lessons, during which theindividual is asked to perform an activity, are almost always found beside theoretical lessons. Also, the institutions providing the courses are varied: there are public ones, at regional and/or national level, and private ones as well. Some of them are firms which are not directly linked to the world of trainings (for instance wine and food firms, factories, even museums) which nonetheless provide courses of different types.

There are several sites (e.g. farms, factories, *agrotorism* which provides tours and/or visits which can be assimilated to informal learning initiatives.

All people involved are experts in the sectors, whether they are professors, trainers, guides or simply the owner(s) of the site providing the courses. Overall the analysis shows a substantial divide into two main categories: on the one hand there is a quite rich specialized offer in the field of cultural heritage and tourism which provide exhaustive and comprehensive training courses. These courses tackle all main aspects of the subject (business and marketing, welcoming and customer service, languages, technologies etc.). They are well structured, with articulated programmes which span over some hundreds to some thousands training hours, and all include a conspicuous part of practical learning (e.g. internships).

On the other hand, there can be found other training courses, newer, more informal and creative, which seems also to have a high social value (re-integrating disadvantaged individuals into society by giving them new expendable skills) and at the same time exploiting some of the key domains of the territory (above all the Italian traditions in food, wines, craftsmanship etc.)

These courses are less structured, shorter in time, more creative and they generally tend to expand the offer including more original subjects; for instance, they do take care of the development of new skills such as storytell-

ing, practical skills, sensorial skills, entertainment skills and so on. Moreover, they seem to build a different kind of figure (see the brand ambassador/ brand teller figure).

Finally, also regarding the institutions providing the courses, there is one main divide: on one side there can be found a panorama of training agencies and institutions, NGOs, associations of producers/promoters, local associations of citizens, while on the other side there are factories, museums, supermarkets, organic farms which developed a “training offer” alongside their core businesses.

Thus, merging these two approaches, a manifold offer shows: one that values traditional subjects but at the same time includes innovative features.

5. Recommendations for elaboration of new curricula for adult non-formal education for transmission of cultural (tangible and intangible) and natural heritage

It must take note of the Tourism General States in Piedmont region (*Stati Generali del Turismo*) promoted by Region Piedmont. The initiative, carried out in 2018, involving over 1100 local actors, was based on a methodology focused on the wide and representative involvement of public and private subjects, stimulating the guided comparison and the exchange of experiences between the various local protagonists of the tourism sector, incorporating ideas, reflections and proposals on the Piedmonts territory.

Results and decisions taken by participants are:

1. Piedmont should tend to become a "slow" tourism destination focusing on outdoor tourism and slow tourism;
2. Considering the great offer of excellent food and wine products, the second product to be enhanced is definitely food and wine tourism;
3. The cultural, historical and artistic heritage of Piedmont can be further enhanced in Piedmont Destinations by strengthening cultural tourism;
4. Finally emerges the sports soul of Piedmont, a destination able to offer proposals and experiences aimed at promoting the sport tourism product.

Support and sustenance by Region in further steps aimed at:

- training public and private operators
- raising awareness of welcoming, in particular for a tourism for all
- making residents aware of own territory
- promoting a series of "appointments to get to know each other" between and with sector operators. [15]

So, on the basis of the information obtained during the analysis of the situation in Piedmont, and the specific address given by Region Piedmont with the above-mentioned strategy, the topics that should be included in the non-formal education program for adults were identified as follows:

- broadening understanding on regional cultural, historical and artistic heritage and resources
- focusing on outdoor tourism, slow tourism and gastronomy (wine tourism)
- information on sustainable use of natural and cultural resources
- Institutional communication
- Audiences development strategy and marketing
- Customer service and welcoming.

15 Source: https://www.regione.piemonte.it/web/temi/cultura-turismo-sport/turismo/stati-generali-turismo

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Non-formal and informal adult education activities to promote cultural and natural heritage as a resource for local, regional and national development in

Latvia

VIDZEME

1. Non-formal education for transmission of cultural (tangible and intangible) and natural heritage as source for the local, regional and national development [18]

In Latvia, non-formal education for transmission of cultural and natural heritage as source for the local, regional and national development is mostly related to the development of natural, cultural and historical tourism.

Sustainable use of natural, cultural and historical heritage for tourism products (their promotion, sales, customer service) requires a wide range of knowledge, skills, abilities and the right attitude.

A set of knowledge, skills and attitudes form the necessary competences ineach of the fields of application.

When examining the range of non-formal education that promotes transmission of natural, cultural and historical heritage as source for the local, regional and national development activities, it can be concluded that the supply is broad. This supply of non-formal education can be divided into several groups.

1. Guide courses. One of the largest groups of non-formal education supply is guide courses organised by guide associations, HEIs, private non-formal education centres and museums in collaboration with municipalities, municipal tourism agencies and individual owners or managers of tourist attractions. Guide courses can bedivided as follows:

1. Training and certification courses of guides for specific routes/ attractions for various local routes, natural, historical and cultural sites (manor, castle, museum), nature trails, etc.
2. Courses for city guides with specific certification requirements for guides in a particular city;
3. General training courses for group managers and guides, focusing more on the development of group and tour manager competences in establishing routes and managing tourist groups or organising the execution of route plans and accompanying groups.

2. Courses for deeper understanding of Latvian cultural and historical values and traditions, crafts and handicraft traditions, natural values, and the use of these values to create a tourism product. Such courses are offered by various Latvian higher education institutions as lifelong learning programmes. Particularly note worthy are Vidzeme University of Applied Sciences, Liepaja University, Rezekne Academy of Technologies, Ventspils University College, Daugavpils University. This group of non-formal education supply also includes several non-formal education programmes established by museums on the understanding of the values of art and heritage of folk culture, as well as learning individual methods. Course topics vary:

1. Traditional Latvian culture
2. History of Latvian culture and tourism
3. Tourism geographyof the Baltic Sea Region nature
4. Basics of ecotourism
5. Ecotourism and sustainable tourism
6. Possibilities of sustainable tourism development in specially protected nature territories
7. Organisation and management of recreational activities
8. Topography and getting around in nature
9. Practical skills in designing a decorative garden project
10. Diversity of the expressions of art
11. Making of medicinal herb potions

18 Analyses and conclusions in this section are based on the information presented in Annex 1, Table 1.

12. Traditional and non-traditional solutions of crocheted and knitted textiles in clothing and interior
13. 30,000 years in 80 hours. Art history cycle
14. Sewing o women's folk costume tunic shirt (withs houlders traps)
15. Development of rural tourism product of historical heritage.

3. **Tourism busines scourses.** These courses develop competences necessary to establish and manage a tourism business and use the values of natural, cultural and historical values in business. Such courses are offered by various training centres and business HEIs, professional associations. Amongthemare Turība University, Vidzeme University of Applied Sciences, Association of Latvian Rural Tourism "Lauku Ceļotājs", Association of Hotels and Restaurants of Latvia, Latvian Rural Advisory and Training Centre and Rural Aid Network, several private training centres. Often these courses are funded by European funds. One example of a specific non-formal education is the acquisition of hunter competences offered by Ogre Technical School. Course topics:

1. Organising tourism business
2. Organisation and management of tourism services
3. Tourist manager courses
4. How to start a business
5. Tourism and related industries technology innovation and employee productivity training
6. Support for rural youth to promote entrepreneurship
7. Management and policies of nature parks
8. Travel lifetraining programme R4F (Ready for the future) "Corporate Social Responsibility for Tour Operators andTravel Agents"
9. Training programme for active tourism entrepreneurs
10. Professional training of mentors
11. Safety at a rural tourism location
12. Training programme for active tourism entrepreneurs
13. Hunter

4. A special group of non-formaleducation services are **self-studycourses with a discussion platform and opportunities to engage with individual consultants provided by the Association of Latvian Rural Tourism "Lauku Ceļotājs".** The range of courses offered by the Association is wide and closely related to the **use of natural, cultural and historical heritage in the development of tourism products and provision of tourism services.** The range of courses offered is wide:

1. Development of rural tourism product of historical heritage
2. Criteria for rural tourism product of historical heritage
3. Marketing for rural tourism product of historical heritage
4. Guide for tourism entrepreneurs "The Historica land Contemporary Garden"
5. Service design for rural small and micro-size businesses
6. Instructions for operating farms on how to prepare for and commence welcoming of tourists
7. Rural tourism safety
8. Organising of annual events and celebrations
9. Latvian cuisine
10. Latvian architecture, interior and landscape
11. Recommendations for small business registration and integration in online business registers
12. How to open a Rural Goods farm for visitors
13. What is a Rural Goods farm
14. Culturalh heritage marketing strategy for rural tourism
15. Tourist activities in nature
16. Safety at a rural tourism location
17. Biodiversity at a rural farm
18. Careful use o fnatural resources

19. Environmentally friendly construction and finishing materials
20. How to create your own website
21. Culinary heritage in rural tourism

The organisation of non-formal education courses offered in this group is diverse – services from both individual experts and advisers, as well as training for groups and e-learning is available. Often, combined learning methods are used – face-to-face learning, distant learning, e-learning and tests, complemented also by practical exams at specificsites.

The qualification of course instructors is varied, but mostly they are academics and experts in their field with a lot of practice and experience, as well as qualified growth (business) coaches.

The least represented topics in non-formal education courses on the use of natural, cultural and natural heritage in business are:

- Customer service specifics
- Sale of natural, cultural and historical tourism products
- Tourism animator competences in developing and managing tourism products and programmes, using natural, cultural and historical resources sustainably
- Creativity and innovation in the development of tourism products using natural, cultural and historical heritage resources
- Collaboration in the development of tourism product packages (clusters) and the diversification of tourism products through the opportunities offered by natural, cultural and historical heritage.
- Acquisition of in-depth understanding of the relations of local natural, cultural and historical values with the range of European and world cultural heritage.

2. Mapping of best practices of informal learning within different attractive living environment initiatives, and both non-formal and informal learningdemands for these initiatives' implementation [19]

2.1 Description of best practices of informal learning within different attractive living environment initiatives

In Latvia, there is a wide range of best practice examples in the field of informal learning that can be used for the application of natural, cultural and historical values for local, regional and national development. Such events are often organised by groups of enthusiasts, craftsmen associations, artisan producers, tourist information centres, museum associations, churches, groups of musicians and artists, associations, societies and foundations of ethnographic and folklore groups, as well as others.

Examples of best practice in Latvia can be divided into several groups:

1. Events for craftsmen and professionals of their craft that introduce and enable you to master a variety of ancient crafts and skills. The most popular of these events is the Latvia-wide **Meet your craftsman** event, which takes place at 155 different locations in Latvia.

2. **Thematic villages** is an interesting opportunity to learn about natural, cultural and historical values by visiting the villages of the Latgale Region, where various craftsmen, musicians, nature trail enthusiasts, experts in traditions tell about annual celebrations, tea collection, bath, music, rural work, skills and traditions of rural craftsmen, potters and other professions.

19 Analyses and conclusions in this section are based on the information presented in Annex 2, Table 2.

3. **War history and battle reconstruction events** – these include reconstruction of Medieval historical events, from Vikings to the battles of the Second World War, introducing ancient martial arts and the development of armed forces over the centuries.

4. **Culinary heritage workshops and classes** in Latvian regions that include learning the skills of making ancient local food and drinks. They have gained great popularity in several regions. In the Suiti Region (Alsunga Municipality), which is included in the UNESCO Intangible Cultural Heritage List, baking of Suiti pie *sklandrausis*, cooking of apple dumplings, tasting of sour porridge has become so popular that even groups of 40-50 people go there to enjoy these activities, combined with listening to the traditional bourdon singing of Suiti women.

5. **Tradition schools** – events that offer to learn practical application of annual celebrations characteristic to each region and other traditions. These take the form of camps for parents and children, children's camps, peculiar workshops where folkdances, games, songs and other traditions are learned in practice. One of the most significant of such events is, for example, the Suiti wedding ceremony presented by the ethnographic communities of Alsunga, Gudenieki and Jūrkalne Suiti. The organisers of these tradition schools are usually museum specialists, folk musicians and singers, teachers, tradition maintenance groups.

6. **Festivals** are very common informal learning events that cover a wide spectrum of natural, cultural and historical heritage. They include:

- **Music festivals** related to folkmusic traditions such as the Bourdon Festival; *Dullā Daukas* Festival in Pope – devoted to learning the traditions of making popular music and song writers; Bardi festivals, shamanic dance and music festivals, naive music festivals, ethno music festivals, alternative music festivals and other music events popular in the public or any part of it, mostly outdoors.
- **Cinema festivals** related to the retrospectives of filmheritage and outdoor performances, often accompanied by a very unconventional approach, such as “Pedālis” in Cēsis, which combines cinema with cycling.
- **Art festivals**, whichcover performance art, ceramics, establishment of various creative workshops and sometimes last up to a month, like the Cēsis Art Festival, allowing each participant and guest of the festival to express themselves creatively.
- **Bath festivals** include enjoying traditional Latvian bath rituals such as bathing, making bath brooms and acquisition of other bath house skills and bathing traditions.
- **Theatre festivals** – folk theatres, amateur theatres and professional theatre festivals that allow to get acquainted with different theatre traditions.
- **Verbal culture festivals** – storyteller festivals that teach to preserve the skills of storytellers to tell stories, jokes, anecdotes and other types of verbal folklore, including modern ones.

7. **Museum nights** – a traditional annual informal learning event across Latvia, with an interactive, creative and innovative introduction to the natural, cultural and historical values of museum exhibitions and collections.

8. **Church nights** – a traditional inter-confessional church event where you can get acquainted with sacral architecture and religious traditions of different denominations in various interesting ways.

9. **Pilgrimages** – the most popular form of pilgrimage is the pilgrimage to the Basilica of Aglona on 15 August, celebrating one of the most important religious festivals of the Catholic Church dedicated to Virgin Mary. The longest route from Liepaja to Aglona takes more than 2 weeks and is a great spiritual adventure for its participants.

10. **Agrotourism farms** are increasingly becoming a popular way of informal learning, where visitors get acquainted with the specifics of farms, can see livestock, poultry, watch and participate in feeding and other processes, get to know garden plants, vegetables, fruits, flowers, etc. Of the garden. There are already 43 such farms in Latvia, where you can learn about farming and living in the countryside. Often, these farms offer creative workshops using collected plants and other raw materials to make different kinds of drinks, dishes or decorations; tasting and unconventional or, just the opposite, very traditional meals from the farmers of the region.

11. **Tastings** – winetasting, tastingof non-alcoholic plant and berry drinks and cocktails, dairy products, caramel, bread, culinary, confectionery and other products of artisan producers and niche products in rural areas or small towns, smaller or larger companies, while also learning about the production process. It is often offered to participate in the preparation of these products.

12. **Seedling days –** interactive events in spring and autumn that introduce residents to backyard and large-scale garden plants, their seedlings; decorative plants, forest plants, etc., spreading knowledge about planting, care, horticulture and forestry traditions.

13. **Birddays –** interactive events throughout Latvia in spring and autumn, during which participants learn to recognise, observe, ring birds, install and maintain bird cages.

14. **Forest days and the Big Spring Cleanup** – events for learning the principles of forest planting and care, participating in cleaning up the environment by clearing forests and meadows from anthropogenic pollution.

The most common form of informal learning in Latvia are the matic festivals, but beside them very popular are tradition learning activities, acquisition of craft skills, farm visits and tasting events.

Although not listed in the Table, a very popular form of informal learning and, at the same time, non-formal education in Latvia are camps involving parents, children and grandparents (3 x 3 camp) or women's camp (*Ieva* magazine camp), as well as children's camps, the number of which in the summer period can exceed 1000. In one way or another, the natural and cultural heritage is one of the essential elements of the content of all camps.

Informal learning can be complemented by activities for non-traditional business and staff management training organised by a range of business and personal growth training companies, especially those that develop team leadership training. For example, the company JARDI develop team expeditions as a team training activity on the basis of cultural and natural heritage in the Suiti cultural space, which is included in the UNESCO Intangible Cultura List, as well as in the ethnographic allyrich South Kurzeme and along the Livcoast [21]

2.2. Non-formal and informal learning demands within implementation of living environment initiatives for transmission of cultural (tangible and intangible) and natural heritage as source for the local, regional and national development

https://nometnes.gov.lv/camps/list)
http://www.jardi.lv/?lapa=raksts&id=24

Based on the descriptions of best practice in non-formal and informal learning in implementing environmental initiatives, using cultural (material and intagible) and natural heritage resources forlocal, regional and national development, reflected in Annex 2, Table 2, the non-formal learning needs assessment of those implementing these initiatives were undertaken. Inthisway, the key competences lacked by adults implementing local initiatives have been identified.

The approach of the competency analysis are presented in Annex 3, Table 3. Among the most requested competencies are: animators, teachers, managers, foodprocessors, organizers, guides, ethnographers-historians, actors, communications competences. It should be noted that in this case competencies are understood as a set of competences that can be further elaborated. For example, a set of pedagogical competencies includes groups of competences such as: intellectual competence - i.e. understanding, reasoning, logical thinking, analyticalskills, problem solving skills, creativity; research competence - skill fully study the situation, forecast and put into practice innovations (innovations); pedagogical competence - it is teaching methodological and informative competence (pedagogical education), knowledge and preparation for teaching and upbringing work; organizational competence - it is the manager's, leader's competence. [22]

Table 4. Most demanded competences for the implementation of learning environment initiatives in Latvia [23]

Competence	How many times the competence are mentioned
Animator competences	7
Teacher competences	5
Manager competences	4
Food technologist competences (including bartender competences, culinary competences	4
Organiser (including festival organizer, cycling tour organizer) competences	3
Guide competences (including sacral tourism, pilgrimage competences)	3
Ethnographic& historian competences	3
Expert/specialist competences of the specific field	3
Actor competences	2
Communication competences	2
Military competences	1
Ornithologist competences	1
Craftsman competences	1
Archaeologist competences	1
Theologian competences	1
Marketing specialist competences	1
Agricultural specialist competences	1
Customer service and selling competences	1
Singer and musician competences	1

22 Kompetenču vārdnīca.Valsts pārvaldes amatu kompetenču apraksti.2011. Rīga.
23 Analyses based on information reflected in Annex 3, Table 3

Despite the somewhat generalized identification of competences in the Table 3 and Table 4, they provide basic information on the need to improve knowledge, skills and attitudes in non-formal education in relation to the transmission of natural and cultural heritage in the regional development.

Additional information on the competencies required in the field of cultural tourism is provided by the study of the University of Liepaja and the Klaipeda State University of Applied Science „ Required competencies of professional activities perfornance for cultural tourism professionals in Kurzeme Region"[24]. The study defines competences in more detailed way: functional competencies, managerial competencies, social competencies, and cognitive competencies. Research data indicate areas of competence deficit in each of the competence groups.

2.3 Description of educational resources in non-formal education and informal learning on cultural (tangible and intangible) and natural heritage for adults, adult educators and specialists

Previously, there are mentioned the range of basic institutions offering non-formal education programs in our field of interest in Latvia, including regional higher education institutions, rural tourism association "Laukuceļotājs" ("Rural Traveler"), "Latvian Hotel and Restaurant Association", Latvian Rural Advisory Center and Rural Support Network, several private training centers, museums, colleges and others. The implementation of these programs is based on the elaborated training materials - manuals, presentations, handouts, etc.[25]

The development of the content of initial vocational education, secondary vocational education, further vocational education, professional development oriented trainings in accordance with national standards is implemented by educational institutions in coordination with its founder. Content development is advised by the National Center for Education Content. Programs are licensed by the State Education Quality Service. [26]

In order to offer opportunities to improve lifelong learning competences, VET institutions can develop lifelong learning competence acquisition programs with modules for adult education. [27]

The content of the modules is tailored to the needs of the industry, key competences for lifelong learning, and adult learningneeds. Some modules combine several competences - these are integrated or integrated modules.

2.4 Information on institutions which deal with validation of competencies gained during non-formal education and informal learning (accessibility of such institutions for learners; normative regulation of the process)

In accordance with Paragraph 9 of Unit 6 of the Vocational Education Act, the Ministry of Education and Science, in cooperation with the State Education Center, the State Education Quality Service and the Academic Information Center, has established a certificate for the module acquisition.

In the field of tourism, the largest available group of lifelong learning providers is the Tourism Association - Rural Tourism Association "Lauku ceļotājs", Hotel and Restaurant Association, Latvian Association of Manors and Castles, Latvian Guides Association and other tourism NGOs.

Leaders in implementation of professional higher education curricula in tourisms are Vidzeme Universityand „Turiba" University, as well as Liepaja University.

24 Annex 4. PPP „Required competencies of professional activities perfornance for cultural tourism professionals in Kurzeme Region". 02.02.2018. Results of study of the University of Liepajaand Klaipeda State University of Applied Science. Project supported by Nordplus.
25 See Annex 1, Table 1.
26 https://visc.gov.lv/profizglitiba/programmas.shtml
27 https://visc.gov.lv/profizglitiba/dokumenti/metmat/metiet_modul_progr_izstr_2013.pdf

The main service provider in secondary vocational education is Riga Technical College of Tourism and Creative Industries.

3. Analyses of non-formal education and informal learning needs for adults for the transmission of cultural (tangible and intangible) and natural heritage (based on data from formalized (in-depth) interviews

Within the framework of the situation analysis, individual and focus group interviews were conducted in which participated more as 30 respondents, including state and local government employees, managers of tourism information centers, non-governmental organizations, representatives of local museums and initiatives, adults. More than 90% of respondents had a higher education or a master's degree. Mostly persons aged 26-45, women. Approximately half of the respondents work in the field for up to 5 years, others for 6 -10 years.

The respondents suggend focus groups participants suggestions on the length of the programs were quite different, so the information obtained could not be used as a basis for defining the duration of the non-formal education program envisaged in the project.

The opinions of the focus group participants on the importance of the training needs mentioned in the questionnaire are reflected in Annex 5.

The table shows that the most sought after topics for transmission cultural and natural heritage as resources into local and regional development are:

1. broadening understanding on regional natural resources and their heritage (geographical, geological, geomorphologic, hydrological, climatologic, zoological, botanical, etc.):
   - Be aware of the local natural resources
   - If a natural resource is a product, you should be very familiar with it.
   - Exchange of good practice experience on a gentle attitude towards nature

2. information on sustainable use of natural and cultural resources:
   - knowledge and proficiency about place identity and placemaking,
   - preservation of nature and cultural heritage,
   - on how to integrate natural and cultural heritage, develop communication with interested institutions eco-bio sustainability in tourism,
   - sustainable use tools, their comparison,
   - learning through examples,
   - educate farmers about the use of chemicals in nature conservation areas,

3. marketing (planning, development, pricing and placement principles etc.)

4. customer service

5. strategic planning.

This information is essential for comparing non-formal education needs in project countries to define the content of the new relevant program.

4. Conclusions on benchmarking of existing trainings (non-formal education and informal learning of adults) for transmission of cultural (tangible and intangible) and natural heritage

There is a wide range of non-formal education in Latvia related to the acquisition of natural and cultural heritage addressed to tourism professionals and anyone interested in these issues. The thematic range of programs is quite wide. Their lengths vary depending on the program content and audience. Modern teaching materials are used (manuals, PPP, audio, video materials etc) for the implementation of the programs. Most of them are implemented in direct contact with the audience, but a number of programs are also available online. Interviewed industry professionals note that the programs provide high-quality non-formal education as they are delivered by academics, industry experts, NGOs and their associations representatives.

Programs are designed to enhance knowledge, develop skills and develop attitudes towards people working in the tourism and hospitality sectors, or provide services based on natural and cultural heritage. Part of the programs includes practice, independent work, research, projects elaboration.

Unfortunately, there is not always used a sufficiently wide range of adult education methods, including group work. A number of university lecturers whose competence has no reason to question are more likely to read lectures or presentations. The interviewed respondent notes that, unfortunately, fewer case studies are used. The learning process and content are not always sufficiently adapted to the needs of the specific target audience, nor do they necessarily encourage a wide exchange of experience among the learning participants.

Inhabitants are offered a wide range of informal learning opportunities on natural resources as well as cultural (material and intangible) heritage.

Both non-formal education programs and informal learning activities are available in all regions. The popularity of the latter and the number of participants is increasing. Clearly, people's interest in the natural and cultural heritage is growing. It manifests itself not only in participation in various activities but also in economic activity - by organizing these activities, creating service clusters, integrating natural and cultural resources (material and intangible).

5. Recommendations for elaboration of new curricula for adult non-formal education for transmission of cultural (tangible and intangible) and natural heritage

On the basis of the information obtained during the analysis of the situation in Latvia, the topics that should be included in the non-formal education modular program for adults were identified.

Most important themes are as follows:

1. Local place identity and placemaking (crossing-cutting theme)
2. Building and running a local heritage tourism service team
3. Marketing of a cultural and nature tourism company

In order to carry out the integrated planning of non-formal education program within the project, the analysis of necessary sub-themes of curriculum and competencies in current topics was carried out. Above mentioned

Information is reflected in Annex 6.

Between all competences as most important were mentioned:

- Awareness of cultural and natural heritage values
- Strategic vision and mission of service provider
- Development orientation
- Managing change
- The ability to make decisions and take responsibility
- Orientation to achievement
- Building and maintaining relationships
- Team building and management
- Customer orientation
- Hospitality
- Creative thinking and innovation
- Planning and organizing
- Interpretation and animation.

All this information was contributed in project partners discussion on modular curriculum structure according IO1. during partners meeting in France, May 21-22 2019.

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SPE.C.H.A.L.E.

Non-formal and informal adult education activities to promote cultural and natural heritage as a resource for local, regional and national development in

Portugal

ADC Moura

Lago Alqueva associação transfronteiriça

1. Non-formal education for transmission of cultural (tangible and intangible) and natural heritage as source of the local, regional and national development

Portugal is a small but rich country in terms of quality and diversity of cultural and natural heritage that can be found in its different regions, cities, villages, rural places. This fact is recognized, for example, in UNESCO's lists of historical, landscape or intangible heritage, but also as a result of a growing tourist demand, attracted by the mild climate and a much-appreciated gastronomy. For the third consecutive year, the country was voted the World's Leading Destination in the 2019 edition of the World Travel Awards.

The importance of tourism in the Portuguese economy is very significant and keeps growing. In 2016, employment in the tourism sector accounted for 9.4% of the national total, tourism revenues in 2017 reached 13.7% of Portuguese GDP. By 2019, overnight stays, guest numbers, global revenues and tourism revenues continue to increase. In January and February this year, Tourism accounted for 12.2% of total exports and 40.6% of exports of services.

Continuing education and adult learning in general in the area of tourism appears then as most relevant in the country's development strategy. A consequence of this commitment is the internationally awarded *Tourism Training Talent (TTT)* [30] *project*, which consists of a comprehensive training program provided by the 12 Tourism Schools of *Turismo de Portugal* network, focused essentially on people's talents, soft skills development, innovation and the internationalization of tourism professionals, as a basis for the success of the sector in Portugal. It includes the initiatives addressed to adults: Tourism Creative Factory, Open Kitchen Labs, Soft Skills and Senior Tourism Academy.

In this scenario, it is not surprising that the research carried out would provide information on highly diversified non-formal education initiatives, both in terms of themes, their duration and learning methods and materials, as well as promoting entities and audiences.

Specialization courses, workshops, thematic meetings, lifelong education courses, etc., are delivered by universities, professional schools, associations, municipalities, companies, addressing professionals directly or indirectly linked to tourism and adults in general interested in the topics.

To illustrate this diversity, some examples are given in Annex 1 to this report. Research has focused on the intersection of tourism-related topics (transversal content) and the promotion of local heritage in the context of non-formal adult education opportunities. Far from being exhaustive, the aim was to show the diversity of the offer: online specialisation courses, blended-learning courses, indoor and/or outdoor face-to-face workshops, using different methodologies and tools, ranging from a few hours to several months.

The target-groups of the above mentioned training courses include tour operators (tour guides, travel agencies, tourist information); professionals who, for geographical or economic reasons, are in close contact with this reality (hotels, city officials related to tourism, etc.), but also technicians of local authorities, teachers, educators, outdoor monitors, scouts, technical centers and museums, the school public and other stakeholders, and the community at large.

In most cases, adults ("in general") may participate in these learning moments, but sometimes there are limits to this participation associated with,

30 https://escolas.turismodeportugal.pt/

for example, their literary or technological qualifications and / or skills, a circumstance that will deserve a special attention from SPECHALE Project.

Institutions are also very varied, including universities, museums, municipalities, local and national associations and cooperatives. There are public and private entities, with different territorial levels of intervention, sometimes acting in partnership.

Depending on the type of course, we may find educators / trainers from different areas, from university professors and researchers, to certified adult educators, but also tutors and local guides of a diverse nature: experts in the scientific or artistic fields concerned, craftsmen and other people connected to the territory.

2. Mapping of best practices of informal learning, within different attractive living environment initiatives, and both non-formal and informal learning demands for their implementation

2.1 Description of best practices of informal learning

In the research carried out in Portugal, some initiatives were selected with different characteristics that can be considered as informal contexts of learning and / or inspiring experiences for the transmission of the cultural and natural heritage of pleasant places.

Given examples (in Annex 2) include pedestrian routes guided by local people, in the countryside and in urban areas, self-realization itineraries (which must be prepared), moments of experimentation of agricultural practices, linked to handicrafts or agro-food, mobilizing community events with connection to local experiences and knowledge. Several different themes related to the local patrimony are present, as well as most diverse formats of manifestation.

Special attention has been paid to the territory of Lake Alqueva (place of main intervention by ADCMoura and ATLA) and surrounding areas, naturally without intending to list everything that exists. Some of the examples presented were chosen as representative of a certain type of activity; others because of their regional or national importance (quality, recognition, awards, innovation).

Festivals and fairs are common, mainly dedicated to local agri-food products (olive oil, cheese, ham, sausages, honey, wine...). Gastronomic and craft festivals also, sometimes in cooperation with the neighboring territories of Spain. Religious or cultural festivals (Alentejo singing, fishing traditions, etc.) are held throughout the territory, especially during the summer months.

Walking trails and other initiatives related to the natural heritage are also developed, underlining, for its innovative nature, the Festival Terras Sem Sombra, which strategically combines culture and environment. The Islamic Festival of Mértola and the Dark Sky Party, based on archaeology and astronomy, respectively, as reference vectors of the region's cultural and natural heritage, should also be highlighted.

As these are experiences recognized at the local level, which combine adult education with objectives of knowledge and valorization of local resources, based on community processes, initiatives led by ADCMoura are also presented.

That double dimension was also the privileged criterion in the survey carried

out in the rest of the national territory, having been identified several very interesting and potentially inspiring initiatives of the work to be carried out in the framework of the SPECHALE project, especially those carried out in small places through the participation of their communities.

2.2 Non-formal and informal learning demands

All the areas of competence presented are considered as necessary for the development of the transmission of cultural and natural heritage in the territory of intervention. They include:

- Interpretation, conservation and responsible use of heritage competences
- Management and marketing competences
- Organizational competences
- Cooperation/ collaboration competences
- Communication competences
- Entrepreneurship and innovation competences
- Interpersonal relation competences

2.3 Description of educational resources in non-formal education and informal learning on cultural (tangible and intangible) and natural heritage for adults, adult educators and specialists

The research carried out shows the existence of very different solutions, adjusted to the different target audiences and the levels of education expected in each of the proposals. For an audience seeking university education, the resources available are often more formal, such as manuals, videos and interactive online learning platforms. But other processes are also available in less formal formats, such as guided tours by experts, learning through art (e.g. landscape design), and participation in collective intervention activities in the village, development of tourism products based on traditional knowledge and practices, etc.

The entities that promote the initiatives presented are very diverse, as well as their objectives with the training/activities developed, due to their diverse nature. For Universidade Aberta, although any adult can take the proposed course, the main objective is to develop skills in professionals related to the economic sector of tourism, with a formal certification of learning. In other cases, independent professionals are particularly targeted, for example.

For environmental or local development associations, associated with the development of useful skills for tourism, there are also objectives related to the conservation and enhancement of the local heritage in question and to the promotion of sustainable behavior in general. The mobilisation of local communities in participatory processes for the organisation of cultural and tourist activities also has an intrinsic value, associated with the (self-) enhancement - social, economic - of know-how and other local heritage.

All these visions/approaches could be combined in a SPECHALE educational pathway, in which different entities could/should be involved as widely as possible, preferably in structured, local and even international partnerships.

2.4 Information on institutions which deal with validation of competences developed through non-formal and informal initiatives

The National Agency for Qualification and Vocational Education (ANQEP)[31] has the task of coordinating the implementation of youth and adult education and vocational training policies and ensuring the development and management of the system of recognition, validation and certification of competences.

The entities certified by ANQEP, as training entities (like ADCMoura), can issue certificates of completion of training actions, namely those that are part of the national qualifications catalog.

31 ANQEP - Agência Nacional para a Qualificação e o Ensino Profissional. https://www.anqep.gov.pt/default.aspx

The *Turismo de Portugal*, National Tourist Authority, as regulator and technical agent in the qualification of tourism professionals for the excellence of service and management, has as its mission the development of training of human resources for the tourism sector and the respective technical-pedagogical research, as well as such as the coordination, execution and recognition of the courses and actions of professional training for this area, besides certifying the professional aptitude for the exercise of the tourist professions.

The *ICNF- Institute for Nature Conservation and Forests* also has functions of licensing of equipment and tourist activities in natural sites, like natural parks and other sites classified because of their environmental value.

The National System for Recognition, Validation and Certification of Competences (RVCC System), developed at the *Qualifica Centers*, consists of the recognition of school and professional competences acquired by adults throughout life, with a view to certification. Adults who do not have a qualification in their professional area can also join a Professional RVCC process. This system makes it possible to recognize, validate and certify professional knowledge and skills resulting from experience gained in different contexts throughout life. The certification obtained through this system allows not only the personal, social and professional valuation, but also the continuation for subsequent training courses.

3. Analysis of non-formal education and informal learning needs for adults for the transmission of cultural (tangible and intangible) and natural heritage

3.1 Analysis of adult opinion on non-formal education and informal learning needs

Questionnaire A was applied to 19 unemployed women during a participatory project event. Having presented the SPECHALE project, we took advantage of the fact that this group of women from the region of Moura is participating in a training course to question them in a collective session about their learning needs in view of their ability to organize / participate in activities to enhance their heritage in the form of cultural initiatives and/or tourism.

Respondents mostly classified the proposed themes as medium and very important in any of the 4 skill sets. The overall averages were: Group 1 - Natural and cultural resources, 1.398; Group 2 - Sales and Marketing, 1.586; Group 3 - Customer service, 1.553; and Group 4 - Management, 1.368 (the more important the closer to 1).

The most valued groups, as areas of interest/need for training, were 1 and 4. In the former, the most required areas were those linked to knowledge of cultural heritage and the use of local heritage for the development of tourism products. In group 4, the most interesting themes are project management and personal development.

It should also be noted that 37% of the respondents added knowledge of languages and the development of communication skills as other training topics of major relevance.

As for the number of hours of training, there is a majority indication of more than 50. It should be noted, however, that this group of people surveyed is particularly interested in training courses, which helps to explain the generalised proposal of many hours in each of the themes. Nevertheless, this information should be considered as very relevant, since this

group corresponds to one of the main target groups intended with SPECHALE Project.

3.2 Analysis of the opinion of experts / mediators / facilitators and adult educators on non-formal education and informal learning needs

10 B questionnaires were also collected from professionals involved in tourism and adult education in the Lake Alqueva region.

Most of the people interviewed work in municipal services linked to tourism, are women and with a degree. 60% have more than 10 years of local heritage promotion experience and 30% have even more than 20 years of experience in the field.

For these professionals, some with many years of experience, the topics presented are more familiar, and therefore training actions are proposed much less time. There are also significant differences in the topics most commonly referred to as training needs/interests.

The averages obtained for Groups 1 to 4 are 1.4, 1.6, 1.7 and 1.5 respectively. In 1, the needs for training in the sustainable development of natural and cultural resources, cooperation and cultural heritage were given greater prominence. In Group 2, the development of materials and information campaigns was particularly noteworthy. In Group 3, customer services, and in Group 4, financial management and project management, were the most frequently referred.

4.Conclusions on benchmarking of existing trainings (non-formal education and informal adult learning) for transmission of cultural and natural heritage

As a preliminary remark, it should be noted that the conclusions presented here are based on a long and profound knowledge of the local reality, and are not limited to the analysis of the elements now collected, through research and interviews. However, their results are in line with previous reflections on this topic.

In summary, it is concluded that:

The offer of non-formal training is diversified, much of it directed to practice, addressed to guides, companies and other organizations that wish to professionalize the function of transmission of cultural and natural heritage. This offer, however, is not accessible to all people, namely those who are the priority target groups in the SPECHALE project, like people with lower educational qualifications, but with personal and professional characteristics and experiences relevant to the development of tourism products and services that enhance the territory and generate local income.

The events that take place all over the country and that provide opportunities for the informal transmission of knowledge about the local heritage through generations, curious people and tourists, are also many and diverse. However, they are often enjoyed more for their entertainment dimension than for their informative and educational dimension, losing much of their potential impact in this area. Although relevant information is transmitted, it is not structured and integrated.

The growing interest in greater knowledge of the local cultural and natural heritage, as well as the recognition of information and training needs in vari-

ous areas linked to the economic use of these assets, including downstream skills, such as project management or the organisation of promotional campaigns, is visible. But all the areas of competence associated with the transmission of heritage through locally based activities were presented as necessary/interesting, as the results of the questionnaires show (Annexes 4 and 5).

Despite the existence of a wide range of available training options, most of the residents and professionals interviewed, showing interest, do not seem to have had access to it or it does not correspond exactly to what they would have liked.

Missing, especially:

- Knowledge of cultural and natural heritage, associated with the ability to recognise its potential value (the closer the harder to see!) and protect it;
- Management, organizational, communication (in small groups; in international networks; foreign languages included) and marketing skills;
- Entrepreneurial attitude and creativity (namely to develop innovative products or services through the use of local assets).

5.Recommendations for the elaboration of new curricula for adult non-formal education for the transmission of cultural (tangible and intangible) and natural heritage

The relevance of the sector in Portugal and its potential for development determined the design of the 2027 Tourism Strategy, which aims, as a major goal, to "affirm tourism as a hub for economic, social and environmental development throughout the territory, positioning Portugal as one of the most competitive and sustainable tourist destinations in the world". This strategic framework is based on 5 axes, namely (in italic the topics more directly related to our proposal):

- to value the territory - usufruct of the historical and cultural heritage and preservation of its authenticity; urban regeneration; economic potentiating of the natural and rural heritage, affirmation of tourism in the sea economy, structuring of the tourist offer to better respond to the demand.
- boosting the economy - competitiveness of companies; simplification, de-bureaucratization and reduction of context costs; attraction of investment; qualification of supply; circular economy; entrepreneurship and innovation.
- to enhance knowledge - valuing the tourism professions; training human resources; continuous training of entrepreneurs and managers; dissemination of knowledge and information; affirmation of Portugal as a smart destination.
- generate networks and connectivity - strengthening air routes throughout the year and mobility in the territory; promoting "tourism for all", from an inclusive perspective; involving society in the process of tourism development and co-creation; networking and joint promotion between the various sectors.
- projecting Portugal - increasing Portugal's notoriety in international markets as a destination to visit, invest, live and study and for major events; positioning domestic tourism as a factor of competitiveness and leverage of the national economy.

As can be seen, the intellectual products potentially resulting from the development of the SPECHALE project, are fully attuned to the strategic lines cur-

rently followed in the national policy for the sector, particularly with the aim of involving local communities (especially socially disadvantage people) in the development of tourism products and services linked to the valorisation of their territories.

The SPECHALE learning contents and format should be prepared in a way that it is accessible to most people in the territories, filling a gap that was perceived at the same time it contributes to the strategic development of the sector in the region and in the country.

5.1 Identification of curriculum content, main topics to be addressed

Some key ideas about the content:

- See: understanding what cultural and natural resources are present (monuments, architecture, landscape, biodiversity, geology, astronomy, traditions, gastronomy, identity products, etc.), valuing them;
- Know: increase knowledge about these resources (where to find more, reliable and up-to-date information about them);
- Preserve: how to take care of the patrimony and to use it responsibly;
- Innovate: use these resources creatively (inspiration from other practices; approaches “tradition-innovation” and others);
- Prepare/manage products and activities: broad scope of management skills; entrepreneurial skills; quality of services and products, etc;
- Communicate: in small groups; with "clients"; with the community; in networks; with foreign people; using digital tools, etc;
- Work with others in/for the territory: organizational skills; strategic action for local development; inclusion, etc.

5.2 Methods and Techniques used

The principle of wide access should be present transversally: in the creation of the contents; in the definition of their format; in the definition of channels and tools for their delivery.

Some key ideas about format, methods, techniques, cooperation:

- Blended learning, using active and participatory methodologies: mix online and face-to-face activities, such as visits, workshops, working groups
- Modular content: possibility to choose the topics to be learnt and to progress at different speeds. For each topic: introductory document (could be a short video), links to information, training/learning opportunities, good practices, forum, practical exercises, tests.
- Simplify the language in introductory documents. Links will be created to more in-depth information, adjusted for different literacy’s and their levels.
- Possibility of recognition of acquired competences (through formal RVCC processes or within the SPECHALE network to be created)
- During the test: opportunity for trainees to suggest improvements according to their learning needs
- Potential relevance of the existence of a facilitator (a person previously prepared within the SPECHALE network to act proactively in order to find and mobilise the targeted adult learners, carry out some tutoring and eventually certify their skills; intermediate their connection with the companies and other organisations with which they may collaborate).
- deepen the connection with diversified entities, such as universities, municipalities, companies, associations..., already in the test phase, creating the conditions for a future SPECHALE network.

Conclusions and recommendations for elaboration of new modular curriculum for adult non-formal education for transmission of cultural (tangible and intangible) and natural heritage

The aim of the project is to provide lifelong learning opportunities by targeting adult learners in a flexible path that can be entered at different life stages, also promoting mobility among different countries and sectors to strengthen the education dialogue in line with the renewed EU economic and social priorities. Furthermore, the project wants to equip specialists, tourism workers and academics with the competences needed for the creation of new experimental training initiatives. Taking into consideration these aims and the results of the testing phase the curriculum will be developed to be international, cross-sectors, multi targeted, flexible, accessible to adult learners in a non-formal and informal context and suitable to be integrated into higher education institutions system.

With reference to the CEDEFOP Glossary "Quality of Education and Training" (February 2015) the term "Curriculum" is used in this context to mean "inventory of activities implemented to design, organize and plan an education or training action, including definition of learning objectives, content, methods (including assessment) and resource, as well as arrangements for training teachers and trainers".

Project partners carried out a situation analysis based on a common methodology developed by the Vidzeme Planning Region and discussed and supplemented by all partners. The methodology defined the document and used a uniform table's format for analyzing available information; identified rules for text formatting and timing for collaborative work.

The methodology included unified questionnaires for focus group and individual formalized interviews, which were then validated into the corresponding languages. As a result of the situation analysis, interesting and practical information on learning about the transformation of natural and cultural (tangible and intangible) heritage into initiatives for sustainable local development was collected in the partner countries.

The analysis of the information gathered shows that there is a very similar offer of non-formal and informal education in the project countries, both for professionals and for a very wide range of citizens. Some partners (Italy, France, etc.) also carried out a partial analysis of the offer of higher education institutions.

It should be noted that when it comes to citizens, first of all, attention should be paid to those who play a leading role in the preservation and promotion of the local natural and cultural heritage by organizing events, broader or less extensive range of tourism services related to them.

Participants and consumers (consumption oriented) - play an increasing role in preserving local cultural and natural heritage in all countries, and their number is growing rapidly. They are the ones who participate in informal education, which is an integral part of the relevant activities. Regardless of whether the participants in the event are representatives of the local community or foreign tourists, they acquire new knowledge, experience, skills to preserve the natural and cultural heritage and the ability to apply these competences. All partners agreed with one accord that informal and non-formal education should continue to strengthen awareness of the importance of preserving the local cultural and natural heritage in global development and quality of local life.

There is no doubt that in the context of informal learning activities, the civil

society is also a mirror that demonstrates solidarity with socially less protected citizens (disabled, unemployed, members of national minorities, large families, ex-prisoners, low-income or poor health, elderly people, etc.). This is because most of the informal learning activities are free of charge, give positive emotions to their participants and encourage participation in the local community, regardless of social status.

Based on an analysis of the situation in adult informal and non-formal educationidentified in Croatia, France, Italy, Latvia, Portugal, the structure of a new informal modular adult education curriculum have been identified.

The main factors affecting the program structure were:

- Educational needs of target groups (leaders of local initiative groups, participants: heads of non-governmental organizations and institutions, representatives of socially disadvantaged groups, tourism facilitators) who want to promote the sustainable preservation and use of local natural and cultural heritage for local development, including business promotion.
- Competences framework to be achieved
- Existing non-formal education offer and informal education practice in partner countries.
- The intention of the partners is to offer an innovative, attractive and easily accessible training curriculum in the chosen field.

Curriculum duration and modules

The developed structure of the curriculum consists of 7 modules that can be implemented together, grouped or individually.

The recommended amount of the curriculum is 150 hours, the distribution by topics of which is shown in Annex 3 [39]. The views of all project partners were considered in the choice of modules, themes and the respective competencies. However, the recommendations of the partners in the development of the curriculum structure, themes and sub-themes, as well as the competences to be acquired are integrated. Generalizations of opinions have been made very gradually, keeping pace with partners' ideas and information.

Some options and suggestions for further specification and implementation of the modular curriculum (150 h)

In the further development of the of Module 1 “Valuation of Local Cultural and Natural Heritage”,the attention of the participants should be on focusing on the concept of values as behavioural and attitudinal principles among groups of people. Based on a better understanding of the values, it would be possible to start to identify the values for the sustainable preservation of the local natural and cultural heritage. It would be preferable to clarify how the sustainable use of cultural and natural resources are understood, as well as the challenges and contradictions that need to be overcome at local level in this regard.

Module 2 “Local place identity and place making (key cross-cutting theme): key to business innovations” should be linked as much as possible to practical action at the local level - identification of heritage in nature and history, planning events, building partnerships. This module is perfectly linked to Module 7 “Organization of work in partnership and community”. These modules are mutually complementary, although they are dedi-

39 Annex 3 of this document. Please see content of the document.

cated to separated important topics. Local cooperation plays an important role in building site identity, as it expands the circle of investors and brings together resources.

Particular attention should be paid to understanding and identifying local resources when creating a place identity. If there is a desire to incorporate practice into program implementation, modules 2 and 7 can be linked to Module 4 “Building and running a local heritage tourism service team”. The integration of both themes for increasing a potential a particular site team would be highly recommended.

It is possible that future work on the curriculum will lead to such offers from partners. Then the learning outcomes could achieve several goals in a shorter time: understanding the place's identity, understanding the co-operation and consolidating the team for further work.

Module 3 “Basic business skills and innovation” should focus on understanding the motivation of staff, volunteers and partner institutions in successful management.

The acquisition of module 4 “Building and running local heritage tourism service team” should focus on the professionalism and quality of customer service, which of course depends on team values and motivation.

It would also be desirable to make modules 5 “Marketing and sales” as practical as possible. It would be advisable to develop their marketing plans with learners. In these plans development, price / pricing and promotion / advertising are the two most important aspects. This topic could be based on the best experience stories of the participants, the exchange of experience. It would be desirable to develop a separate PPT presentation on digital marketing issues. After designing a branding plan that would be partly a practical home task, it would be good to provide individual face-to-face or online counselling. It is this module acquisition that could identify a digital skills shortage, which should be considered together with the participants, perhaps later, according to the needs of the participants, by addressing a separate short curriculum.

It would be particularly useful to incorporate practical storytelling, role-playing, into the acquisition of Module 6 “Communication”. Another option is to think about using local dialect features in storytelling.

Module 7's theme “Organization of work in partnership and community” in frame of proposed curriculum is not so broad, but it should be included as a separate topic. Of course, in shorter courses, it can be subordinated or linked to another module, as noted above.

General notes on teaching / learning materials, methods used

The intention of the partners is to use interactive teaching methods, handouts and PPTs to further develop and implement the curriculum. Practical tasks and work will play an important role, for example, a marketing plan for a specific event or product; practical task for the local team - "Team expedition through local cultural and natural heritage resources" and others. Blended learning, using active and participatory methods: mix online and face-to-face activities, such as visits, workshops, working group, one-on-one consultations, and discussions. The modular design of the curriculum will provide the opportunity to choose the topics to learn at different speeds.

It is possible to create for each topic: introductory document (could be a short video, PPT presentation or PDF), links to information, training / learning opportunities, good practices, forum, practical exercises, test). Partners will be able to use an existing or a new online learning platforms (Moodle or some other) that offers a variety of online teaching and testing opportunities.

The information collected by the partners is very comprehensive and extensive, well-structured. It can be used in the teaching and learning process, including the development of teaching - learning materials (case studies, ideas, best practices, etc.) on use of natural andcultural heritage as a resource for sustainable local development.

About the curriculum pilot course

At present, the scope of the curriculum could be divided as planned in the original project document. This means that 70 hours of training would be carried out by all partners in their own country, but 80 hours of training would be implemented in mobility in Croatia and Latvia. After the pilot course implementation partners will decide on the adaptation of the program to the needs of different target groups and international / local use according to the purpose and tasks of the project.

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