Co-funded by the Erasmus+ Programme of the European Union

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

SPEcialists in Cultural Heritage and Attractive Living Environment

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

November 2021

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

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Coordination: eConsulenza

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WELCOME

Welcome to “SPE.C.H.A.L.E. Toolkit”, a step-by-step guide to design and implement your educational activity.

There is everything you need to know for the experimentation and implementation of your learning programme for adult people.

This toolkit is first dedicated to Adult people, trainers, educators, eLearning practitioners, everybody works in training adult people with needs or difficulties.

Secondly it is dedicated to stakeholders and general public, territories and people interested in adult education related to cultural heritage promotion and attractive living environment.

A special mention goes to all the lectures, trainers and experts who helped and/or are supporting the realization of the Erasmus+ SPE.C.H.A.L.E. project.

Moreover, this toolkit would have never been possible without the experiences and attendances from the SPE.C.H.A.L.E. learners. Thanks to our “SPECIALISTS”!

Special thanks to the participating organisations of the project who reviewed the toolkit, providing feedbacks and recommendations, who took time and effort in testing it in their own contexts and realities.

In particular endless thanks to: Clara Lourenço, LienītePriedāja-Klepere, Ilze Grinfelde, Ives Vodanović Lukić, Francesco Cozzolino, Elena Cerutti, Christelle Aunac.

Final appreciation to European Commission and the Portuguese Erasmus+ National Agency for their financial contribution and support.

Now, let’s start…

Gabriella Bigatti

INTRODUCTION

- Context of the toolkit connected with the SPE.C.H.A.L.E. pilot course

- SPE.C.H.A.L.E. comparative analyses of existing non-formal education, informal learning activities of adults for promotion of cultural and natural heritage

Context of the toolkit connected with the SPE.C.H.A.L.E. pilot course

The "**SPEcialists in Cultural Heritage and Attractive Living Environment – SPE.C.H.A.L.E.**" project is cofounded by the Erasmus+ 2014-2020 program and inserted into the Key Action 2 "Strategic Partnerships" and the Adult education context.

It is related to the Erasmus+ KA2 priorities:

- fostering high quality learning opportunities,
- developing Adult people and Adult educators' competences,
- enhancing digital integration in learning, teaching, training and work at different levels,
- innovating training tools for adult learners and involving participants with low skills and unemployed, including migrants,
- increasing the competences for adults in order to better gather the opportunities given by 2018 European Year of Cultural Heritage, by Europe 2020 challenges and subsequent EU policy.

The SPE.C.H.A.L.E. consortium gathers 7 partners from 5 countries: Portugal, Italy, Latvia, Croatia and France and is composed of public and private bodies and non-profit organizations:

PORTUGAL

1 - Associação para o Desenvolvimento do Concelho de Moura (ADC Moura)

2 - AssociaçãoTransfronteiriça de Municípios do Lago Alqueva

ITALY

3 - Le Terre dei Savoia association

4 - eConsulenza Agency

LATVIA

5 - Vidzeme Planning Region

CROATIA

6 – IZTZG Institute for Tourism

FRANCE

7 – UESS Université Européenne des Saveurs et Senteurs.

Moreover, the project foresees the support, as Associated Partners of: Vidzeme University of Applied Sciences (LV), Dark Sky Alqueva Association (PT), Fondazione Artea (IT), Polo Museale del Piemonte - Castello di Racconigi (IT).

The project methodology consists of three phases, supervised through a continuous monitoring and evaluation activity. Each phase has resulted in an Intellectual Output (I.O.) and has been divided in sub-activities. The project aims at developing 3 Intellectual Outputs with training opportunities in adult education for "Specialists in Cultural Heritage and Attractive Living Environment", accessible for project beneficiaries and key actors in cultural heritage.

Started on September 1st, 2018, initially planned for lasting 36 months, its closure has been moved to December 31°, 2021 (40 months).

The project has been launched into the context of the 2018 European Year of Cultural Heritage and its priorities are addressed to foster the raising awareness of the importance of Europe's cultural heritage through education, informal and non-formal learning.

As stated by the European Commission, "Culture is highly valued by both residents and visitors across Europe's regions and cities. Cultural heritage is a key element of their image and identity. Cultural tourism represents 40% of all tourist activities in Europe. Cultural heritage plays a crucial role in achieving inclusive and sustainable development and it can help to revitalise cities and regions. The European Union (EU) cooperates with cities and regions to provide financial support for culture, raise awareness of the potential of culture and cultural heritage and to formulate integrated strategies through several instruments" (source: European Commission, "Cultural heritage in regional policy", https://ec.europa.eu/culture/cultural-heritage/cultural-heritage-eu-policies/cultural-heritage-regional-policy).

The project fosters the « Social and educational value of European cultural heritage, its contribution to job creation, economic growth and social cohesion in the context of the European Year of Cultural Heritage 2018 priority » of Erasmus+ program.

New participatory and intercultural approaches to heritage, as well as educational initiatives, aimed at fostering intercultural dialogue involving adult people have been planned.

SPE.C.H.A.L.E., collocated into the “KEY ACTION 2: Cooperation for Innovation and the Exchange Of Good Practices” of Erasmus+ 2014-2020 program (source: ERASMUS+ Programme Guide, version October 2017)is in line with Adult education priority “Improving and extending the supply of high quality learning opportunities tailored to the needs of individual low-skilled or low-qualified adults so that they enhance their literacy, numeracy and digital competences, key competences and/or progress towards higher qualifications, including through the validation of skills acquired through informal and non-formal learning, or progress towards higher qualifications”.

SPE.C.H.A.L.E. was conceived thanks to the purposes of the “European Agenda for Adult Learning (EAAL)” that set the goal of European cooperation on adult learning policies for the period up to 2020 (adopted by the Council in November 2011). In it, the Council recognises that there is a need for all adults regularly to enhance their personal and professional skills and competences, but that adult learning is the weakest link in national lifelong-learning systems. Adult participation in learning continues to be low. In order to achieve an effective adult learning sector, more needs to be done.

EU argues among the issues targeted for action in the EAAL Agenda: increasing the possibilities for all adults to access flexible, high-quality learning at any time in their lives; developing new approaches to adult education focusing on learning outcomes; raising awareness that learning is a lifelong endeavour; developing effective lifelong guidance systems and systems for validating non-formal and informal learning.

Moreover, the project is in line with the indications contained in the Europe 2020 strategy in this regard to education ("increasing the number of European citizens holding a higher education qualification, promoting innovation, skills and the competitiveness of businesses by reducing the school dropout rate and with-it unemployment, poverty and inequality "), and highlight the main challenges for the European Union in the field of adult education and training.

The three phases and correlated Intellectual Outputs are:

- Phases/1st Intellectual Output - Mapping of existing initiatives, survey, training needs analysis in adult education field;
- Phases/2nd Intellectual Output - Adult Training for Cultural Heritage and Attractive Living Environments modules and resources (e-course);
- Phases/3rd Intellectual Output – Model and recommendations for a support Curriculum included modelling, recognition and validation of learners’ profile.

Beneficiaries of the pilot e-course: adult learners, adult people with low skills, low-qualified adults, unemployed adults including migrants, adults with the need of new learning opportunities, disadvantaged learners.

SPE.C.H.A.L.E. comparative analyses of existing non-formal education, informal learning activities of adults for promotion of cultural and natural heritage

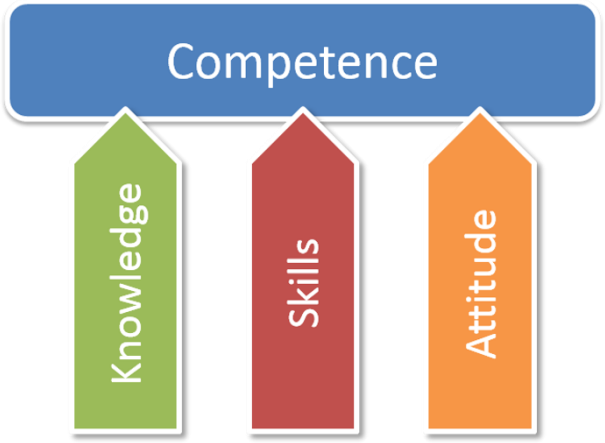
The first phase of the project (I.O.1 Mapping of existing initiatives, survey, and training needs analysis in adult education field) conducted to a final output: “The Intellectual Output IO.1 Comparative Analysis” ready at June 2019. The participating organisations led comparative analyses of existing non-formal education, informal learning activities for adults at local and regional level, connected with promotion of cultural and natural heritage as a resource for local, regional and national development in Croatia, Italy, Latvia, Portugal, France. The analyses have been coordinated by the Vidzeme Planning Region and developed by all partners through a deep investigation method.

The I.O.1 Comparative Analysis was the study of non-formal and informal adult learning carried out in the partner countries of the project (Croatia, Italy, Latvia, Portugal, France) with the specific objective of identifying the competences needed by adults participating in Cultural Heritage education, related to promotion of local initiatives.

The overall aim according to the project proposal was comparative analyses on the existing and necessary training opportunities for the target groups of SPE.C.H.A.L.E. (adults in general, adult educators, adult people with special needs, 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 the project partners' countries.

The study was carried out in the 5 countries according to a common methodology, to compare the collected data. 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 take part in local initiatives for promotion of cultural and natural heritage as a resource for local, regional and national development; 4) Based on the data collected, a comparative analysis has been 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 and natural heritage; 5) Identification of competencies for elaboration of new non-formal education curriculum for adults who take part in local initiatives for promotion of cultural (tangible and intangible) and natural heritage as a resource for local, regional and national development.

The analysis was based on the following matrix of competence framework:



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 and specific templates created by the organisations (into the "The IO.1 Comparative Analysis "e-book that is online on https://www.spechaleerasmus.eu/, free downloading, you can see different type of questionnaires and models).

The interviews and the focus groups involved: adults who currently participate in transmission of cultural and natural heritage through local initiatives, educators, trainers, representatives of adult education establishments, representatives of non-governmental organizations, mediators, facilitators, who currently was participating in any way in training of Cultural Heritage, including the collaboration between different types of institutions, local municipalities, regions, countries, business sectors.

The "**Conclusions and recommendations for elaboration of new modular curriculum for adult non-formal education for transmission of cultural (tangible and intangible) and natural heritage**", places into the "The IO.1 Comparative Analysis" e-book affirm:

"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 analysing 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 education identified in Croatia, France, Italy, Latvia, Portugal, the structure of a new informal modular adult education curriculum has 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 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 A page 15. 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 dedicated 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 and cultural 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.

Annex A - Scheme on "Modules, themes and competences framework for elaboration of new non-formal education curriculum for adults for transmission of cultural and natural heritage" (SOURCE: "The IO.1 Comparative Analysis" e-book) in the following pages:

Nr.	Modules of curriculum, main themes, sub-themes	Competences acquired	Duration of curricu-lum (all opinions)	Duration of curricu-lum (suggested)
1.	**Valuation of local cultural and natural heritage** • See and value of local heritage. Attitude to local heritage as evidence of local community values • Identification, mapping and organisation of information on local cultural and natural heritageand traditions • Knowledge supplement about local heritage Using, preserving a local heritage in a sustainableand responsible way	• Awareness of cultural and natural heritage values andrespect to it • Ability to recognize heritage for local development andtourism purposes • Interpretation and preservation of local heritage • Knowledge on heritage use and preservation planning	**15-50**	**12**
2.	**Local place identity and place making (crossing-cutting theme): key to business innovations**	• Strategic vision on preservation and interpretation oflocal	**50**	**36**

	Place as an event of cultural interaction -estimating the attractiveness of heritage for locals, visitors and tourists • Location identity as a borderline between contrasts • „Place making", taking into account space, time, boundaries (resource constraints), socio-psychological moods, skills; defining clusters of services and products for relevant audiences specific to place identity. • Learning/ getting inspiration from others and developing new ideas. Botanical, geographical, geological heritage;fauna.	heritage in local, national, international context • Knowledge on local heritage (cultural, natural,including flora and fauna, geology etc.) • Development orientation • Partnership building • Creativity		
3.	**Basic business skills and innovation** • Developing vision, mission, strategy • Planning, writing business plan • Project management and planning • Management and leadership • Financial (budget) management • Time management • Preventing and coping with problems • Recruitment, motivation and engagement of personnel, partners	• Building positive business mindset • Goal - driven approach • Ability to develop a small business related to local heritage • Knowledge on managing your own business related tolocal heritage • Entrepreneurial competences • Leadership and motivation competences • Comprehension of innovations Entrepreneurial ethics	**20 -30 - 50**	**18**

	• Innovations			
4.	**Building and running a local heritage tourism service team** • Team development cycles and theirmanagement • Peculiarities of culture and nature tourismservice teams • Dynamic development of the tourist groupand its role in the provision of tourism services • Creating an attractive, interesting animationand improvisation in a team • Professional customer service as teamwork (as practical task for the local team - "TeamExpedition through Cultural and Natural Heritage Resources" • Nature protection and preservation Up to demand additionally: specific subtopics like wild craft practices, cooking, vegetable and herb cultivation	• Awareness of natural and cultural heritage values • Team building and management • Employees motivation and development • Communication in a team • The ability to make common decisions and takecommon responsibility • Care for accuracy and quality of services • Customer orientation - hospitality Preservation of heritage (culture, nature)	**30**	**34**
5	**Marketing and sales** • Service provider values, mission and vision • Service provider strategy and strategic goals • Service provider customers and partners • Market situation and potential marketsegments • Sales objectives and tasks • Product and price: • Product:	• Awareness on the organization values • Competences for developing and selling the product • Ability to put a business idea on the market • Marketing planning • Knowledge on marketing techniques • Communication and networking	**48- 50**	**24**

	design (features and quality), branding of local products • Price: strategy, price-setting • Place: geographical distribution, logistics,market location • Promotion: advertising, media strategy, direct selling, message strategy Marketing resource planning, marketing plan	• Customer orientation • Digital marketing • Sales skills Creativity		
6	**Communication** • Media understanding and innovativecommunication • Languages issues (verbal, non-verbal, multilingualism) • Interpersonal communication • Content creation and storytelling skills: • Gathering facsand testimonials as a foundation for story developme nt • Developing the story theme Techniques in delivering the story	• Communication competences • Digital competences • Planning and differentiating audiences • Planning and differentiating communication channels • Writing/proof reading skills • Knowledge on principles of interpretati on and storytelling techniques Ability to present heritage in creative and attractiveway	**50-70**	**16**
7	**Organization of work in partnership andcommunity** • Build and maintain partnerships: differentlevels and entities • Work with others: partners, community Link to the territory (strategy, development.	• Collaboration/ networking competences	**20**	**10**
			Max 320	**150**

Part A

DESIGNING AND IMPLEMENTING THE ERASMUS+ SPE.C.H.A.L.E. PILOT COURSE

- The SPE.C.H.A.L.E. course and the applied method of the project in adult education field

- The available eLearning contents (linkage with the website and its Open-Source material)

The SPE.C.H.A.L.E. course and the applied method of the project in adult education field

The second phase of the SPE.C.H.A.L.E. Project individuated as Intellectual Output (I.O.) the design and development of the pilot course in the 5 Countries (Portugal, Italy, Latvia, Croatia, France), designated as "**I.O2 Adult Training for Cultural Heritage and Attractive Living Environments Modules and Resources**".

Initially planned for the period from July 2019 to February 2021, the duration of the second phase was adapted because of the unprecedented situation given by the outbreak of Corona Virus COVID-19 in 2020 and postponed to autumn 2021.

The objective of I.O2 is to set up a pilot course through eLearning and improved knowledge in the transmission of cultural (tangible and intangible) and natural heritage for adult people.

The I.O1 results and recommendations conducted to the design of the training modules of the pilot course, as previously presented.

The individuated key topics and training needs, resulted from I.O1, were the starting points for structuring the Erasmus+ SPE.C.H.A.L.E. pilot course.

The official pathway was then structured in 4 main Modules with several additional training contents: the full set results in a training offer of 150 hours for the learners. It totally foresees 150 hours: 70h as eLearning + 80h as LTTA - Learning/Teaching/Training Activities (Staff training mobility and Blended mobility for adult learners).

The training pathway lasting 70 hours has been offered as eLearning course, structured in 4 Modules. Each module focuses on a specific subject area identified by project partners during I.O1 phase as relevant for the project purposes. The subjects, based on the training needs analysis, are oriented to the development of competences for sustainability for tourism and cultural heritage, for communication and interpersonal skills, for soft skills requested in present society and the labour market, for entrepreneurship and business.

The added value of the set of modules lies in its overall method towards facilitating innovative training approaches. Each module represents an independent unit of study combined with the other modules to get the pilot course. It can be used separately, also within other additional contents that have been added to the training pathways. Each module has been scheduling into specific n. of hours and lessons and combined theory and practical experience.

The 4 Modules of the pilot course are addressed to:

- Cultural Heritage – 20 hours
- Marketing – 20 hours
- Communication (including soft skills) – 15 h
- Business (including soft skills) – 15 h.

The modules' contents and the entire course was offered in eLearning through the creation and utilisation of a portal (*Chamilo online platform.*): the material has been developed in English, Italian, Portuguese, Latvian, Croatian, French languages. Each module offers slides, case studies or examples, videos, lectures, useful links, ...

The modules offer blended and flexible learning opportunities, by combining at distance lessons and practical joint group / project works, linking learning activities to the inventory of innovative initiatives established in activity I.O1.

The detailed sub-subjects of each module and their training contents are described in the following pages at the specific SYLLABUS description.

All the participating organisations were involved in the development of the learning material and the training contents and were responsible for the eLearning implementation course in own Country. The project predicted that the modules preparation was firstly in EN language and then adapted in own national language.

The learning contents were prepared by experts and teachers coming from the following organisations:

MODULE 1: Associação para o Desenvolvimento do Concelho de Moura (ADC Moura) and Associação Transfronteiriça de Municípios do Lago Alqueva;

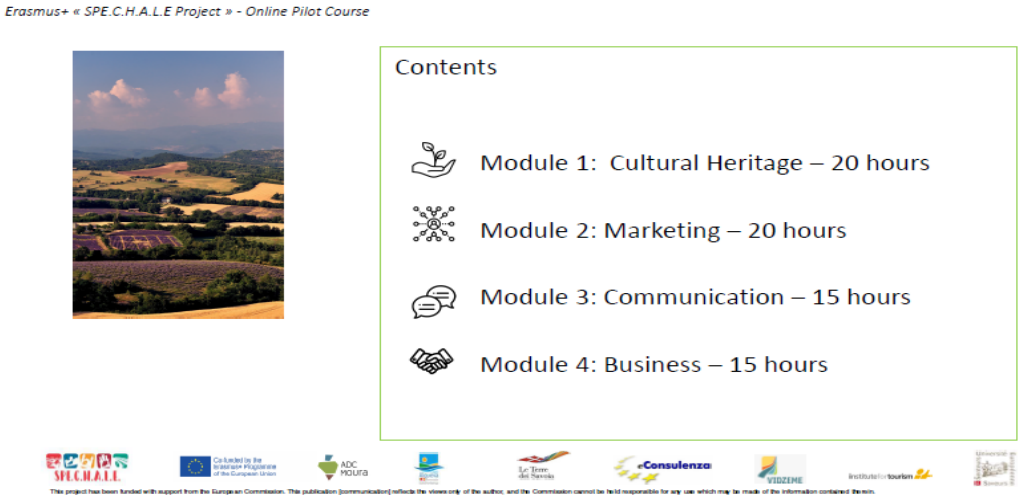
MODULE 2: Vidzeme Planning Region and IZTZG Institute for Tourism;

MODULE 3: Le Terre dei Savoia Association and eConsulenza Agency;

MODULE 4: Université Européenne des Saveurs et Senteurs and eConsulenza Agency.

The participating organisations, collaborating both for the design of the eLearning activities and for the launch of the Pilot Course (at the end of 2019), defined the criterion for the selection of the adult learners and consequently realised the selection of the participants at national level.

The basic principle for the selection of the adult learner was to give access priority to adult learners with low skills, low-qualified adults, unemployed



adults including migrants, adults with the need of new learning opportunities, disadvantaged learners.

A common template has been designed by the project and the utilised Application form for the selection of the participants is at disposal, in the following pages:

HOW TO APPLY

Complete the form and return by:
E-mail: (email address of the participating organisation)
Regular mail by post: (address of the participating organisation)

DEADLINE FOR APPLICATION
February 10th, 2020 (for instance)

CONFIRMATION
Confirming receipt of your application will be send to your e-mail address. Notification about acceptance of the application will be send to your e-mail address.

CANCELLATION POLICY
You have the right to cancel this application form and your registration. You will have to notify us of your decision in written, by e-mail or regular mail. The access to the training course and SPECHALE network will then be denied.

GDPR POLICY
Requested information in this form is mandatory. Data are subject to further electronic processing by the project partners: ADCMoura and ATLA (Portugal) , Terre Dei Savoia and eConsulenza agency (Italy), Vidzeme Planning Region (Latvia), Institut of Tourism (Croatia), UESS (France).

CONTACT

(phone, email and address of the organisation)

Co-funded by the Erasmus+ Programme of the European Union

APPLICATION FORM

Adult training for cultural heritage and attractive living environment (Erasmus+ SPE.C.H.A.L.E. Project)

PARTICIPANT

Title: Mr, Mrs

Last name _____

First name _____

Date of birth _____

Address _____

Address _____

Postcode _____ City _____

Country _____

Phone number _____

Course program

E-mail address

The Spechale training program is an online course divided into 4 Modules. You are free to apply the entire course or to select single module.

I apply for the entire SPECHALE course: ☐ Yes ☐ No

I select my module and choose to apply for:

- ☐ Module 1: Cultural Heritage
- ☐ Module 2: Marketing
- ☐ Module 3: Communication
- ☐ Module 4: Business

Mobility

An Adult Blended mobility to Croatia will be held in November 2020.

Are you applying for this mobility? ☐ Yes ☐ no

Are you familiar with other languages? Which ones:

_____

Explain why you chose to apply for the SPECHALE on-line course:

_____

Are you familiar with the use of Word, Power Point, e-mail correspondence, download a file…and other basic Computer skills?

☐ Yes ☐ No

Have you got a computer? ☐ Yes ☐ No

Have you got speakers (in order to listen to audio materials): ☐ Yes ☐ No

Have you got a microphone: ☐ Yes ☐ No

Administrative situation

Employment status: Please check only 1 box

☐ Employed
☐ Unemployed
☐ Other(specify):

_____

Last job held:

Name and address of the company

What is/was your position-role?

In which year did you stop working?

Education level:

Last degree completed: name of the course and year of completion

Higher degree completed: name of the course and year of completion

Special needs:
Are you recognised as a disabled worker? Are you a person with special needs?
☐ Yes ☐ No

☐ I agree with the collection and use of my personal information by the partners engaged in this Erasmus+ training course.

Place Date

Signature

_____

Most of the participating organisations collected the applications from potential beneficiaries in January-February 2020, selected own national learners, and consequently started the piloting in March 2020 offering the contents of Module 1, because of the majority of the material was ready in the English version and also adapted into the different national languages. Different rhythms of development and different scheduling of the lessons have been realised in each Country, also because the COVID-19 outbreak and the lockdowns obliged to conduct only at distance lessons and stand-by periods.

The SPECHALE Pilot course started in March 2020 in Italy, Portugal, Latvia and Croatia; later in France. The Italian, Latvian and Croatian organisations realized and closed the 70h eLearning pathway implementing the e-course totally at distance in 2020. It has been closed in October 2020 in Italy and in December in Latvia and Croatia. In France the period for the course piloting was: January - April 2021 (not in 2020 for the extended lockdown and the national restrictions for pandemic), implementing the e-course totally at distance.

In Portugal the Coordinator run the course implementation until to 2021: the piloting duration was March 2020 - March 2021. There the duration of the course has been extended also for the need to organise face-to-face group activities.

It must be mentioned a disparity among the number of participants for the involved Countries:

	LATVIA	**ITALY**	**CROATIA**	**PORTUGAL**	**FRANCE**	**TOT.**
Learners: selected participants	149	67	50	25	32	
Total N.						**323**

Co-funded by the Erasmus+ Programme of the European Union

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

SYLLABUS

SPEcialists in Cultural Heritage and Attractive Living Environment

SPE.C.H.A.L.E. eLearning Course

Duration: **70 hours**.

MODULE	Title	Number of hours
Introduction		
M1	Local heritage	20
M2	Marketing	20
M3	Communication	15
M4	Business	15

INTRODUCTION OF THE COURSE:

- Presentation of the project
- Objectives of the course.

MODULE 1: **Cultural heritage** - 20 hours

What do I know about my territory and what knowledge can I pass to others?

1. What is heritage?
   1.1. Natural Heritage
   1.2. Cultural Heritage
2. Cultural heritage preservation
   2.1. Heritage and identity
   2.2. Why is preservation necessary and how to do it
   2.3. Endangered Heritage
3. Heritage valorization
   3.1. Heritage and community
   3.2. Heritage and contemporary arts
   3.3. Heritage and current tourism trends.

Activity 1: a chat or a meeting with a stakeholder

TEST (Evaluation).

MODULE 2: Marketing - 20 hours

How do I identify and understand the needs, how do I meet consumer's expectations, how do I create value

1. What is tourism?
   1.1. Definition of a tourist
   1.2.Characteristics of a tourist travel
   1.3. Tourist destination
   1.4. Tourism resources
   1.5. Tourist activities
   1.6. Tourism organizations
   1.7. Tourism policy & legislation
   1.8. Short history of tourism
   1.9. Tourism impacts on economy, environment, society and culture

2. Understanding your customer
   2.1. Tourist travel motivation
   2.2. Forms of tourism
   2.3. Current consumer trends in tourism
   2.4. Market segmentation

3. Creating tourism product
   3.1. Tourism market
   3.2. Tourism product
   3.3. Examples of best practices in Croatia

4. How do we promote a product/service?
   4.1. Role of the partnership
   4.2. Types of the partnership
   4.3. Creation of the partnership
   4.4. Maintenance of partnership

5. Difference between local and global products
   5.1. Trends in service development
   5.2. Global service
   5.3. Individual/personalized service
   5.4. Local as value
   5.5. Challenges for individualized service providers
   5.6. Service design: process and tools

6. SWOT analysis
   6.1. SWOT analysis as a tool
   6.2. Reasons and motivation to implement SWOT
   6.3. Application of SWOT – process, challenges and tips

7. Development of visual materials
   7.1. The basic principles of good design of visual materials
   7.2. Tools and sources for inspiration and usage

8. Marketing Mix (4P)
   8.1. Concept of Marketing Mix (4P)
   8.2. Elements of Marketing Mix – 4P's
   8.3. Other important aspects of Marketing Mix
   8.4. Sales techniques for small business.

Activity 2: a chat or a meeting with a stakeholder

Activity 3: case study

TEST (Evaluation).

MODULE 3: Communication - 15 hours

How to sell my product

1. Definition and principles
2. Storytelling technique
3. Communication techniques
4. Hospitality and Service culture
5. Soft skills for tourism sector
   5.1 What are soft skills
   Soft skills vs hard skills
   The importance of soft Skills
   5.2 Soft skills for the tourism sector:
   Personality development (self-awareness)
   Communication and interpersonal skills
   Problem solving
   Leadership
   Time management.

Activity 4: case study or write your own storytelling

Activity 5: a chat or a meeting with a stakeholder

Activity 6: workshop /face to face meeting

TEST (Evaluation).

MODULE 4: Business - 15 hours

How do I manage my structure.

1.Managing a small business: entrepreneurial competences
- 1.1 Market research
- 1.2 Define and adapt its offer: target client, price, facilities
- 1.3 Health and service requirements

2. Enhance your skills to get a new job
- 2.1 What skills are needed?
- *Soft skills in business contexts*
- *Be entrepreneur of oneself*
- *Cultivate your network*
- *How to get a new job*
- *Business in the field of tourism*
- *Cases studies*

3. Business plan
- 3.1 Definition and examples
- 3.2 Step by step procedure.

Activity 7: a chat or a meeting with a stakeholder

Activity 8: case study.

TEST (Evaluation).

END OF THE COURSE: **Certificate of Attendance**.

The Syllabus indications and information about the course and the platform for the eLearning have been addressed to a public Booklet that was delivered to the participants of the course. The leaflet gives information for attending the course, the scheduling of the 4 Modules offer, instructions for accessing the CHAMILO online platform.

The platform and the contents were available online seven days out of seven, from Monday to Sunday, for the learners during the implementation period (simple to access with a personal login). The study of the contents of each Module has been verified through a final online Test, made of multiple-choice questions and short questions. The learner was able to compile it online, according to own times and choices. A tutor, a staff member of each participating organisation, was at disposal of the learners for the entire period of the realisation of the course, in each Country.

The Booklet was offered in EN and in the five national languages: IT, LV, PT, FR, HR.

Booklet template

Co-funded by the Erasmus+ Programme of the European Union

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

ADULT TRAINING FOR CULTURAL HERITAGE AND ATTRACTIVE LIVING ENVIRONMENT

INTRODUCTORY BOOKLET FOR LEARNERS

COURSE INSTRUCTIONS

ONLINE COURSE

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Content:

1. Presentation of the project
2. Course content
3. Calendar
4. Evaluation
5. Certification
6. Educational support
7. How to access the SPECHALE platform (*Chamilo*)

1. PRESENTATION OF THE PROJECT

Welcome to the Erasmus+ *SPECHALE adult training for cultural heritage and attractive living environment*.

SPECHALE is a collaborative project approved by the ERASMUS+ 2014-2020 program, including 7 European partners from 5 different countries: Portugal, Italy, Latvia, Croatia and France.

The aim of the project is to develop and increase skills of adults in the field of transmission of cultural and natural heritage.

Thus, a common training program using an innovative training method has been created.

The SPECHALE course is an online course that will allow you to work at your own speed according to your availability.

We will give you some guidelines in order to help you being organised and rigorous.

This booklet is meant to help you understand the course and organize your work in order to succeed.

The SPECHALE Team

COURSE CONTENT

The course program is made of:

- Online course divided in 4 modules and accessible from the SPECHALE website
- Activities, to be done independently or in our facilities in …… (address or location given by the Organisation)
- 1 transnational mobility to Croatia with learners from other project partners

The total duration of the course is estimated at 70 hours (apart from the mobility).

The course is made of documents that should be downloaded and could include links to the internet, videos, ppt presentation, pdf files.

Lessons will be available on a regular rhythm at the beginning of the week indicated in the calendar. Although the course is accessible 24h/7days, we strongly recommend that you follow a regular working rhythm and study as soon as the lessons are online.

The online course is divided in 4 modules. Each module is independent and will be evaluated separately.

We advise you that:

All documents obtained in this course program are for private use. Teaching materials are the property of their authors. Therefore, any reproduction, in whole or in part, any distribution and any representation by any means is prohibited without the author's consent.

2.1 Online course and activity program:

MODULE 1 - CULTURAL HERITAGE – 20 HOURS

What do I know about my territory?

1. What is heritage
2. Cultural heritage preservation
3. Heritage valorisation

Activity 1: a chat or a meeting with a stakeholder

MODULE 2: MARKETING - 20 HOURS

How do I identify and understand the needs?

1. Definition and principles
2. Transform an idea into a business / develop a product
3. Good practice for tourism
4. Marketing techniques and strategies
5. Sales techniques

Activity 2: a chat or a meeting with a stakeholder

Activity 3: case study

MODULE 3: COMMUNICATION - 15 HOURS

How to sell my product

1. Definition and principles
2. Storytelling technique
3. Communication techniques
4. Hospitality and service culture
5. Soft skills important for tourism sectors

Activity 4: case study

Activity 5: a chat or a meeting with a stakeholder

Activity 6: workshop

MODULE 4: BUSINESS - 15 HOURS

How do I enhance my skills and manage my structure?

1. Managing a small business: entrepreneurial competences
2. Enhance your skills to get a new job
3. Business plan

Activity 7: a chat or a meeting with a stakeholder

Activity 8: case study

1.2 Activities

Various activities are planned on each module and could be realised either face to face or online.

Further information on the dates and schedules will be given at the beginning of the module.

Meeting between learners and stakeholder

A meeting with a professional or a person already involved in touristic activity, is planned for each module.

You'll be informed of the name of the stakeholder in advance and will be able to prepare your questions.

Please note that the meeting could be virtual of face to face.

For online meeting, you need to have a skype account.

Case studies

You will be asked to do some homework, to be submitted at a precise deadline.

Workshop

Your presence is required for a face-to-face workshop organised during Module 3. This activity will take place in our facilities in (address or location given by the Organisation)and should last about 3 hours.

1.3 Transnationalmobility to Croatia

A 7 days mobility to Croatia will be held in November 2020.

Some learners will have the opportunity to join other students from other partner countries.

This week of mobility will be organised as follow:

- Departure on Sunday
- Monday to Friday:
    - 15 hours of face-to-face activities
    - 25 hours of practical activities
- Saturday: return home

All cost will be covered by the SPECHALE project. The organisation will be taken over by your course tutor and given to you later.After the mobility, leaners will have to fill in a form related to the activities.

Details on the execution will be given later.

2. Calendar

Please refer to the Annex.

3. Evaluation

An evaluation will be proposed at the end of each module.

The Test will be available online the last week of the module for 7 days, from Monday to Sunday. It will be made of multiple-choice questions and short questions.This assessment is compulsory. If you get a minimum score of 50% of correct answers, you pass.If you get a score less than 50%, you can take the test again once.If you do not take the test on time, you tutor will remind you and you'll have a few days more to take it.

4. Certificate

At the end of the course, you will get an Attendance Certificate from the ….. (name of the Organisation).

This certificate will mention the results to the evaluations and your participation to the activities.

5. Educational support

For all information and help related to the course, you can rely on your Tutor.

Name: ……

e-mail: ……

phone number: ……

6. HOW TO ACCESS THE ONLINE COURSE

You must write in the toolbar: **https://www.uess-elearning.eu**

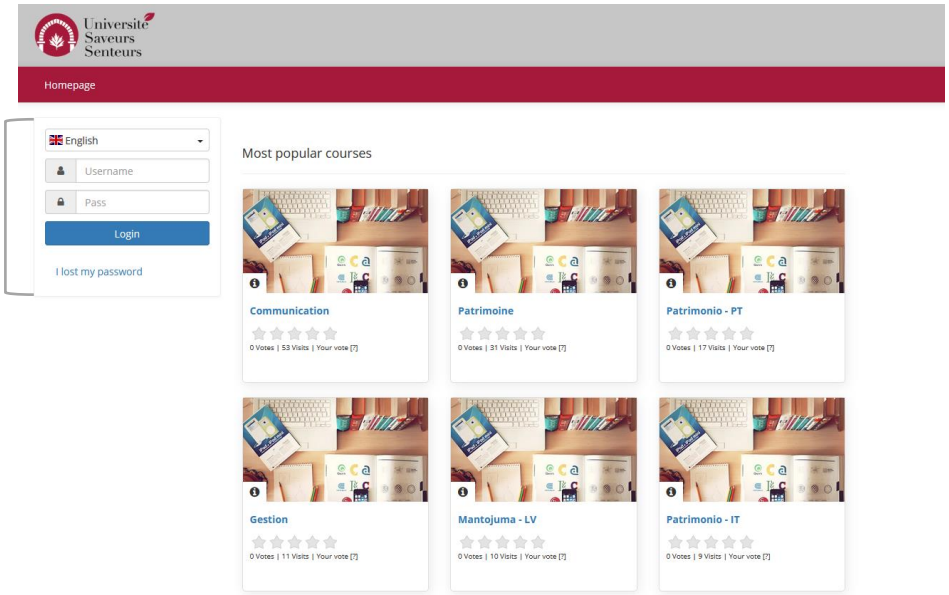
You will receive your login and password by email.

You have time to get use to the platform before the beginning of the course.

To help you get started, please find below some information.

Enter your username and password.

Chooseyourlanguage

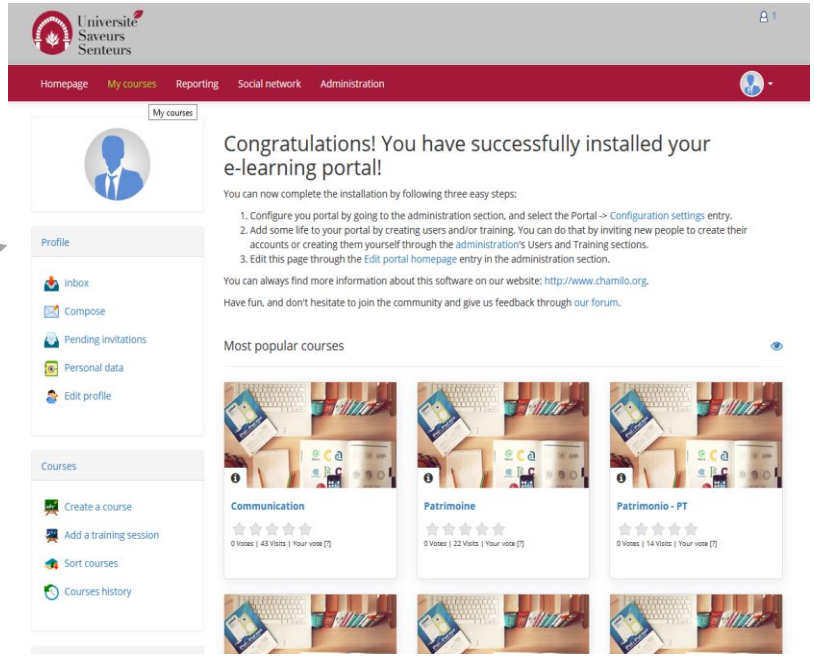


DESCRIPTION OF THE HOME PAGE

To access the course, you are registered for

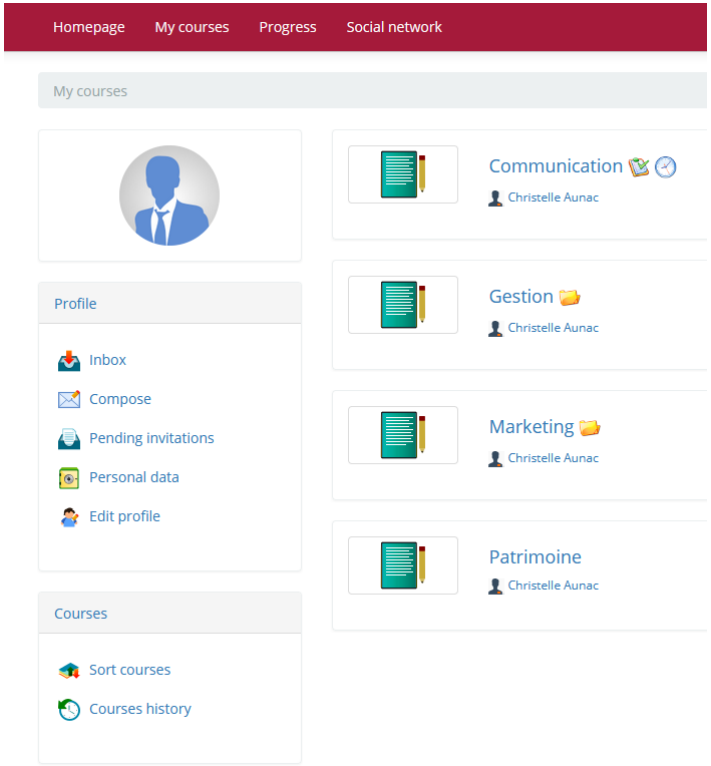
To get feedback on your activity on the platform

To use your electronic mail, find friends or join a social group



Select “Document”: you can now access the course material and study.

DESCRIPTION OF THE “MY COURSES” PAGE



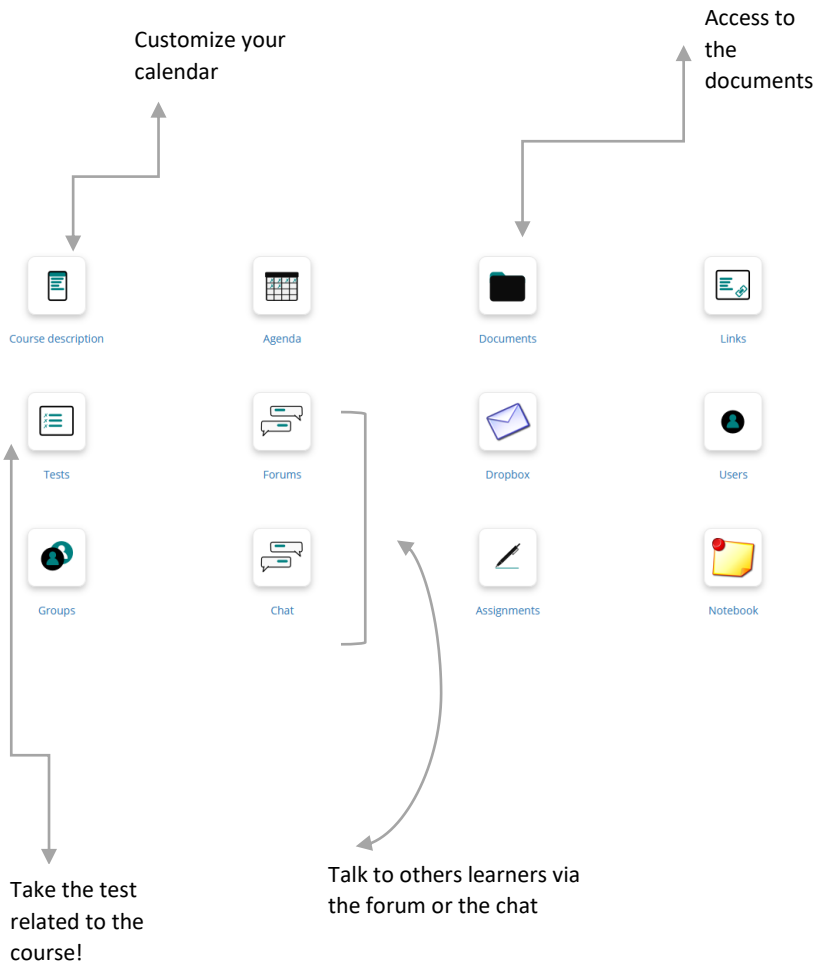
List of your courses

In your national language!

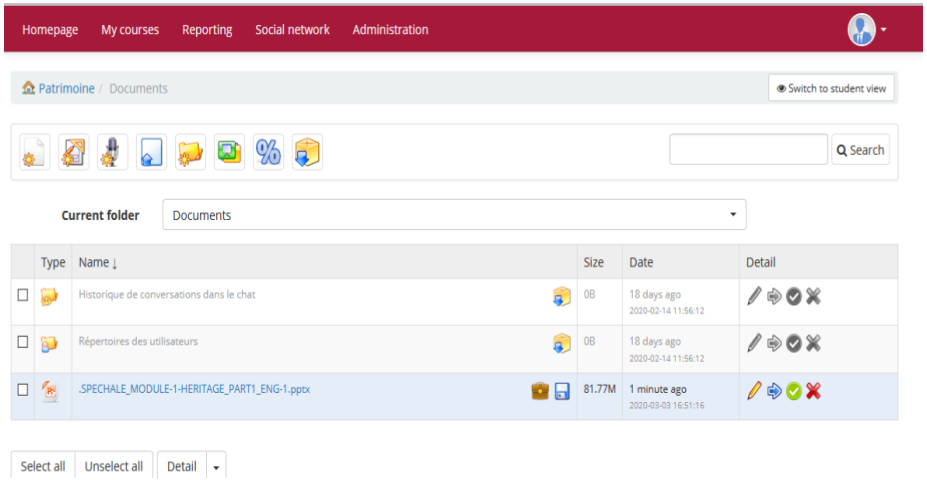
Select a course in order to get access to the tools.

DESCRIPTION OF THE COURSE PANEL:

view of the tools available.



Select “Document”: you can now access the course material and study.



I.O2 ADDITIONAL ACTIVITIES

As previewed by the Syllabus, the course offered additional educational activities to participants in the form of case studies, workshops or virtual meetings with stakeholders, video-clips, slides (Activity 1, 2, 3, 4, 5, 6, 7, 8 of the program). Each participating organisation prepared different "material" at country level for own learners, and the additional activities, designed and tested in the 5 Countries, have produced a great quantity of added educational resources. Each content is in the native language of the Country in which was realized + EN.

The difficulties encountered in consequence of the limitations to mobility and face-to-face work with groups of learners for the COVID pandemic oriented to do the activities at distance.

The meetings, which had to be held in presence, were substituted by the presentation of Case studies and Videos or special homework to do, elaborated by the participating organisations.

You can see details on some additional realised activities: for instance, in the final part (Annexes) you can read about the additional activities in Latvia (Annex 2) and about the additional videos realized in Italy (Annex 3).

Moreover, for a more complete overview of the whole experience of the Croatian learners you can duly visualize the presentation prepared by the Institute for Tourism (HR): annex 1 - I.O2 Pilot Course Implementation in Croatia - Activity Report. It also includes the Additional Educational Activities done and the evaluation made by the participants of the course.

Part of the mentioned additional resources are also at disposal in the platform of the project as open source.

TESTS &SATISFACTION QUESTIONNAIRE FOR LEARNERS

The SPECHALE Pilot Course, with 323 participants, gave the opportunity to test and experiment the educational modules and the training resources developed by the project within its implementation phase. The evaluation of the acquired knowledge has been carried out through the final Test ready at the end of each Module, filled in by the participants, moreover the class observation and direct contacts among the learners and the tutors matched the expected learning outcomes and what obtained by participants.

A final Questionnaire on evaluation of the quality of the e-course and the effectiveness of the overall educational modules was submitted to learners at the end of their personal SPE.C.H.A.L.E. pathway (designed by themselves). The majority of the participants attended all the 4 modules, a brief % choose to follow only single modules.

The "Satisfaction Questionnaire for Learners"(*the template is in the following pages*) wants to give evidence to the level of satisfaction of the participant and to own expectations about the duration, the quality of the contents, the training level, the additional Activities, the Chamilo portal, etc..

The results of the evaluation have guided project partners in improving and adapting the educational modules and resources of the "prototype" of the adult education pilot course, for the external transmission of updated material in 2021 as open source and for the creation of other courses, in future.

Co-funded by the Erasmus+ Programme of the European Union

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

"Adult training for Cultural Heritage and attractive living environment - SPE.C.H.A.L.E." Pilot Course

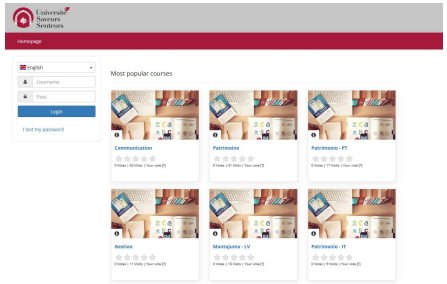
(ERASMUS+ KA2 STRATEGIC PARTNERSHIP - Ref. n.2018-1-PT01-KA204-047393)

ONLINE COURSE

eLearning pathway lasting 70 hours

SATISFACTION QUESTIONNAIRE

FOR LEARNERS



This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

BENEFICIARY INFORMATION

Name: ..... Surname: .....

Did you attend the following SPE.C.H.A.L.E Modules (also successfully passing the Test)?

MODULE 1 – CULTURAL HERITAGE	Yes ☐	No ☐
MODULE 2 - MARKETING	Yes ☐	No ☐
MODULE 3 – COMMUNICATION	Yes ☐	No ☐
MODULE 4 – BUSINESS	Yes ☐	No ☐

QUESTIONNAIRE

1. As a whole, are you satisfied with the Erasmus+ SPE.C.H.A.L.E Pilot course?
☐Completely
☐Quite good
☐Not entirely
☐Absolutely not

2.Did you learn what you expected?
☐Completely
☐Quite good
☐Not entirely
☐Absolutely not

3.Was the scheduled duration ofE+ SPE.C.H.A.L.E Pilot course right for you?
☐Completely
☐Quite good
☐Not entirely
☐Absolutely not

4.Did the modularity and flexibility in the frequency of the modules satisfy you?
☐Completely
☐Quite good
☐Not entirely
☐Absolutely not

5.Was the quality of the eLearning Modules contents exhaustive and in-depth?
☐Completely
☐Quite good
☐Not entirely
☐Absolutely not

6.Please give your evaluation about the quality of the contents of each Module, considering the acquired competences:

scale 1-5: 1=poor/negative, 5=excellent
MODULE 1 – CULTURAL HERITAGE
1 ☐ – 2 ☐ – 3 ☐ – 4 ☐ – 5 ☐
MODULE 2 - MARKETING
1 ☐ – 2 ☐ – 3 ☐ – 4 ☐ – 5 ☐
MODULE 3 - COMMUNICATION
1 ☐ – 2 ☐ – 3 ☐ – 4 ☐ – 5 ☐
MODULE 4 - BUSINESS
1 ☐ – 2 ☐ – 3 ☐ – 4 ☐ – 5 ☐

7.Were the additional Activities (Case studies and virtual meeting with stakeholders) useful for you?
☐Completely
☐Quite good
☐Not entirely
☐Absolutely not

8.Was the eLearning portal (by UESS) easy to manage and useful to profitably learn?
☐Completely
☐Quite good
☐Not entirely
☐Absolutely not

9.Did the teachers and tutors help and support you?
☐Completely
☐Quite good
☐Not entirely
☐Absolutely not

10.Have you been sufficiently informed about SPE.C.H.A.L.E activities and additional happenings by your reference organisation?
☐Completely
☐Quite good
☐Not entirely
☐Absolutely not

11.Please give us your opinion about this Erasmus+ training experience and any recommendation for improving the pilot course for the future.

……

12.Moreover, we would like to know which problems did the COVID 19 outbreak cause on your training activities: did the lockdown period and the persistence of the critical health situation, damage the time destined to study and your availability?

……

LTTA - Learning/Teaching/Training Activities

The project should have implemented the mobility for staffs and for learners in the following way:

---After the realisation of the eLearning and the 70h of the course, two groups of selected participants should have attended the LTTA - Learning/Teaching/Training Activities, in the form of mobility, 40h + 40h of practice in Latvia (C1) and in Croatia (C2).

- LTTA-**Short-term joint staff training event** to be held in Cesis/Vidzeme (LV) in 2020: 15 participants selected among the internal staffs of the participating organisations should be there (tot. 40h as 15h frontal, 25h practical).
- LTTA-**Blended mobility for adult learners** to be held in Zagreb (HR) in 2020: 15 participants selected among the learners of the 5 countries should be there (tot 40h as 15h frontal, 25h practical).

The Staff training (C1) + the Blended mobility (C2) should have included 80h of training and practical activities (40h + 40h): 1 week both in Latvia and in Croatia (each one of 7 days of mobility, 5 days of lessons / 8h of lesson per day out of which 3 frontal and 5 practical). The educational material and incomes directly created by experts and learners during the 80h of LTTA should have been added to the 70h training resources of the eLearning pathway, already implemented.

With a final output of 150h as initially planned.

The restrictions imposed by Covid-19 affected the implementation of LTTA - C1 and C2, which didn't take place as planned. The project tempted to postpone both the C1 LTTA than the C2 LTTA in 2021 for maintaining the mobility in presence, but the permanence of COVID-19 pandemic and the of impossibility of organising any transnational face-to-face meeting, caused the cancellation of the activities in presence.

Initially planned as blended mobility for adult learners in Croatia, C2 **Blended mobility for adult learners** was substituted by an online Virtual Mobility in duration of 5 working days during one week (approximately 2 hours per day), organised by The Institute of Tourism (HR) and was attended by some learners from all partner countries (Croatia, France, Italy, Latvia, Portugal).

Dates of realization: from 18th to 22nd January 2021.

The program of these additional online education resources has been designed as a continuation of the 4 Modules, covering practical and useful topics, especially for those participants interested in planning to start their own business linked to heritage and tourism. Each day of online education was dedicated to one Module's topic, covered by two live lectures: one theoretical held by a field expert and other practical (best practice example) held by successful entrepreneurs in the field of tourism based in Croatia. After each lecture, there was Q&A block during which learners had the possibility to ask the lecturers/experts additional explanations. All lectures were held in English (from 1stto 4thday). Topics covered included: heritage interpretation techniques, digital marketing, soft skills in tourism sector, writing the business plan. The fifth day of the Virtual C2 LTTA was performed in own national language by each participating organization, with own learners, in the form of discussion, presentations, lectures.

61 participants overall took part during the event.

The attendance number were the following:

Country of origin	Number of participants
Croatia	19
France	0
Italy	16
Latvia	21
Portugal	5
TOTAL	61

Here it is the program of the Blended mobility for adult learners(as follows):

Co-funded by the Erasmus+ Programme of the European Union

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

SPE.C.H.A.L.E. Transnational Webinar

Organised by

INSTITUTE for TOURISM (Zagreb)

January 18, 2021

Heritage interpretation techniques

Darko Babić, PhD, Assist. Prof., University of Zagreb, Faculty of Humanities and social sciences, Department of information and communication sciences

Q&A session

Storytelling in creation of tourism products: examples from Secret Zagreb and beyond

Iva Silla, Author and Manager of *Secret Zagreb* – alternative walking tours and gamified activities in Zagreb

Q&A session

January 19, 2021

Digital marketing – a „must" in todays business

Lidija Nujić, Expert Associate, Institute for Tourism, Zagreb

Q&A session

Growing your social media audience and community : example of Monastays

Zoran Mičuda, Co-founder of *Monastays* – digital platform for unique monastery accommodation

Q&A session

January 20, 2021

Soft skills in tourism industry: Why are they important?

Matina Gjurašić, PhD, Research Associate, Institute for Tourism, Zagreb

Q&A session

Creativity, teamwork, problem solving: tools for successful management of the festival of island culture Black sheep

Boris Lešić, General Manager, Studio CONEX – Marketing & Advertising

Q&A session

Short-term Staff training Event (C1)

It was held from 26th to 30th April 2021, as Virtual Mobility, organised by Vidzeme Planning region.

The program was destined to internal staff of the participating organisations. Chosen topics: Procedures for the approval and recognition of the learning materials/curricula/profile, Improvement of the modules and resources; Common concept of SPE.C.H.A.L.E. network, stakeholder's involvement, adaptation of the SPECHALE website for the provision of the SPE.C.H.A.L.E. network, etc.. Each Partner contributed with speeches, proposals, ideas and animated the debate.

N. of participants: 12.

The appointments, lasting a couple of hours each, were enriched by the presence of external experts.

This is the implemented program:

26 April 2021| Zoom Platform

Definition of curriculum and learning materials – lessons from SPECHALE pilot course

GROUP DISCUSSION

27 April 2021 | Zoom Platform

Recognition of competences and knowledge networking

GROUP DISCUSSION

28April 2021 | Zoom Platform

Network creation and management: some examples

GROUP DISCUSSION

29 April 2021 | Zoom Platform

Digital tools for networking

GROUP DISCUSSION

30 April 2021 | Zoom Platform

Platform Network dissemination and sustainability

GROUP DISCUSSION.

The available eLearning contents (linkage with the website and its Open-Source material*)*

MODULES AND CONTENTS

After the piloting and the experimenting phase with the 70h eLearning pathway, the participating organisations have renovated and updated the training resources transforming all in free downloading material for those interested in.

Modules and resources have been improved, translated in the national languages, published in the final version on the project web site and Open educational platform as well as diffused to national and international level. The format and type of the educational resources have been designed to be suitable for the blended learning, e.g. to be used both on line for at distance learning and in presence for group activities, including: e-books, case studies, webinars/e presentations, proposal for practical activities, videos, commented pictures, web articles, interviews, etc..

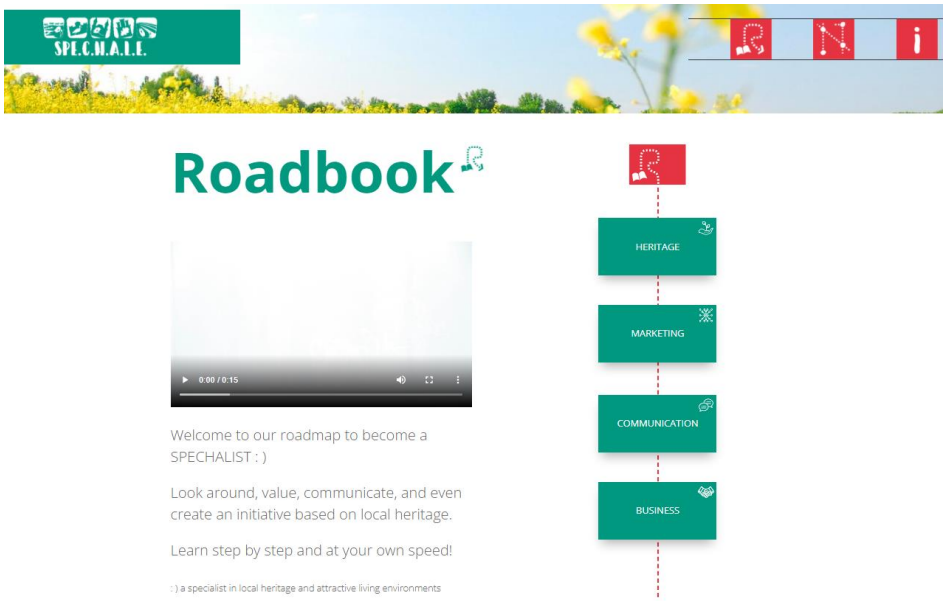
The contents and training material of the 4 Modules are with open access, directly offered through the website at https://www.spechaleerasmus.eu/

There you can “Learn about the project”, “Join the Network” and “Follow the RoadBook”!

THE ROADBOOK

It offers to readers the whole contents and material of the SPE.C.H.A.L.E. course. You can access the 4 folders dedicate to the Modules: Heritage, Marketing, Communication and Business and chose the favourite language among the six offered ones (EN, PT, IT, FR, HR, LV).

You can look around, value, enjoy the educational resources and even create an initiative based on local heritage. Everyone can learn at own speed. It is a roadmap to become a **SPECHALIST**!



Moreover, the website space named TOOLBOX FOR ADULT EDUCATION offers the most important INTELLECTUAL OUTPUTS of the project: “The Intellectual Output IO.1 Comparative Analysis” paper (I.O1), The SPE.C.H.A.L.E. Toolkit (I.O2), The Final Recommendations and the guidelines for the validation (I.O3), complementary products.

The realization of the portal also conducted to the creation of complementary activities offered by the project. In particular we can mention the SPE.C.H.A.L.E. NETWORK and the FORUM, that you can see on the portal.

The Network, launched in December 2021, will be promoted, above all, during the final Conference in Portugal in Alentejo and the other Multiplier Events (one in France and one in Italy) with the aim to involve adult education providers, private and public bodies, touristic and cultural organizations, companies and SMEs, training agencies, HEIs, new learners, trainers, etc… It is expected to involve organisations from different countries and typologies, contributing to enhance the impact of the project and to increase cooperation and innovation exchanges in adult education and lifelong learning, all over Europe.

Moreover, the Network is a useful tool for knowing and sharing experience on themes linked to the enhancement of cultural heritage, finding partners, launching new educational initiatives.

You can join the network and take part in the SPE.C.H.A.L.E. Forum. You’re welcome!

SPE.C.H.A.L.E.
Network
At the end of SPECHALE, we challenge you to join an international and diverse network.
Share your interest, knowledge and experience on themes linked to the enhancement of local heritage in adult education and lifelong learning.
Find partners in your territory and in other territories for new initiatives.
Subscribe to this network using the form below and take part in the SPECHALE Forum.
Join Us!
Forum Spechale
Recent Topics
Bem-vindo/a! Diga-nos quem é!
Welcome to SPECHALE Forum! Please present yourself!
Username:
Password:
Keep me signed in
Log in
View

Part B

IN PRACTICE: LOCAL FRAMEWORK SCENARIOS

- Adult education and how to be Adult “SPECIALISTS”

- Description of Best Cases and Best Projects

- Adult education and how to be Adult “SPECIALISTS”

The adult educational action can be practised at local or macro level. The subject of this part of the toolkit is an exploration for educational dynamics.

The intent is to enter a space for approaching some Local Framework Scenarios and adult education practices.

An overview that distinguishes Countries, venues, actions, subjects and presents some positive cases for education for adults.

The chosen examples and cases and the good practices are useful and can be employed in other learning settings and can inspire new actions.

Part “b” results as the assembly of interviews, texts, practices and material about chosen projects and initiatives research; it brings to your attention concrete suggestions for modelling your training or planning for adult people.

Thanks go to the experts and people involved in mapping the cases and deepening the accomplishments implemented. In particular, we thank:

- Vida Drąsutė and Carlotta Maria Crippa from VšĮ "eMundus" (Lithuania)
- Anna Dalosi and Chrystalla Pachita from Seal Cyprus (Cyprus)
- Cesare Chiesa and Giacomo Pasino from “Unione Collinare Terre di Vigneti e Pietra da Cantoni” and from Rosignano Monferrato Municipality (Italy)
- Corrado Calvo from Eco-museum of Pietra da Cantoni Foundation (Italy).

This section presents three European projects and two local initiatives.

Of great importance was the former “Fostering Cultural Heritage for bridging intergenerational dialogue - FOCAL” project co-founded by the Program “Lifelong Learning Programme 2007/2013 - Grundtvig Partnership project”. The project aimed to explore and reveal similarities and differences between countries, exchange of cultural experiences, present the culture and maintain intergeneration dialogue between youth and seniors. cultural heritage, traditions, arts, were the main components of the education pathway of the project.

On the other side, within the “VRSciT Virtual Reality Science Tour” project, skills development and the need to personalize the learning according to the ICT and new technologies have taken shape.

It is co-founded by the Program “Erasmus+ 2014-2020 (KA2 Strategic partnerships for adult education)” and consists of conducting virtual educational visit to locations of cultural, social and natural interest by using Virtual Reality (VR) immersion and interaction techniques to provide users a unique learning experience. The VRSciT project (on-going) specifically aims to explore new approaches in educational tourism, such as 3D modelling together with 360º immersive VR enviro nments to build innovative virtual educational scenes.

The 3rd case moves a little away from the field of cultural heritage, which is one of the horizontal themes of our SPE.C.H.A.L.E. project and leads to focus on competences to support the active participation of the adult learners in society. It is “ADULATION - Adult Education for Social Change” project, co-founded by “ERASMUS+ 2014/2020 - KA2 Strategic partnerships for adult education” program, that promotes active citizenship through adult education by creating training opportunities and developing competences of adult educators. Adult education professionals have been introduced to innovative tools and methodologies to ensure that adult and senior learners with fewer opportunities become active citizens and volunteers. Greater civic engagement is the foundation for social change and can impact countries and regions throughout Europe.

Moving on to local cases, the “Tourist hospitality and its importance in the context of territorial promotion (in the Monferrato UNESCO World Heritage Site for the Wine Landscapes)” course was realized for adults for re-launch the local cultural and touristic activities damaged by the Covid-19 pandemic. A group of communities and local administrators decided to outline and

implement a training pathway for improving their strategy for the territorial promotion and the tourist hospitality.

The same area, located as Unesco World Heritage site for "The Wine Landscapes", realized the 2021 project named “Get to know the European projects design for strategic projects in the area of the UNESCO Core zone 6. Specialized training course for local administrators”, addressed to city council members and Municipalities. The purpose of the project was to give the opportunity to local mayors, councillors, administrators to acquire knowledge for better enhance the Monferrato cultural heritage and its landscape, as well as to promote the territory and its excellences. The learning and the development of competences were also linked to the design of European projects and the strategy for European projects for the territories.

The two initiatives have been followed by concrete actions and realisations by the community and the people involved, that are still ongoing; there, it’s a “place”, where the development of personal skills, actions and interactions are carried out and developed, and various strategies can be prepared and implemented yet.

In this sense, the cases represent an experience of surprising value in the adult educational field, since they become a way to understand the links between non formal education and the development of competences, between personal capacities and common growth.

It’s a way of being “**SPECHALIST**”.

Experiential training combined with training methods can be operative and achieves better results in practice than others. Theadoption of different tools and activities, such as those described in the following pages, can favour personal learning through the simulation experience.

Description of Best Cases and Best Projects

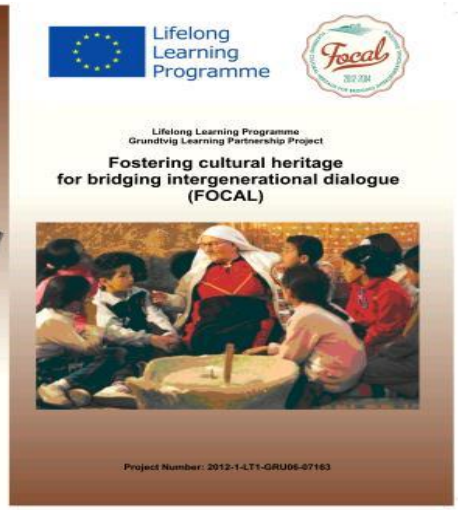
BEST PROJECTS - *Adult education sector*

CASE 1

Co-funded by the Erasmus+ Programme of the European Union

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

Presentation elaborated by:	
Name-surname:	**Vida Drąsutė** and**Carlotta Maria Crippa**
Organization-role:	**Director** and **Project Manager** **VšĮ "eMundus" (Lithuania)** www.emundus.eu



TITLE: Fostering Cultural Heritage for bridging intergenerational dialogue (FOCAL)

Co-founded by the Program: Lifelong Learning Programme2007/2013 - Grundtvig Partnership project.

Duration: 2012 08 01 - 2014 07 31

Reference N.: 2012-1-LT1-GRU06-07163

Applicant: VšĮ "eMundus" (LT)

Partners: Foundation for development of the cultural and business potential of civil society – FDCBPCS – (Sofia, Bulgaria); Evropaiko Ergastirio Ekpaideytikis Technologias – EDUMOTIVA – (Sparti, Greece).

Associated partners: /

Website & social: http://focalproject.emundus.lt/index.php?mnu=1

1) Presentation-general overview:

Cities and systems of cities and towns are more than economic engines. They are the places within which local cultures are expressed and celebrated, both through diverse heritages and in the creative articulation of societies' values and aspirations. Yet the cultural dimension of urban life is often ignored or taken for granted in urban and regional development policy. *We have not to forget our old cultural traditions, we have to know particularities about our own culture, and we have to spread information and to be patriotic and active citizens.*

From generation to generation transferred nation spiritual experience, full of different traditions and folk-art forms, for centuries have helped to educate new generations. Caring for ethnic culture is not just a matter of honor for the nation, it is essential for its existence, development and survival. There are number necessary sources for investigation of ethnic culture, such as written, iconographic, audio sources, various studies. But in modern society, we must

look for new ways to disseminate the cultural heritage not only in our own country but in the world. One of the biggest drawbacks of the research of ethnic culture is that it is often confined only to their own country, people, not to care and iota and even there is no interest in what is around, we often do not know about our neighbors, countries which are closely bound walls, not speaking about the countries which are in other side of Europe or away from our country. Most of the people magnified their own ethnic culture, it is considered as a higher level of culture than in neighboring countries culture. But we have to understand that we, like other nations, are the inherent part of world and Europe. All the countries make unit, and this unit could be qualitatively when each part will know about each other.

2) Specific objectives (related to Adult Education):

To reach the aim of the project project's team achieved these objectives:

- Gathering information concerned with the topic of the project and its components
- Interview with seniors
- Survey for project participants and citizens "How well I know my culture"
- Exchange of experiencebetween countries
- Preparation of the e-book about different cultures and their specialities, with photos, video, descriptions, interview details, traditions, etc.
- Dissemination of the project
- Evaluation of the project
- Visits of particular places in the country
- Stories on given topics concerned with cultural heritage
- Visual material
- Practical, creative tasks, their delivery
- Practical visits of particular places, historical places, cultural heritage places.

3) Targets groups/beneficiaries:

Target group**:** providers of courses and trainings for adults, trainees (18-25 years old), seniors (55+), adult education managers.

4) Realized activities/actions on going:

To achieve the aim and objectives, the activities was made:

- Analysis of Cultural Heritage
- Gathering information concerned with the topic of the project and its components
- Elaborating a survey and questionnaire "How well I know my culture" for project participants and citizens
- Conducting an interview with seniors for "Then and now"
- Exchange of experiencebetween countries
- Conducting practical visits of particular places, historical and cultural heritage places cultural trip, visits to open museums
- The contest on theme of "The best traditional thing which I can represent" (presentation of the best practices)
- Preparation of an E-book about different cultures and traditions

5) Specific informal or non-formal education activities (for encouraging/promoting cultural and natural heritage or similar aim) and description of key competences and basic skills to be acquired:

- Practical visits of particular places, historical places, cultural heritage places and the trips to see in real and communicate with people who keeps the traditional things alive (for example, in Lithuania we have cultural trip "Way of bread" (it is shown how in old times people made bread), also visits

in open museum, which opens different regions of Lithuania, shows old trade (such us spin, weave, etc.) and other trips)

- Organization of final workshop with participants from different countries in purpose to exchange experience, to present project results and e-book
- Skills: linguistic skills, cultural and social heritage knowledge, historical knowledge.

6) Has the project already administered Soft skills to beneficiaries? How have you accomplished them into the learning initiative/s?

Skills: linguistic skills, cultural and social heritage knowledge, historical knowledge.

ANNEX

Table – Key competences and basic skills framework for elaboration of non-formal education curriculum/course for adults. The key competences are a combination of knowledge, skills and attitudes.

Title of the curriculum, course,training initiative	Duration	Competence/s achieved	In terms of:			Notes on teaching/learning materials, methods used
			Knowledge	*Skills*	*Attitudes*	
"Traditional thing which I can represent the best"	45 days	Communication competences Civic engagement competences Linguisticcompetences	Historical knowledge about one's country, its tradition and culture. Knowledge of others' countries.	Creativity Problem solving Time management	Interest toward own country and to the one of the other participants. Competitiveness Patriotism	This initiative was an international contest for adult people based in Greece, Bulgaria or Lithuania.
Meeting groups	Various	Communication competences Civic engagement competences Linguisticcompetences	Deeper knowledge on partners' countries traditions, stories and cultural background.	Linguistic skills (EN) Relational skills Communication skills Creativity	Open-mindedness Interest toward cultural, historical and social background of a country.	

CASE 2

Co-funded by the Erasmus+ Programme of the European Union

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

Presentation elaborated by:	
Name-surname:	**VidaDrąsutė**and**Carlotta Maria Crippa**
Organization-role:	**Director** and **Project Manager** **VšĮ "eMundus" (Lithuania)** www.emundus.eu

TITLE: VRSciT VIRTUAL REALITY SCIENCE TOUR project

Co-founded by the Program: Erasmus+ 2014-2020 – KA2 Strategic partnerships for adult education.

Duration: 36 months

Reference N.: 2020-1-PT01-KA204-078597

Applicant: Associação Centro Ciência Viva de Bragança (PT)

Partners: Pixel (IT), Università degli studi di Teramo (IT), eMundus (LT), The museum of Lithuanian Education History (LT), The Polytechnic Institute of Bragança (PT), University of Leon (ES), SCAYLE (ES).

Associated partners: Centro FP María Auxiliadora - Salesianas León(ES),Confucius Institute of the University of León(ES), FAI committee of Teramo (IT),General Foundation of the University of León and Private Enterprise (ES), Kaunas cultural centre (LT), LieDM association (LT), Polo Museale Civico di Giulianova (IT), Trakai adult education centre (LT), Trakųšvietimocentras (LT),VR Lab, Faculty of Informatics, Kaunas University of Technology (LT).

Website: https://vrscit.pixel-online.org/index.php

Social : https://www.facebook.com/vrsciteuproject/

1)Presentation-general overview:

The VRSciT project consists of conducting a virtual educational visit to locations of cultural, social and natural interest of each partner involved, from Portugal, Spain, Italy, and Lithuania, by using Virtual Reality (VR) immersion and interaction techniques to provide users a unique learning experience. VR technology adoption removes the barriers of remote visualization of environments making possible for everyone to experience a high educational value through digitalization. The VRSciT project specifically aims to explore new

approaches in educational tourism, such as 3D modeling together with 360º immersive VR environments to build innovative virtual educational scenes, from four different countries. To achieve this objective, several products will be developedby the partners, namely:
(i) Share a literature review of VR technology.
(ii) Elaboration of an interactive virtual reality experience - 'VRSciT SPOT´.
(iii) Production of an Online Web Toolkit.
(iv) Training events to share best practices using VR technology in educational tourism
(v) Multiplier event to promote the project's results.

People who experience the VRSciT SPOT will be able to make an immersive trip, not only in the landscapes of the Northeast region of Trás-os-Montes, but also to travel through the landscapes of the regions of the other partners, thus increasing the visibility of all the contemplated regions and a clear confirmation of the European-wide partner entities. Providing access to scientific information and educational activities for people with different social backgrounds will allow less favored people, such as people with less economic power or physical disabilities, to access recent technologies, promoting inclusion by allowing unrestrained access and interaction with technology that otherwise would not be possible.

2)Specific objectives (related to Adult Education):

The consortium believes that this project will enable the target groups, to not only acquire and consolidate skills at the level of adult education, but also to improve their skills in European citizenship, interculturality, employment, and community development, emphasizing the promotion of learning, digital literacy, debate and sharing of scientific and technological knowledge.

The whole project idea is based on a transnational comparison of approaches, issues, solutions and good practice in the implementation of innovative strategies for educational tourism using informal innovative procedures. Furthermore, it is expected that each partner will have the opportunity to take advantage of research in the introduced novelties and build on the project's achievements.

3)Targets groups/beneficiaries:

The project is addressed to:

- Adult/senior learners
- Adult educators
- Policy makers
- General public.

4) Realized activities/actions on going:

Since the beginning of the project partners have realized a literature review on VR applied in educational and cultural institutions and their impact and have created 3D object that will be used in the VR experience. The project is now in the phase in which partners are recording material for the 360° original video footage. Partners are intended to create the 'VRSciTSPOT': a different innovative informal virtual reality experience that will be located in each museum partner to promote digital literacy and science contents using informal learning environments combined with educational tourism.

5)Specific informal or non-formal education activities (for encouraging/ promoting cultural and natural heritage or similar aim) and description of key competences and basic skills to be acquired:

The project will produce a broad impact through the delivery and the publication of the Intellectual Outputs, the implementation of training events, and the dissemination plan. The continuous innovation of the Institutions in terms of the touristic and scientific offer, one of the vital components of the European Union's policy for lifelong adult learning, will, in general, enable the visitors to:

- Improve the basic skills of individuals by managing new technology and information;
- Deep/consolidate specific skills (in terms of cultural literacy, science and technology, European citizenship, interculturality, and community development);
- Integrate of experienced knowledge in their lives;
- Promotelanguage skills;
- Improve personal motivation and critical reflection.

In 2022, the organisation in Bragança (PT) of a 5 days training event to train participants on VLE's new pedagogical and educational approaches is foreseen.

6)Has the project already administered Soft skills to beneficiaries? How have you accomplished them into the learning initiative/s?

The project has not yet dealt with activities connected to beneficiaries' soft skills. The development of some skills, including soft ones, have been planned.

ANNEX

Table – Key competences and basic skills framework for elaboration of non-formal education curriculum/course for adults. The key competences are a combination of knowledge, skills and attitudes.

Title of the training initiativ	Duration	Competence/s achieved	In terms of:			Notes on teaching/learning materials, methodsused
			Knowledge	***Skills***	***Attitudes***	
Online Web Toolkit for the effectiveness of using VR-based applications		Communication competences Digital competences Linguisticcompetences	New knowledge in the scientific, cultural and social heritage Virtual reality experiences	Critical thinking Creativity Soft skills Intercultural skills Digital skills	Curiosity toward cultural and social heritage Social engagement	It will contain 12 examples of Lesson Plan. This project aims to emphasize the importance of different methodologies and to highlight the interest of strengthening the development of a new set of skills and self-determination in Adults. So, in the demand for new strategies, using new learning trends like Virtual Reality, with positive interaction, the project will allow the promotion of critical and reflective attitudes and stimulate human growth in a holistic perspective.
VLE's new pedagogical and educational approaches	12 days	Communication competences Digital competences Linguisticcompetences Professional competences	New knowledge on how to promote social inclusion in tourism and cultural sector. Developing activities that bring the society closer to new technological approaches applied in important themes	Digital skills Linguistic skills Intercultural skills	Open-mindedness Sense of respect and care toward cultural heritage	The training event will allow the spread of the VR technology applied in new learning approaches for adults in different fields and levels. The contact with the scientific academy will be an asset for the project to be in constant contact with the most recent technologies and pedagogical approaches, allowing the project's of reinvention and improvement.

CASE 3

Co-funded by the Erasmus+ Programme of the European Union

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

Presentation elaborated by:	
Name-surname:	**Anna Dalosi** and **Chrystalla Pachita**
Organization-role:	**Project Managers** **SEAL CYPRUS (Cyprus)** https://sealcyprus.org/

ADULATION
Adult Education for Social Change

SEAL CYPRUS

ΔBF

HETFA

TRAINING2000

Erasmus+

TITLE: ADULATION- Adult Education for Social Change

Co-founded by the Program: ERASMUS+ 2014/2020 - KA2 Strategic partnerships for adult education

Duration: 01/11/2020 - 31/10/2022 (24 months)

Reference N.: 2020-1-CY01-KA204-065947

Applicant: SEAL CYPRUS(Cyprus)

Partners: ALPHABET FORMATION (Belgium), HEFTA RESEARCH INSTITUTE (Hungary),TRAINING 2000 (Italy)

Website & social: Website: https://adulation.eu/

Facebook Page: https://www.facebook.com/AdulationEU/

Associated partners: The associated partners are as follows for:

SEAL CYPRUS

- Nicosia Municipality Multifunctional Foundation, the department of the municipality responsible for social support of vulnerable parts of the population, people in poverty, unemployed, refugees and immigrants.

-Foundation for the Promotion of Equality "Hypatia", an NGO, which promotes equality regardless of race, ethnicity, disability, religion, age, origin or sexual orientation.

- Cyprus Confederation of Organizations of the Disabled (CCOD) focuses on equal opportunities and anti-discrimination and is a member of the European Disability Forum.

The associated partners will support the dissemination and sustainability of the project. The partners will attend the dissemination events and conferences and will distribute our visibility material to their stakeholders.

ALPHABET FORMATION- BELGIUM

EVTA, The European Vocational Training Association is a network organization representing VET providers across Europe. Established in 1998, EVTA IS based in Brussels, Belgium. The association is the result of the cooperation of Euro-qualification, a project launched in 1993 aimed to build a European platform for joint design, mutual recognition of professional qualifications, development of training curricula in line with the need of companies and labour market, geographical mobility of students. During the years, EVTA evolved into an important stakeholder in the field of VET and human capital development, participating in various cooperation and concertation tables, providing support to its member organizations and ensuring that their needs and expectations are fulfilled. Members of the EVTA network are public and private VET providers and companies acting at international, national and regional level.

HEFTA- HUNGARY

Municipality of Budapest is going to be the main associated partner.

We have made contacts for this project with 2 universities and many NGO from Hungary and beyond the borders of Hungary from Romania, Slovakia, Slovenia, Serbia, Croatia. We have a strong network of institutions with similar profile in Central Europe to bring in experts if needed from Lithuania, Finland, Poland, Cz. Republic, Slovakia, Romania, Slovenia, Serbia, Austria, etc.

TRAINING 2000- ITALY

The Municipality of Fano located in the Marche regions, offers special programs for integration of disadvantaged groups in the territory, mainly migrants coming from North Africa and Central Africa states. Other programs are offered in relation to improve citizenship with the use of ICT tools and English learning for adults and seniors.

CNA (Craftmanship Association)- seniors Association in the Province of Pesaro and Urbino (6000 members). The Association is part of the wide CNA National Network. It counts 648.800 associated enterprises at national level, 64 Regional and 1.100 National offices. At national level CNA is deeply involved in projects related to social sustainability, specific sectors like tourism and sustainable development. At present 6000 seniors are member of internal seniors' association of CNA of Pesaro and Urbino Falchi Della Rovere of Senigallia – Civil Protection groups, active during calamities.

1) Presentation-general overview:

The "ADULATION- Adult Education for Social Change" project addresses the need of adult educators for continuous professional development with a focus on competences to support the active participation of the adult learners in society. Today, traditional education methods are not attractive to all adult learners; especially those with fewer opportunities who often feel uncomfortable in formal settings. ADULATION promotes active citizenship through adult education by creating training opportunities and developing competences of adult educators.

Adult education professionals will be introduced to innovative tools and methodologies to ensure that adult and senior learners with fewer opportunities become active citizens and volunteers. Greater civic engagement is the foundation for social change and can impact countries and regions throughout Europe.

The ADULATION project also aims at involving more organizations at international level to be motivated to conduct further research and implement improvements in the adult education sector.

PRIORITIES

HORIZONTAL: Common values, civic engagement and participation.

KA2 ADULT EDUCATION: Extending and developing the competences of educators and other personnel who support adult learners.

TOPICS

- EU Citizenship, EU awareness and Democracy
- Civic engagement / responsible citizenship
- Access for disadvantaged.

CONTEXT

The European Commission perceives as a vital challenge the fact that the European citizens are disengaged and often apathetic and alienated from the traditional forms of politics (especially voting) or organizational membership. For the partners, civic engagement goes beyond traditional politics. We believe that Adult and Community Educators can be better prepared to support the civic engagement of adults and seniors. Thus, we propose an innovative learning environment for the promotion of civic engagement of adults and seniors.

2) Specific objectives (related to Adult Education):

The project ADULATION (acronym which also means admiration or praise) aims in the promotion of civic engagement of adults and seniors through adult education. The direct target group is adult and community educators. The end beneficiaries are adult and senior learners with fewer opportunities.

With our project we wish to address the need of adult educators for continuous professional development with a focus on competences to support the active participation of the adult learners in society.

Furthermore, we wish to address the fact that traditional education methods are not attractive to all the adult learners; especially those with fewer opportunities (like people with disadvantaged backgrounds) who are often feeling uncomfortable in formal settings.

The overall aim of the project is the promotion of active citizenship through adult education. To achieve this aim, the partners will first work on the competence development of adult educators and they will introduce them to innovative educational methods and techniques.

3) Targets groups/beneficiaries:

12 Adult Education professionals will attend a transnational Joint- staff Training Event. Based on the methods they will learn they will provide online pilot training to 10 adult educators in their countries (40 people) who are expected to engage 5 adult and senior learners each (200).

More than 120 people representing the project target groups and stakeholders will attend the Dissemination Workshops. 45 people with fewer opportunities will be involved in the project activities.

4) Realized activities/actions on going:

One joint-staff training will be implemented in December 2021 in Cyprus, with the use of blended learning; face-to-face non-formal education and online self-directed learning.

Each partner will implement at least 4 meetings (total, 16) with local stakeholders.

The partners will run 4 campaigns on the social media on topics of interest of adult and senior learners.

One project website has been created and will be sustained for 5 years.

The project has its own branding concept and digital presence in all major social platforms.

The partners have completed the first Intellectual Output: Research Study - The political dimension of adult educators work in Cyprus, Belgium, Hungary, and Italy. In this output the Political Dimension of Adult Education meaning the integration of political dimension into the adult and community educators' work is analyzed in partners countries. The political dimension of the model encompasses the following competences: 1. Linking policies and educational programmes, 2. Integrating political values and beliefs in the context of the adult and community educators' work, 3. Supporting learners in developing political thinking, 4. Applying democracy and human rights principles. These

topics are analyzed in each partners country and support the development of educational material for competence development of Adult Educators.

The second Intellectual Output of the ADULATION Project is the Handbook for Managing active citizenship initiatives with adult and senior coordinators and volunteers. A Handbook of good practices and tools focused on human resource management of adult and senior coordinators and volunteers when implementing European Citizens' Initiatives.

The third Intellectual Output of the ADULATION Project is the Training toolkit with practical tools for Adult & Community Educators to be used to enhance civic engagement in adults and seniors. Innovative education methods will be used to foster interest in the following topics:

- *Human Rights and Climate Change*
- *The right of the EU Citizens to Data protection and online privacy*
- *Immigration and tolerance to difference.*
- *Euroscepticism.*

The fourth Intellectual Output of the ADULATION Project is the *Toolkit for Successful Online Campaigns & Petitions.* A collection of social media tools and procedures to enable adult educators and adult learners to run successful online campaigns on issues that affect adult learners and the societies they live in, thus fostering social change.

The partners are currently disseminating, and will continue to disseminate the progress of the project, the intellectual outputs (Research Study, Handbook, Training Toolkit, Toolkit for Successful Online Campaigns and Petitions), the activities and events and the impact on the target groups. They will use classic media and face-to-face events but they will also follow a social media strategy and planning.

The visibility efforts will focus on Erasmus+ and the opportunities it represents for European citizens.

The communication with the players involved in Adult Education is facilitated following a Stakeholder Dialogue Model.

The innovative methodologies of the project go beyond the educational aspect and they cover project management (Kanban method and the PM² Methodology of the European Commission for risk and quality management based on the deeming cycle Plan, Do, Check and Act), risk assessment (Traffic Lights method), and collaboration and communication with online tools.

5) Specific informal or non-formal education activities (for encouraging/promoting cultural and natural heritage or other aim) and description of key competences and basic skills to be acquired:

One joint-staff training will be implemented in December 2021 in Cyprus, with the use of blended learning; face-to-face non-formal education and online self-directed learning. The participants will be Adult Educators (including those working in the Training Centers for the Adults), and Community Educators (including educators working in Schools for Parents, in the Open Schools of the Municipalities).

The in-service training for adult educators will comprise a total of 50 hours of learning. This will include a special 3 day, 25-hour training programme focusing on using the "ADULATION Training toolkit to enhance citizenship of adult and senior learners".

Aim: to promote civic engagement and practicing the methods of:
a. Photovoice;
b. Educational Animation (Video);
c. Storytelling;
d. Kahoot! Quizzes.

on the topics:
a) Human Rights and Climate Change
b) The right of the EU Citizens to Data protection and online privacy
c) Immigration and tolerance to difference
d) Euroscepticism (possible theme of the campaign is voting).

This 25-hour training will be delivered at the transnational training event in Cyprus.

The training methodology will be a combination of:

1. self-driven online learning (during the 25 hours of learning prior to the training activity);

2. non-formal education participatory methods and techniques (during the activity);

3. face-to-face instruction on the use of specific online tools.

GOALS

The main goal is Competence Development of Adult Educators.

Specific objectives:

(1) to support the continuous professional development of adult educators;

(2) to train adult educators on how to work with the specific training tools to be developed by the project.

(3) to receive feedback on the tools created so as to revise them and finalize them.

RESULTS

This professional development training will enable the participants to support adult and senior learners with fewer opportunities extract the maximum benefit from new emerging technologies in a safe and productive manner.

The training will add to the wider impact of the project:

(a) To support the professional development of Adult Educators, with a view to improving the quality of Adult Education in Europe and Partner countries.

(b) To increase the capacity of all the partners to correspond better to the needs of adult and senior learners.

6) Has the project already administered Soft skills to beneficiaries? How have you accomplished them into the learning initiative/s?

The project will provide Adult Educators with an opportunity for professional development and practical educational tools to use in their work with Adult and Senior Learners.

Competence Development will result in greater civic engagement for the learners; mainly those with fewer opportunities. Adult education professionals will obtain educational tools to ensure that adult and senior learners with fewer opportunities become active citizens and volunteers. Greater civic engagement is the foundation for social change and can impact countries and regions throughout Europe.

With our research we expect more organizations at international level to be motivated to conduct further research resulting in further improvements in adult education.

ANNEX

Table – Key competences and basic skills framework for elaboration of non-formal education curriculum/course for adults. The key competences are a combination of knowledge, skills and attitudes.

Title of the curriculum, course, training initiative	**Duration**	Competence/s achieved	In terms of:			Notes on teaching/learning materials, methods used
			Knowledge	***Skills***	***Attitudes***	
The *"ADULATION Training toolkit to enhance citizenship of adult and senior learners" is still in Progress.* **<u>The present indications about the achieved competences are provisional.</u>**		Communication competences Digital competences Civic engagement competences Professional competences	Communication Knowledge ICT and digital acquaintance Human Rights and Climate Change knowledge Basic principles for Euroscepticism	Relational skills MKT and Communication skills Digital skills Learning skills Creativity	Tolerance Ability to take initiative Personal charm Open-mindedness, impartiality Self-Awareness Self-Management Responsible Decision-Making	The main aim of the "ADULATION Training toolkit to enhance citizenship of adult and senior learners" is to enhance civic engagement with the methods of: ▪ Photovoice; ▪ Educational Animation(Video) ▪ Storytelling ▪ Kahoot! Quizzes.

Please see below in detail the Knowledge, Skills, and Attitudes to be developed for each method:

A. PHOTOVOICE

Express points of view by photographing scenes that highlight research themes
Develop critical thinking skills on the topic of Human Rights and Climate Change
Develop narratives to explain how photos highlight a topic.
Implement photo exhibitions
Learn about Human Rights and Climate Change issues (for example the EU Green Deal)

B. EDUCATIONAL ANIMATION (VIDEO)

Utilize video to teach and/or instruct
Convey information in the form of traditional cartoons, animated graphs and line charts to help show relationships between concepts
Develop creativity and originality
Better visualize material
Develop video-editing skills
Retain information more effectively
Develop critical thinking skills on the topic of Data protection and online privacy
Develop conversation skills
Learn about the right of the EU Citizens to Data protection and online privacy
Understand the importance of data protection and online privacy
Acquire the necessary skills to protect one's personal data and privacy while navigating the Internet

C. STORYTELLING

Understand prejudice and discrimination working at the levels of skills, knowledge, and attitudes.
Situated (or Situational) Learning
Contextualize experiences by ascribing meaning to them through storytelling.
Use of logic to piece different elements of a story together.
Learn about issues regarding immigration and tolerance to difference
Understand what tolerance to difference entails

Develop critical thinking on the topic of immigration and tolerance to difference

D. KAHOOT! QUIZZES

Learn how to create live quizzes using Kahoot! Quizzes
Learn the importance of testing learners on their knowledge
Learn about Euroscepticism, European Institutions and Foundations, the common European values etc.
Understand the importance of voting
Develop critical thinking on the topic of Euroscepticism.

BEST PRACTICES AT LOCAL LEVEL - *Adult education sector*

CASE 1

Co-funded by the Erasmus+ Programme of the European Union

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

Presentation elaborated by:	
Name-surname:	**Cesare Chiesa** and **Giacomo Pasino**
Organization-role:	**President** and **Collaborator** **"Unione Collinare Terre di Vigneti e Pietra da Cantoni" (Italy)** (*Union of Municipalities, lands of vineyards and stones, composed by the villages of Cella Monte, Frassinello Monferrato, Rosignano Monferrato, San Giorgio Monferrato)* https://www.unionevignetiecantoni.al.it/it-it/home

TITLE: Course "Tourist hospitality and its importance in the context of territorial promotion (in the Monferrato UNESCO World Heritage Site for the Wine Landscapes)"

"L'accoglienza turistica e la sua importanza nell'ambito della promozione territoriale (nel sito mondiale di patrimonio culturale UNESCO per i paesaggi vitivinicoli)"

Founded by: own funds of the Union

Duration: April – May 2021

Applicant: Unione Collinare Terre di Vigneti e Pietra da Cantoni (Italy)

Partners: --

Website & social: https://www.unionevignetiecantoni.al.it

1) Presentation-general overview:

The COVID-19 pandemic raised in 2020 and the restrictive measures to contain the infection (lockdowns, closures, social distancing) have revolutionized the lives of people. The absence of cultural, touristic, recreational and sporting activities in presence forced millions of people to stay at home with repercussions that are still difficult to quantify, both at economic and social levels than at individual and private level. Cultural and touristic activities and jobs in Europe were at risk due to the crisis resulting from the pandemic and are still living several difficulties. In any Country and territory, it was understood that it was necessary to think about restarting, also giving tools and supports to the reboot. What to do locally to relaunch own small touristic activities and local events? this is the question posed by some local administrators in Monferrato area (Italy).

In the face of the situation outlined, in November 2020, following the evidences from the local needs, the public administrators decided to outline a training pathway for the community for better knowing about the territorial promotion. They, gathered through the “Unione Collinare Terre di Vigneti e Pietra da Cantoni”, decided to activate a short course for local adults involving operators for hospitality and owners of accommodation facilities, people and volunteers from associations for culture and tourism, owners of restaurants, wineries and typical food production companies, employees of the municipal desks for tourism, etc..

The Union (among hills of vineyards and stones) gathers four Municipalities: the villages of Cella Monte, Frassinello Monferrato, Rosignano Monferrato, San Giorgio Monferrato, located in the UNESCO area of "The Wine Landscapes of Piedmont: Langhe-Roero and Monferrato", the 50th UNESCO site and is the first wine-growing cultural landscape inscribed on the World Heritage List.

The recognition as World Heritage Site for "The Wine Landscapes of Piedmont", registered on the UNESCO World Heritage List, in June 2014 assigned to the area the appreciation for the vineyards, the extraordinary landscape, the cellars, shaped by the work of the local men, according to the knowledge for the production of wine.

2) Specific objectives:

The basic themes of the course organized by the Unione Collinare Terre di Vigneti and Pietra da Cantoni were the local tourist hospitality and territorial promotion. The goal was to provide current and useful elements to the participants to interact with customers (actual and potential) and visitors and to re-launch the cultural and touristic local resources, beyond the individual services or the individual realities.

The course, offered to adult participants without any cost, was online. The virtual lessons were focused on entrepreneurship competences, most recent technologies and MKT approaches and best practices.

3) Targets groups/beneficiaries:

The interventions have been addressed to local adult people, those who, for various reasons, deal with hospitality within the territory of reference of the Unione Collinare Terre di Vigneti and Pietra da Cantoni. In particular: operators for hospitality, tour operators, owners of accommodation facilities, people and volunteers from associations for culture and tourism, owners of restaurants, wineries and typical food production companies, people who have to interface with tourists and visitors, employees of the municipal desks for tourism, etc..

The participants were totally70.

4) Realized activities/actions:

The lessons were 5 combined with theory and discussions, held through the Go To Meeting virtual platform.

The topics covered and the speakers were the following:

• The tourist reality of the Langhe area: one of the rural areas in Piedmont that has become an international tourist destination in a matter of decades; speeches by Dr. Filippo Ghisi, President of “Turismo in Langa”;

• The tourism organization in Piedmont, the role of ATL/Local Tourist Agencies and IAT/Tourist Information and Reception Offices: an overview of the different actors involved in the regional context, with a focus dedicated to the ATL agencies and IAT Offices that most directly represent a point of reference in the area for tour operators; interventions by Alexala - ATL Agency of the province of Alessandria - Rita Brugnone - Director, Lara Bianchi, Marketing and Social Media Manager, and Giacomo Pasino - IAT Office;

• "Il Monferrato degli Infernot", part of the Unesco site of the "Wine Landscapes of Piedmont: Langhe-Roero and Monferrato" and the role of the Eco-Museum of the Pietra da Cantoni Foundation; speeches by the Foundation

Ecomuseo della Pietra da Cantoni - Corrado Calvo, President, and Chiara Natta, Architect;

• The main tourist attractions of Monferrato and of the City of Casale Monferrato: an overview of the tourist offers from the territory, in terms of tourist hospitality and beauties; intervention by Anna Maria Bruno, tour guide and environmental hiking guide;

• Focus on two products of great importance for the Monferrato Unesco area: truffles and wine. Speeches by Dr. Antonella Brancadoro - Director of the National Association for the cities of Truffles (that the Unione Collinare "Terre di Vigneti and Pietra da Cantoni joined); by Dr. Luigi Ronchetti - President of the Consorzio colline del Monferrato Casalese that enhances for the market launch of the local wines (Grignolino del Monferrato Casalese, Barbera Superiore del Monferrato, Rubino di Cantavenna and Gabiano).

After the interventions of the speakers, moments for debate were constantly provided.

All the presentations used by the speakers during the meetings were made available for the participants through a dedicated folder on Google Drive.

Duration: 5 training appointments of 2 hours; total: 10h.

Five evening lessons starting from Monday 12 April. Implementation dates: 12, 19 and 26 April, 3 and 10 May 2021.

At the end of the course a satisfaction questionnaire has been sent to the participants via Google Forms. 35 responses were received, from which the following aspects emerged: • participation of more than 90% of the participants in all five lessons; • overall opinion on the quality of the course: extremely positive; • usefulness of the contents: judged as highly useful for own activity in the field of tourism and hospitality; • quality of the specific lessons' contents: judged to be very high; • high satisfaction with the general organization of the course.

5) Impact:

The territory of the Unione Collinare has great charisma and attractiveness and, for years, it has been able to offer a long series of events and services related to local excellences for visitors and tourists; there are events and initiatives related to: the hamlets, wines and the viticultural heritage, food and gastronomy, the truffles, the cultural heritage and Unesco sites (such as the Infernot) and the ancient palaces, the mines and the "cantoni" stone, the religious heritage, the local painters, the gardens and flowers festivals, the concerts and exhibitions, etc..Some Municipalities are also recognized as "Borgo più bello di Italia" (Most beautiful hamlet in Italy) and awarded with the "Bandiera Arancione" of Touring Club (honoured by Orange Flag).

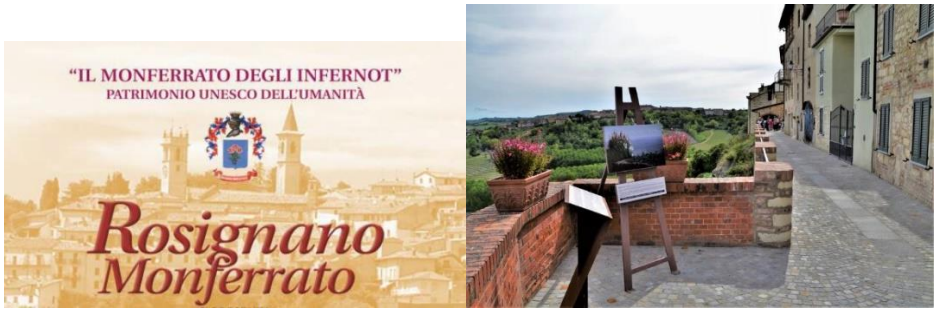
These activities are carried out by local adults as operators or volunteers, by the Unione or by the single Municipality or Association, supported by the community in general. It turns out that many tourism promotion activities are organized autonomously, generating different offers, different scheduling.

The course was an incentive to act and to activate new initiatives, launched as soon as the given limitations from the COVID-19 stay were loosened and it was possible to stay in the presence.

For instance, the Rosignano Monferrato Municipality, that acts both individually and as member of the Unione, has organised several events for guests, tourists and visitors, thanks to local operators and volunteers in the latest months to "remedy" to the long lockdowns (https://www.unionevignetiecantoni.al.it/it-it/appuntamenti/storico ; https://www.unionevignetiecantoni.al.it/it-it/appuntamenti).

These are some main events scheduled and realized in 2021:
* Ricami Divini -> 22nd and 23rd May (embroidery exhibition and wines event)
*Camminata di Primavera > 9 May (spring walking in Monferrato)
*We Are One >1 May - 27 June (initiatives for photography and music)
*Rievocazionestorica "MilitesRuxignani" -> August (historical re-enactment)
* Grignolino sotto le Stelle -> August (wines event)

*Monfrà Jazz Fest >5 September (Jazz concert and wine tasting)
*Sacro & Monferrato. ChieseCampestri in Monferrato > 3 - 10 october (Itinerant Photo Exhibition)
* Vendemmia in Arte -> 3rd October (Grape harvest and arts)
* Camminandonel Presepe -> 8th December - 6th January (religious event)
In addition, Rosignano Monferrato took part in the "Golosaria in Monferrato"event, realized on 11-12 September 2021 (food and gastronomy event).



ANNEX

Table – Key competences and basic skills framework for elaboration of non-formal education curriculum/course for adults. The key competences are a combination of knowledge, skills and attitudes.

Please complete the following table considering what your project have achieved in terms of reached competences:

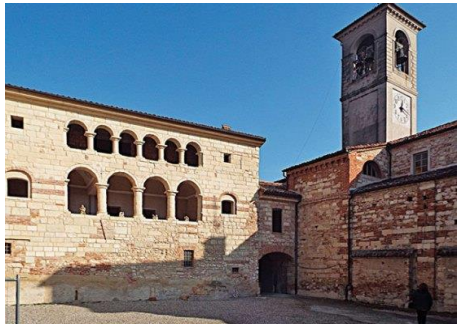
Title of the curriculum, course,	**Duration**	Competence /s achieved	In terms of:			Notes on teaching /learning
			Knowledge	***Skills***	***Attitudes***	
training initiative						materials, methods used
Tourist hospitality and its importance in the context of territorial promotion (in the Monferrato UNESCO World Heritage Site for the Wine Landscapes)course	10h	Communication competences Entrepreneurship competences Professional competences Organisational competencies	Historical knowledge MKT and communication Knowledge Hospitality and tourism acquaintance Basic principles for organization andmanagement of events	Creativity Relational skills MKT and Communication skills Entertainment skills Welcoming skills Learning skills	Competitiveness Open-mindedness, impartiality Self-Awareness Self-Management Responsible Decision-Making Ability to take initiative Personal charm	

CASE 2

Co-funded by the Erasmus+ Programme of the European Union

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

Presentation elaborated by:	
Name-surname:	**Cesare Chiesa**and **Corrado Calvo**
Organization-role:	**Mayor of Rosignano Monferrato Municipality** and **President of Eco-museum of Pietra da Cantoni Foundation** https://www.comune.rosignanomonferrato.al.it www.ecomuseopietracantoni.it



TITLE: Project "Get to know the European projects design for strategic projects in the area of the UNESCO Core zone 6. Specialized training course for localadministrators"

"Conoscere l'Europrogettazione per i progetti strategici del territorio della Core zone 6 Unesco. Percorso formativo specialistico per amministratori locali"

Founded by: cofounded by Piedmont Region and the Council of Ministers' Presidency of Italy (Department for the youth policy and the national civil service)

Duration: January – June2021

Applicant: Municipality of Rosignano Monferrato (IT)

Partners: Eco-museum of Pietra da Cantoni Foundation

Supporting organisations: ANPCI – the National Association for small municipalities of Italy; eConsulenza Agency of Gabriella Bigatti; Studio Sassone

Website & social: https://www.comune.rosignanomonferrato.al.it

https://www.facebook.com/RosignanoMonferratoInfoPoint

www.ecomuseopietracantoni.it

https://www.facebook.com/ecomuseopietracantoni/

1) Presentation-general overview:

The project has foreseen a training course designed for 9 involved Municipalities of Monferrato area (Piedmont) and the Eco-museum of Pietra da Cantoni Foundation and was co-financed by the Piedmont Region and the Presidency of the Council of Ministers in Italy (Department for the youth policy and the national civil service).

The Municipality of Rosignano Monferrato (Applicant), together with the Municipalities of Camagna Monferrato, Cella Monte, Frassinello Monferrato,

Olivola, Ottiglio, Ozzano Monferrato, Sala Monferrato, Vignale Monferrato, designed the project "*Get to know the European projects design for strategic projects in the area of the UNESCO Core zone 6. Specialized training course for local administrators*" in line with the Piedmonts Region strategy for animating the social and political life of the community through specialistic education pathways.

The regional fund has been destined for training courses, including specialized courses in administration, laboratories and workshops: initiatives designed to bring citizens closer to active citizenship paths, shortening the gap between politics and institutions, addressing issues that have the purpose of increasing the passion for the common property, public commitment, ethics of values.

The involved municipalities are part of the Association for the Heritage of Wine Landscapes of Langhe-Roero and Monferrato and the UNESCO world heritage area "Core Zone 6".

Supporters to the project were: Eco-museum of Pietra da Cantoni Foundation; A.N.P.C.I. – the National Association for small municipalities of Italy; eConsulenza Agency of Gabriella Bigatti; Studio Sassone.

The promoters of the project, after the approval in December 2020, designed the training course in details; it was launched in January/early February 2021, alongside the selection activities of the learners.

The course was addressed to city council members and local administrators of the 9 Municipalities and the neighboring villages thanks to the involvement of Eco-museum (the Eco-museum Foundation is composed by several participating organisations: the Founders - Cella Monte Municipality, Natural Park of Holy Mount of Crea, IPLA spa, Provincia of Alessandria, Cassa di Risparmio of Alessandria Foundation, Chamber of Commerce of Alessandria; the Associated - the Municipalities of Camagna, Camino, Casale Monferrato, Cella Monte, Coniolo, Conzano, Frassinello, Olivola, Ottiglio, Ozzano, Pontestura, Ponzano, Rosignano Monferrato, Sala Monferrato, San Giorgio Monferrato, Serralunga di Crea, Terruggia, Treville, Vignale Monferrato,Villadeati).

The Eco-museum of Pietra da Cantoni Foundation is seated in Cella Monte (one of the most beautiful hamlet of Italy). This Monferrato area is full of cultural heritage, historical beauties, stones and palaeontologic finds, traditions. It is UNESCO site for the "infernot" (s) that are small underground chambers, dug into the stone without light, generally accessible through a cellar, and used to store bottled wine in the past centuries. Besides being World Heritage Site for "The Wine Landscapes", the area is also UNESCO world heritage site for the presence of the "Sacro Monte di Crea" Park (Holy mountain).

The purpose of the project was to give the opportunity to local mayors, councilors, administrators to acquire knowledge for better enhance the Monferrato cultural heritage and its landscape, as well as to promote the territory and its excellences.

The training, in the form of a course focused on the development of competences, also for the design of European projects, was aimed at a specific strategy for the advancement of the mentioned Monferrato UNESCO zone.

2) Specific objectives:

The course had the objective of developing skills and knowledge for the strategic and sustainable development of the territory: the approach to the new EU funds 2021-2027 for the conception of future projects for the growth of the area, the promotion of local cultural heritage and the green and sustainable development. It run over several months, from January to June 2021, lasting 40h, with monthly lessons.

Twenty hours of the course have been dedicated to entrance the main aspects of the promotion of local cultural heritage for new audiences, the promotion of the Unesco architectural heritage of the "Infernot" caves and the "Geo-sites", to advance the environmental resources of the territory, the biodiversity, how to communicate the landscape. The lessons were focused on: "The management and the planning of Piedmont sUnesco sites and Core Zone 6"; "Rural landscapes, viticulture and sustainability for tourism in Monferrato";

"Communicating the landscape and tourism marketing"; "Traditional and popular sports in Monferrato"; "Specific Marketing for English and German-speaking tourists".

With the other 20 hours the course offered practical training on the methodologies used for European projects planning. It allowed to gain direct experience within the project work activity, essential for the ideation and presentation of competitive projects and initiatives in cultural heritage field. These lessons were coordinated and conducted by eConsulenza Agency, with experience in project work and European funds.

During the meetings the participants have examined the new cycle of EU funds 2021-27 and approached those EU programs for the culture and the enhancement of the arts, the community development, the territorial cooperation, the creation of networks between European cities and civil society. In particular the piloting was on how small municipalities can approach the challenges and the future of Europe.

3) Targets groups/beneficiaries:

The interventions have been addressed to local adult people: local mayors, councilors, administrators, as stated by the Regional fund that supported the project. Moreover, the organizers admitted local volunteers and young adults: they were able to follow the lesson as external guests.

The participants were totally 48.

4) Realized activities/actions:

The course, lasting 40 hours, was structured in 14 lessons and held in the period February / June 2021.

After the interventions of the speakers, moments for debate were constantly provided.

The majority of the lessons will be remotely, online, the other ones on site, at the Ecomuseo della Pietra da Cantoni Foundation, at the historical building "Palazzo Volta" in Cella Monte, well-equipped and with functional rooms.

The speakers were:experts (Paolo Sassone, Picco Franco, Miglietta Sergio), from Università del Piemonte Orientale (Maria Cristina Iuli, Miriam Ravetto, Di Nicola Fabio), from Arte Storia association (Perin Antonella), from RegionalAgency for Environmentalprotection– Arpa Piemonte (Rivella Enrico), from eConsulenza Agency (Gabriella Bigatti), from Regione Piemonte (Natascia Giancola).

The secretariat of the course was management by the staff of the Rosignano Monferrato Municipality and of the EcomuseumFoundation.

5) Impact:

The network of local municipalities together with the Ecomuseo Foundation can count on numerous collaborations for local initiatives such as with the Associazione per il Patrimonio dei Paesaggi Vitivinicoli di Langhe-Roero e Monferrato", "Leardi" Higher education Institute of Casale Monferrato, the Art and History Association of Casale Monferrato, the Association of "Comuni del Monferrato", the Consorzio DiValenza (for goldsmith art) and several Proloco associations, etc.. The themes are various: the excellences of Monferrato Unesco area, the historical Cantoni stone in traditional buildings, palaeontology, Monferrato cultural heritage, peasant traditions and habits, the local dialect, hospitality, wine production, sustainability, garden and herbarium treatment, botanical architecture, clay processing, ..They usually organize events, visits, exhibitions, cultural and touristic initiatives, workshops both at the Ecomuseum headquarters in Cella Monte than in other Monferrato locations.

Their aim is finalized at giving a more international perspective to their services and initiatives, also introducing that UNESCO area into international and

European initiatives and projects, launching new challenges for a sustainable development of the territory.

The network among the municipalities and the stakeholders born thanks to the specialized course and the several occasion of meetings each other, favored the development of several ideas, also involving young people and the community. In fact, the municipalities together with the Eco-museum Foundation during summer 2021 participated into a couple of European projects. In particular they joined a European proposal inserted in the Call for proposal 2021 connected to the new program for culture "Creative Europe 2021-2027", focuses on the cultural heritage promotion and safeguard (that is under assessment). The work permitted to start the creation of foreign contacts and new partnerships in other European Countries; bonds that will be consolidated in the future.

ANNEX

Table – Key competences and basic skills framework for elaboration of non-formal education curriculum/course for adults. The key competences are a combination of knowledge, skills and attitudes.

Title of the curriculum, course, training initiative	**Duration**	Competence/s achieved	In terms of:			Notes on teaching/learning materials, methods used
			Knowledge	***Skills***	***Attitudes***	
"**Get to know the European projects design for strategic projects in the area of the UNESCO Core zone 6. Specialized training course for local administrators**" course	40h	Communication competences Entrepreneurship competences Technical competences Organisational competences Linguistic competences	MKT and communication Knowledge Sustainability Cultural heritage knowledge Hospitality and tourism acquaintance Basic principles for management of events and projects EU policies and funds	European projects design's techniques Relational skills MKT and Communication skills Entertainment skills Welcoming skills Linguistic skills	Competitiveness Open-mindedness, impartiality Self-Awareness Self-Management Responsible Decision-Making Ability to take initiative Interest for International partnerships	

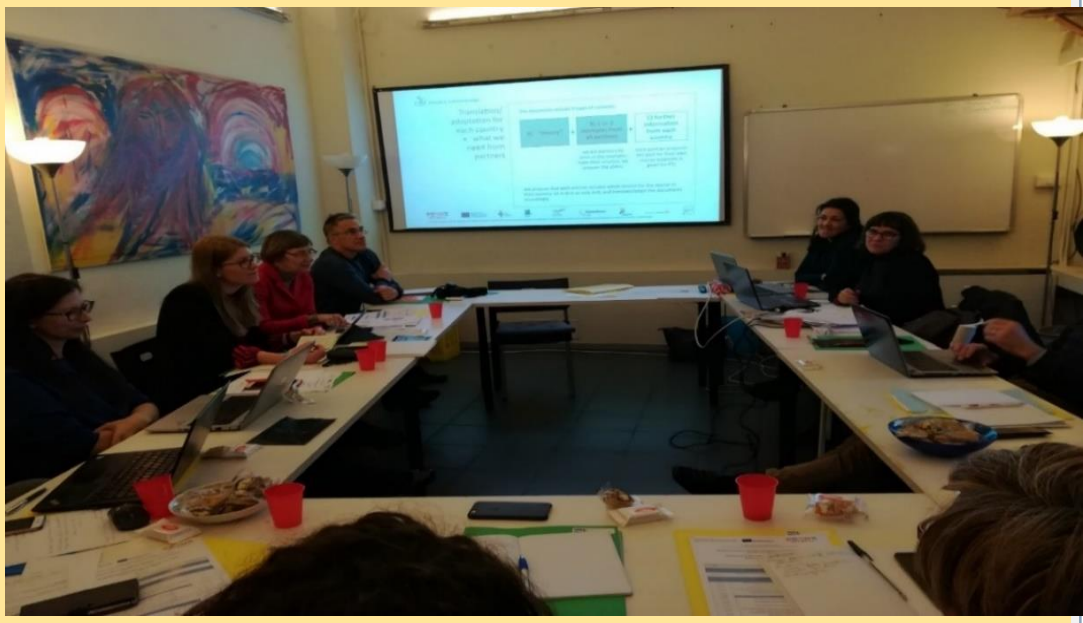
ANNEXES

Annex 1 - I.O2 PILOT COURSE IMPLEMENTATION IN CROATIA - ACTIVITY REPORT

Annex 2 - I.O2 ADDITIONAL ACTIVITIES IN LATVIA

Annex 3 - I.O2 ADDITIONAL ACTIVITIES IN ITALY

Annex 4 - I.O2 ADDITIONAL ACTIVITIES IN PORTUGAL



ANNEX 1

I.O2 PILOT COURSE IMPLEMENTATION IN CROATIA ACTIVITY REPORT

I.O2 PILOT COURSE IMPLEMENTATION IN CROATIA - ACTIVITY REPORT

By the Institute for Tourism (Croatia)

1. Pilotcourse in Croatia: factsheet

Applications for SPE.C.H.A.L.E. Pilot course organized by the Institute for Tourism, Zagreb (Croatia) were opened during February 2020. We received 86 applications out of which 50students were selected according to several main criteria, including employment status, previous work experience in tourism industry, previous education in the fields linked to tourism and culture. The course officially started on 16th of March 2020 and finished in December of 2020. Afterwards, in January 2021 the transnational webinar was organizedbyInstituteforTourismforstudentsofallpartnercountriesinsteadofTransnationalmobilityto Croatia which had to be canceled due to COVID-19 pandemic.

Out of 50 students who enrolled the pilot course, 39 of them successfully passed at least one out of four learning modules. To be exact, 21 students finished all 4 modules; 5students finished 3 modules; 8 students finished 2 modules; 5 students finished only one module. Distribution of students who successfully finished each learning module can be seen in Figure 1.

Figure1.1.Distribution of students who successfully finished learning modules

MODULE	*No. of students who finished the module*
MODULE 1	39
MODULE 2	33
MODULE 3	26
MODULE 4	22

Except to pass the written exam, students needed to hand over small assignments in order to successfully finish each module. In the next paragraph we will briefly present the tasks students needed to get done in order to complete the module/course. The initial idea was to make each assignment per module mandatory to successfully complete the module, but because of the events of pandemic and great earthquake that happen at the beginning of the course, we decided to go easier with the students. That's why assignments for Module1 and Module 2 were not mandatory. However, quite a number of students turned over their work because they were interested in the feedback we provided.

2. Additional Educational Activities - Student assignments

2.1. Module 1 assignment: Including local cultural heritage in tourist offer

Visit webpage of Ministry of Culture of Republic of Croatia and look for Registry of cultural heritage of Croatia. Type in your town or county and look for your local protected cultural heritage. Then try to find out which cultural heritage doesn't have any function at the moment or it is not included in the tourist offer. Be creative and write a proposal on how to engage particular

cultural heritage in the tourist offer, having in mind the need for its protection and preservation for future generations.

2.2. Module 2 assignment: Making of your own SWOT analysis

Assignment for Module 2 refers to making of SWOT analysis of a fictional company which is just launching a new tourism product or a real company based in Croatia which represents example of best practice of innovative tourism valorization of cultural and/or natural heritage. According to instructions given in the learning materials for Module 2, write as thoroughly as you can all strengths, weaknesses, threats and opportunities. Your paper should include:

- A short description of the company (fictional or real)
- A short description of the product (fictional or real)
- A table with columns containing strengths, weaknesses, threats, opportunities.

2.3. Module 3 assignment: Creating your own storytelling

Since Module 3 is dedicated to communication, your assignment will include one of today's most important communication techniques – storytelling. Following instructions given in learning materials as well as in your additional reading materials ("Handbook of participatory tourism linking local community and culture with storytelling") your task will be to write your own storytelling. By researching the topic of storytelling in more depth, we want you to realize the importance this technique can have in your potential future business venture or on your current work position.

The idea is to write a storytelling for a fictional or real tourism product, weather it is a service (e.g. guided tour) or a product (e.g. souvenirs). Those of you who have completed the assignment for Module 2 concerning making of SWOT analysis for a new (fictional or real) tourism product can continue working on the same idea.

Steps for a task completion are:

- Choosing a tourism product to write about
- Making up a story
- Writing a story (approximately 1800 words) or making an audio record
- Check if your storytelling follows all the rules of quality storytelling mentioned in the learning materials
- To try out your skills in live storytelling, try to tell your story to someone.

2.4. Module 4 assignment: Conducting market research

Assignment for Module 4 dedicated to business skills refers to conducting a small market research of a fictional or real tourism product/service. It is advised to build upon the examples used in assignments for previous modules, but the new ones are welcomed too. Except the short description of the product, you want to launch, your tasks consist of determining who your buyers are, what are their interests and needs, as well as all the other key characteristics important for your product (given in the learning materials of Module 4). Your market research should contain minimum 3600 characters. We advise you not to worry about the format of the market research, but try to put yourself in the shoes of your buyer and write this research as if your venture depends on it.

3. Transnational Webinar

Institute for Tourism was in charge of organizing Blended mobility of adult learners, which was supposed to be held in Croatia (Zagreb) in November 2020. Since it was not an option to organize event in the intended format, due to pandemic caused by COVID-19, in agreement with all project partners, Institute for Tourism decided to organize Transnational webinar instead. Webinar, opened to all students of SPE.C.H.A.L.E. Pilot course from Croatia, Italy, Latvia, Portugal and France was held from18th January 202 to 22nd January 2021, from 18:00 to 20:30 (CET).61 participants overall took

part during the event. Distribution of participants per country of origin can be seen in the Figure 2.

Figure1.2.Distribution of webinar participants per country of origin

Country of origin	Number of participants
Croatia	19
France[1]	0
Italy	16
Latvia	21
Portugal	5
TOTAL	61

[1] French students were not able to participate due to teaching delays caused by COVID-19 pandemic.

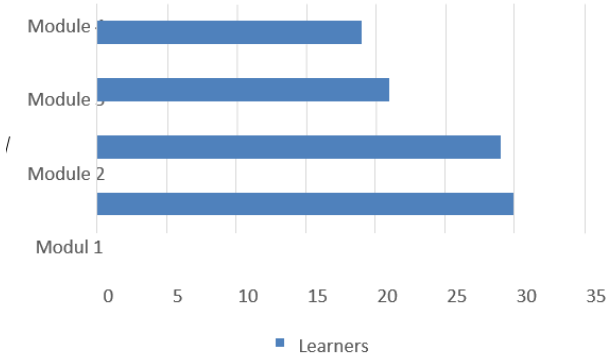
The program of the webinar was designed as a continuation of SPE.C.H.A.L.E. learning modules, covering practical and useful topics, especially for those students planning to start their own business linked to heritage and tourism or for those looking for a career in tourism. Each day of the webinar is dedicated to the topic of one module (Heritage; Marketing; Communication; Business skills) which is covered by two live lectures: one more theoretical, held by a field expert and other, more practical (best practice example), held by a successful Croatian tourism entrepreneur. Our intentions were for students to see how small entrepreneurs deal with issues necessary in today's business in order to make them realize how "a dream" of starting your own business can be achieved by breaking it into small, manageable steps. After each lecture, Q&A block was reserved for an open discussion with students which was very fruitful due to high rate of student engagement and will to share their experience and doubts. Topics covered by lectures include: heritage interpretation techniques, digital marketing, soft skills in tourism sector, writing the business plan. The fifth day of webinar was performed individually by each partner with their students in their native language. It included in depth discussions, lectures and examples of best practice of small tourism businesses in their countries.

4. Students' evaluation of SPE.C.H.A.L.E. Pilot course

SPE.C.H.A.L.E. Pilot course for Croatian students was held from March 2020 to January 2021 (Transnational Webinar included). After the finish of the course the satisfaction questionnaire was send by e-mail to all students who passed the test in at least one SPE.C.H.A.L.E. module. From 39 students, 30 of them replied with filled and signed questionnaire.

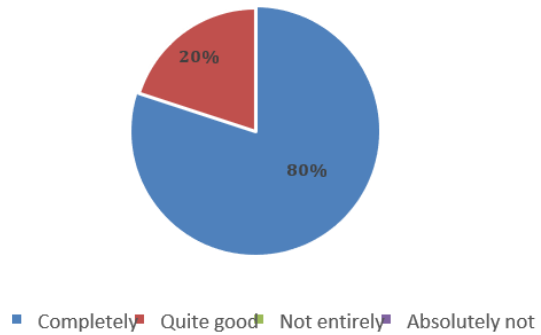
From students who replied, 30 of them attended and successfully passed Module 1 (Heritage); 29 of them attended and successfully passed Module 2 (Marketing); 21 of them attended and successfully passed Module 3 (Communication) and 19 of them attended and successfully passed Module 4 (Business skills) (see Figure 4.1.).

Figure 4.1. Learners per module



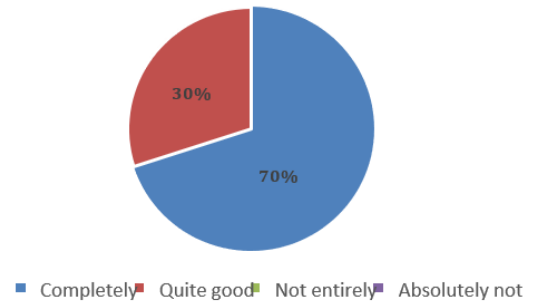
In the first question we asked them on their overall satisfaction with the SPE.C.H.A.L.E. Pilot course. 80% of them replied they are completely satisfied and 20% of them replied their level of satisfaction is quite good (see Fig. 4.2.).

Figure 4.2. Overall satisfaction



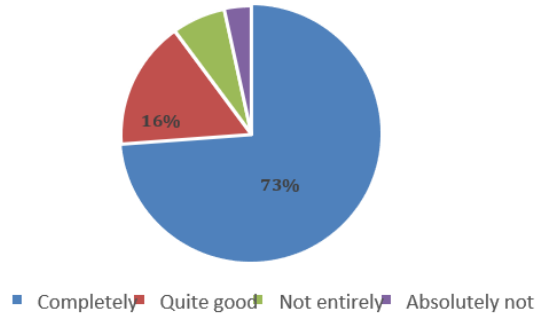
In the second question we asked them if what they have learned during the course matched their expectations. 70% of them confirmed that the course completely matched their expectations in terms of what they learned and 30% of them replied their level of satisfaction according to expectations is quite good (see Fig. 4.3.).

Figure 4.3. Learning expectations



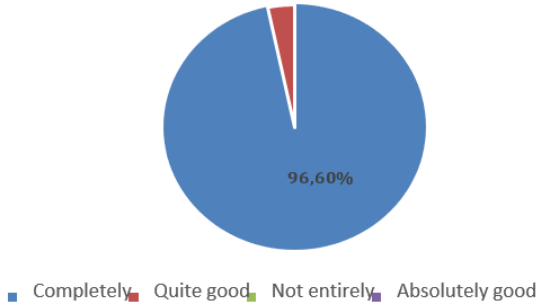
Further on students where asked if the scheduled duration of the Pilot course suited them. 73% of them replied they were completely satisfied, 16% replied they are quite satisfied and a few of them replied they not entirely satisfied. One student replied he was absolutely not satisfied with the course duration (see Fig. 4.4.).

Figure 4.4. Duration



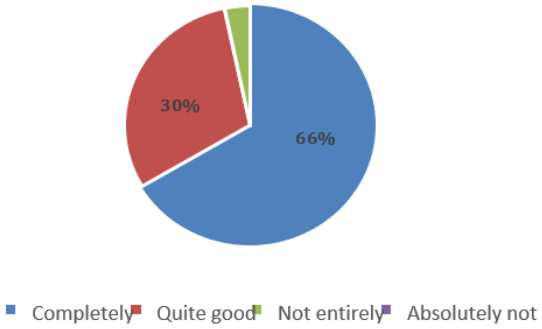
In the next question students were asked if they are satisfied with the possibility of accessing the teaching materials whenever they wanted. 96% of them replied they were completely satisfied with this option during the course (see Fig. 4.5.).

Figure 4.5. Flexibility and frequency



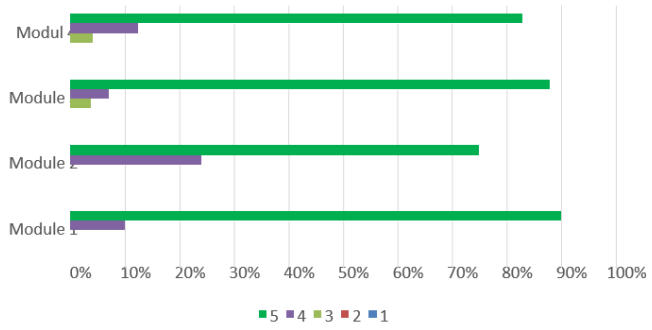
In the question regarding content quality of the modules, 66% of students replied they are completely satisfied and 30% of them replied they are quite satisfied. One student replied he wasn't entirely satisfied with the content quality (see Fig. 4.6.).

Figure 4.6. Content quality



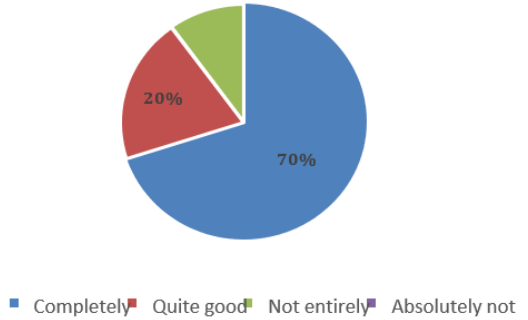
In the sixth questions students were asked to evaluate (on the scale from 1 to 5, with 1 being the worst and 5 being the best grade) each module they attended and passed. Some students also graded those modules in which they didn't take the exam, but they downloaded the teaching materials. From all the modules, Module 1, dedicated to heritage scored the best among the students. 90% of them rated it with excellent and 10% rated it with the score 4. Module 3 was the second-best module according to students with 88% giving it the highest grade. 75% of students evaluated Module 2 with the highest rate and 24% of them rated it „very good ". Module 4 which was rated by 24 students earned the excellent grade from 83% of students and 12% rated it „very good "(see Fig. 4.7.).

Figure 4.7. Modules evaluation



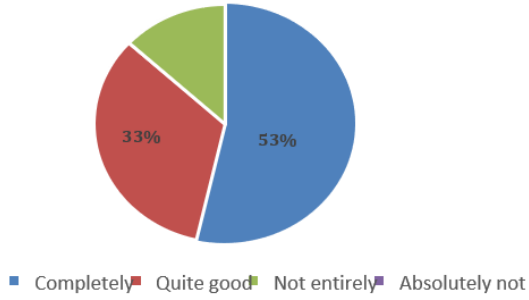
Further on, we asked the students if additional activities such as case studies and small tasks, as well as the webinar was useful for them. 70% of them replied it was completely useful; 20% of them replied it was quite useful and 10% replied it was not entirely useful (see Fig. 4.8.).

Figure 4.8. Additional activities



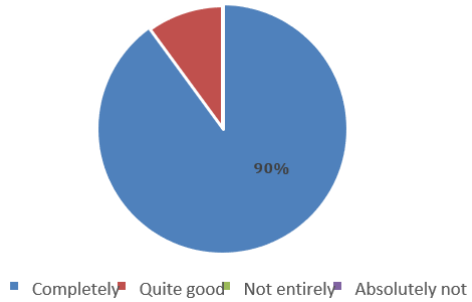
The question which was rated the lowest among students was one concerning the user- friendliness of the e-learning platform. Only a little more than half students replied it was completely useful and manageable. 33% of them replied it was quite user-friendly and 13% of them replied it wasn't entirely user-friendly (see Fig. 4.9.).

Figure 4.9. E-learning platform



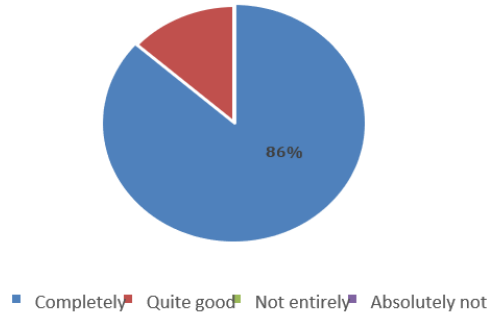
In the next question we asked the students whether they were satisfied with the amount of help and support they received from their teachers. 90% of students replied they were completely satisfied and 10% of them replied they were quite satisfied (see Fig. 4.10.).

Figure 4.10. Teacher's support



Then we asked our students whether they are satisfied with the level of information provided on additional SPE.C.H.A.L.E. activities by Institute for Tourism, as their reference organization. 86% of students were completely satisfied and 13% of students were quite satisfied with the level of information provided (seeFig.4.11.).

Figure 4.11. Information on other Spechale activities



In the first open-ended question we asked our students to share their opinion on the whole SPE.C.H.A.L.E. course and as well as recommendations for improving the course in the future. Most of the opinions shared were extremely positive and stated a huge improvement in knowledge and skills needed to work in tourism industry. Students expressed their satisfaction with the teaching materials, online education, learning on their own pace and the availability and cordiality of the teachers. Some of them emphasized the good choice of topics covered by the course and teaching materials being exhaustive and very informative. The feature most students mentioned as being very useful was the final webinar. The most often mentioned downsides of the course is the lack of the interaction among the students and vague and confusing e-learning platform.

According to the answers given, we divided recommendations into several categories concerning:

- Using the new and more accessible e-learning platform linked directly to the institution organizing the course;
- Organizing a webinar after each module in order to connect better theory andpractice;
- Providing interaction and experience sharing among students from the beginning tothe end of the course;
- Extending the content of the teaching materials in the case of regular education;
- Speeding up the pace of the education.

Regarding the e-learning platform students suggested using the easier and user-friendlier platform that could keep up with the quality of the teaching materials.

Since they found the webinar very useful not only because of examples of best practice, but also because of the interaction which they lacked during the course, students suggested having a webinar after each module and not just at the end.

Interaction and group connectedness aroused as one of the key recommendations among students. The general opinion is that experience

sharing among the students can be of a huge help in the process of learning.

When it comes to content of the teaching materials, some students thought the materials and the exams could be more demanding and they believe it should certainly be more extensive and go in more depth if adapted for formal education.

Although majority of students replied they were satisfied with the self-imposing pace of online education, couple of comments came through which refer to the need for shortening of the duration of the course in order to preserve interest, focus and productivity.

In the last open-ended question, we asked our students to share how the COVID-19 outbreak influenced their learning possibilities and time dedicated to following lectures. The majority of them replied that the lockdown actually helped them to follow the lectures more easily because they had more free time. Only couple of them reported some difficulties due to taking care of children who didn't go to school and kindergarten. One student also reported lack of motivation to finish all modules he applied for because the crisis left him feeling depressed and scared. However, lot of students replied that the education had huge positive effect on their state of mind, because it kept them occupied; it made it easier to endure all the pressures and it gave them a structure as well as the perspective.

They mostly experienced difficulties due to crisis when doing their tasks when it was expected from them to be creative. Also, since the education period collided with two major earthquakes in Croatia, a lot of student’s report experiencing problems due to insecurity and being unable to proceed normally with their choirs due to difficult living conditions caused by earthquakes.

They expressed their gratitude because the teachers prolonged couple of deadlines when the circumstances, due to pandemic and earthquakes were the most difficult.

ANNEX 2

I.O2 ADDITIONAL ACTIVITIES IN LATVIA

Assignments used in testing of SPECHALE course

By Vidzeme Planning Region (LV)

Additional activities were designed with several purposes such as linking theory and practice, application of theory in practice and insight in recent situation. It is important to emphasize that additional activities ensured development of the skills and competencies (creativity, critical thinking, analytical skills, communication, information literacy etc.) needed in tourism sector to supplement knowledge provided through learning materials. It is important to note that practical insight in project proposal development, research design and other applied skills was in the range of work later appreciated by learners.

Detailed description for the I.O2 Additional educational activities, realized in Latvia:

Module 1, **ELEMENT OF TANGIBLE OR INTANGIBLE CULTURAL / NATURAL HERITAGE IN MY COMMUNITY**

In this assignment participants had to tell us about elements of heritage (both intangible and tangible) in in the vicinity of their place of residence by filling out the template in the task attachment. Template has been adapted from several small-scale project proposal templates. Participants were supposed to use any information sources, including interviews with stakeholders.

Module 2, **PRODUCT DEVELOPMENT AND PROMOTION**

The aim of assignment was to identify the product idea and elements of the marketing complex for a specific target audience. Learners had to create offer for a visitor of the 21st century - a customer, including elements of cultural and / or natural heritage familiar to them, knowing the guests want more than just a visit. The offer could be for both individual visitors and groups. The Module 1 Assignment could be used as a base and part of learners did it. Product development approach had to include arguments relevant contemporary trends in demand.

Module 3, **CREATIVE THINKING TRAINING METHODS FOR TRAINING AND DEVELOPMENT OF IDEAS**

The format of this assignment was free (not template), learners were encouraged to work in pairs or even in small groups. Several creativity techniques were offered with aim that learners could try and experiment with them in their professional settings or think about existing/future product, service, idea. In regards of this activity learners provided very positive feedback that it was very much in line with their needs and experimented immediately with tools provided.

Module 4, **LET'S SEE - HOW THEY'RE DOING!**

The aim of the assignment was to evaluate the entrepreneur's experience. Learners used video links to the good practice examples - entrepreneurs who have integrated heritage (both material and intangible, both natural and cultural) into their activities in Vidzeme region. Later they analyzed videos and to complete assignment were encouraged to search and add extra information if needed.

MODULE 1:

ELEMENT OF TANGIBLE OR INTANGIBLE CULTURAL / NATURAL HERITAGE IN MY COMMUNITY

We know for sure that in the vicinity of your place of residence - in the immediate vicinity, the boundaries of a parish, county or just as well in any other place familiar to you there are values - cultural or/and natural heritage

elements that are very important. They can be tangible or intangible, ancient or recently created. They may have received formal recognition or their value is known only to the local community. In this exercise, we invite you to tell us about one of them by filling out the template in the task attachment. Please, use any information sources, especially we would like to encourage you to talk with stakeholders.

Template

NAME, SURNAME:_____

1. BASIC INFORMATION	
1.1. Name/title of the heritage object/site	
1.2. Name/title of the heritage object/site used in local community (slang, dialect) (*if there is specific explanation add it here)*	
1.3. Type of the element (*material, nonmaterial, subcategory – e.g. archeological object, song, sacred forest)*	
1.4. Location and ownership status	
2. DESCRIPTION OF THE ELEMENT (describe the aspects related to the element: what is the main value of the element (cultural-historical or other meaning), short historical description (origin, development, involvement, owners), technical parameters, what is the meaning of the element in the life of the community today , related legends, stories, whether it is involved in any activities, how it is maintained, preserved and interpreted, other information you think is important) up to 7000 characters with spaces	
2.1. Directly connected persons (masters of traditions, experts in specific skills and abilities, managers)	
2.2. Involved organizations, institutions	
3. CHALLENGES AND THREATS (describe the risks, direct and indirect threats, as well as current and future challenges in preserving the element of heritage, passing it on to future generations and engaging in activities over the next 5 years)	
4. SOURCES OF INFORMATION *(hyperlinks, publications, unpublished material, data from interviews etc.)*	

Template has been adapted from several small-scale project proposal templates.

MODULE 2:

PRODUCT DEVELOPMENT AND PROMOTION

The aim of assignment is to identify the product idea and elements of the marketing complex for a specific target audience.

Template

NAME, SURNAME: _____

1 PRODUCT Think about what kind of offer could be made for a visitor of the 21st century - a customer, including elements of cultural and / or natural heritage familiar to you, provided that the guests want more than just a visit. The offer can be for both individual visitors and groups. If you have completed the Module 1 Assignment, you can use it as a base. Use information on demand trends (Module 2, Part 2, slides 10 to 20).	
1.1. Product title, location	
1.2. Product description (format, content, individual or group, duration)	
1.3. Argumentation of relevance to target audience, recent trends	
1.4. Target audience, argumentation (why your product will be of interest to this audience, why you want to work with it, why it is suitable)	
2 MARKETING MIX ELEMENTS OF THE PRODUCT	
2.1. Price (argument, why this price, why this approach)	
2.2. Promotion (which channels, materials you are going to use, who will be your collaboration partners etc.)	
2.3. Place (where target audience will buy the product, why there)	
3 PRODUCT PROMOTION MATERIAL Choose one of the potential types of promotional materials that match your product idea - poster, flyer, business card, social network profile material, web banner, short video, etc. Describe what it will be, what resources you will use to create it, what the content, color scheme, letters, information, etc. will be. Justify. NB! Additional points for created material (layout, prototype)	
4 SOURCES OF INFORMATION *(hyperlinks, publications, unpublished material, data from interviews etc.)*	

MODULE 3:

CREATIVE THINKING TRAINING METHODS FOR TRAINING AND DEVELOPMENT OF IDEAS

This time you can do the task of your choice and in free form (you can also work in pairs or small groups if you prefer). Please, see below the descriptions of several techniques that promote creativity, choose one of them and try to work with an important issue for you - a product, service, idea. Maybe it will allow the discover something ordinary in a different light. You can safely use any of these techniques to train your creativity.

1. ATTRIBUTE LISTING

Attribute listing is a systematic attempt to identify all possible approaches for product and process improvements. This creative technique involves breaking the problem into smaller and smaller parts and looking at alternative solutions to these parts. It is a mean of getting you to focus on as many attributes of a product or problem as possible. In breaking down the elements of a problem or object, you can look at each in turn and generate new ideas. The technique is particularly useful for considering complex products or processes in that it allows you to consider each feature or stage and look at the associated attributes in detail. You can also specify the criteria by which you want to examine an attribute, for example it could be quality, cost or speed of production. You can also look at the attributes from a range of perspectives:

- Physical attributes: shape, form, colour, texture, structure, sound, taste, door, space, density, location
- Social attributes: responsibilities, taboos, power, ecological
- Process attributes: selling, marketing, production, manufacturing, designing
- Psychological attributes: needs, motivation, positive and negative emotions
- Price attributes: production cost, consumer price, Consumer acquisition cost, manufacturing cost, sunk cost

The participants in the brainstorming session can work together to find possible variations for each feature. This can also be done very efficiently according to the rules of brainstorming.

Good for work in a group.

Method step by step:

1) Discuss the problem statement

2) List attributes

For the object or thing in question, or destination in your case, list as many attributes as you can. Thus, for example, a screwdriver has attributes of 'applies torque', 'metal shaft', etc.

It can also be useful to first break the object down into constituent parts and look at the attributes of each part in question. Thus, you may break the screwdriver into the handle, the shaft and the tip. The tip then has attributes of 'fits screw', 'thin blade', etc.

3) Considervalue of attributes

For each attribute, ask 'what does this give'? Seek the real value of each attribute. It is also possible that attributes have 'negative value' -- ie. they detract from the overall value of the object.

For example, the handle of a screwdriver being examined has attributes of 'hexagonal' which have the value of 'helps grip' and 'stops rolling on workbench', but has negative value of 'sharp corners'.

4) Modify attributes

Finally look for ways in which you can modify the attributes in some way. Thus, you can increase value, decrease negative value or create new value. Thus, for example, you could modify the attributes of the screwdriver handle to be 'comfortable grip' by adding a rubber sleeve.

Example: BOX FOR SELF-MADE CANDIES

Material	Functionality	Additional use	Color and design	Visual appearance and taste of candies
Eco-friendly	Sealed with scotch	Can be used to store something similar	Brown, natural	Small, round candies (~2 cm diameter)
Not transparent	If once opened, hard to close	Reusable, t.sk. recycle, burn	Sticker of information about product content, eco-label	Weight 200 grams
				Natural ingredients
Light-weight	Does not break down		Ascetic	Red, purple, orange
Cardboard	Size A5		Dark-green linen ribbon	A little sour, hard
Dark-green linen ribbon	When you shake it, you cannot hear if something is in the box			Each wrapped in transparent plastic

2. Creative thinking methods by visualization - VISUALISATION COMICS (Visual storytelling)

There are two major types of thinkers: verbal and visual ones. Now, most people tend to use a combination of the two. Visual thinkers tend to think in a series of visual flashes. This can be very fast and can include things they've never actually seen before. But those who use verbal thinking usually only think in full words and sentences. This means that they can only mull over something as fast as they can talk. Verbal thinkers can have a hard time understanding and using creativity in all aspects, including when it comes to their education. For example, they also have a hard time imagining places they've never seen. Comic books can be especially helpful to verbal thinkers since they follow mostly dialogue and what is written is easy to keep up with. Comics so far has been under-estimated in the creative thinking processes. For example, *J.K.* Rowling began her writing process by drawing detailed pictures of the characters in her Harry Potter books.

The process of visualization is literally imagining or seeing things in your mind. Specifically, it becomes important to understand that the role of words in visual - spatial thought are not necessarily the origination of the thought but may be functioning as the elements of translation. In other words, the act of writing is in some cases also an act of translation. Visualizing comics contains visual, spatial, and textual components.

Source of picture:

https://www.facebook.com/incidentalcomics/photos/a.408075535916160/1600330956690606/?type=1&theater

Method step by step:

1. **Think about potential story** - what do you want to tell;

2. **Design characters**. A comic character can take on the role of a human, an animal, or an object. Think of your characters in terms of roles as opposed to appearance. Some examples of characters: The hero or protagonist—usually the main character; friendly and relatable The villain or antagonist—struggles with, challenges, or fights the hero. The dispatcher—sends the hero off on his or her journey. The donor or helper—prepares or assists the hero in the quest. The prize—the goal or objective.

3. **Create plot.** A comic character can take on the role of a human, an animal, or an object. Think of your characters in terms of roles as opposed to appearance. Examples of commonly used plots are: Overcoming the monster, Rags to riches, The quest, Voyage and return, Comedy, Tragedy, Rebirth.

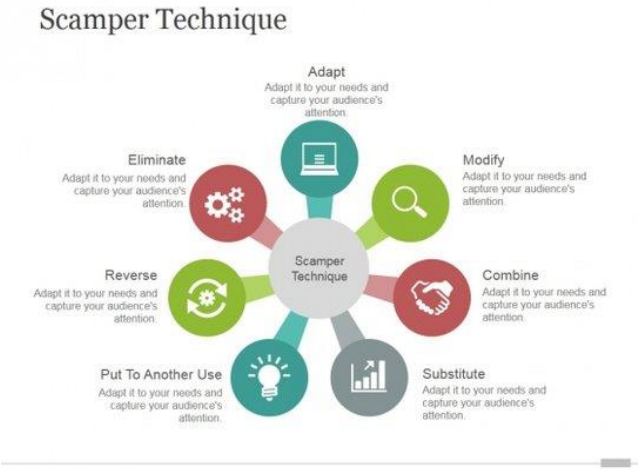
4. **Create structure.** The structure pulls the character roles and the plot together. The most common structures that can be applied to instructional comics are: Nested—several narratives run at the same time; *why* is at the center, surrounded by the *how* and *what*; Sparkline—comparing what *is* with what *could be*; Convergence—different modes of thinking come together to form a single idea; False Start—begins with a predictable storyline, disrupting, and starting over.

5. **Create comic elements, visualize.** Comic elements are visual elements used in comics, such as characters, motion lines, highlights, or even onomatopoeia (words that mimic sounds). Comic elements direct users' attention to specific parts of a visualization and propel the narrative.

6. **Use Captions, speech, and thoughts.** The visuals in sequential art is typically scaffolded by text in both captions, speech balloons, and thought balloons. Narrative visualizations need captions and explanations to drive the story and guide the reader.

You can use this: https://learningsolutionsmag.com/articles/visualize-the-story-first-when-designing-instructional-comics or http://www.cs.umd.edu/hcil/trs/2015-15/2015-15.pdf

3. SCAMPER



SCAMPER is a mnemonic that stands for:

- Substitute.
- Combine.
- Adapt.
- Modify.
- Put to another use.
- Eliminate.
- Reverse.

SCAMPER is a method you can use to ignite your creativity and help you overcome any challenge you may be facing. It is based on the assumption that everything new is a modification of something that already exists. It uses a list of probing questions to help you reach to the creative within. SCAMPER was created by Robert Eberle in the early 70s, based on an initial list from brainstorming originator Alex Osborn. And is still used till now.

Use this for tips: https://www.mindtools.com/pages/article/newCT_02.htm

Method step by step:

1. Take an existingproductorservice. This could be one that you want to improve, one that you're currently having problems with, or one that you think could be a good starting point for future development.

2. **Then ask question you can see below.**

Substitute

- What materials or resources can you substitute or swap to improve the product?
- What other product or process could you use?
- What rules could you substitute?
- Can you use this product somewhere else, or as a substitute for something else?
- What will happen if you change your feelings or attitude toward this product?

Combine

- What would happen if you combined this product with another, to create something new?
- What if you combined purposes or objectives?
- What could you combine to maximize the uses of this product?

- How could you combine talent and resources to create a new approach to this product?

Adapt

- How could you adapt or readjust this product to serve another purpose or use?
- What else is the product like?
- Who or what could you emulate to adapt this product?
- What else is like your product?
- What another context could you put your product into?
- What other products or ideas could you use for inspiration?

Modify

- How could you change the shape, look, or feel of your product?
- What could you add to modify this product?
- What could you emphasize or highlight to create more value?
- What element of this product could you strengthen to create something new?

Put to another use

- Can you use this product somewhere else, perhaps in another industry?
- Who else could use this product?
- How would this product behave differently in another setting?
- Could you recycle the waste from this product to make something new?

Eliminate

- How could you streamline or simplify this product?
- What features, parts, or rules could you eliminate?
- What could you understate or tone down?
- How could you make it smaller, faster, lighter, or more fun?
- What would happen if you took away part of this product? What would you have in its place?

Reverse

- What would happen if you reversed this process or sequenced things differently?
- What if you try to do the exact opposite of what you're trying to do now?
- What components could you substitute to change the order of this product?
- What roles could you reverse or swap?
- How could you reorganize this product?

4. TEXT TICKLER

Reading helps to tickle brain whatever the material – Shakespeare or clothing catalogue. The more we read, the more stimulation we receive. Sometimes when we expect least, the potential solution pops out. This may occur through subconscious association or reading sparks an idea.

The Text Tickler involves randomly selecting words from different sources and then using them to prompt ideas. It does not matter where you get the words as long as you have varied pool to choose from.

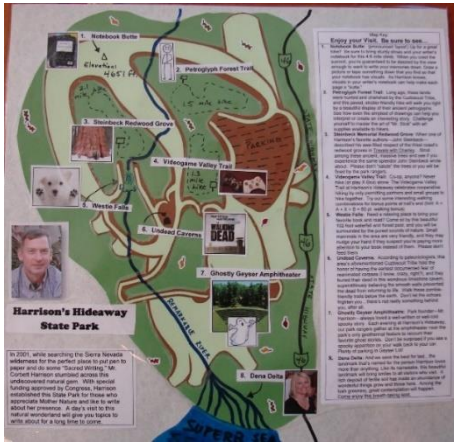
Text tickler step by step:

1. Each group member selects one word or phrase from his / her word source
2. Examine your word / phrase and write down one idea it has triggered.
3. Pass your word / phrase and an idea to the group member on your right and to write down any new ideas
4. Repeat passing ideas till all group members have generated ideas on all words / phrases.
5. Place all notes together and discuss them.

5. "PRIVATE CARTOGRAPHER"

A map is not a territory; a map is a person's vision of a territory.

Imagine some of your small journeys, for example, from work to home or the walking route you often take.Use an existing map base to draw your own - personal road map.Use images, symbols, pictograms, keywords and tell your road story as follows.



Sources for pictures:

http://www.gitta.info/PresenVisual/en/html/DemandMaps_mapandCarto.html , http://corbettharrison.com/images/lesson_images/Heart-Parks/Corbetts-Heart-Park-new.jpg

MODULE 4:

LET'S SEE - HOW THEY'RE DOING!

The aim of the assignment is to evaluate the entrepreneur's experience.Use list of video links below the template. Videos are about entrepreneurs who have integrated heritage (both material and intangible, both natural and cultural) into their activities. Select 3 entrepreneurs of your interest.Watch the video stories and fill the template with the information you recognize in the video and with your thoughts, search and add extra information if needed.

TEMPLATE:

NAME, SURNAME: _____

1. TITLE OF ENTERPRISE, NAME OF ENTREPRENEUR	
1.1. Product or service	
1.2. Target audience	
1.3. Motivation of heritage integration in product or service	
1.4. Competitors	
1.5.Partners, network	
1.6. Challenges	
1.7. Communication with costumer(if there is website, social network profiles etc.)	
1.8. Saleschannels (how product/service has been sold)	
1.9. Suggestion for entrepreneur	
LESSONS I CAN LEARN FROM THIS STORY	
2. TITLE OF ENTERPRISE, NAME OF ENTREPRENEUR	
1.1. Product or service	
1.2. Target audience	
1.3. Motivation of heritage integration in product or service	
1.4. Competitors	
1.5.Partners, network	
1.6. Challenges	
1.7. Communication with costumer(if there is website, social network profiles etc.)	
1.8. Sales channels (how product/service has been sold)	
1.9. Suggestion for entrepreneur	
LESSONS I CAN LEARN FROM THIS STORY	
3. TITLE OF ENTERPRISE, NAME OF ENTREPRENEUR	
1.1. Product or service	
1.2. Target audience	
1.3. Motivation of heritage integration in product or service	
1.4. Competitors	
1.5. Partners, network	
1.6. Challenges	
1.7. Communication with costumer(if there is website, social network profiles etc.)	
1.8. Saleschannels (how product/service has been sold)	
1.9. Suggestion for entrepreneur	
LESSONS I CAN LEARN FROM THIS STORY	

Video links:

https://www.youtube.com/watch?v=DGwWvbSRyrU&list=PL1JJtF4POFiNhEfyPuap1UBKOkKst2Icm&index=1	ApiMi	Honey, bee products

https://www.youtube.com/watch?v=Ea0aA_x5Qeo&list=PL1JJtF4POFiNhEfyPuap1UBKOkKst2Icm&index=10	Pērles	Chocolate
https://www.youtube.com/watch?v=3yTQMgv9BlY&list=PL1JJtF4POFiNhEfyPuap1UBKOkKst2Icm&index=13	CrafstmanRitvarsTočs	Natural wool from wood and plants
https://www.youtube.com/watch?v=FLJrda2C-Qc&list=PL1JJtF4POFiNhEfyPuap1UBKOkKst2Icm&index=17	BaltiedarbiIlzePrūse	Design of clothing
https://www.youtube.com/watch?v=OIowAv6kqk8&list=PL1JJtF4POFiNhEfyPuap1UBKOkKst2Icm&index=19	Ērgļustacija	Tourism
https://www.youtube.com/watch?v=cD3kAT_S3ps&list=PL1JJtF4POFiNhEfyPuap1UBKOkKst2Icm&index=21	Ewart woods	Wooden products
https://www.youtube.com/watch?v=A5BBKc2_vZQ&list=PL1JJtF4POFiN8lWc6UGlG60y10xDjWzmY&index=1	Ieriķudzirnavas	Tourism
https://www.youtube.com/watch?v=LjsMAaYsqMw&list=PL1JJtF4POFiN8lWc6UGlG60y10xDjWzmY&index=4	Mailīšufabrika Ērgļi	Weaving
https://www.youtube.com/watch?v=1rJTKP8eocU&list=PL1JJtF4POFiN8lWc6UGlG60y10xDjWzmY&index=7	Kurģi, Laura Buile	Saddlery

ANNEX 3

I.O2 ADDITIONAL ACTIVITIES IN ITALY

VIDEOS ACTIVITIES - METHODOLOGICAL PAPER

By Terre dei Savoia (Italy)

PREMISE

Since the break of the Covid-19 Pandemic harmed many activities for the Course realization, some tasks had to be reinvented and performed in a different way. Namely, in April and May 2020 some activities related to the pilot course had to be modified, in agreement with the partners. In **Italy**, for the Italian learners, the meetings which had to be held in presence were substituted by presentation of Case studies and Videos by Italian participating organisations.

This is a paper which tackles the methodological aspects of the videos ideated, performed and edited by Terre dei Savoia (IT).

METHODOLOGY

The idea

The basic idea on which the videos were developed is simple: in the absence of a face-to-face meeting, the video must serve as a chat/workshop with the stakeholder. This means the digital tool developed must be as much intimate and concrete as possible to make up for the lack of in-presence interactions.

The video must present and discuss all the topics concerning the related activity and at the same time it must try to answer any possible questions that the learners could have asked if the meeting had been held in person.

Moreover, the main parts of the video had to follow a very clear logic, which was the same for all videos. A brief overview of these is: to be concrete; to bring real examples, experienced by the speaker; to give useful and timely advice; not to deal with general or abstract themes and concepts; to provide clear information that cannot be found elsewhere.

The selection

In order to find a suitable speaker for each activity, stakeholders, freelancers, employees and entrepreneurs coming from different fields were chosen. The main aim was to find people with a solid, meaningful background to share.

The staff of Terre dei Savoia, after a careful analysis of the possibilities, selected the best companies/entrepreneurs. The choice fell on Italian, French and Belgian companies. After that, the staff contacted the managers and started working on a simple script for the videos.

Once the analyses were conducted, the schedule, themes and ways of making the videos were discussed and agreed with the speakers themselves, which contributed to the creation of the script.

Some of the speakers already had familiarity with seminars and workshops and this helped in the construction of the scripts. The target was explained to them and they were asked to draft and deliver a speech with the audience in mind.

The implementation

The videos were shot remotely or face-to-face when possible and were recorded and edited by Terre dei Savoia.Once the task was accomplished, some

promotional material was created: a simple leaflet explaining the aim of the online meeting was draft, some literature about the chosen stakeholders and enterprises were collected and delivered to the learners in order for them to know in advance the content of the online meetings.

The three videos had a length which varied from 4 to 11 minutes, depending on the contents and set in agreement with the speakers.

Contacts of the speakers and useful links were then given to the learners in order for them to further get in touch with them. Finally, all learners were provided with a link through which they could access the videos, hosted on the official YouTube page of Terre dei Savoia.

Here below a brief overview of the modules in which the videos were performed and the original links of the videos.

Impact

These tasks stemmed out from an unforeseeable problem, the Covid-19 pandemic outbreak, however it turned out to be a good occasion to experiment another teaching approach and implement new tools.

It can be noted that the videos collected great success: not only they substituted the in-presence workshops, they proved to be a very effective teaching method, highly appreciated by many learners.

VIDEO 1

Module 2 – MARKETING

SPE.C.H.A.L.E. eLearning Course

MODULE 2 - MARKETING

How to identify and understand the needs - 20 HOURS

Topics and contents are at SYLLABUS on page 27.

Supplementary activity 2: meeting with a sector stakeholder (chat or meeting)

The first video was related to this last part of the module 2 “Supplementary activity 2”: it was performed by the enterprise CCA of Racconigi. The video is in Italian language.

Available here: https://www.youtube.com/watch?v=Y6floz9UInM

"CENTRO CICOGNE E ANATIDI", RACCONIGI, ITALY

The aim of the video was to present a concrete, successful practice and at the same time an easy-to-understand family business story in order to show the know-how needed to build a business.

Since the business of CCA is in a natural oasis and tightly linked to nature, the video was shot outdoors. It showed all main places of CCA, such as the spaces dedicated to didactics and meetings, the ones for the recovery of storks and birds.

Link: www.cicogneracconigi.it

Meet CCA - E+ Spechale Pilot Course - Attività Modulo 2

VIDEO 2

Module 3 – COMMUNICATION

Meet L'Alveare che dice Sì! COMUNICAZIONE

SPE.C.H.A.L.E. eLearning Course

MODULE 3 - COMMUNICATION

How to sell my product - 15 HOURS

Topics and contents are at SYLLABUS on page 27.

Additional activity 5: meeting with a sector stakeholder (chat or meeting)

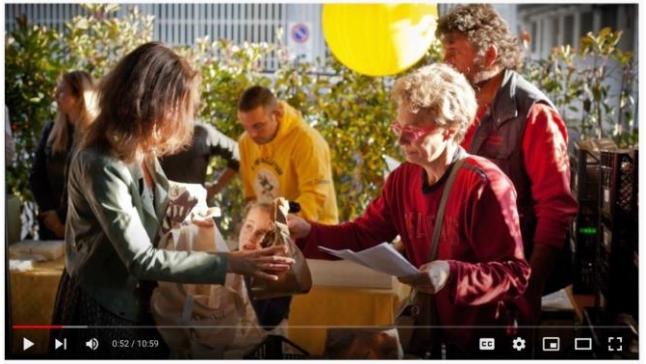
The second video was related to this last part of the module 3: Additional activity 5 - meeting with a sector stakeholder.

It was performed by the enterprise L'Alveare che dice sì, a start-up based in Turin, Italy and linked to the parent company in Paris, France La ruche qui dit oui. The video is in Italian language and is available here: https://youtu.be/NLLndzujC-4

"L'ALVEARE CHE DICE SÌ", TURIN, ITALY-FRANCE

The aim of the video was to present a concrete picture of the various communication and dissemination tasks performed in a big food company in order to promote the business. The business is peculiar since it is organized in "food assemblies" relying on farmers products. It is based on a digital platform which collects farmers and their products and on weekly markets held in every neighbourhood where buyers can meet in person the farmers.

For these reasons communication is of utmost importance, so successful practices and examples were presented, as well as tips and suggestions by the responsible of communication of the said enterprise. The main techniques to achieve a good relationship with customers, a friendly tone and an easy approach with buyers were presented.



Meet L'Alveare che dice Sì! COMUNICAZIONE

Link: www.alvearechedicesi.it

VIDEO 3

Module 4 – BUSINESS

Attività MEET SMART VIDEOS - A.Cozzutto business methods

MODULE 4 - BUSINESS

How can I improve my skills and manage my facility - 15 HOURS

Topics and contents are at SYLLABUS on page 27.

Supplementary activity 7: meeting with a sector stakeholder (chat or meeting)

The third video was related to this last part of the module 4: supplementary activity 7 - meeting with a sector stakeholder.

It was performed by the Belgian enterprise Smart Videos of Brussels. The video is in Italian language.

It is available here: https://www.youtube.com/watch?v=3rPzkupnDfY&t=2s

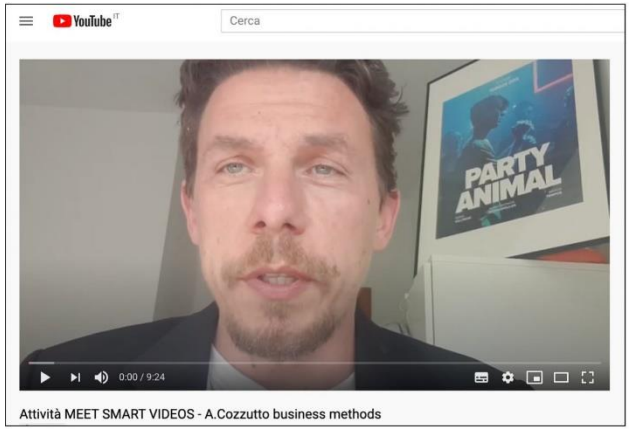
Link: www.smartvideos.eu

"SMART VIDEOS", BRUSSELS, BELGIUM

The aim of the video was to get in touch with an entrepreneur which created his own enterprise. The speaker introduced his work and explained the path he went through in order to create the business.

The main points tackled were, among others, how to manage a small business, how to enhance one's own skills to achieve the desired results, how to analyse the market and draft an effective business plan.

Successful practices as well as pros and cons were discussed, also useful tips and suggestions were given by the owner of the enterprise.



ANNEX 4

I.O2 ADDITIONAL ACTIVITIES IN PORTUGAL

The collaborative newsletter

“Jornal da Nossa Terr@”

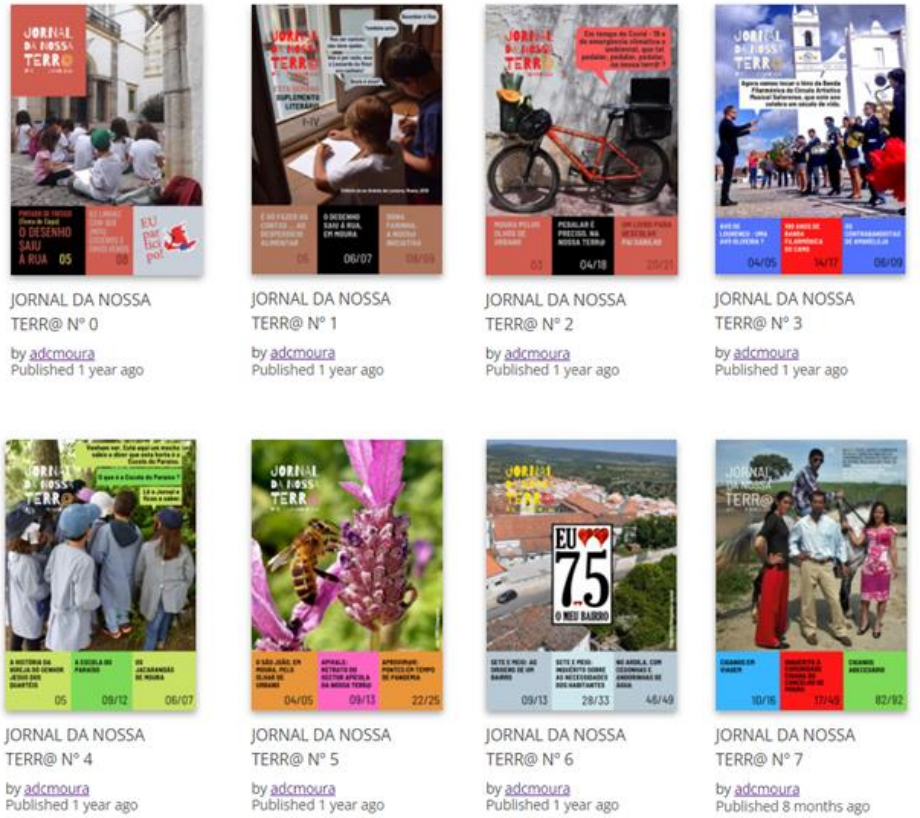
By ADCMoura

The *Jornal da Nossa Terr@* is a community journalism initiative, using online tools to gather information and design the document, in which everyone can collaborate. All topics are open, as long as they refer to our territory.

It is about mobilising residents in Moura to share their knowledge and experiences related to the local natural and cultural heritage.

Learners involved in the SPECHALE course were also challenged to participate and did so in some issues.

Pictures and more details of the initiative follow.



WHAT?

The *Jornal da Nossa Terr@* is a digital newspaper, made in Moura for the world, which wants to create glocal bridges between the local land and the global territories.

WHO?

Everyone can and should participate in the Jornal da Nossa Terr@, suggesting subjects and proposing news, small reports, interviews, tips, pastimes, memes, short texts, photos and drawings about our terr@ (our territory), bringing new

ideas and a pinch of humour so that the newspaper is different and better in each edition. All newspapers are made of readers and this one is no exception. The Jornal da Nossa Terr@ also needs the appreciation and criticism of its readers in order to grow.

ADCMoura is the entity that coordinates the collection of materials for publication and responsible for editing the Journal.

WHEN?

The *Jornal da Nossa Terr@* is weekly, and each new edition will be available online on Saturday. All those who wish to send in their contributions should do so until 11.59pm the previous Thursday. After hours" contributions will be carried over to the following week. Issue 0 of the Journal will be officially launched on 2 May 2020.

WHERE?

The *Jornal da Nossa Terr@* is made in the territory of Moura Municipality, either in all its localities, or in gardens, hills, camps and other housing nuclei dispersed outside the urban agglomerations.

Collaborations are also encouraged from all those who maintain affective ties with this territory, wherever they may be. As for the readers, we can only hope that they are also "people from all over the world".

WHY?

The appearance of the *Jornal da Nossa Terr@* in digital format is not unrelated to the present pandemic crisis. On the contrary, taking advantage of the rediscovery of the role of the new technologies in these times of tele-work, tele-schooling, e-learning, videoconferences..., it intends to contribute, as far as possible, to alleviating the effects of the social confinement and distancing that affects us all to a greater or lesser extent, by bringing closer and connecting, even if virtually, those who wish to meet and collaborate with each other under the optimum pretext of the co-creation of a digital newspaper. It is aimed above all at children and young people who are unemployed, or close to it, waiting at home for schools to open, and at families who have exhausted their reserves of strategies for occupying them, in a call for intergenerational cooperation.

But other concerns are in this project's sights, besides the promotion of dialogue between kids and adults. Immediately the cause of digital literacy, but also the causes of civic participation, citizen journalism, equal opportunities, intercultural dialogue, business and associative initiative, interiority and rural world, heritage and biodiversity valuation, sustainability and climatic and environmental emergency, Transition.

Surely these will be causes that will challenge us now and after the health crisis, and therefore there will be no lack of subjects to address in the Jornal da Nossa Terr@.

HOW?

Jornal da Nossa Terr@ uses the digital pagination tool canva.com, in its free version. Other tools of co-editing of texts and images will be shared, to facilitate the work of the collaborators. Those who are not at ease with the new technologies can participate by sending their contributions on paper to ADCMoura. Especially for those, the edition of the newspaper on paper is not ruled out. The public availability of each edition in digital format is made on the website and the facebook page of ADCMoura, on the portal of the *Espaço Participativo* project and on the facebook page of the Moura Group.

All numbers can be found here: https://issuu.com/adcmoura

Or here: https://adcmoura.pt/participo/category/jornal-da-nossa-terr/

These are some pages of Nr: 5

https://issuu.com/adcmoura/docs/jornal_da_nossa_terr__5

JORNAL
DA NOSSA
TERR@
Nº 5 24 JUNHO 2020
João TOMÉ (fotografia)
O SÃO JOÃO, EM MOURA, PELO OLHAR DE URBANO
04/05
APIVALE: RETRATO DO SECTOR APÍCOLA DA NOSSA TERR@
09/13
APROXIM@R: PONTES EM TEMPO DE PANDEMIA
22/25

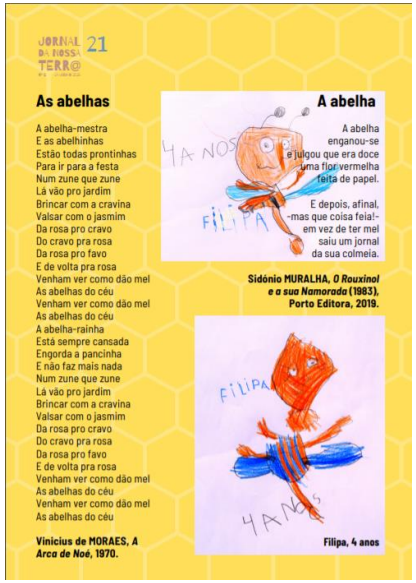
VOO PICADO
02 JORNAL DA NOSSA TERR@
Esta é a edição número 5 do Jornal da Nossa Terr@, um jornal digital em modo de pandemia, de Moura para o mundo, feito por tod@s, miúd@s e graúd@s, em ambiente de comunidade de aprendizagem intergeracional.
À boleia de uma abelha, fazemos uma viagem ao sector apícola da nossa terr@, entrevistando Rui Novalio, presidente da Direcção da APIVALE - Associação dos Apicultores do Vale do Guadiana, e contamos histórias sobre os mistérios das abelhas e sobre os produtos da colmeia, de que se destaca o mel, incluindo desenhos dos nossos colaboradores mais jovens sobre o tema.
A propósito de mel, convidamos a Maria (Maria do Carmo Faria), com pastelaria aberta em Moura, a recriar o tradicional bolo podre, seguindo à risca a receita fixada por Maria de Lurdes Modesto.
Num outro registo, damos a conhecer as pontes lançadas, durante o período de confinamento imposto pela pandemia, entre o Centro Infantil Nossa Senhora do Carmo e as Famílias, para continuar a garantir uma educação de excelência aos mais novos.
E revisitamos a obra de Urbano Tavares Rodrigues, que nos oferece, em tempo de festividades da nossa terr@, um interessantíssimo retrato, com alguns anos, da celebração do São João, em Moura.
Tudo isto, graças ao empenho dos nossos jornalistas, a quem nunca nos cansaremos de agradecer.
Temos ainda os habituais passatempos, quizzes e dicas verdes.
Esperamos que gostem, e não deixem de colaborar com assuntos 5 *, textos XS, fotografias 360° e desenhos 100 %.
OBRIGADO !
Filipe SOUSA (fotografia)
QUEM É QUEM NA NOSSA RUA ?
Em que localidade se passa esta cena? Quem é o sapateiro da imagem?
Soluções no próximo Jornal.

03 JORNAL DA NOSSA TERR@
QUAL É A LOCALIDADE, QUAL É ELA ? QUAL É O SÍTIO, QUAL É ELE ? QUAL É O GRUPO CORAL, QUAL É ELE ?
Soluções na próxima edição do Jornal.
QUEM É, QUEM É, NA ARCA DE NOÉ ?
A fotografia foi tirada na Parque de Feiras e Exposições de Moura. Que planta mostra a imagem, de flores de cinco pétalas de cor rosada? Enquanto planta medicinal, é utilizada no tratamento de que doenças?
SOLUÇÕES NO PRÓXIMO JORNAL.
O Pedro Sousa é o autor da fotografia que mostra uma ave com dificuldade em descolar. De que ave se trata? Que características distinguem esta espécie e outras da mesma família de outras aves?
SOLUÇÕES NO PRÓXIMO JORNAL.

04 JORNAL DA NOSSA TERR@
MOURA PELOS OLHOS DE URBANO
Joana PORTELA (Évora)
«Tinham rompido na noite de São João. [...]
Coureleiros da cor da taipa, atrofiados nos seus fatos domingueiros, andavam-se depenando de misérias pelas tabernas e pelas ruas de São João, brancas de Junho, de cal e de noite luarenta. Raparigas morenas, estralejando risos, em bandos, de lencinho ao quadril, com permanentes aborregadas, a saia por cima do joelho, afitando a oreiha ao som das gaitas de beiços, dos adufes e das concertinas, nem pareciam as mesmas da semana, derrancadas sobre as leiras, sobre as espigas, da agarra à solta, como por castigo, ou consumidas nos biocos, à meia porta.
E logo naquela noite em que os mais tristes e pobres folgavam sem amanhã, como cigarras, é que eles se desuniam!
Filipe SOUSA (fotografia)

JORNAL DA NOSSA TERR@ 06
DULCÍSSIMO MEL, MEU TESOURO, FAÍSCA DE ROSMANINHO E OURO
Filipe SOUSA (texto)
Ricardo DESIRAT (fotografia)

JORNAL DA NOSSA TERR@ 09
RETRATOS DA NOSS@ INICIATIVA
APIVALE
ASSOCIAÇÃO DOS APICULTORES DO VALE DO GUADIANA
ENTREVISTA COM O PRESIDENTE DA DIRECÇÃO RUI NOVALIO
Com a chegada do Verão, os apicultores iniciam os preparativos para a cresta do mel. Bom pretexto para entrevistar Rui Novalio, presidente da APIVALE - Associação dos Apicultores do Vale do Guadiana, e ficar a saber tudo sobre a Associação, a situação actual da apicultura na região e os segredos das abelhas.
Jornal da Nossa Terra (JNT) : Há quanto tempo preside à APIVALE?
Rui Novalio (RN) : Há quase 3 anos, embora esteja ligado à associação há mais tempo.
JNT : Em que ano foi fundada a APIVALE e com que objectivos? Com quantos associados na sua génese? E com quantos conta actualmente?
RN : Foi fundada em 2008 por cinco apicultores, contando actualmente com 190 associados. Em linhas gerais, a associação foi criada com o intuito de apoiar os apicultores na sua actividade, prevendo igualmente a valorização do produto apícola da região. Representa os associados perante entidades oficiais e outras associações e organizações comunitárias, nacionais e internacionais, visando a promoção, valorização e apoio à transformação e comercialização de produtos apícolas, à formação e promoção dos apicultores. A APIVALE é, desde 2016, entidade gestora de zona controlada (abrange Serpa, Moura e Barrancos).
Apiário de José Quitéria Pula MESTRE (arredores de Safara)
Filipe SOUSA (fotografia)


JORNAL DA NOSSA TERR@ 21
As abelhas
A abelha-mestra
E as abelhinhas
Estão todas prontinhas
Para ir para a festa
Num zune que zune
Lá vão pro jardim
Brincar com a cravina
Valsar com o jasmim
Da rosa pro cravo
Do cravo pra rosa
Da rosa pro favo
E de volta pra rosa
Venham ver como dão mel
As abelhas do céu
Venham ver como dão mel
As abelhas do céu
A abelha-rainha
Está sempre cansada
Engorda a pancinha
E não faz mais nada
Num zune que zune
Lá vão pro jardim
Brincar com a cravina
Valsar com o jasmim
Da rosa pro cravo
Do cravo pra rosa
Da rosa pro favo
E de volta pra rosa
Venham ver como dão mel
As abelhas do céu
Venham ver como dão mel
As abelhas do céu
Vinicius de MORAES, A Arca de Noé, 1970.
A abelha
A abelha enganou-se
e julgou que era doce
uma flor vermelha
feita de papel.
E depois, afinal,
-mas que coisa feia!-
em vez de ter mel
saiu um jornal
da sua colmeia.
Sidónio MURALHA, O Rouxinol e a sua Namorada (1983), Porto Editora, 2019.
Filipa, 4 anos

SOLUÇÕES DOS QUIZZES DA EDIÇÃO ANTERIOR
QUAL É O RIO, QUAL É O MOINHO ?
Trata-se do moinho da Morgadinha, no rio Ardila, situado no trecho entre Moura e Santo Amador.
27 JORNAL DA NOSSA TERR@
QUEM É QUEM NA NOSSA RUA ?
A fotografia mostra o cadeireiro, mas também cesteiro, correeiro e miniaturista, António Francisco Perfeito Lima, em plena actividade, no pátio de sua casa, em Safara.
QUEM É QUEM É, NA ARCA DE NOÉ ?
A planta da imagem chama-se salva-comum (nome científico Salvia officinalis). Pertencente à família das Labiadas, porque as pétalas das flores formam um lábio inferior saliente, é muito utilizada em pastas dentífricas e champôs.
QUEM É, QUEM É, NA ARCA DE NOÉ ?
A imagem mostra uma cria de ouriço-cacheiro (nome científico, em latim, Erinaceus europaeus, sendo que erinaceus provem de ericius, que significa barreira de espinhos). Cada animal possui cerca de 6 mil destes espinhos.
Quando sente perigo, enrosca-se.

Official useful links:

SPECHALE website

https://www.spechaleerasmus.eu/