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

**SPEcialists in Cultural
Heritage and Attractive Living
Environment**



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

Priručnik



Izradila **Gabriella Bigatti**

eConsulenza agency – Torino (Italy)

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Sad, započnimo...

Gabriella Bigatti

DOBRODOŠLI

Dobrodošli u “SPE.C.H.A.L.E. Priručnik”, vodič za oblikovanje i provedbu Vaše obrazovne aktivnosti.

Ovdje je sve što Vam treba za testiranje i provedbu Vašeg programa obrazovanja za odrasle.

Ovaj priručnik u prvom je redu namijenjen odraslim polaznicima edukacija, predavačima, nastavnom osoblju i svima koji rade s odraslim polaznicima.

Osim toga, priručnik je namijenjen dionicima i općoj publici, administrativnim jedinicama te pojedincima zainteresiranim za obrazovanje odraslih povezano s promocijom kulturne baštine i atraktivnog životnog okruženja.

Posebna zahvala ide svim predavačima, nastavnom osoblju i stručnjacima koji su pomogli ili podržali realizaciju Erasmus+ projekta SPE.C.H.A.L.E.

Štoviše, ovaj priručnik nikad ne bi bio moguć bez iskustva polaznika našeg SPE.C.H.A.L.E. pilot tečaja. Zahvaljujem se svim našim “SPECIALISTIMA”.

Posebno se zahvaljujem i partnerskim ustanovama i organizacijama koje su recenzirale ovaj priručnik, pružajući povratne informacije i preporuke te na čijem iskustvu se ovaj priručnik i temelji.

UVOD

- Svrha priručnika u kontekstu SPE.C.H.A.L.E. pilot tečaja

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Svrha priručnika u kontekstu SPE.C.H.A.L.E. pilot tečaja

“SPEcialists in Cultural Heritage and Attractive Living Environment (Specijalisti u području kulturne baštine i atraktivnog životnog okruženja) – SPE.C.H.A.L.E.” projekt je koji je sufinanciran od strane Erasmus+ 2014-2020 programa te je dio Ključne akcije 2 “Strateška partnerstva” te konteksta obrazovanja odraslih.

Povezan je s Erasmus+ KA2 prioritetima:

- Poticanje visokokvalitetnih prilika za obrazovanje;
- Razvoj kompetencija odraslih polaznika edukacija te kompetencija edukatora odraslih;
- Poboljšavanje digitalne integracije učenja, podučavanja, osposobljavanja i rada, na različitim razinama;
- Inoviranje nastavnih alata za odrasle polaznike i uključivanje sudionika s nižim kvalifikacijama, nezaposlenih i migranata;
- Povećanje kompetencija odraslih s ciljem boljeg iskorištavanja prilika u sklopu 2018 – Europske godine kulturne baštine, Europa 2020 te drugih EU politika.

SPE.C.H.A.L.E. projektni konzorcij okuplja 7 partnera iz 5 zemalja: Portugal, Italija, Latvija, Hrvatska i Francuska te ga sačinjavaju privatna i javna tijela i neprofitne organizacije:

PORTUGAL

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

2 – Associação Transfronteiriça de Municípios do Lago Alqueva

ITALIJA

3 - Le Terre dei Savoia association

4 - eConsulenza Agency

LATVIJA

5 - Vidzeme Planning Region

HRVATSKA

6 – IZTZG Institut za turizam

FRANCE

7 – UESS Université Européenne des Saveurs et Senteurs.

Osim toga, pridruženi projektni partneri sačinjavali su: Vidzeme University of Applied Sciences (LV), Dark Sky Alqueva Association (PT), Fondazione Artea (IT), Polo Museale del Piemonte - Castello di Racconigi (IT).

Projektnu metodologiju čine tri faze, koje su nadzirane kontinuiranim aktivnostima monitoringa i vrednovanja. Svaka faza rezultirala je intelektualnim ishodom (I.O.) i podijeljena je u podaktivnosti. Cilj projekta je razviti 3 intelektualna ishoda/rezultata s prilikama za obrazovanje odraslih naziva “Specijalisti za kulturnu baštinu i atraktivno životno okruženje”, dostupnih za korisnike i ključne aktere na području kulturne baštine.

Projekt je započeo 1. rujna 2018. te je trebao trajati 36 mjeseci, no njegov završetak pomaknut je na 31. prosinca 2021. godine (40 mjeseci).

Projekt je pokrenut u kontekstu 2018. kao Europske godine kulturne baštine te su njegovi prioriteti povezani s podizanjem svijesti o važnosti europske kulturne baštine kroz neformalno i informalno obrazovanje.

Prema riječima Europske komisije: “Kultura je vrlo važna podjednako građanima i posjetiteljima u svim europskim regijama i gradovima. Kulturna baština ključni je element imidža i identiteta. Kulturni turizam predstavlja 40% svih turističkih aktivnosti u Europi. Kulturna baština ima ključnu ulogu u postizanju inkluzivnog i održivog razvoja i može pomoći revitalizaciji gradova i regija. Europska unija surađuje s gradovima i regijama pružajući financijsku podršku za kulturu, podižući svijest o potencijalima kulture i kulturne baštine te formulirajući integrirane strategije kroz nekoliko instrumenata.” (izvor: European Commission, “Cultural heritage in regional policy”, <https://ec.europa.eu/culture/cultural-heritage/cultural-heritage-eu-policies/cultural-heritage-regional-policy>).

Projekt potiče “Društvenu i edukativnu vrijednost europske kulturne baštine, njezin doprinos stvaranju novih radnih mjesta, ekonomskom razvoju i socijalnoj koheziji u kontekstu prioriteta vezanih za 2018 - Europsku godinu kulturne baštine”, kao dio Erasmus+ programa.

U sklopu projekta planirano je korištenje novih participativnih i interkulturalnih pristupa baštini, kao i obrazovnih inicijativa, kojima je cilj poticanje interkulturalnog dijaloga koji uključuje odrasle korisnike.

Projekt SPE.C.H.A.L.E. koji je raspoređen u Ključnu akciju 2: “Suradnja za inovacije i razmjenu dobrih praksi”, Erasmus+ 2014-2020 programa (izvor: ERASMUS+ Programski vodič, verzija Listopad 2017.) u skladu je s prioritetom vezanim za obrazovanje odraslih “Poboljšanje i proširenje ponude visokokvalitetnih prilika za učenje osmišljenih kako bi se zadovoljile potrebe niskokvalificiranih odraslih, kako bi se poboljšala njihova pismenost, digitalne kompetencije, ključne kompetencije i napredak prema višim kvalifikacijama, što uključuje i vrednovanje vještina stečenih kroz neformalno i informalno obrazovanje”.

Projekt SPE.C.H.A.L.E. osmišljen je zahvaljujući nakani “Europske agende za obrazovanje odraslih (EAAL)” s ciljem uspostave europske suradnje na politikama vezanim za obrazovanje odraslih u periodu do 2020 (usvojeno od Vijeća u studenom 2011). U Agendi Vijeće prepoznaje potrebu za redovitim poboljšanjem osobnih i profesionalnih vještina i kompetencija odraslih te uviđa da je upravo obrazovanje odraslih jedna od najslabijih karika u nacionalnim sustavima cjeloživotnog obrazovanja. Sudjelovanje odraslih u obrazovanju i dalje nastavlja biti vrlo nisko. Kako bi se postigao viši stupanj učinkovitosti sektora obrazovanja odraslih, potrebno je više toga učiniti.

Neki od elemenata za koje se zalaže EU u EAAL Agendi su: povećanje mogućnosti odraslih za pristup fleksibilnim, visokokvalitetnim obrazovnim prilikama u bilo kojem trenutku njihovih života; razvoj novih pristupa obrazovanju odraslih koji su fokusirani na ishode učenja; podizanje svijesti da je učenje cjeloživotni poduhvat; razvoj učinkovitih cjeloživotnih sustava praćenja za neformalno i informalno učenje.

Osim toga, projekt je u skladu s uputama u Europskoj strategiji 2020 koje se odnose na obrazovanje (“povećanje broja europskih građana koji posjeduju visoko obrazovanje, promocija inovacija, vještina i poslovne kompetitivnosti redukcijom stope napuštanja škole te s tim povezane nezaposlenosti,

siromaštva i nejednakosti”), te ističu glavne izazove Europske unije u području obrazovanja i osposobljavanja odraslih.

Tri faze i povezani intelektualni ishodi su:

- Prva faza/ intelektualni ishod – Mapiranje postojećih inicijativa, istraživanje i analiza potreba osposobljavanja na području obrazovanja odraslih;
- Druga faza/ intelektualni ishod – Razvoj modula i nastavnih resursa (online tečaj) za potrebe osposobljavanja odraslih na području kulturne baštine i atraktivnog životnog okruženja;
- Treća faza/ intelektualni ishod – Modeliranje, priznavanje i vrednovanje obrazovnog profila.

Korisnici online pilot tečaja: odrasli polaznici, odrasli s niskim razinama vještina i kvalifikacija, nezaposleni odrasli, uključujući i migrante, odrasli u potrazi za novim prilikama za učenje.

SPE.C.H.A.L.E. komparativna analiza postojećeg neformalnog i informalnog obrazovanja za odrasle na području promocije kulturne i prirodne baštine

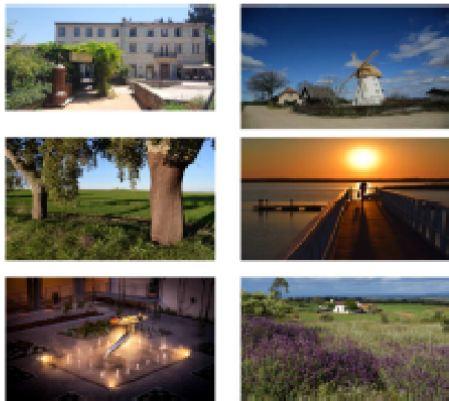
Prva projektna faza (I.O.1. Mapiranje postojećih inicijativa, istraživanje i analiza potreba osposobljavanja na području obrazovanja odraslih) dovela je do završnog rezultata: “Intelektualni ishod I.O.1. Komparativna analiza” koji je dovršen u lipnju 2019. Projektni partneri izvršili su komparativnu analizu postojećeg neformalnog i informalnog obrazovanja za odrasle na području promocije kulturne i prirodne baštine na lokalnoj i regionalnoj razini kao resursa za lokalni, regionalni i nacionalni razvoj u Hrvatskoj, Italiji, Latviji, Portugalu i Francuskoj. Analizu je koordinirao partner iz Latvije, Vidzeme

Planning Region, u suradnji sa svim projektnim partnerima.



SPECHALE

Specialists in Cultural Heritage and Attractive Living Environment



IO.1 Comparative Analyses

The comparative analyses of existing non-formal education, informal learning activities of adults for promotion of cultural (tangible and intangible) and natural heritage as a resource for local, regional and national development in France, Croatia, Italy, Latvia, Portugal.

Authors:

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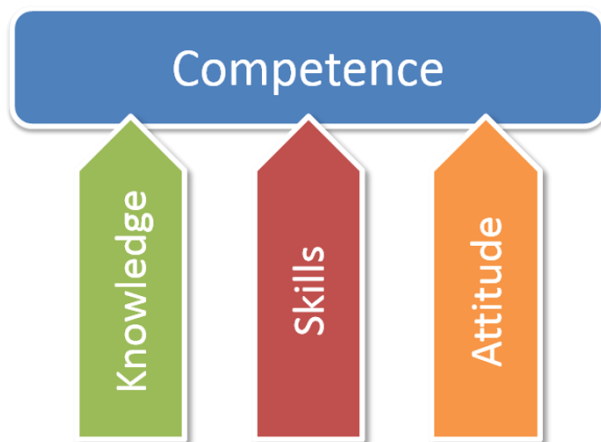
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Komparativna analiza odnosi se na studiju neformalnog i informalnog obrazovanja provedenog u zemljama partnera (Hrvatska, Italija, Latvija, Portugal, Francuska), s ciljem identificiranja kompetencija potrebnih za sudjelovanje odraslih u obrazovanju na temu kulturne baštine i promocije lokalnih inicijativa.

Sveukupni cilj, prema projektnom prijedlogu bio je izraditi komparativnu analizu postojećih i potrebnih prilika za osposobljavanje SPE.C.H.A.L.E. ciljnih skupina (odrasli, edukatori odraslih, odrasli s posebnim potrebama) na području kulturne i prirodne baštine, turizma, lokalnog razvoja, okoliša, ekoturizma, atraktivnog životnog okruženja te međunarodnih inovacijskih trendova u zemljama partnera.

Studija je provedena u 5 zemalja prema zajedničkoj metodologiji, kako bi podaci bili usporedivi. Temeljne zadaće studije bile su: 1) mapiranje znanja u zemljama partnera (benchmarking postojećih prilika za osposobljavanje) i inicijativa za promociju materijalne i nematerijalne kulturne baštine i prirodne baštine kao resursa za lokalni, regionalni i nacionalni razvoj; 2) analiza postojećih programa za osposobljavanje (neformalnih i informalnih), obrazovnih resursa (institucija, kurikula, edukatora, prilika za vrednovanje i priznavanje prethodnog obrazovanja, primijenjenih nastavnih metoda); 3) analiza potreba u programima osposobljavanja za odrasle koji sudjeluju u lokalnim inicijativama za promociju kulturne i prirodne baštine kao resursa lokalnog, regionalnog i nacionalnog razvoja; 4) sukladno prikupljenim podacima, napravljena je komparativna analiza kako bi projektni konzorcij imao pregled nad modelima osposobljavanja (neformalno obrazovanje) i informalnim inicijativama za promociju kulturne i prirodne baštine; 5) identifikacija kompetencija za potrebe izrade novog kurikuluma neformalnog obrazovanja za odrasle koji sudjeluju u lokalnim inicijativama za promociju kulturne (materijalne i nematerijalne) i prirodne baštine kao resursa za lokalni, regionalni i nacionalni razvoj.

Analiza se temeljila na sljedećem kompetencijskom okviru:



Temeljne metode analize podrazumijevale su istraživanje za stolom (*desk research*) postojećih programa neformalnog obrazovanja u odabranom području; istraživanje za stolom lokalnih inicijativa (primjeri dobre prakse) prijenosa kulturne i prirodne baštine kao resursa za lokalni, regionalni i nacionalni razvoj; individualne konzultacije i fokus grupe s korištenjem strukturiranih upitnika i obrazaca koje su oblikovali projektni partneri (pogledati <https://www.spechaleerasmus.eu/>).

U intervjuiranje i fokus grupe uključeni su: odrasli koji trenutno sudjeluju u promociji kulturne i prirodne baštine kroz lokalne inicijative, edukatori, treneri, predstavnici ustanova za obrazovanje odraslih, predstavnici nevladinih udruga, facilitatori koji trenutno na bilo koji način sudjeluju u osposobljavanju na području kulturne baštine, uključujući i suradnju između različitih tipova institucija, administrativnih jedinica, regija i poslovnog sektora.

“Zaključak i preporuke za izradu novog kurikuluma neformalnog obrazovanja za odrasle na području promocije kulturne i prirodne baštine” donosi: “Cilj projekta jest ponuditi fleksibilno cjeloživotno obrazovanje za odrasle polaznike kojem će moći pristupiti u bilo kojoj životnoj fazi, istovremeno promovirajući

mobilitet između različitih zemalja i sektora kako bi se ojačao dijalog koji je u skladu s europskim ekonomskim i socijalnim prioritetima”.

Nadalje, projekt želi obogatiti stručnjake, turističke radnike i istraživače s kompetencijama koji su potrebni za izradu novih eksperimentalnih inicijativa za osposobljavanje. Uzimajući u obzir ove ciljeve te rezultate testne faze, razvit će se kurikulum koji će biti internacionalan, međusektorski, fleksibilan, dostupan odraslim polaznicima u neformalnom i informalnom kontekstu te prikladan za integraciju u visokoškolske ustanove.

Referirajući se na CEDEFOP rječnik “Kvaliteta obrazovanja i osposobljavanja” (veljača, 2015), pojam kurikulum označava “inventar aktivnosti provedenih kako bi se oblikovalo, organiziralo i planiralo obrazovanje ili osposobljavanje, uključujući ishode učenja, sadržaj, metode i resurse.” Projektni partneri proveli su situacijsku analizu temeljenu na zajedničkoj metodologiji razvijenoj od strane Vidzeme Planning Region s pomoću svih uključenih partnera. Metodologijom se definirao dokument te korištenje jedinstvenog tabličnog obrasca s analizom dostupnih podataka.

Metodologija je također uključivala jedinstvene upitnike za fokus grupe i individualne intervju, koji su zatim prevedeni na sve partnerske jezike. Kao rezultat analiza, sakupljene su zanimljive i praktične informacije o prilikama za učenje na temu transformacije prirodne i kulturne baštine u inicijative za održivi lokalni razvoj. Analiza prikupljenih podataka pokazala je da je ponuda neformalnog i informalnog obrazovanja poprilično slična u zemljama partnerima, kako za profesionalnije usmjerenje, tako i za šire građanstvo. Neki partneri proveli su i djelomičnu analizu ponude visokoškolskih institucija.

Prilikom analize velika se pažnja pridavala onima koji imaju vodeću ulogu u očuvanju i promociji lokalne prirodne i kulturne baštine. Oni su ti koji igraju važnu ulogu u očuvanju baštine u svim zemljama, a njihov broj sve više raste. Također, takvi pojedinci vrlo su česti sudionici inicijativa neformalnog obrazovanja. Stoga su se svi partneri jednoglasno složili kako upravo neformalno i informalno obrazovanje treba nastaviti jačati svijest o potrebi

očuvanja baštine, ponajprije u svrhu razvoja i povećanja kvalitete života lokalnog stanovništva.

U kontekstu informalnih edukativnih aktivnosti, civilno društvo bez sumnje ima značajnu ulogu u demonstriranju solidarnosti sa socijalno ugroženim građanima (osobama s invaliditetom, nacionalnim manjinama, bivšim zatvorenicima, starijim osobama, osobama s manjim primanjima, itd.). Vidljivo je to u činjenici da je većina takvih obrazovnih aktivnosti besplatna te otvara pozitivan spektar emocija svojim sudionicima, ohrabrujući ih na sudjelovanje u lokalnoj zajednici, neovisno o svom socijalnom statusu.

Temeljeno na analizi aktualnog stanja informalnog i neformalnog obrazovanja za odrasle u Hrvatskoj, Francuskoj, Italiji, Latviji i Portugalu, identificiran je novi modularni kurikulum za informalno obrazovanje.



Glavni čimbenici koji su utjecali na programsku strukturu su:

- Obrazovne potrebe ciljnih skupina (vođe lokalnih inicijativa, predstavnici nevladinih udruga, socijalno ugroženih skupina, turistički facilitatori) kojima je cilj promocija očuvanja i održivog korištenja prirodne i kulturne baštine u svrhu lokalnog razvoja,
- Postizanje kompetencijskog okvira,
- Ponuda postojećeg neformalnog i informalnog obrazovanja u zemljama partnera,
- Nastojanje partnera da ponude inovativno, atraktivno i lako dostupno osposobljavanje.

Trajanje programa i moduli

Struktura kurikuluma sastoji se od 7 modula koji mogu biti slušani zajedno ili zasebno.

Preporučeni broj sati je 150 s distribucijom nastavnih sati po temama kako će biti prikazano kasnije. Razmatranja svih projektnih partnera vezana za izbor modula, tema i kompetencija uzeta su u obzir. Sve preporuke partnera za razvoj strukture kurikuluma, tema i podtema, kao i kompetencija su integrirane u proces. Generalizacije razmišljanja provodile su se postupno, u skladu s idejama i informacijama projektnih partnera, što će na kraju rezultirati zajedničkim snagama osmišljenim SPE.C.H.A.L.E. pilot tečajem.

Mogućnosti i prijedlozi za daljnju razradu i provedbu modularnog kurikuluma (150 h)

U daljnjem razvoju Modula 1 “Vrednovanje lokalne kulturne i prirodne baštine”, pozornost sudionika treba skrenuti na koncept vrijednosti baštine, što je ključno u procesu njezinog održivog očuvanja. Preporučljivo je posebno se posvetiti temi održivog korištenja prirodnih i kulturnih resursa, kako bi se bolje razumjeli izazovi i kontradikcije koje pri tom treba savladati, naročito na lokalnoj razini.

U Modulu 2 “Lokalni identitet i *placemaking*: ključ za poslovne inovacije” važno je povezati se s praktičnim akcijama na lokalnoj razini, kao što su identifikacija ključne baštine, planiranje događanja, izgradnja partnerstva. Ovaj modul izrazito je povezan s Modulom 7 “Organizacija posla u partnerstvu i zajednici”. Ova dva modula su komplementarna, iako su posvećena različitim temama. Lokalna suradnja ima važnu ulogu u izgradnji mjesnog identiteta, s obzirom da povezuje investitore i resurse. Ukoliko postoji namjera za uključivanjem prakse u program kurikuluma, moduli 2 i 7 mogu biti povezani s Modulom 4 “Pokretanje i vođenje lokalnog tima za turizam baštine”.

Modul 3 “Osnovne poslovne vještine i inovacije” fokusira se na razumijevanje motivacije kod osoblja, volontera i partnerskih institucija kako bi se postigao uspješan menadžment.

Već spomenuti Modul 4 “Pokretanje i vođenje lokalnog tima za turizam baštine” treba se fokusirati na profesionalizam i kvalitetu korisničke usluge, što u prvom redu ovisi o timskom radu, vrijednostima i motivaciji.

Preporučljivo je i Modul 5 “Marketing i prodaja” učiniti što praktičnijim, primjerice razvijati marketing plan sa polaznicima, ali obuhvatiti i važnu temu digitalnog marketinga na temelju koje se mogu uočiti nedostaci u digitalnim vještinama, na kojima treba dodatno raditi.

U Modulu 6 “Komunikacija” bilo bi korisno uključiti storytelling i pristup igranja uloga (engl. *Role-playing*).

Općenite bilješke o nastavi, nastavnim materijalima i metodama

Namjera partnera jest korištenje interaktivnih nastavnih metoda, uručaka i Power Point prezentacija kako bi se potkrijepio nastavni kurikulum. Praktični zadaci također imaju važnu ulogu, primjerice izrada marketing plana za posebne događaje i proizvode. Osim toga, potiče se korištenje aktivnih i participativnih metoda poput mješovite nastave koja podrazumijeva online i aktivnosti uživo, potom posjete, radionice, radne grupe, konzultacije jedan na jedan i diskusije.

Partneri će koristiti postojeće ili nove platforme za online učenje (Moodle ili slično) koje nude različite mogućnosti za učenje i provjere znanja.

O kurikulumu pilot tečaja

Trenutno, obuhvat kurikuluma može biti onakav kakav je planiran u originalnom projektnom prijedlogu, što podrazumijeva 70 sati osposobljavanja koje će provoditi svaki partner u svojoj zemlji, te 80 sati osposobljavanja koje

se provodi kroz mobilnost u Hrvatskoj i Latviji. Po završetku pilot tečaja partneri će odlučiti o potrebi za prilagodbama programi za različite ciljne skupine.

Aneks A

Shema s modulima, temama i kompetencijskim okvirom za izradu novog neformalnog obrazovanja za odrasle na temu promocije kulturne i prirodne baštine (Izvor: "The IO.1 Komparativna analiza" e-knjiga):

Br.	Moduli, glavne teme, podteme	Tražene kompetencije	Trajanje kurikuluma (sva razmišljanja)	Trajanje kurikuluma (predloženo)
1.	Vrednovanje lokalne kulturne i prirodne baštine Vidjeti i vrednovati lokalnu baštinu. Stav prema lokalnoj baštini kao dokaz vrijednosti lokalne zajednice. <ul style="list-style-type: none"> ● Identifikacija, mapiranje i organizacija informacija o lokalnoj kulturnoj i prirodnoj baštini ● Proširenje znanja o lokalnoj baštini ● Očuvanje baštine na odgovoran i održiv način 	<ul style="list-style-type: none"> ● Svijest o vrijednostima kulturne i prirodne baštine ● Sposobnost prepoznavanja baštine prikladne za lokalni razvoj i turističku svrhu ● Interpretacija i očuvanje lokalne baštine ● Znanje o upotrebi baštine i planiranju njezina očuvanja 	15-50	12
2.	Lokalni identitet i placemaking: ključ za poslovne inovacije Procjena atraktivnosti baštine za lokalno stanovništvo, posjetitelje i turiste <ul style="list-style-type: none"> ● Koncept oblikovanja mjesta koje u obzir uzima prostor, vrijeme, vještine, usluge i proizvode tipične 	<ul style="list-style-type: none"> ● Strateška vizija očuvanja i interpretacije lokalne baštine u lokalnom, nacionalnom i međunarodno 	50	36

	za prostorni identitet <ul style="list-style-type: none"> ● Učenje i inspiriranje na temelju ideja drugih 	m kontekstu <ul style="list-style-type: none"> ● Znanje lokalnoj baštini ● Izgradnja partnerstva ● Kreativnost 		
3.	Osnovne poslovne vještine i inovacije <ul style="list-style-type: none"> ● Razvoj vizije, misije i strategije ● Planiranje, pisanje poslovnog plana ● Projektni menadžment i planiranje ● Menadžment i vođenje ● Financijski menadžment ● Upravljanje vremenom ● Zapošljavanje, motivacija i angažman osoblja i partnera ● Inovacije 	<ul style="list-style-type: none"> ● Izgradnja pozitivnog poslovnog razmišljanja i stave ● Pristup vođen ciljevima ● Sposobnost razvijanja malog poduzeća povezanog s lokalnom baštinom ● Znanje o upravljanju vlastitim poduzećem povezanim s lokalnom baštinom ● Poduzetničke kompetencije ● Kompetencije rukovođenja ● Razumijevanje procesa inoviranja ● Poduzetnička etika 	20 -30 -50	18
4.	Pokretanje i vođenje lokalnog tima za turizam baštine <ul style="list-style-type: none"> ● Ciklusi razvoja tima i njihov menadžment ● Posebnosti turističkih uslužnih timova povezanih s kulturom i prirodom 	<ul style="list-style-type: none"> ● Svijest o vrijednostima prirodne i kulturne baštine ● Team building i menadžment ● Razvoj motivacije 	30	34

	<ul style="list-style-type: none"> ● Oblikovanje atraktivne, zanimljive animacije i improvizacije ● Profesionalna korisnička služba ● Zaštita i očuvanje prirode 	<p>osoblja</p> <ul style="list-style-type: none"> ● Komunikacija u timu ● Sposobnost donošenja uobičajenih odluka i preuzimanja odgovornosti ● Briga za pouzdanost i kvalitetu usluge ● Ugostiteljstvo motivirano klijentima 		
5	<p>Marketing i prodaja</p> <ul style="list-style-type: none"> ● Misija i vizija pružatelja usluga ● Strategija i strateški ciljevi pružatelja usluga ● Klijenti i partneri pružatelja usluga ● Istraživanje tržišta i potencijalni tržišni segmenti ● Ciljevi i zadaće prodaje ● Proizvod i cijena <ul style="list-style-type: none"> • Proizvod: dizajn (značajke i kvaliteta), brendiranje lokalnih proizvoda • Cijena: strategija, postavljanje cijene • Mjesto: geografska distribucija, logistika, lokacija tržišta • Promocija: oglašavanje, medijska 	<ul style="list-style-type: none"> ● Svijest o organizacijskim vrijednostima ● Kompetencije za razvoj i prodaju proizvoda ● Sposobnost pretvaranja poslovne ideje u tržišni proizvod ● Marketinško planiranje ● Znanje o marketinškim tehnikama ● Komunikacija i umrežavanje ● Orijentacija na klijenta ● Digitalni marketing ● Vještina prodaje ● Kreativnost 	48- 50	24

	<p>strategija, izravna prodaja</p> <ul style="list-style-type: none"> • Marketing plan 			
6	<p>Komunikacija</p> <ul style="list-style-type: none"> ● Razumijevanje medija i inovativna komunikacija ● Sporazumijevanje (verbalno, neverbalno) ● Interpersonalna komunikacija ● Stvaranje sadržaja i vještine storytellinga: <ul style="list-style-type: none"> • Skupljanje svjedočanstava i činjenica kao podloge za razvoj priče • Razvijanje teme priče • Tehnike iznošenja priče 	<ul style="list-style-type: none"> ● Komunikacijske kompetencije ● Digitalne kompetencije ● Planiranje i razlikovanje komunikacijskih kanala ● Vještine čitanja i pisanja ● Znanje o principima interpretacije i storytelling tehnika ● Sposobnost predstavljanja baštine na kreativan i atraktivan način 	50-70	16
7	<p>Organizacija posla u partnerstvu i zajednici</p> <ul style="list-style-type: none"> ● Izgradnja i održavanje partnerstava ● Suradnja s partnerima i zajednicom 	<ul style="list-style-type: none"> ● Kompetencije suradnje i umrežavanja 	20	10
			Max 320	150

Odjeljak A

OBLIKOVANJE I PROVEDBA ERASMUS+ SPE.C.H.A.L.E. PILOT TEČAJA

- SPE.C.H.A.L.E. tečaj i korištene metode u obrazovanju odraslih
- Dostupni nastavni sadržaji (poveznica s web stranicom i javno dostupnim materijalima)



SPE.C.H.A.L.E. tečaj i korištene metode u obrazovanju odraslih

Druga projektna faza rezultirala je intelektualnim ishodom naziva “Moduli i resursi za osposobljavanje odraslih na području kulturne baštine i atraktivnog životnog okruženja” (I.O.2.).

Iako je druga faza inicijalno planirana za period od srpnja 2019. do veljače 2021., njezino trajanje je prilagođeno zbog nepredvidljive situacije s pandemijom COVID-19 u 2020. godini, zbog čega je produljena do jeseni 2021.

Cilj druge projektne faze jest pokrenuti online pilot tečaj te poboljšati znanje na području promocije kulturne i prirodne baštine za potrebe odraslih polaznika.

Analiza i istraživanje potreba u postupku osposobljavanja odraslih na navedenom području, provedeno u sklopu prve projektne faze služilo je kao polazna točka za strukturiranje Erasmus+ SPE.C.H.A.L.E. pilot tečaja.

Službeni program tečaja strukturiran je u 4 glavna modula s dodatnim nastavnim sadržajima: sve zajedno riječ je o 150 nastavnih sati, od čega 70 sati e-učenja, te 80 sati koje se odnose na mobilnosti polaznika i edukatora.

Prvi dio koji traje 70 sati uobičen je kao online tečaj u 4 modula, pri čemu je svaki modul posvećen posebnoj temi koju su projektni partneri u sklopu prve projektne faze identificirali kao neophodnu. Nastavne teme orijentirane su na razvoj kompetencija za održivost na području turizma i kulturne baštine, komunikaciju i interpersonalne vještine, meke vještine, te poduzetništvo.

Svaki modul može se slušati i polagati pojedinačno ili zajedno s ostalima. Za svaki modul predviđen je određeni broj nastavnih sati koje kombiniraju teoriju i praktično iskustvo.

Moduli pilot tečaja su:

- Baština – 20 sati
- Marketing – 20 sati
- Komunikacija – 15 sati
- Vještine poslovanja – 15 sati.

Erasmus+ « SPE.C.H.A.L.E Project » - Online Pilot Course



Contents	
	Module 1: Cultural Heritage – 20 hours
	Module 2: Marketing – 20 hours
	Module 3: Communication – 15 hours
	Module 4: Business – 15 hours



Sadržaj modula, kao i čitav sadržaj ponuđen je na online platformi za učenje (*Chamilo online platform.*), a svi nastavni materijali razvijeni su na engleskom, talijanskom, portugalskom, latvijskom, hrvatskom i francuskom jeziku. Svaki modul sadrži Power Point prezentacije, studije slučajeva i primjere, domaće zadaće, korisne poveznice...

Detaljan opis podtema za svaki modul nalazi se na sljedećim stranicama.

Svi projektni partneri bili su uključeni u razvoj nastavnog materijala te su bili odgovorni za provedbu online pilot tečaja u svojoj zemlji. Isprva su svi nastavni materijali pripremljeni na engleskom jeziku, a potom prilagođeni na jezike projektnih partnera.

Nastavni sadržaj pripremili su stručnjaci i nastavnici iz sljedećih organizacija:

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

MODUL 2: Vidzeme Planning Region i IZTZG Institut za turizam;

MODUL 3: Le Terre dei Savoia Association i eConsulenza Agency;

MODUL 4: Université Européenne des Saveurs et Senteurs i eConsulenza Agency.

Osim toga, projektni partneri definirali su kriterije za izbor odraslih polaznika za pilot tečaj. Osnovno načelo izbora odraslih polaznika bilo je omogućiti pristup učenju osobama s manje vještina, nižim kvalifikacijama, nezaposlenima, uključujući i migrante, odraslima s potrebom za novim znanjima.

Oblikovan je jedinstveni obrazac koji se koristio kao Prijavni obrazac za odabir polaznika:

KAKO SE PRIJAVITI

Ispuniti obrazac i vratiti na:

E-mail: ([email adresa ustanove](#))

Adresa ustanove:

ROK ZA PRIJAVU

POTVRDA

Potvrda o primitku Vaše prijave bit će poslana na Vašu e-mail adresu.

Obavijest o prihvatanju Vaše prijave bit će također poslana na Vašu e-mail adresu.

UVJETI OTKAZIVANJA

Imate pravo otkazati Vašu prijavu i registraciju na tečaj. Obavijest o otkazivanju potrebno je poslati u pismenom obliku, putem elektroničke ili obične pošte. U tom slučaju ukida se pristup tečaju te SPECHALE mreži.

OPĆA UREDBA O ZAŠTITI PODATAKA (GDPR)

Tražene informacije u ovom obrascu su obvezne. Podaci su podložni daljnjoj elektronskoj obradi od strane projektnih partnera: ADCMoura i ATLA (Portugal), Terre Dei Savoia i eConsulenza (Italija), Vidzeme Planning Region (Latvija), Université Européenne des Saveurs et Senteurs (Francuska), Institut za turizam (Hrvatska).

KONTAKT

([telefon](#), [e-mail](#), [adresa ustanove](#))

PRIJAVNI OBRAZAC

Osposobljavanje odraslih na području kulturne baštine i atraktivnog životnog okruženja (Erasmus+ SPE.C.H.A.L.E. Project)

POLAZNIK

Ime:

Prezime:

Datum rođenja:

Adresa stanovanja:

Poštanski broj:

Grad:

Zemlja:

Broj telefona:

E-mail adresa:

Program tečaja

Spechale program osposobljavanja je online tečaj podijeljen u 4 modula. Možete se prijaviti na cijeli tečaj ili odabrati pojedinačne module.

Prijavljujem se za cijeli SPECHALE tečaj: DA NE

Biram pojedinačne module i prijavljujem se za:

- Modul 1: Baština
- Modul 2: Marketing
- Modul 3: Komunikacija
- Modul 4: Vještine poslovanja

Računalne vještine i tehnička podrška

Posjedujete li osnovne računalne vještine (npr. rad u *Microsoft Word-u*, *Power Point-u*, *e-mail* komunikacija)?

DA NE

Imate li računalo?

DA NE

Imate li slušalice (za potrebe slušanja audio-materijala)?

DA NE

Imate li mikrofonski uređaj?

DA NE

Podaci o zaposlenju i obrazovanju

Zaposlenje: (Označiti samo jedno polje.)

Zaposlen/a

Nezaposlen/a

Drugo:

Posljednje zaposlenje:

Naziv poduzeća:

Radno mjesto:

Posljednja godina zaposlenja:

Razina obrazovanja:

Posljednji završeni stupanj obrazovanja: naziv i godina završetka

Najviši završeni stupanj obrazovanja: naziv i godina završetka

Razina znanja engleskog jezika: osnovno napredno

Objasnite svoju motivaciju za sudjelovanje na online tečaju “Osposobljavanje odraslih na području kulturne baštine i atraktivnog životnog okruženja”.

Slažem se s prikupljanjem i upotrebom mojih osobnih podataka od strane projektnih partnera isključivo za potrebe provedbe projekta SPECHALE. U skladu s ostvarivanjem svojih prava iz Opće uredbe o zaštiti osobnih podataka, u slučaju prekida programa obrazovanja, iste možete u bilo koje vrijeme u potpunosti ili djelomično povući pravovremenim obavještanjem na e-mail adresu organizatora.

Mjesto i datum:

Potpis:

Većina projektnih partnera sakupila je prijave potencijalnih korisnika te izvršila odabir u periodu od siječnja do veljače 2020., a s pilot tečajem, točnije prvim modulom, započelo se u ožujku 2020.

U svakoj partnerskoj zemlji slijedio se vlastiti ritam postavljanja nastavnih materijala na online platformu za učenje, što je prije svega bila posljedica pojave COVID-19 te lockdowna.

SPECHALE pilot tečaj započeo je u ožujku 2020. u Hrvatskoj, Portugalu, Italiji i Latviji, te nešto kasnije u Francuskoj. Talijanski partneri završili su pilot tečaj u listopadu 2020., a hrvatski i latvijski partneri u prosincu 2020. U Francuskoj se pilot tečaj održavao od siječnja do travnja 2021. (zbog strogih nacionalnih pandemijskih restrikcija tečaj se nije mogao organizirati 2020. godine). U Portugalu se tečaj provodio od ožujka 2020. do ožujka 2021.

Broj prijavljenih i odabranih polaznika online pilot tečaja prema zemljama partnerima iznosi:

	LATVIJA	ITALIJA	HRVATSKA	PORTUGAL	FRANCUSKA	
Broj odabranih polaznika	149	67	50	25	32	
Sveukupno						323



SYLLABUS

SPEcialists in Cultural Heritage and Attractive Living Environment

SPE.C.H.A.L.E. online pilot tečaj

Trajanje: **70 sati**

MODUL	Naziv	Broj nastavnih sati
Uvod		
M1	Baština	20
M2	Marketing	20
M3	Komunikacija	15
M4	Vještine poslovanja	15

UVOD U PILOT TEČAJ:

- Predstavljanje projekta
- Ciljevi pilot tečaja

MODUL 1: Baština - 20 sati

1. ŠTO JE BAŠTINA?

- 1.1. Uvod
- 1.2. Kulturna baština
- 1.3. Prirodna baština
- 1.4. Zaključak

2. BAŠTINA I IDENTITET

- 2.1. Baština i lokalna zajednica
- 2.2. Ugrožena baština

3. INTERPRETACIJA BAŠTINE

- 3.1. Posebni oblici turizma
- 3.2. Kreativne i kulturne industrije i baština
- 3.3. Interpretacija

[Aktivnost 1: Uključivanje lokalne kulturne baštine u turističku ponudu](#)

[PROVJERA ZNANJA](#)

MODUL 2: Marketing - 20 sati

1. OSNOVE TURIZMA

- 1.1. Definicija turista
- 1.2. Obilježja turističkog putovanja
- 1.3. Turistička destinacija
- 1.4. Turističke organizacije
- 1.5. Turistička politika i zakonodavstvo
- 1.6. Kratka povijest turizma
- 1.7. Djelovanje i učinci turizma

2. TURISTIČKA POTRAŽNJA

- 2.1. Obilježja turističke potražnje
- 2.2. Činitelji turističke potražnje
- 2.3. Turistička motivacija
- 2.4. Suvremeni potrošački trendovi i turizam
- 2.5. Segmentacija tržišta

3. TURISTIČKA PONUDA

- 3.1. Turističko tržište
- 3.2. Obilježja turističkog proizvoda
- 3.3. Elementi turističkog proizvoda
- 3.4. Ključna načela stvaranja turističkog proizvoda

4. MARKETINŠKE TEHNIKE I ALATI

- 4.1. Marketinški splet
- 4.2. SWOT analiza
- 4.3. Izrada promotivnih materijala

5. SKLAPANJE PARTNERSTVA I DIZAJN USLUGA

- 5.1. Sklapanje partnerstva
- 5.2. Dizajn usluga

[Aktivnost 2: Samostalna izrada SWOT analize](#)

[PROVJERA ZNANJA](#)

MODUL 3: Komunikacija - 15 sati

1. NAČELA KOMUNIKACIJE I STORYTELLINGA

- 1.1. Vrste komunikacije
- 1.2. Savjeti za učinkovitu komunikaciju
- 1.3. Načela storytellinga

2. KOMUNIKACIJSKE TEHNIKE I USLUŽNA KULTURA

- 2.1. Usmena komunikacija
- 2.2. Organizacija govora
- 2.3. Svijet društvenih mreža
- 2.4. Organizacija radionice
- 2.5. Uslužna kultura

3. MEKE VJEŠTINE U SEKTORU TURIZMA

- 3.1. Uvod u meke vještine
- 3.2. Meke vještine u sektoru turizma

[Aktivnost 3: Izrada vlastitog storytellinga](#)

[PROVJERA ZNANJA](#)

MODUL 4: Vještine poslovanja - 15 sati

1. ISTRAŽIVANJE TRŽIŠTA

- 1.1. Faktori važnosti istraživanja tržišta
- 1.2. Proces istraživanja tržišta
- 1.3. Prilagodba ponude prema istraživanju tržišta

2. PODUZETNIČKE KOMPETENCIJE

- 2.1. Ključne poduzetničke kompetencije
- 2.2. Umrežavanje
- 2.3. Pronalaženje novog zaposlenja

3. POSLOVNI PLAN

- 3.1. Što je poslovni plan
- 3.2. Financijski dio poslovnog plana

Aktivnost 4: Istraživanje tržišta i određivanje ciljnih skupina

PROVJERA ZNANJA

ZAVRŠETAK TEČAJA: *Potvrda o pohađanju*

Sve informacije o tečaju, kurikulumu i nastavnim metodama dostavljene su polaznicima na početku tečaja u obliku knjižice/brošure. Osim osnovnih informacija o tečaju, polaznici su u knjižici mogli dobiti i upute o korištenju online platforme za učenje.

Online platforma za učenje i svi nastavni sadržaji polaznicima su bili dostupni 24/7 u periodu trajanja edukacije (u Hrvatskoj od ožujka do prosinca 2020.). Završetak svakog modula potvrđen je završnom online pismenom provjerom znanja te uz dostavljenu domaću zadaću / kraći seminarski rad. Polaznici su provjeru znanja mogli riješiti svojim tempom kroz naznačenih tjedan dana. Mentor i osoblje ustanove za osposobljavanje u svakoj zemlji partner bili su čitavo vrijeme trajanja programa osposobljavanja na raspolaganju polaznicima.



Obrazac knjižice



OBRAZOVANJE ODRASLIH NA PODRUČJU KULTURNE BAŠTINE I ATRAKTIVNOG ŽIVOTNOG OKRUŽENJA

KNJIŽICA S UVODNIM UPUTAMA O TEČAJU ZA POLAZNIKE



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.

Sadržaj:

1. Predstavljanje projekta
2. Sadržaj tečaja
3. Kalendar
4. Vrednovanje
5. Potvrda o pohađanju tečaja
6. Nastavna podrška
7. Pristup online platformi za učenje

1. PREDSTAVLJANJE PROJEKTA

Dobrodošli na Tečaj za obrazovanje odraslih na području kulturne baštine i atraktivnog okruženja SPECHALE.

SPECHALE je suradnički projekt odobren u okviru programa ERASMUS+ koji uključuje 7 europskih partnera iz 5 različitih zemalja: Portugala, Italije, Latvije, Hrvatske i Francuske.

Cilj projekta je razviti i poboljšati vještine odraslih u prijenosu kulturne i prirodne baštine, kako u svojoj lokalnoj zajednici, tako i posjetiteljima.

Stoga je osmišljen zajednički obrazovni program koji se koristi inovativnim metodama nastave.

Tečaj SPECHALE je online tečaj koji će vam omogućiti da radite tempom koji vam najbolje odgovara, u skladu s vašim mogućnostima.

Namjena je ove knjižice pomoći vam da razumijete nastavne materijale i organizirate svoj rad kako biste što uspješnije završili tečaj.

Tim projekta SPECHALE

2. SADRŽAJ TEČAJA

Program obrazovanja sastoji se od:

- *On-line* tečaja podijeljenog na 4 modula koji je dostupan na odabranoj web platformi
- Dodatnih praktičnih aktivnosti
- 1 tjedna transnacionalne mobilnosti u Hrvatskoj (okolica Zagreba) s polaznicima tečaja iz partnerskih zemalja (tri polaznika iz svake zemlje)

Tečaj će trajati oko 70 sati (izuzev tjedna mobilnosti) te sadrži dokumente koje treba preuzeti, a koji mogu uključivati poveznice na Internet, video zapise, .ppt prezentacije, .pdf dokumente.

Lekcije će biti dostupne početkom tjedna koji je naveden u kalendaru. S obzirom da je riječ o *on-line* tečaju, te su nastavni materijali unaprijed pripremljeni i dostupni, nastava se odvija samostalno i neovisno o drugim polaznicima.

Iako je tečaj dostupan 24 sata, 7 dana tjedno, preporučamo da slijedite redoviti radni ritam i počnete s učenjem čim se lekcije pojave *on-line*.

Svaki je modul tečaja cjelina za sebe i vrednovat će se zasebno.

Napomena:

Svi dokumenti koje dobijete tijekom ovog tečaja za privatnu su uporabu. Nastavni sadržaji vlasništvo su njihovih autora, stoga je svako umnožavanje, u cijelosti ili djelomično, distribucija i prikazivanje na bilo koji način, zabranjeno bez suglasnosti autora.

2.1 Pregled nastavnih cjelina online tečaja

MODUL 1 – BAŠTINA - 20 sati

Što znam o svojoj baštini?

Što je baština?

Baština i identitet

Interpretacija baštine

MODUL 2 – MARKETING- 20 sati

Kako identificirati potrebe kupaca?

Osnove turizma

Turistička potražnja

Turistička ponuda

Marketinške tehnike i strategije

Sklapanje partnerstva i dizajn usluga

MODUL 3 – KOMUNIKACIJA – 15 sati

Kako plasirati proizvod?

Načela komunikacije i storytellinga

Komunikacijske tehnike i uslužna kultura

Meke vještine (eng. *soft skills*) u turističkom sektoru

MODUL 4 – VJEŠTINE POSLOVANJA – 15 sati

Kako poboljšati svoje poslovne vještine?

Istraživanje tržišta

Poduzetničke kompetencije

Poslovni plan

2.2. Aktivnosti

Za svaki modul planiraju se različite aktivnosti koje su praktična nadopuna nastavnom sadržaju.

Daljnje informacije o obliku i rasporedu dodatnih aktivnosti dobit ćete za vrijeme trajanja pojedinog modula.

2.3. Međunarodna mobilnost u Hrvatskoj

Tjedan mobilnosti u Hrvatskoj (okolica Zagreba) održat će se u studenom 2020. godine.

Neki od polaznika imat će priliku pridružiti se polaznicima iz drugih partnerskih zemalja.

Svi troškovi za odabrane polaznike bit će pokriveni iz SPECHALE projekta. Po završetku mobilnosti, polaznici će ispuniti obrazac povezan s aktivnostima.

3. KALENDAR

Molim pogledati aneks.

4. VREDNOVANJE

Na kraju svakog modula predviđena je provjera znanja.

Test će biti dostupan on-line 7 dana u posljednjem tjednu svakog modula, od ponedjeljka do nedjelje. Sastojat će se od pitanja s višestrukim izborom i kratkih pitanja.

Provjera znanja je obavezna. Za prolazak je potrebno ostvariti minimalan rezultat od 50% točnih odgovora.

Ukoliko ostvarite rezultat manji od 50%, možete ponovo pristupiti polaganju testa.

Ako ne pristupite testu na vrijeme, dobit ćete podsjetnik, nakon čega ćete imati još nekoliko dana vremena da ga položite.

5. POTVRDA O POHAĐANJU TEČAJA

Na kraju tečaja Institut za turizam izdaje potvrdu o uspješno završenoj edukaciji.

6. NASTAVNA PODRŠKA

Za sve informacije i pomoć vezane za tečaj, možete se obratiti odgovornoj instituciji, Institutu za turizam.



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

(SPEcialists in Cultural Heritage and Attractive Living Environment)

7. PRISTUP ONLINE PLATFORMI ZA UČENJE

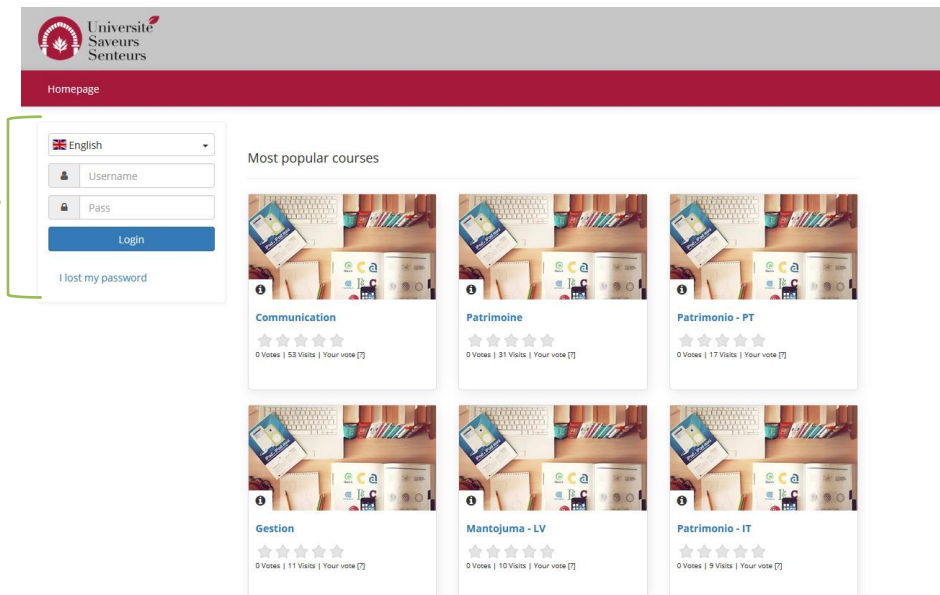
Svoje korisničko ime i zaporku dobit ćete putem elektroničke pošte.

U alatnu traku upišite: <https://www.uess-elearning.eu>

Dajte si vremena da se priviknete na platformu prije početka tečaja.

Pogledajte niže navedene informacije koje bi vam mogle pomoći da započnete.

Upišite svoje korisničko ime i zaporku.
Odaberite jezik.



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0 Votes | 53 Visits | Your vote [?]

Patrimoine
0 Votes | 31 Visits | Your vote [?]

Patrimoine - PT
0 Votes | 17 Visits | Your vote [?]

Gestion
0 Votes | 11 Visits | Your vote [?]

Mantojuma - LV
0 Votes | 10 Visits | Your vote [?]

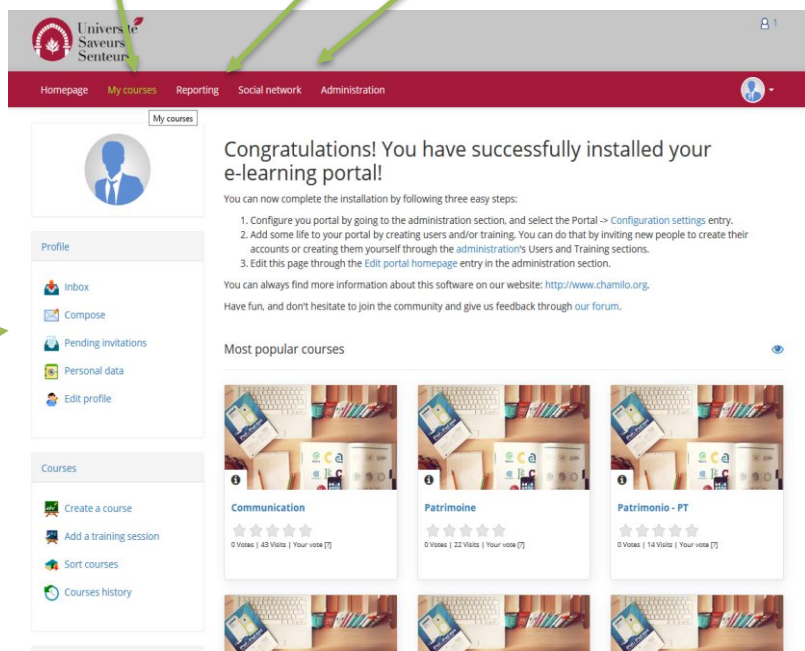
Patrimoine - IT
0 Votes | 9 Visits | Your vote [?]

OPIS POČETNE STRANICE (engl. *HOME PAGE*)

Da biste pristupili predmetu za koji ste registrirani

Da biste dobili povratne informacije o svojim aktivnostima na platformi

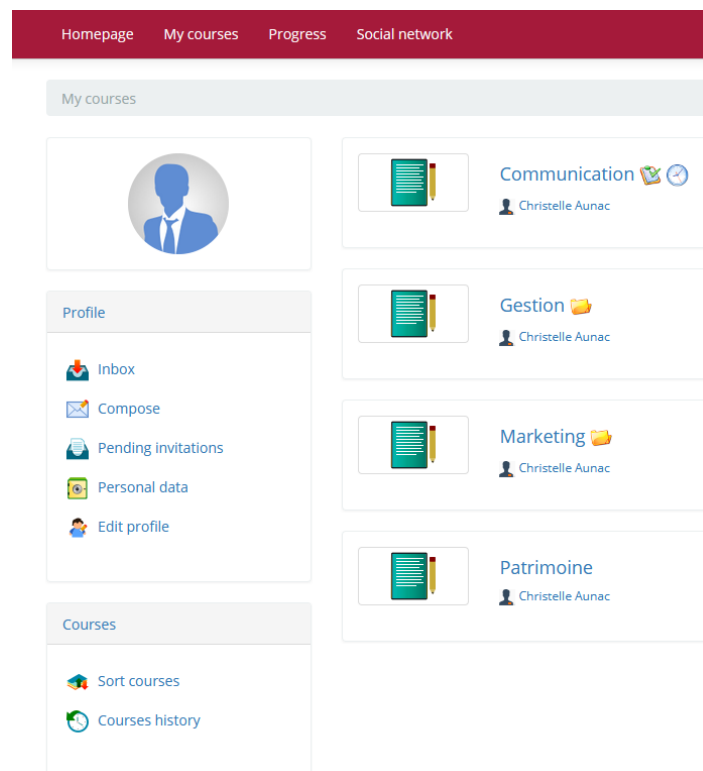
Da biste pratili obavijesti u grupi, upoznali druge polaznike iz Hrvatske ili polaznike iz drugih zemalja



Možete urediti svoj profil: promijeniti jezik, dodati sliku, promijeniti zaporku.

Ako zaboravite zaporku, možemo vam poslati novu.

OPIS STRANICE "MOJI PREDMETI" (engl. *MY COURSES*)

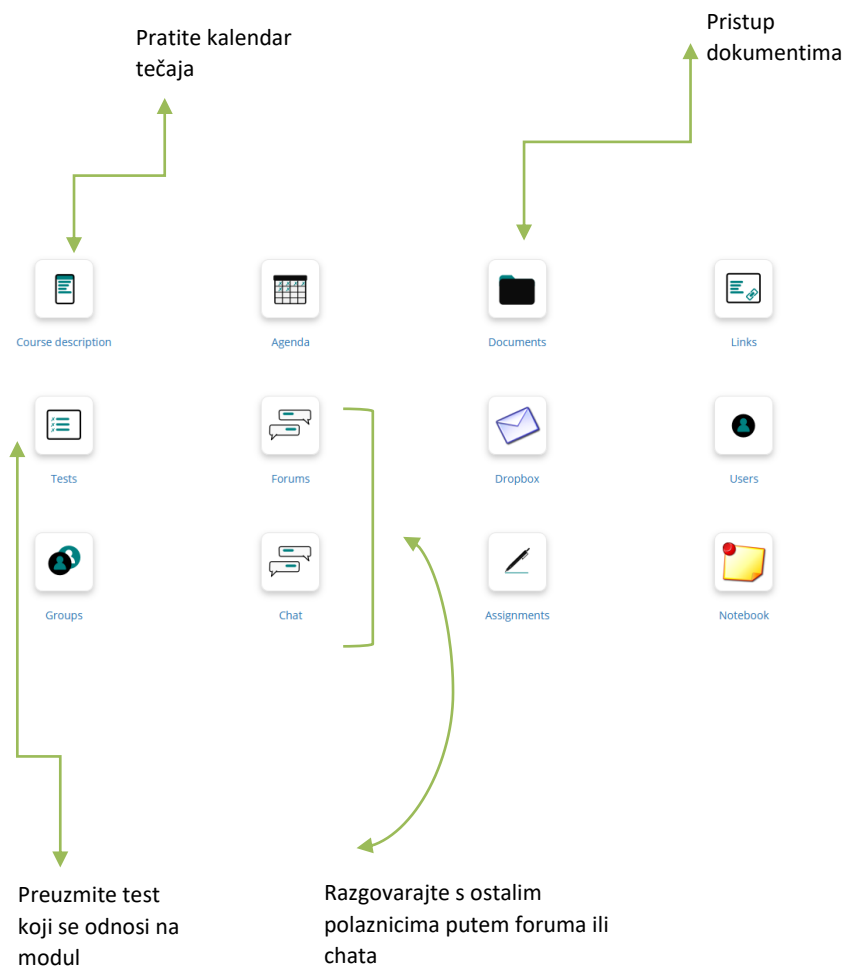


Odaberite predmet kako biste dobili pristup alatima.

Popis vaših modula

Na hrvatskom jeziku!

OPIS ZASLONA: pregled dostupnih alata



Odabirom rubrike „Dokumenti“ (engl. *Documents*) možete pristupiti materijalima odabranog modula i početi učiti.

Homepage My courses Reporting Social network Administration

Patrimoine Documents [Switch to student view](#)

Q Search

Current folder Documents

Type	Name ↓	Size	Date	Detail
<input type="checkbox"/>	Historique de conversations dans le chat	0B	18 days ago 2020-02-14 11:56:12	
<input type="checkbox"/>	Répertoires des utilisateurs	0B	18 days ago 2020-02-14 11:56:12	
<input type="checkbox"/>	.SPECHALE_MODULE-1-HERITAGE_PART1_ENG-1.pptx	81.77M	1 minute ago 2020-03-03 16:51:16	

Select all Unselect all Detail

I.02. DODATNE AKTIVNOSTI

Kao što je predviđeno programom, tečaj nudi i dodatne obrazovne aktivnosti za polaznike u obliku studija slučaja, radionica, virtualnih sastanaka sa dionicima u turističkom i kulturnom sektoru, video isječaka, itd. Svaki projektni partner pripremio je različite materijale za svoje polaznike na nacionalnoj razini, što je rezultiralo značajnim brojem različitih dodatnih aktivnosti.

Prilikom realizacije dodatnih aktivnosti naišlo se na brojne izazove, zahvaljujući restrikcijama uslijed pandemije COVID-19, što je onemogućilo sastanke i radionice uživo. Umjesto toga, navedeni sadržaji zamijenjeni su primjerima dobre prakse te domaćim zadaćama za polaznike.

Više detalja o pojedinim aktivnostima koje su se odvijale kod projektnih partnera u Italiji, Latviji, Portugalu, kao i cjelovitu analizu provedbe pilot tečaja u Hrvatskoj moguće je pronaći u aneksima na kraju dokumenta.

ISPITIVANJE ZADOVOLJSTVA POLAZNIKA

SPECHALE pilot tečaj, s 323 polaznika pružio je mogućnost testiranja obrazovnih modula i nastavnih materijala razvijenih u sklopu projekta.

Upitnik o zadovoljstvu polaznika tečaja te učinkovitosti svih nastavnih modula kojeg su pripremili projektni partneri predan je polaznicima na ispunjavanje na kraju čitavog tečaja. Većina polaznika pohađala je sva 4 modula, dok je tek određeni dio odlučio pohađati pojedinačne module.

Cilj upitnika o zadovoljstvu polaznika tečaja (obrazac se nalazi na idućim stranicama) jest provjeriti razinu zadovoljstva polaznika, odnos prema njihovim prethodnim očekivanjima u vezi trajanja, kvalitetu sadržaja, razinu osposobljavanja, dodatne aktivnosti, online platformu za učenje, itd.

Rezultati ankete pružili su projektnim partnerima priliku za poboljšanje i prilagodbu nastavnih modula i nastavnog sadržaja pilot tečaja, čime se osigurala veća učinkovitost u budućem prenošenju materijala kao javno dostupnih putem SPECHALE platforme.



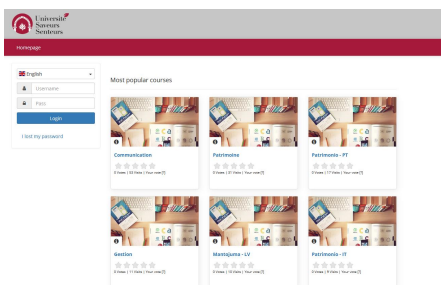
“Adult training for Cultural Heritage and attractive living environment - SPE.C.H.A.L.E.” Pilot Course

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

ONLINE TEČAJ

u trajanju od 70 sati

EVALUACIJSKI UPITNIK ZA POLAZNIKE TEČAJA



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OSNOVNE INFORMACIJE

Ime: Prezime:

Koje od navedenih SPE.C.H.A.L.E. nastavnih modula ste pohađali i uspješno položili?

MODUL 1 – BAŠTINA	DA <input type="checkbox"/>	NE <input type="checkbox"/>
MODUL 2 - MARKETING	DA <input type="checkbox"/>	NE <input type="checkbox"/>
MODUL 3 – KOMUNIKACIJA	DA <input type="checkbox"/>	NE <input type="checkbox"/>
MODUL 4 – VJEŠTINE POSLOVANJA	DA <input type="checkbox"/>	NE <input type="checkbox"/>

UPITNIK

1. Jeste li u cjelini zadovoljni s ERASMUS+ SPE.C.H.A.L.E. Pilot edukacijom?

- U potpunosti sam zadovoljan/na
- Prilično sam zadovoljan/na
- Nisam posve zadovoljan/na
- Uopće nisam zadovoljan/na

2. Jeste li naučili što ste očekivali?

- U potpunosti sam zadovoljan/na
- Prilično sam zadovoljan/na
- Nisam posve zadovoljan/na
- Uopće nisam zadovoljan/na

3. Je li Vam duljina ERASMUS+ SPE.C.H.A.L.E. Pilot edukacije bila odgovarajuća (ožujak-prosinac)?

- U potpunosti sam zadovoljan/na
- Prilično sam zadovoljan/na

- Nisam posve zadovoljan/na
- Uopće nisam zadovoljan/na

4. Je li vam mogućnost slobodnog pristupa nastavnim materijalima u vrijeme koje vam odgovara bila korisna?

- U potpunosti sam zadovoljan/na
- Prilično sam zadovoljan/na
- Nisam posve zadovoljan/na
- Uopće nisam zadovoljan/na

5. Smatrate li sadržaj modula dovoljno iscrpnim i sveobuhvatnim?

- U potpunosti sam zadovoljan/na
- Prilično sam zadovoljan/na
- Nisam posve zadovoljan/na
- Uopće nisam zadovoljan/na

6. Molim Vas ocijenite kvalitetu sadržaja svakog Modula, s obzirom na stečene kompetencije.

Ljestvica 1-5: 1=loše, 5=izvrsno

MODUL 1 – BAŠTINA

1 – 2 – 3 – 4 – 5

MODUL 2 - MARKETING

1 – 2 – 3 – 4 – 5

MODUL 3 - KOMUNIKACIJA

1 – 2 – 3 – 4 – 5

MODUL 4 – VJEŠTINE POSLOVANJA

1 – 2 – 3 – 4 – 5

7. Jesu li Vam dodatne zadaće i sadržaji bili korisni u procesu učenja?

- U potpunosti sam zadovoljan/na
- Prilično sam zadovoljan/na
- Nisam posve zadovoljan/na
- Uopće nisam zadovoljan/na

8. Je li Vam online edukacijska platforma (administrirana od strane francuskog projektnog partnera UEES-a) bila jednostavna za korištenje i usvajanje nastavnih sadržaja?

- U potpunosti sam zadovoljan/na
- Prilično sam zadovoljan/na
- Nisam posve zadovoljan/na
- Uopće nisam zadovoljan/na

9. Jesu li Vam nastavnici i voditelji pružali dovoljnu podršku i pomoć kad ste ju trebali?

- U potpunosti sam zadovoljan/na
- Prilično sam zadovoljan/na
- Nisam posve zadovoljan/na
- Uopće nisam zadovoljan/na

10. Jeste li bili dovoljno informirani od voditelja o dodatnim SPE.C.H.A.L.E. aktivnostima (webinar)?

- U potpunosti sam zadovoljan/na
- Prilično sam zadovoljan/na
- Nisam posve zadovoljan/na
- Uopće nisam zadovoljan/na

11. Molimo Vas, podijelite s nama svoje mišljenje o iskustvu Erasmus+ edukacije te navedite savjete za potencijalna poboljšanja pilot edukacije u budućnosti.

.....

12. Osim toga, željeli bismo znati kakve probleme Vam je kriza izazvana COVID-19 uzrokovala u edukaciji. Je li period potpunog zatvaranja (engl. *lockdown*) i dugotrajnost kritične situacije smanjila Vašu raspoloživost za edukaciju i oduzela vrijeme potrebno za učenje?

.....

Dodatne aktivnosti učenja/podučavanja/osposobljavanja (LTTA)

Osim online pilot tečaja, projekt uključuje i provedbu mobilnosti za edukatore te polaznike i to na sljedeći način:

Nakon završetka online pilot tečaja u trajanju od 70 nastavnih sati, dvije grupe sudionika trebale bi pristupiti dodatnim aktivnostima učenja/podučavanja/osposobljavanja, u obliku mobilnosti i to 40 nastavnih sati u Latviji (C1) i 40 sati u Hrvatskoj (C2).

- LTTA- **Kratkotrajno osposobljavanje edukatora** u Cesis/Vidzeme (LV) 2020. godine: 15 sudionika odabranih među internim osobljem partnerskih ustanova (sveukupno 40 sati, od čega 15 frontalnih i 25 praktičnih).
- LTTA – **Mobilnost za odrasle polaznike** u Zagrebu (HR) u 2020.: 15 odabranih sudionika iz svih pet zemalja (sveukupno 40 sati, od čega 15 frontalnih i 25 praktičnih).

Osposobljavanje edukatora (C1) i mobilnost za odrasle polaznike (C2) sveukupno iznosi 80 nastavnih sati osposobljavanja i praktičnih aktivnosti (40h+40h): jedan tjedan u Latviji i jedan u Hrvatskoj (svaki tjedan sastoji se od 7 dana mobilnosti, 5 dana predavanja po 8 sati dnevno od čega 3 frontalna i 5 praktičnih).

Restrikcije uslijed pandemije COVID-19 utjecale su i na provedbu LTTA – C1 i C2 aktivnosti, koje se nisu odvale kako je planirano. Obje aktivnosti su se odgodile

za 2021. godinu kako bi se osiguralo njihovo održavanje prema prvotnim planovima, no daljnji negativni razvoj epidemiološke situacije u Europi, onemogućio je njihovo održavanje uživo.

Tako je mobilnost za odrasle polaznike (C2), inicijalno planirana u Hrvatskoj, održana u obliku virtualne mobilnosti u trajanju od 5 radnih dana tijekom jednog tjedna (približno 2 sata dnevno), a koju je organizirao Institut za turizam (HR). Mobilnost su pohađali polaznici iz svih partnerskih zemalja (Hrvatska, Italija, Latvija i Portugal). Mobilnost se održala od 18. do 22. siječnja 2021.

Program virtualne mobilnosti oblikovan je kao nastavak 4 modula, pokrivajući praktične i korisne teme, posebice za one polaznike koji su zainteresirani za pokretanje vlastitog posla povezanog s baštinom i turizmom. Svaki dan online edukacije bio je posvećen jednoj temi modula što je uključivalo dva predavanja uživo: jedno teorijsko koje je držao stručnjak iz područja i drugo praktično koje je držao uspješni poduzetnik iz područja turizma smješten u Hrvatskoj. Nakon svakog predavanja, otvorena je diskusija u kojoj su polaznici mogli postavljati dodatna pitanja i tražiti dodatna pojašnjenja. Sva predavanja od prvog do četvrtog dana održana su na engleskom jeziku. Obrađene teme uključivale su: tehnike interpretacije baštine, digitalni marketing, meke vještine u turističkom sektoru i pisanje poslovnog plana. Peti dan edukacije izvodio se na materinjem jeziku od strane svakog projektnog partnera posebno za svoje polaznike, u obliku diskusija, predavanja i prezentacija.

Sveukupno 61 polaznik je pohađao virtualnu mobilnost. Brojevi polaznika prema zemljama su kako slijedi:

Zemlja podrijetla	Broj sudionika
Hrvatska	19
Francuska	0
Italija	16
Latvija	21
Portugal	5
SVEUKUPNO	61

U nastavku slijedi originalni program Virtualne mobilnosti za odrasle polaznike u organizaciji Instituta za turizam u Zagrebu:



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

SPE.C.H.A.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 Nuić, Expert Associate, Institute for Tourism, Zagreb

Q&A session

Growing your social media audience and community: example of Monastays

Zoran Mićuda, 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 Gjurasić, 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

January 21, 2021

Tips & tricks for writing a successful business plan

Ozren Hudina, Financial Expert and Expert for EU funds

Q&A session

Key entrepreneurial competencies in managing small business: example of tourist agency Lynx and Fox

Jelena Holenko, CEO and Owner of *Lynx and Fox*, tourist agency specialised in hiking tours

Q&A session

January 22, 2021

Breakout room discussions in organisation of SPE.C.H.A.L.E. project partners from Croatia, Italy, Latvia and Portugal (in native language)

Moderator: Ives Vodanović Lukić, Research Assistant, Institute for Tourism, Zagreb

Kratkotrajno osposobljavanje edukatora (C1)

Održano je od 26. do 30. travnja 2021. godine u obliku virtualne mobilnosti, a u organizaciji latvijskog partnera Vidzeme Planning region.

Program je namijenjen internom osoblju ustanova koje sudjeluju u projektu. Odabrane teme uključivale su: procedure za odobravanje i priznavanje nastavnih materijala/kurikula/profila polaznika; poboljšanje nastavnih modula i resursa; zajednički koncept SPE.C.H.A.L.E. mreže; uključivanje potencijalnih dionika; prilagodba SPECHALE web stranice za prihvatanje SPECHALE mreže. Svaki projektni partner diskusiji je doprinio sa svojim prezentacijama, prijedlozima i idejama. Virtualnoj mobilnosti prisustvovalo je sveukupno 12 polaznika. Susretima, u trajanju od nekoliko sati, prisustvovali su i vanjski stručnjaci.

Provedeni program:

26. travnja 2021 | Zoom Platform

Definicija kurikuluma i nastavnih materijala – iskustvo SPECHALE pilot tečaja

Grupna diskusija

27. travnja 2021 | Zoom Platform

Priznavanja kompetencija i umrežavanja

Grupna diskusija

28. travnja 2021 | Zoom Platform

Stvaranje i upravljanje SPECHALE mrežom: primjeri dobre prakse

Grupna diskusija

29. travnja 2021 | Zoom Platform

Digitalni alati za umrežavanje

Grupna diskusija

30. travnja 2021 | Zoom Platform

Diseminacija i održivost SPECHALE mreže

Grupna diskusija.

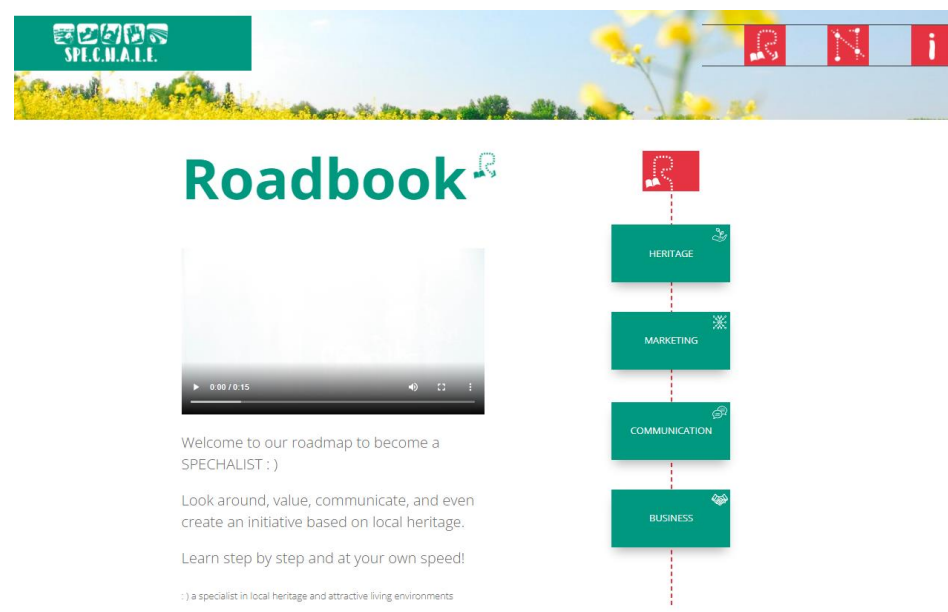
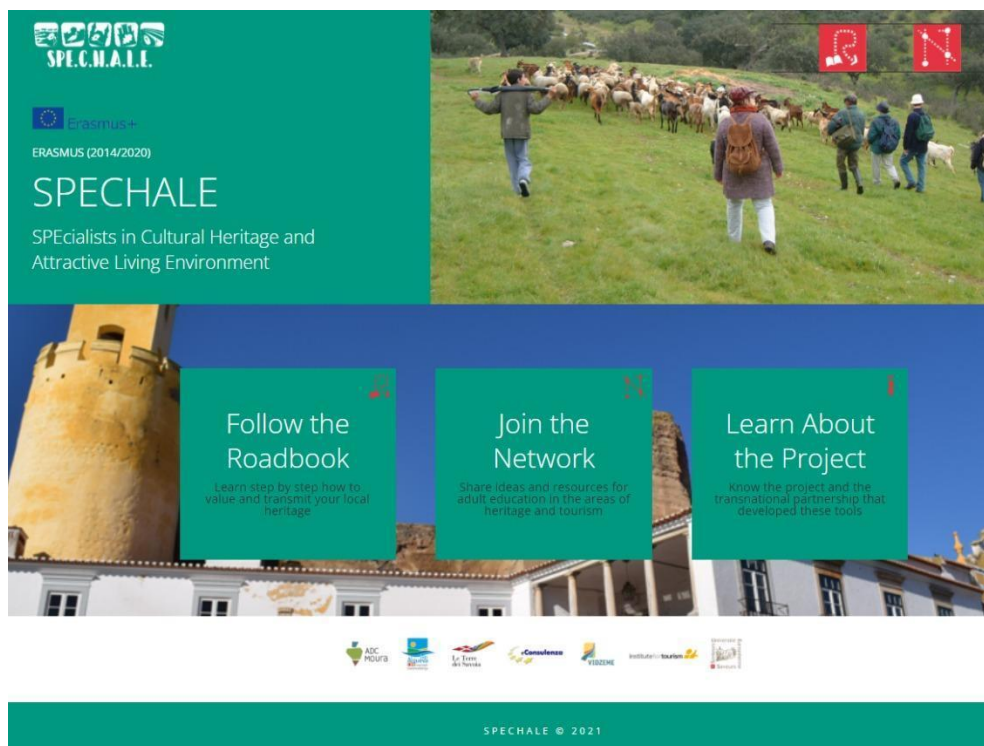
MODULI I NASTAVNI SADRŽAJI

Nakon pilotiranja i eksperimentalne faze tečaja u trajanju od 70 nastavnih sati, projektni partneri su ažurirali i dodatno unaprijedili nastavne materijale koji su javno dostupni na SPECHALE web stranici.

Moduli i resursi su unaprijeđeni, prevedeni na nacionalne jezike te publicirani u završnoj verziji na projektnoj web stranici. Format i tip nastavnih resursa prilagođen je učenju na daljinu te uživo te uključuju praktične aktivnosti, video materijale, web članke, intervjue i ostalo.

Sadržaj i nastavni materijali sva 4 modula dostupni su za preuzimanje na poveznici: <https://www.spechaleerasmus.eu/>

Na navedenoj stranici može se saznati nešto više o projektu, pridružiti mreži ili slijediti Edukativni vodič (*Roadbook*).



Štoviše, kategorija *Toolbox za obrazovanje odraslih* nudi najvažnije intelektualne ishode projekta: dokumente “Intelektualni ishod I.O.1. Komparativna analiza”, SPE.C.H.A.L.E. Priručnik (I.O.2.), Završne preporuke i smjernice za vrednovanje (I.O.3.) te druge sadržaje.

EDUKATIVNI VODIČ (ROADBOOK)

Nudi zainteresiranim čitateljima sav nastavni sadržaj i materijale SPE.C.H.A.L.E. tečaja. Možete pristupiti kategorijama pripadajućih modula: baština, marketing, komunikacija i vještine poslovanja i izabrati jedan od šest ponuđenih jezika (EN, PT, IT, FR, HR, LV).

Možete razgledati i pregledati nastavne resurse, učiti svojim vlastitim tempom, čak i oblikovati novu inicijativu temeljenu na lokalnoj baštini.



TOOL BOX for adult education



A comparative analyses of existing adult learning opportunities on promotion of local heritage

Non-formal and informal adult education initiatives for promotion of cultural and natural heritage as a resource for local, regional and national development in Croatia, France, Italy, Latvia and Portugal (PDF)

Annexes – benchmarks of learning opportunities in the field in the 5 partnership countries (PDF)

Realizacija web stranice uključivala je i izradu SPE.C.H.A.L.E. mreže te foruma. Mreža je pokrenuta u prosincu 2021., a promovirana je tijekom završne projektne konferencije u regiji Alentejo u Portugalu te na *multiplier* događanjima u Francuskoj i Italiji, s ciljem uključivanja pružatelja usluga obrazovanja odraslih, privatnih i javnih tijela, turističkih i kulturnih ustanova, tvrtki, ustanova za osposobljavanje, itd. Očekuje se uključivanje ustanova iz različitih država te različitih usmjerenja, čime bi se doprinijelo povećanju utjecajnosti projekta te povećanju suradnje i razmjene inovacija na području obrazovanja odraslih te cjeloživotnog obrazovanja na području cijele Europe.

Osim toga, Mreža je koristan alat za dijeljenje iskustava o temama povezanim s kulturnom baštinom, kao i pronalaženja novih partnera te pokretanja novih nastavnih inicijativa.

Možete se priključiti mreži te postati dio SPE.C.H.A.L.E. Forum. Dobrodošli ste!



Network ^N

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.

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Odjeljak B

SCENARIJI LOKALNOG RAZVOJA U PRAKSI

- **Obrazovanje odraslih i kako biti "SPECIALIST"**
- **Opis primjera dobre prakse i najboljih projekata**



- 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 Drašutė 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-funded 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-funded 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 360° immersive VR environments 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-funded 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. The adoption 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



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

Consortium:
VšĮ "eMundus" (Lithuania) – project coordinator
Contact e-mail: info@emundus.eu
Web-site: www.emundus.eu

Foundation for development of the cultural and business potential of civil society (Bulgaria) - partner
Contact e-mail: culturafoundation@gmail.com
Web site: www.cbfoundation.com

Edumotiva (Greece) – partner
Contact e-mail: info@edumotiva.eu
Web-site: www.edumotiva.eu

Project web-site:
www.focalproject.eu

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Lifelong Learning Programme
Grundtvig Learning Partnership Project

Fostering cultural heritage
for bridging inter-generational dialogue
(FOCAL)

Project Number: 2012-1-LT1-GRU06-07163

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

Co-funded by the Program: Lifelong Learning Programme 2007/2013 - 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 honour 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 neighbours, 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 neighbouring 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 experience between 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 experience between 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 as 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 Linguistic competences	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 Linguistic competences	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



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



TITLE: VRSciT VIRTUAL REALITY SCIENCE TOUR project

Co-funded 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), Trakušvietimocentras (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 modelling together with 360° immersive VR environments to build innovative virtual educational scenes, from four different countries. To achieve this objective, several products will be developed by 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 favoured 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;
- Promote language 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 initiative	Duration	Competence/s achieved	In terms of:			Notes on teaching/learning materials, methods used
			Knowledge	Skills	Attitudes	

Online Web Toolkit for the effectiveness of using VR-based applications		Communication competences Digital competences Linguistic competences	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 Linguistic competences 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



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



TITLE: ADULATION- Adult Education for Social Change

Co-funded 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 analysed 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 analysed 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 scepticism	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: <ul style="list-style-type: none"> ▪ 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



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) <i>(Union of Municipalities, lands of vineyards and stones, composed by the villages of Cella Monte, Frassinello Monferrato, Rosignano Monferrato, San Giorgio Monferrato)</i> 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)”

Financed 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 totally 70.

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.

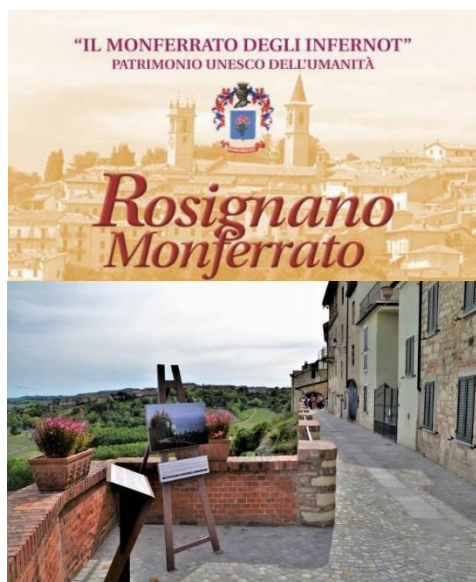
The course was an incentive to act and to activate new initiatives, launched as soon as the given limitations from the COVID-19 stay were loosened and it was possible to stay in the presence.

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.unionevigneticantoni.al.it/it-it/appuntamenti/storico> ; <https://www.unionevigneticantoni.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)
- * Rievocazione storica "Milites Ruxignani" -> August (historical re-enactment)
- * Grignolino sotto le Stelle -> August (wines event)

- * Monfrà Jazz Fest >5 September (Jazz concert and wine tasting)
 - * Sacro & Monferrato. Chiese Campestri in Monferrato > 3 - 10 October (Itinerant Photo Exhibition)
 - * Vendemmia in Arte -> 3rd October (Grape harvest and arts)
 - * Camminando nel 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, training initiative	Duration	Competence /s achieved	In terms of:			Notes on teaching /learning materials , methods used
			Knowledge	Skills	Attitudes	
<i>Tourist hospitality and its importance in the context of territorial promotion (in the Monferrato UNESCO World Heritage Site for the Wine Landscapes course</i>	10h	Communication competences Entrepreneurship competences Professional competences Organizational competences	Historical knowledge MKT and communication Knowledge Hospitality and tourism acquaintance Basic principles for organization and management 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	

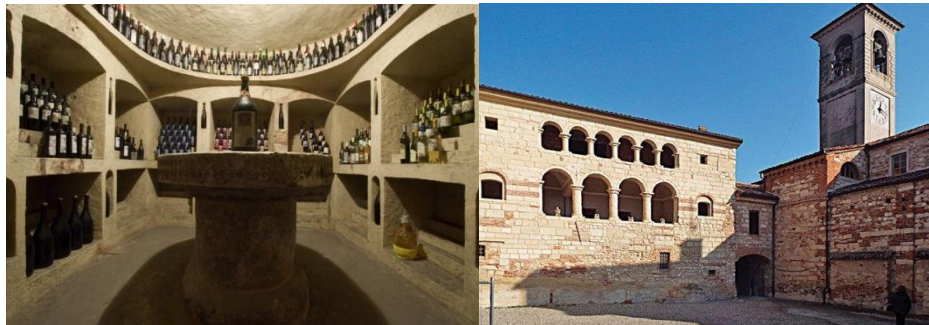
CASE 2



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



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 local administrators”

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

Financed by: co-funded by Piedmont Region and the Council of Ministers’ Presidency of Italy (Department for the youth policy and the national civil service)

Duration: January – June 2021

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



ANEKS 1



I.O2 PROVEDBA PILOT TEČAJA U HRVATSKOJ – IZVJEŠTAJ O AKTIVNOSTIMA

Institut za turizam (Hrvatska)

1. Pilot tečaj u Hrvatskoj: osnovne činjenice

Prijave za SPE.C.H.A.L.E. pilot tečaj, u organizaciji Instituta za turizam bile su otvorene tijekom veljače 2020. Zaprimljeno je 86 prijava, od čega je odabrano 50 polaznika, slijedeći nekoliko osnovnih kriterija, prije svega status zaposlenja, prethodno iskustvo rada u turističkoj industriji, prethodno obrazovanje u područjima povezanim s kulturom i turizmom. Tečaj je službeno započeo 16. ožujka 2020., a završio krajem prosinca 2020. U siječnju 2021. održan je i međunarodni webinar/mobilnost, u organizaciji Instituta za turizam za polaznike tečaja svih partnerskih zemalja. Webinar je bio zamjena za transnacionalnu mobilnost koja se trebala održati u Zagrebu, što uslijed epidemiološki loših prilika nije bilo moguće.

Od 50 polaznika koji su se upisali na pilot tečaj, njih 39 uspješno je završilo barem jedan od ponuđenih 4 nastavnih modula. Točnije, 21 polaznik uspješno je položio sva 4 modula; 5 polaznika položilo je 3 modula; 8 polaznika položilo je 2 modula, a jedan modul položilo je 5 polaznika.

Distribucija polaznika koji su uspješno položili pojedinačne module prikazan je

u Tablici 1.

Tablica 1. Distribucija polaznika koji su uspješno položili nastavne module

MODUL	Broj studenata koji su položili modul
MODUL 1	39
MODUL 2	33
MODUL 3	26
MODUL 4	22

Osim polaganja pismenog ispita, polaznici su imali obvezu predati male seminarske zadaće kako bi uspješno položili pojedini modul. U sljedećem odjeljku kratko ćemo predstaviti navedene zadaće. Na početku je bilo zamišljeno da svi zadaci budu obvezni kako bi se položili moduli, no zbog pandemije te velikih potresa koji su se dogodili u Hrvatskoj tijekom provedbe tečaja, odlučili smo biti blaži prema studentskim obvezama. Zahvaljujući tomu, zadaci za Modul 1 i Modul 2 nisu bili obvezni. No, bez obzira na to, većina polaznika predala je i te zadaće zbog interesa za povratnom informacijom.

2. Dodatne obrazovne aktivnosti – studentski zadatci

2.1. Zadaća za Modul 1: Uključivanje lokalne kulturne baštine u turističku ponudu

Posjeti web stranicu Ministarstva kulture RH i potraži Registar kulturnih dobara RH. Upiši svoj grad ili općinu i potraži lokalnu zaštićenu kulturnu baštinu. Potom pokušaj doznati koja od navedenih kulturnih dobara u ovom trenutku nemaju nikakvu funkciju ili nisu uključena u turističku ponudu. Budi kreativan/na i osmisli prijedlog za uključivanje kulturnog dobra po izboru u turističku ponudu, imajući u vidu potrebu za njegovom zaštitom i očuvanjem za buduće generacije.

2.2. Zadaća za Modul 2: Izrada vlastite SWOT analize

Zadaća za Modul 2 odnosila se na izradu SWOT analize zamišljene tvrtke koja upravo pokreće novi turistički proizvod ili postojeće tvrtke u Hrvatskoj koja predstavlja primjer dobre prakse u inovativnom pristupu turističkoj valorizaciji kulturne i/ili prirodne baštine. Prema uputama koje se nalaze u nastavnim materijalima u sklopu Modula 2, temeljito ispišite sve snage, slabosti, prijetnje i prilike. Vaša zadaća trebala bi uključivati:

- Kratki opis tvrtke (zamišljene ili stvarne),
- Kratki opis turističkog proizvoda (stvarnog ili zamišljenog),
- Tablicu sa stupcima koji se odnose na snage, slabosti, prijetnje i prilike.

2.3. Zadaća za Modul 3: Oblikovanje vlastitog storytellinga

S obzirom da je Modul 3 posvećen komunikaciji, Vaša zadaća uključivat će jednu od danas najistaknutijih komunikacijskih tehnika – storytelling. Slijedeći upute iz nastavnih materijala, kao i dodatne materijale za čitanje, Vaša zadaća jest napisati vlastiti storytelling. Temeljito istražujući temu storytellinga, želja nam je da shvatite važnost koju ova tehnika može imati u vašem budućem poslovanju ili trenutnom zaposlenju.

Ideja je napisati storytelling za zamišljeni ili stvarni turistički proizvod, bilo da je riječ o usluzi (npr. vođena tura) ili o proizvodu (npr. suvenir). Oni među vama koji su napravili zadaću na temu SWOT analize za Modul 2, mogu nastaviti raditi na istoj ideji.

Koraci za završetak zadaće:

- Odabrati turistički proizvod o kojem će se pisati
- Smisliti priču
- Zapisati priču (približno 1800 riječi) ili napraviti audio zapis
- Provjeriti slijedi li Vaš storytelling sva pravila kvalitetnog storytellinga koja se navode u nastavnim materijalima
- Kako bi iskušao/la svoje vještine u storytellingu uživo, pokušaj nekome ispričati svoju priču.

2.4. Zadaća za Modul: Istraživanje tržišta

Zadaća za Modul 4, posvećen vještinama poslovanja odnosi se na poduzimanje malog istraživanja tržišta za zamišljeni ili stvarni turistički proizvod / uslugu. Savjetuje se korištenje i razrada primjera koji su korišteni u vježbama za prethodne module, no novi primjeri su također dobrodošli. Osim kratkog opisa proizvoda koji želite staviti na tržište, Vaš zadatak jest odrediti tko su Vaši kupci, koji su njihovi interesi i potrebe, kao i sve ostale karakteristike važne za Vaš proizvod (sve navedeno u nastavnim materijalima u Modulu 4). Vaše istraživanje tržišta trebalo bi sadržavati barem 3600 znakova. Savjetujemo Vas da se ne brinete o formatu vašeg istraživanja tržišta, već da pokušate razmišljati praktično i staviti se u poziciju Vašeg kupca.

3. Međunarodna virtualna mobilnost (C2)

Institut za turizam bio je zadužen za organizaciju Mobilnosti za odrasle polaznike (C2) koja se za polaznike svih partnerskih zemalja trebala održati u Zagrebu u studenom 2020. S obzirom da zbog okolnosti uvjetovanih pandemijom COVID-19 nije bilo moguće organizirati događaj prema prethodno planiranom formatu, u dogovoru sa svim projektnim partnerima, Institut za turizam organizirao je Virtualnu mobilnost/webinar. Webinar je bio otvoren za sve polaznike SPE.C.H.A.L.E. pilot tečaja u Hrvatskoj, Latviji, Italiji, Portugalu i Francuskoj. Održan je od 18. do 22. siječnja 2021., u periodu od 18 do 20.30h (CET). Sveukupno 61 polaznik prisustvovao je webinaru. Distribucija sudionika prema zemljama podrijetla može se pogledati u Tablici 2.

Tablica 2. Distribucija sudionika webinaru prema zemljama podrijetla

Zemlja podrijetla	Broj sudionika
Hrvatska	19

Francuska ¹	0
Italija	16
Latvija	21
Portugal	5
TOTAL	61

Program webinarâ oblikovan je kao nastavak SPE.C.H.A.L.E. nastavnih modula, pokrivajuâi praktiâne i korisne teme, naroâito za one polaznike koji planiraju pokrenuti vlastito poslovanje povezano s baâtinom i turizmom ili za one koji traâe zaposlenje u sektoru turizma. Svaki dan webinarâ posveâen je temi jednog modula (baâtina; marketing; komunikacija; vjeâtine poslovanja) koja je obraâena kroz dva predavanja uâivo: jedno teorijsko koje je odrâao struânjak iz navedenog podruâja, te drugo, praktiâno (primjer dobre prakse) koje je odrâao uspjeâan hrvatski poduzetnik iz podruâja turizma.

Namjera nam je bila pokazati polaznicima kako se mali poduzetnici nose s elementima neophodnim za poslovanje danas, kako bi im san o pokretanju vlastitog posla uâinili dostupnijim kroz korake koji su za to potrebni. Nakon svakog izlaganja, ostavljeno je dovoljno vremena za otvorenu diskusiju koja se pokazala osobito plodnom, s obzirom na visoku stopu angaâmana polaznika koji su bili voljni podijeliti svoja iskustva, kao i izazove s kojima se susreâu. Teme koje su obraâene na izlaganjima ukljuâuju: tehnike interpretacije baâtine, digitalni marketing, meke vjeâtine u turistiâkom sektoru, pisanje poslovnog plana. Peti dan webinarâ organizirao je svaki projektni partner zasebno za svoje polaznike na svom materinjem jeziku, âto je ukljuâivalo dubinske rasprave, predavanja te iznoâenja primjera dobre prakse u malom poduzetniâtvu u njihovim zemljama.

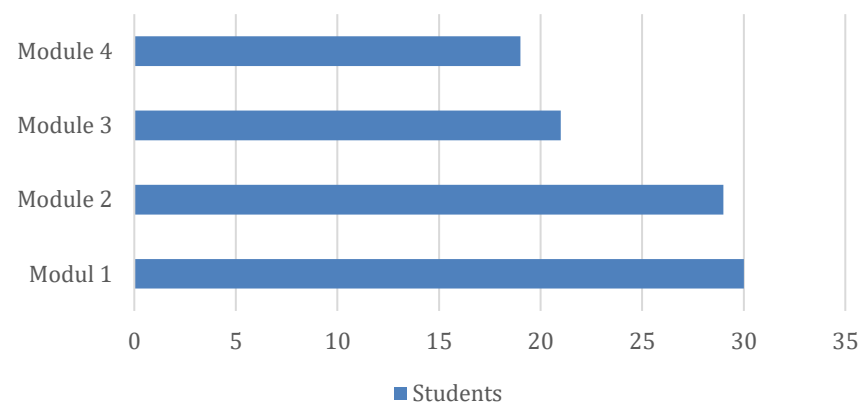
¹ Polaznici iz Francuske nisu bili u moguânosti sudjelovati zbog odgode pilot teâaja uslijed okolnosti izazvanih pandemijom COVID-19.

4. Zadovoljstvo polaznika SPE.C.H.A.L.E. pilot teâaja

SPE.C.H.A.L.E. pilot teâaj za polaznike iz Hrvatske odrâavao se od oâujka 2020. do sijeânja 2021. (ukljuâujuâi meâunarodnu virtualnu mobilnost). Po zavrâetku teâaja svim polaznicima na e-mail adresu poslan je upitnik o zadovoljstvu teâajem. Od 39 polaznika koji su poloâili barem jedan modul, njih 30 ispunilo je i potpisalo upitnik.

Od polaznika koji su ispunili upitnik, njih 30 pohaâalo je i uspjeâno poloâilo Modul 1 (Baâtina); njih 29 pohaâalo je i uspjeâno poloâilo Modul 2 (Marketing); njih 21 pohaâalo je i uspjeâno poloâilo Modul 3 (Komunikacija), a njih 19 pohaâalo je i uspjeâno poloâilo Modul 4 (Poslovne vjeâtine) (pogledati Tab. 4.1.).

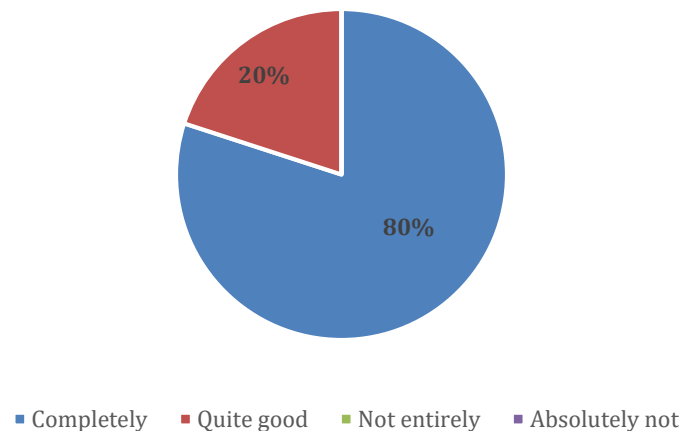
Tablica 4.1. Broj polaznika prema poloâenim modulima



U prvom postavljenom pitanju ispitivali smo cjelokupno zadovoljstvo

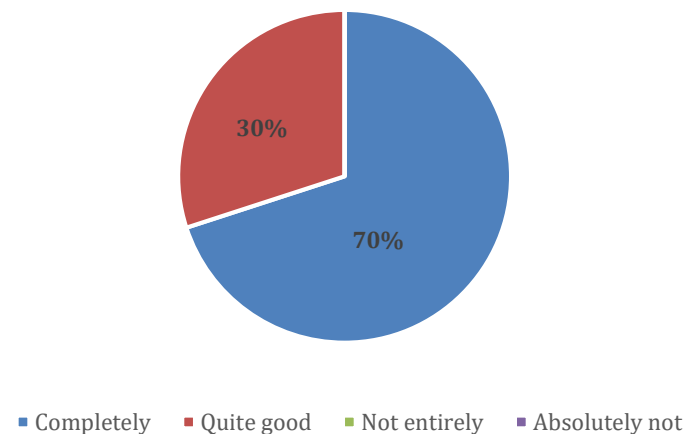
SPE.C.H.A.L.E. pilot tečajem. 80% polaznika odgovorilo je da je u cijelosti zadovoljno tečajem, dok je njih 20% odgovorilo da je prilično zadovoljna (pogledati Tablicu 4.2.)

Tablica 4.2. Cjelokupno zadovoljstvo tečajem



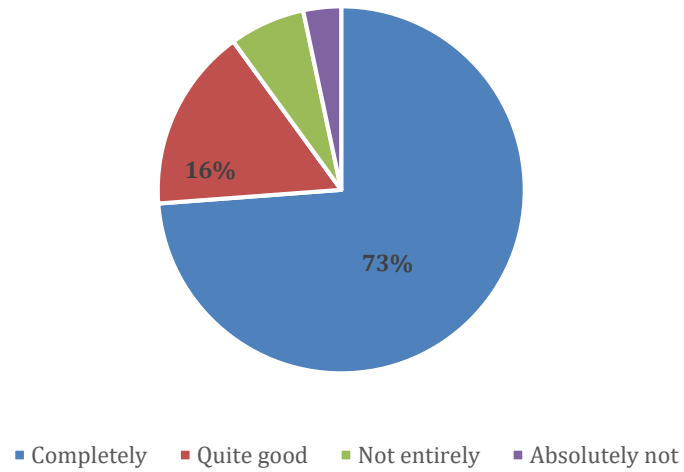
U drugom pitanju pitali smo polaznike odgovara li naučeni sadržaj njihovim očekivanjima prije početka tečaja. 70% polaznika potvrdilo je da je tečaj u cijelosti potvrdio njihova očekivanja, dok je njih 30% odgovorilo da je njihov stupanj zadovoljstva s obzirom na očekivanja prilično dobar. (pogledati Tab. 4.3.).

Tablica 4.3. Prethodna očekivanja



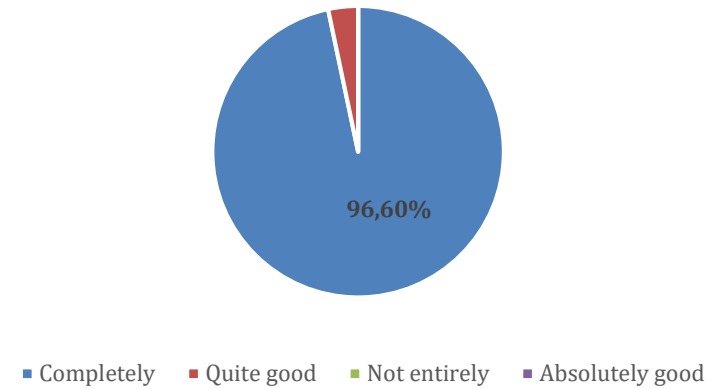
Na dalje, polaznici su upitani je li im duljina tečaja odgovarala, na što je njih 73% odgovorilo da su u cijelosti zadovoljni, dok je njih 16% odgovorilo da su prilično zadovoljni. Nekoliko polaznika odgovorilo je da nije posve zadovoljno duljinom tečaja. Jedan polaznik odgovorio je da uopće nije zadovoljan duljinom tečaja (pogledati Tab. 4.4.).

Tablica 4.4. Trajanje



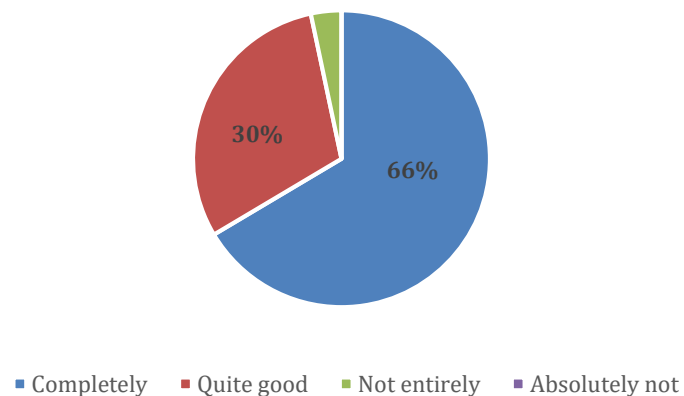
U sljedećem pitanju polaznike se pitalo jesu li zadovoljni mogućnošću pristupa nastavnim materijalima u bilo koje vrijeme koje im odgovara. 96% njih odgovorilo je da je u cijelosti zadovoljno ovom mogućnošću (pogledati Tab. 4.5.).

Tablica 4.5. Fleksibilnost i dostupnost



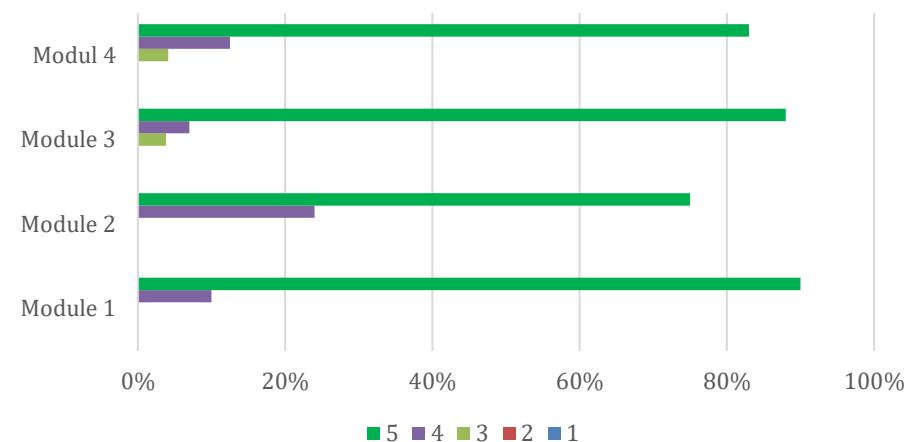
U pitanju posvećenom kvaliteti sadržaja modula, 66% polaznika odgovorilo je da je u cijelosti zadovoljno sadržajem, dok je njih 30% odgovorilo da je prilično zadovoljno. Jedan polaznik odgovorio je da nije posve zadovoljan kvalitetom sadržaja (pogledati Tab. 4.6.).

Tablica 4.6. Kvaliteta sadržaja



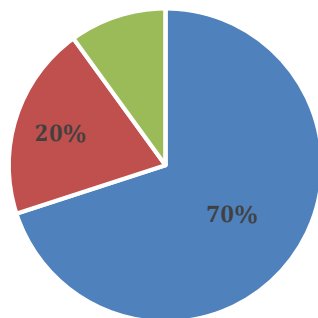
U narednih šest pitanja polaznici su upitani da, na ljestvici od 1 do 5 (1-najlošije, 5- najbolje) ocijene svaki modul koji su pohađali i položili. Neki polaznici ocijenili su i one module koje nisu položili, ali su preuzeli nastavne materijale. Od svih modula, Modul 1 – Baština osvojio je najveću ocjenu. 90% polaznika ocijenilo ga je ocjenom izvrstan, dok mu je 10% njih dodijelilo ocjenu vrlo dobar. Modul 3 drugi je najbolje ocjenjeni modul (88% polaznika ocijenilo ga je ocjenom izvrstan). 75% polaznika ocijenilo je Modul 2 s najvišom ocjenom, a njih 24% s ocjenom vrlo dobar. Modul 4, kojeg je ocijenilo 24 polaznika, dobio je ocjenu izvrstan od 83% polaznika, dok ga je njih 12% ocijenilo ocjenom vrlo dobar (pogledati Tab. 4.7.).

Tablica 4.7. Ocjena modula



Na dalje, pitali smo polaznike jesu li im dodatne aktivnosti, poput primjera dobre prakse ili virtualnog webinaru bile korisne u učenju. 70% njih odgovorilo je da su dodatne aktivnosti u cijelosti bile korisne; 20% njih odgovorilo je da su bile prilično korisne, a 10% njih odgovorilo je da nisu bile posve korisne (pogledati Tab. 4.8.).

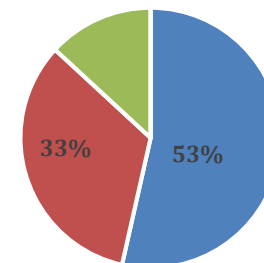
Tablica 4.8. Dodatne aktivnosti



■ Completely ■ Quite good ■ Not entirely ■ Absolutely not

Pitanje koje je dobilo najlošije odgovore polaznika jest ono o pristupačnosti platforme za online učenje (*Chamillo*). Tek je nešto više od polovice polaznika odgovorilo da je platforma bila u cijelosti korisna i jednostavna za uporabu. 33% njih odgovorilo je da je bila prilično korisna, dok je 13% njih odgovorilo da nije bila posve korisna (pogledati Tab. 4.9.).

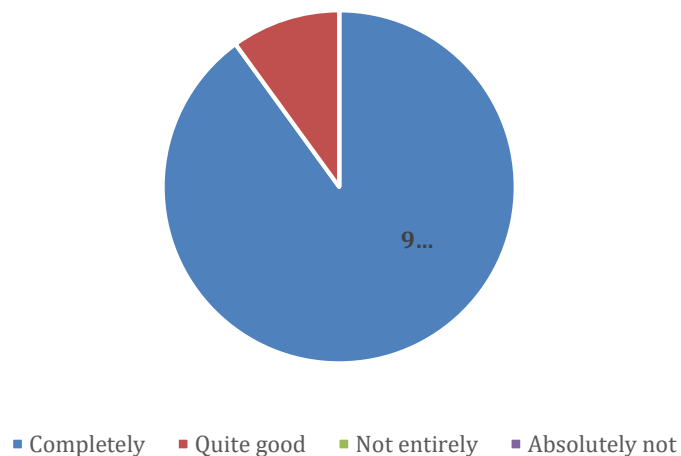
Tablica 4.9. Platforma za online učenje



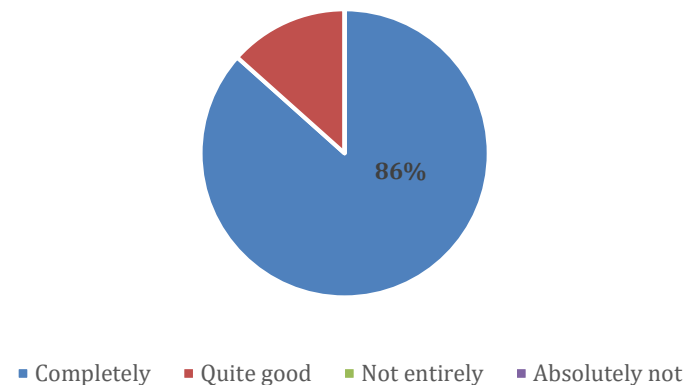
■ Completely ■ Quite good ■ Not entirely ■ Absolutely not

U narednom pitanju pitali smo polaznike jesu li zadovoljni s pomoći i podrškom koju su imali od svojih nastavnika. 90% polaznika odgovorilo je da je u cijelosti zadovoljno, dok je 10% njih odgovorilo da je prilično zadovoljno (pogledati Tab. 4.10.).

Tablica 4.10. Nastavnička podrška



Tablica 4.11. Informiranost o dodatnim SPE.C.H.A.L.E. aktivnostima



Pitali smo polaznike i o tome jesu li zadovoljni razinom informiranosti o dodatnim SPE.C.H.A.L.E. aktivnostima u organizaciji Instituta za turizam. 86% polaznika odgovorilo je da je u cijelosti zadovoljno, dok je 13% njih prilično zadovoljno stupnjem informiranosti (pogledati Tab. 4.11.).

U prvom pitanju otvorenog tipa pitali smo polaznike da podijele s nama mišljenje o cijelom SPE.C.H.A.L.E. tečaju, kao i preporuke za potencijalno poboljšanje tečaja u budućnosti. Većina mišljenja bila je izuzetno pozitivna i potvrdila je veliki napredak u znanju i vještinama potrebnim za rad u turističkom sektoru. Polaznici su izrazili svoje zadovoljstvo s nastavnim materijalima, online tipom obrazovanja, učenjem svojim tempom kao i dostupnošću i srdačnošću nastavnika. Neki od njih naglasili su dobar izbor tema koje je tečaj obuhvatio, kao i nastavne materijale koji su dovoljno iscrpni i informativni. Dio tečaja kojeg je najveći broj polaznika spomenuo kao izrazito koristan bio je međunarodni webinar. Najčešće spominjani nedostaci tečaja tiču se nedostatka interakcije između polaznika i često zbunjujuće platforme za online učenje.

Prema dobivenim odgovorima, podijelili smo preporuke u nekoliko temeljnih kategorija:

- Korištenje nove i pristupačnije platforme za online učenje koja je izravno povezano s ustanovom koja organizira edukaciju;
- Organiziranje webinarâ nakon svakog modula kako bi se bolje

- povezala teorija s praksom;
- Pružanje mogućnosti za interakciju i dijeljenje iskustva među polaznicima od početka do kraja tečaja;
 - Proširenje sadržaja nastavnih materijala u slučaju njihova korištenja za redovno obrazovanje;
 - Ubrzavanje tempa obrazovanja (tj. skraćivanje njezina trajanja).

Što se tiče platforme za online učenje, polaznici su predložili korištenje jednostavnije i pristupačnije platforme koja ujedno pruža adekvatan pregled nastavnih materijala.

S obzirom da su webinar ocijenili izrazito korisnim, ne samo zbog primjera dobre prakse, nego i zbog mogućnosti interakcije koja je nedostajala tijekom tečaja, polaznici su predložili organizaciju webinaru nakon svakog modula, a ne samo na kraju tečaja.

Interakcija i povezanost na razini grupe istaknula se kao jedna od ključnih preporuka polaznika tečaja. Općeniti je stav da dijeljenje iskustva među polaznicima može biti od velike pomoći u procesu učenja.

Što se tiče sadržaja nastavnih materijala, neki polaznici mišljenja su kako materijali, kao i ispiti mogu biti zahtjevniji, a svakako bi trebali biti ekstenzivniji ukoliko bi bili namijenjeni formalnom obrazovanju.

Iako je većina polaznika odgovorila da je zadovoljna tempom online edukacije, koji je prilagođen njihovim mogućnostima, nekoliko komentara odnosilo se na potrebu za skraćivanjem trajanja cijelog tečaja kako bi se očuvao interes, fokus i produktivnost.

U posljednjem pitanju otvorenog tipa pitali smo polaznike kako je pandemija COVID-19 utjecala na njihove mogućnosti za učenje i količinu vremena kojeg su mogli posvetiti učenju. Većina njih odgovorila je da im je *lockdown* zapravo pomogao da lakše prate nastavu jer su jednostavno imali više slobodnog vremena. Tek je njih nekoliko spomenulo poteškoće uslijed povećane brige za djecu koja nisu mogla ići u vrtiće i školu. Jedan polaznik također je spomenuo nedostatak motivacije za završetak svih modula za koje

se prijavio zbog krize koja ga je učinila depresivnim i uplašenim. Ipak, većina polaznika komentirala je kako je edukacija na njih ostavila pozitivan učinak jer ih je zaokupila, ponudila im strukturu i perspektivu te tako učinila podnošljivijim pritiske svakodnevice.

Najveće poteškoće doživjeli su prilikom izrade seminarskih zadaća u kojima se od njih očekivalo da budu kreativni. Također, s obzirom da se trajanje edukacije poklopilo s dvama velikim potresima na području Hrvatske, veliki broj polaznika istaknuo je probleme koji se tiču nesigurnosti i nemogućnosti da normalno nastave sa svojim redovitim obvezama, uslijed otežanih životnih uvjeta kao posljedice potresa.

Polaznici su izrazili svoju zahvalnost nastavnicima zbog produžetaka nekih rokova uslijed navedenih okolnosti.

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 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 to 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)	

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) Consider value 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

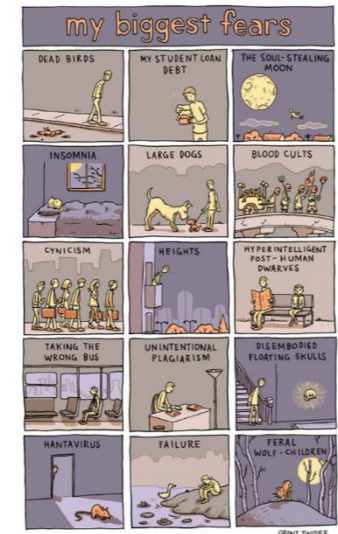
Material	Functionality	Additional use	Color and design	Visual appearance and taste of candies
Eco-friendly	Sealed with scotch	Can be used to store something similar	Brown, natural	Small, round candies (~2 cm diameter)
Not transparent	If once opened, hard to close	Reusable, t.sk. recycle, burn	Sticker 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

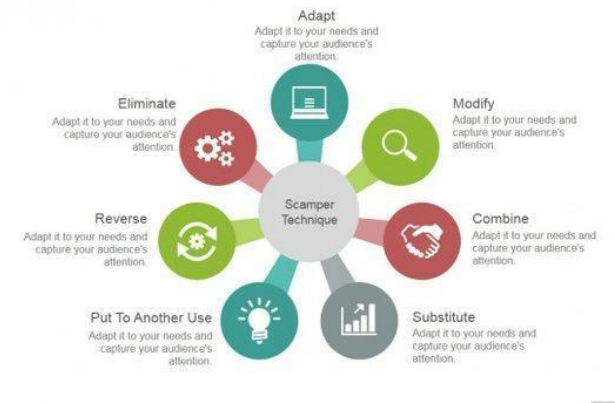
SCAMPER is a mnemonic that stands for:

- 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.

Scamper Technique



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

Method step by step:

1. Take an existing product or service. 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?

Bottom of Form

Top of Form

Bottom of Form

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.

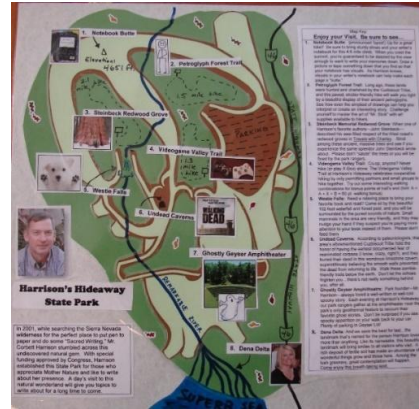
Text tickler step by step:

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 customer (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	
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 customer (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 customer (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	

Video links:

https://www.youtube.com/watch?v=DGwWvbSRyrU&list=PL1JtF4POFiNhEfyPuap1UBKOkKst2lcm&index=1	ApiMi	Honey, bee products
https://www.youtube.com/watch?v=Ea0aA_x5Qeo&list=PL1JtF4POFiNhEfyPuap1UBKOkKst2lcm&index=10	Pērles	Chocolate
https://www.youtube.com/watch?v=3yTQMgv9Bly&list=PL1JtF4POFiNhEfyPuap1UBKOkKst2lcm&index=13	CraftermanRitvarsTočs	Natural wool from wood and plants
https://www.youtube.com/watch?v=FLJrda2C-Qc&list=PL1JtF4POFiNhEfyPuap1UBKOkKst2lcm&index=17	Baltiedarbillzerūse	Design of clothing
https://www.youtube.com/watch?v=OlowAv6kqk8&list=PL1JtF4POFiNhEfyPuap1UBKOkKst2lcm&index=19	Ērgļustacija	Tourism
https://www.youtube.com/watch?v=cD3kAT_S3ps&list=PL1JtF4POFiNhEfyPuap1UBKOkKst2lcm&index=21	Ewart woods	Wooden products
https://www.youtube.com/watch?v=A5BBKc2_vZQ&list=PL1JtF4POFiN8IWc6UGIG60y10xDjWzmY&index=1	Ieriķudzirnavas	Tourism
https://www.youtube.com/watch?v=LjsMAaYsqMw&list=PL1JtF4POFiN8IWc6UGIG60y10xDjWzmY&index=4	Mailīšufabrika Ērgļi	Weaving
https://www.youtube.com/watch?v=1rJTKP8eocU&list=PL1JtF4POFiN8IWc6UGIG60y10xDjWzmY&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=Y6fIoz9UInM>



“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>

UN NUOVO MODO DI CONSUMARE

Finalmente è nata anche nel nostro quartiere la rete "L'Alveare che dice Sì!" per mangiare cibo di alta qualità, ad un prezzo equo per tutti.

L'Alveare che dice Sì! è un progetto rivoluzionario che ha l'obiettivo di eliminare la filiera alimentare mettendo faccia a faccia i migliori produttori locali con i consumatori attraverso una piattaforma online. Aiuta a sostenere l'economia locale e porta con se molti vantaggi...

COME FUNZIONA?

TROVA IL TUO ALVEARE
Cerca l'Alveare più vicino a te sul sito alvearechedicesi.it. Ti informeremo sui prodotti in vendita e potrai comprare quello che vuoi, senza alcun obbligo di acquisto.

SCEGLI IL MEGLIO
Tutte le settimane potrai acquistare, direttamente dai produttori locali: frutta, verdura, carne, pane, vino... scegliendo tra tanti ottimi prodotti a km 0. In poche parole il cibo migliore ad un prezzo equo.

RITIRA LA SPESA
Ogni settimana la comunità del tuo Alveare si riunisce in un luogo a te vicino, chiamato appunto Alveare. Potrai ritirare la spesa dalle mani dei tuoi produttori di fiducia. Questo è sempre un bel momento!

ATTENZIONE! GIOVA GRAVEMENTE ALLA SALUTE



L'ALVEARE CHE DICE SÌ!

www.alvearechedicesi.it

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

"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

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

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

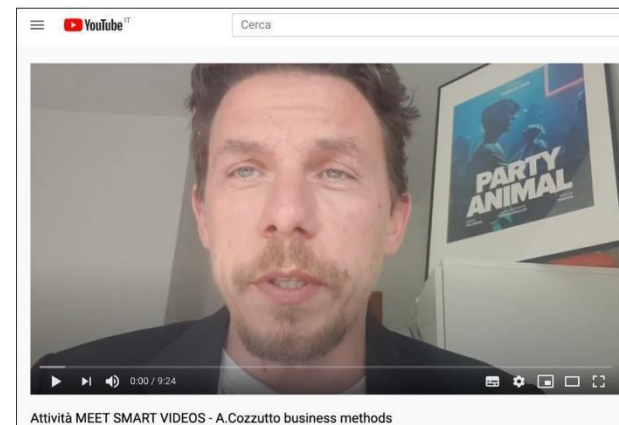


“SMART VIDEOS”, BRUSSELS, BELGIUM

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@”

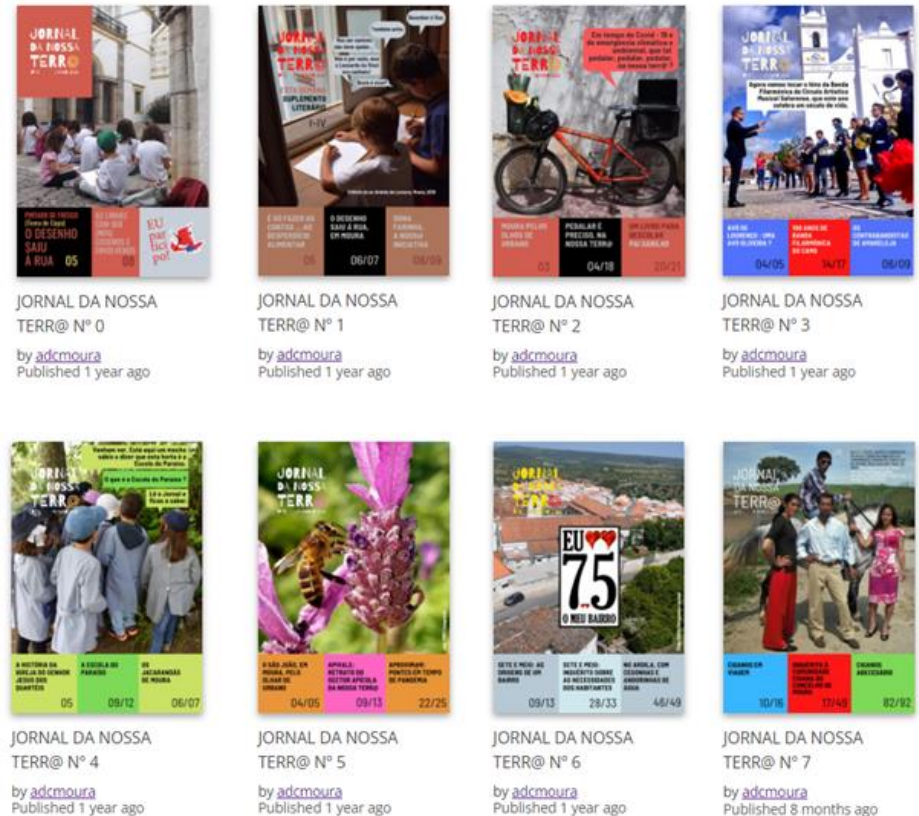
By ADCMoura

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 is 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 TERRA
N.º 6 24 JUNHO 2020

O SÃO JOÃO, EM MOURA, PELO OLHAR DE URBANO

APIVALE: RETRATO DO SECTOR APÍCOLA DA NOSSA TERRA

APROXIMAR: PONTES EM TEMPO DE PANDEMIA

04/05 09/13 22/25

VOO PICADO

02 JORNAL DA NOSSA TERRA

Esta é a edição número 5 do Jornal da Nossa Terra®, um jornal digital em modo de pandemia, de Moura para o mundo, feito por todos, miúdos e graúdos, em ambiente de comunidade de aprendizagem intergeracional.

À boleia de uma abelha, fazemos uma viagem ao sector apícola da nossa terra®, entrevistando Rui Novalio, presidente 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 terra®, 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!

QUEM É QUEM NA NOSSA RUA ?

Em que localidade se passa esta cena? Quem é o separador da imagem? Soluções no próximo Jornal.

Filipe SOUSA (fotografia)

JORNAL DA NOSSA TERRA 06

DULCÍSSIMO MEL, MEU TESOURO, FAISCA DE ROSMANINHO E OURO

Filipe SOUSA (texto)
Ricardo BESIRAT (fotografia)

JORNAL DA NOSSA TERRA 09

RETRATOS DA NOSSA 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. A formação e promoção dos apicultores. A APIVALE é, desde 2016, entidade gestora de zona controlada (abrange Serpa, Moura e Barancos).

Apêlo de José Guilherme Paula PIESTRE (corredor de fundo)
Filipe SOUSA (fotografia)

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 no 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.

Filipe SOUSA (fotografia)

MOURA PELOS OLHOS DE URBANO

Joana PERTELA (Evora)

«Tinham rompido na noite de São João [...] Coreteiros por cor da tapal, atropelados nos seus fates domingueiros, andavam-se separando de mistérios pelas tabernas e pelas ruas de São João, brancas de Junho, de cal e de noite hábranta. Raparigas morenas, estrelando risos, em bandos, de lencinho ao quadril, com permanentes aborregadas, a saia por cima do joelho, alitando a orelha ao som das gaitas de bifeiros, dos adufes e das concertinas, nem pareciam as mesmas da semana, derrancadas sobre as leiras, sobre as espigas, da agarrar à soita, como por castigo, ou consumidas nos blocos, 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 TERRA 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
o Julgo que era doce
mas coisa feia!
em vez de ter mel
feita de papel.
E depois, afinal,
mas que coisa feia!

Sidónio MURALHA, O Rouxinol e o seu 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 Árdila, situado no trecho entre Moura e Sarnto Amador.

QUEM É QUEM NA NOSSA RUA ?

A fotografia mostra o cadeeiro, 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 labio 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, *Eriocacus europaeus*, sendo que *eriacacus* provém de *eriacus*, que significa barreira de espinhos). Cada animal possui cerca de 8 mil destes espinhos. Quando sente perigo, enroscas-se.

Official useful link:

SPECHALE website

<https://www.spechaleerasmus.eu/>