



2018   
EUROPEAN YEAR  
OF CULTURAL  
HERITAGE  
[#EuropeForCulture](#)



ERASMUS+  
ENRICHING OUR  
CULTURAL HERITAGE



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## FOREWORD



**Tibor Navracsics**  
Commissioner for Education,  
Culture, Youth and Sport

The European Year of Cultural Heritage is in full swing. Across Europe, millions of people are using this unique opportunity to celebrate Europe's heritage as a rich and diverse mosaic of cultural and creative expressions. They are finding out more about each other, as well as about themselves, and they are exploring our shared past and looking towards the future we can build together.

The Year pays tribute to tangible sites and artwork, but also recognises the intangible elements of cultural heritage including the knowledge, practices and traditions that the people of Europe have been passing on from one generation to the next.

Cultural heritage binds Europe together through our common history and values. It is at the heart of the European project.

In our daily lives, cultural heritage brings people together and helps us build more cohesive societies. It helps create economic growth and jobs in cities and regions, and it is central to Europe's relations with the rest of the world. This offers great potential for the future of Europe, but it still needs to be better supported.

How could we do that without education? Raising awareness of cultural heritage, developing competence in cultural expression, as well as promoting innovative preservation and curation methodologies, are key in keeping European heritage alive for future generations. That is why education should be at the core of the Year.

For the past 30 years, Erasmus+ and its predecessors have opened up opportunities for young people to discover and engage with their cultural roots. They have allowed thousands of institutions and associations working on cultural heritage – nature reserves, museums or historic buildings – to develop their educational programmes. Erasmus+ also supports the teaching of European cultural heritage and helps train volunteers and professionals in preserving this heritage and sharing knowledge about it.

This brochure presents some inspirational examples of what can be achieved when education, training and youth work meet cultural heritage. I hope it will encourage many cultural heritage professionals to develop their educational activities with the help of Erasmus+. The EU programme that has been instrumental in uniting Europe also has a vital role to play in sharing and preserving our diverse European cultural heritage – let us make the most of it.

# EUROPEAN YEAR OF CULTURAL HERITAGE

Cultural heritage comes in many shapes and forms in our everyday lives. In this brochure, you can discover the following types of cultural heritage:

## TANGIBLE

for example buildings, monuments, artefacts, clothing, artwork, books, machines, historic towns and archaeological sites.

## INTANGIBLE

practices, representations, expressions, knowledge, skills – and the associated instruments, objects and cultural spaces – that people value. This includes language and oral traditions, performing arts, social practices and traditional craftsmanship.

## NATURAL

landscapes, flora and fauna.

## DIGITAL

resources that were created in digital form (for example digital art or animation) or that have been digitised as a way to preserve them (including text, images, video, records).

The European Year of Cultural Heritage 2018 aims to encourage more people to discover and engage with Europe's cultural heritage, and to reinforce a sense of belonging to a common European space. The slogan for the year is: 'Our heritage: where the past meets the future.' The year is centred around 10 initiatives, focused on four main objectives:

## ENGAGEMENT

1. Shared heritage: cultural heritage belongs to us all
2. Heritage at school: children discovering Europe's treasures and traditions
3. Youth for heritage: engaging the younger generation

## VALUE

4. New uses for heritage: re-imagining industrial, religious and military sites
5. Tourism and heritage: promoting sustainable cultural tourism

## PROTECTION

6. Cherishing heritage: developing quality standards for interventions at heritage sites
7. Heritage at risk: fighting against illicit trade in cultural goods and managing risks at heritage sites

## INNOVATION

8. Heritage-related skills: enhancing education and training for traditional and new professions
9. All for heritage: fostering participation and social innovations
10. Science for heritage: research, innovation, science and technology for the better conservation and presentation of heritage.

For more information: <https://europa.eu/cultural-heritage/>

## THE ERASMUS+ PROGRAMME

Erasmus+ is the EU's programme for education, training, youth and sport in Europe. Between 2014 and 2020, its budget of EUR 14.7 billion will provide opportunities for over 4 million Europeans to study, train, gain experience and volunteer abroad.

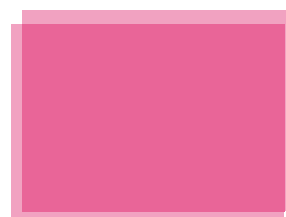
Erasmus+ brings these opportunities to all – students, staff, trainees, teachers, volunteers and more. It's not just about Europe or Europeans either – with Erasmus+, people from all over the world can access opportunities.

Individuals can take part in many of the opportunities funded by Erasmus+. Education, training, youth and sport organisations participating in Erasmus+ engage in a number of development and networking activities. These include strategic improvement of the professional skills of their staff, organisational capacity building, and creating transnational cooperative partnerships with organisations from other countries in order to produce innovative outputs or exchange best practices.

Organisations involved in preserving and sharing knowledge on cultural heritage are also very welcome to participate in the Erasmus+ projects. Many vocational and training schools, museums, libraries and natural parks, etc. are also involved.

To find out about the many existing possibilities, visit the Erasmus+ website:

<http://ec.europa.eu/programmes/erasmus-plus>





## **YOUTH**

Erasmus+ offers great opportunities to become active European citizens. Youth exchanges support learning about different cultures, habits and lifestyles. Youth workers are supported in their professional development through training and networking abroad, while via volunteering activities young people contribute to the daily work of organisations in areas such as youth work, cultural activities, social care or environmental protection. When meeting decision-makers, young people become more active in democratic life and make their voice heard.





## At a German Second World War cemetery visitors centre in the Netherlands, two young German volunteers spent a year providing guided tours and furthering intercultural understanding

## POSITIVE LESSONS FROM EUROPE'S DARK PAST

The project EVS Volunteer Friends of Ysselsteyn was about discovering the human faces behind the gravestones. The volunteers were asked to talk about the lives of the individuals buried there and present them not only as soldiers, but also as brothers, sons and husbands.

'We tried to bring to life the stories of the people who are buried here through the letters, diaries, photos and official documents they have left behind,' said project coordinator Sjoerd Ewals.

### Lessons from the past

The cemetery in Ysselsteyn covers approximately 28 hectares containing 31 598 graves, and this is just a drop in the ocean compared to the many people that died during the Second World War.

During the project, the German volunteers gave guided tours mainly to groups of school pupils and students, to encourage young people to learn from the past.

In Ewals' opinion, the most important thing is the project's impact on the younger generation.

'A 19-year German volunteer, giving a guided tour in Dutch round a Second World War German cemetery; I think this is great. This is what establishing good relations between young people can achieve,' concluded the project coordinator.

The experience has led some project participants to express a desire to study abroad, while their impact on local youngsters has also been felt.

Expansion works are planned at the visitors centre to provide volunteers with better opportunities to learn, but also with new accommodation. The project coordinator hopes that this will enable the centre to increase the number of volunteers from two to up to six.

**TITLE:** EVS Volunteer Friends of Ysselsteyn

**LEAD ORGANISATION:** Stichting Vrienden van Ysselsteyn (NL)

**PARTNER:** Initiative Christen für Europa e.V. (DE)

**DATE:** August 2015 – October 2016

**EU FUNDING:** EUR 18 167

**ACTION:** Learning Mobility of Individuals

**WEBSITE:** N/A

**PROJECT PAGE:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-2-NL02-KA105-001019>



## A year-long voluntary service offers young people the chance to work on the preservation of a historic park in rural eastern Germany

# HISTORIC GARDENS BLOOM WITH HELPING HANDS

The voluntary service focuses on the cultural heritage preservation and follows three key themes: restoring the Schlosspark Altdöbern park; living in a local community together with German volunteers; and experiencing life in a remote village in eastern Germany.

Volunteers work year-round restoring parts of the park and historic architectural elements such as signposts, pavilions and bridges.

### Restoring heritage

The project coordinator, Gabriele Meyer, believes that this project is deeply connected to the cultural change experienced in this particular region of Germany. The collapse of the German Democratic Republic and reunification revealed crumbling castles and overgrown historic parks and gardens like Schlosspark Altdöbern, which required extensive renovation.

‘Our volunteers discover that historic gardens have always been influenced by other European countries. Schlosspark Altdöbern

has Baroque gardens from France and English landscape gardens, for example,’ explained the coordinator.

### Living together

Cultural diversity is a key element of the project. This year, four volunteers from Italy, France, Turkey and Spain lived and worked together with four German volunteers. This had a huge impact both on the participants and the rural village.

After a year, volunteers feel connected to this region because they have invested time and energy in restoring something of historic importance and beauty. ‘One participant told me that what he liked about this project was that it puts theory into practice; you learn with your head, hand and heart,’ Meyer added.

The project is ready to welcome more volunteers in the future, who will create other intercultural teams that help bringing Schlosspark Altdöbern one step closer to its former glory.

**TITLE:** Engagement of the youth in historic gardens

**LEAD ORGANISATION:** Ijgd – Internationale Jugendgemeinschaftsdienste, LV Brandenburg e.V. (DE)

**PARTNERS:** Brandenburgische Schlösser GmbH Gemeinnützige Betriebsgesellschaft (DE) / Asociación para la integración y Progreso de las Culturas Pandora (ES) / Centre Régional Information Jeunesse Normandie Rouen (FR) / Associazione Inco – Interculturalità & Comunicazione (IT) / Mersin Üniversitesi (TR)

**DATE:** September 2017 – August 2018

**EU FUNDING:** EUR 33 505

**ACTION:** Learning Mobility of Individuals

**WEBSITE:** <http://www.ijgd.de>

**PROJECT PAGE:** <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2017-1-DE04-KA105-015000>



© Argonauta, 2018

**EU-funded project is protecting an island's cultural heritage by bringing neglected dry stone walls back to life**

## DRY STONE WALLS: THE BUILDING BLOCKS OF HERITAGE

Dry stone walls, used as field boundaries for protecting livestock, are of great importance to Dalmatia's cultural heritage. These walls have been neglected for years, but the Association for Nature and Environment Conservation (Argonauta) on Croatia's Murter island took action to protect the walls as well as the techniques used to build them.

'Dry Stone Wall Extravaganza 3' was a short-term European Voluntary Service (EVS) project, which involved 15 volunteers from Bulgaria, Italy, Poland, Spain and Turkey.

'Volunteers came together for one month to revive these dry stone walls on an archaeological site in Murter, called Colentum,' said project coordinator Sanja Tabori from the local NGO Argonauta.

### Renewal of ancient fortifications

The volunteers carried out archaeological excavations on the grounds of a *villa rustica*, and also cleared the building of bushes and undergrowth. They also renewed 40 metres of a dry stone

wall beside Colentum beach and even created a puppet show for children, to raise awareness of this ancient heritage.

The project underlined how this heritage can trigger the sustainable development of rural communities, while making voluntary work, and made its benefits more visible among the locals.

The experience was an opportunity for the staff at Argonauta to further manage EU projects. 'It has opened up a new world for us, and we now have the confidence to undertake similar initiatives,' said Tabori.

While living for one month in an international community, the volunteers learnt a new craft and brushed up on their English language skills.

**TITLE:** Dry Stone Wall Extravaganza 3

**LEAD ORGANISATION:** Udruga za zastitu prirode i okolisa te promicanje održivog razvoja 'Argonauta' (HR)

**PARTNERS:** Sdruzenie Alternativi International (BG) / Asociación Arrabal-AID (ES) / Associazione di promozione sociale Joint (IT) / Semper Avanti Stowarzyszenie (PL) / Akdeniz Ucuncu Goz Egitim ve Genclik Dernegi (TR)

**DATE:** May 2017 – December 2017

**EU FUNDING:** EUR 15 660

**ACTION:** Learning Mobility of Individuals

**WEBSITE:** <https://www.facebook.com/evsdrystonewallextravaganza/>

**PROJECT PAGE:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-HR01-KA105-035330>



© Richard Špür, NaFILM

**The project examined how film education and the preservation of cinematic heritage are carried out in different European countries in order to draw lessons and implement effective initiatives for the future**

## BRINGING FILM EDUCATION INTO FOCUS

The project sought to increase innovation in film education, and to raise awareness that film represents a rich seam of cultural heritage. Students and academics from partner universities, as well as film practitioners in the United Kingdom, Germany, Poland and the Czech Republic, shared experiences and unveiled exhibitions that showcased their work.

‘We were able to increase the amount of data on film education levels, and really see the impact of our work in the partner countries,’ said Krizkovska. ‘Perhaps the most important impact was simply participating, as most project partners had not had the chance to take part in an international project before.’

‘The international aspect of this project was hugely important as we could not have moved forward on the national level alone,’ explained project coordinator Terezie Krizkovska from NaFILM, in the Czech Republic. ‘There is also no film museum in Prague, so we needed to look for partners with experience in this field,’ she mentioned.

### Permanent space

Applying gaming principles to education was an efficient way of promoting interest in film. A permanent exhibition space was established in Prague, and used for temporary exhibits and to showcase different approaches to film education. The space became an ideal platform for testing educational gaming applications.

### International cooperation

While film can be creative, subversive and instructive, the study of film’s cultural relevance is often overlooked. To address this, the project looked at how effective film education can inspire young people to study film in the same way as they might study literature.

**TITLE:** ThinkFilm

**LEAD ORGANISATION:** NaFILM (CZ)

**PARTNERS:** Johann Wolfgang Goethe Universität Frankfurt Am Main (DE) / Uniwersytet Łódzki (PL) / Middlesex University Higher Education Corporation (UK)

**DATE:** March 2015 – February 2017

**EU FUNDING:** EUR 52 100

**ACTION:** Strategic Partnerships

**WEBSITE:** <http://www.nafilm.org/>

**PROJECT PAGE:** <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2014-2-CZ01-KA205-012627>



## Young people from Danube region countries get together to exchange ideas and learn about European shared heritage

# COLLECTIVE HERITAGE AND LITERATURE

Although the attitude of the new generations towards reading and writing is constantly changing, there is always a need for interaction.

The project 'European literature youth meetings' (eljub) became the ideal opportunity for young people interested in literature and writing to engage into intercultural discussions, meet international authors, and discover the latest writing strategies.

### From and about the youth

Participants from seven Central European countries convene during spring and summer, and take part in reading sessions, workshops on literature and digital media, seminars and working groups.

'We have writers, journalists in our workshops who offer their knowledge and their approach on how to cover fields of interest. They hand over this knowledge during the week.

This is heritage you can pass on,' said project coordinator Veronika Trubel from Pilgern & Surfen Melk in Aggsbach Dorf, Austria.

Participants not only absorb all the information they receive during the meetings, but they also share ideas while writing a joint eBook.

'Students write their own stories and at the end of the week we publish them into an eBook. When you read them, you find out what youngsters care about, what their concerns are,' said Trubel, also highlighting the fact that the language used during the project is German.

While the main activities are organised in Austria, local eljub Dialog meetings take place in the other participating countries as well. The project is a success and it's expanding and evolving every year. It started with seven partners in 2015, and the number grew to 13 in 2018.

**TITLE:** European literature youth meetings

**LEAD ORGANISATION:** Pilgern & Surfen Melk (AT)

**PARTNERS:** Elternpflegschaft (BG) / Vysocina Kraj (CZ) / Europäische Donau-Akademie (DE) / Veszprém Megyei Önkormányzat (HU) / Fundacja International School of Poznan (PL) / Liceul Teoretic Nikolaus Lenau (RO)

**DATE:** January 2015 – December 2015

**EU FUNDING:** EUR 22 307

**ACTION:** Learning Mobility of Individuals

**WEBSITE:** [www.eljub.eu](http://www.eljub.eu)

**PROJECT PAGE:** <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2014-3-AT02-KA105-001039>



**Cultural heritage has many faces and this EU co-funded project helped young people to find common values and shared interests by cooking, singing and dancing together**

## SHARING FOOD AND CULTURAL VALUES

It may sound obvious that cooking and eating bring people together, but the project 'International Dancing Food' showed that these are also great tools for intercultural exchange and are part of our cultural heritage. Even more so when combined with singing and dancing.

'Our goal was to overcome daily problems, confrontational issues by playing games, cooking, dancing and singing together to find a common ground,' said project coordinator Thomas Brisson Jørgensen.

### Easy but effective

The intercultural meeting hosted in Bitola, Macedonia in 2016 brought together 47 young people from participating countries. During the project week, participants dedicated a day to playing games, and another to learning dances.

'We had mixed groups, and learned dances from each country and then performed them. We organised a flash mob in the city centre. The food part of the project consisted of collecting traditional recipes from each country and cooking them together. We shared the food with residents of a disabled children's home,' added Thomas, who also said that they wanted to keep the topic light-hearted from the start.

The complex programme, with many different activities helped to open people up. Participants contributed more than usual to this kind of project, and the real impact was that people became more sensitive to each country and culture.

Another important outcome of this project is the collection of recipes and songs from the participating countries in the form of a booklet. [Available to download for free](#), it lists traditional recipes that show similarities and differences between the cultures.

**TITLE:** Intercultural Dancing Food

**LEAD ORGANISATION:** SFERA Denmark (DK)

**PARTNERS:** Warm Hand Association (AL) / 'Youth Breath' Youth Support NGO (AM) / 'For Youth' IGY (AZ) / SFERA Bulgaria (BG) / SFERA Italy (IT) / Association for sustainable development SFERA Macedonia (MK) / SFERA Poland działająca przy Stowarzyszeniu Europe4Youth (PL) / SFERA Srbija (RS)

**DATE:** May 2016 – November 2016

**EU FUNDING:** EUR 20 250

**ACTION:** Learning Mobility of Individuals

**WEBSITE:** N/A

**PROJECT PAGE:** <https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-DK01-KA105-022189>



## A EU co-funded project is bringing traditional dry stones to life and breaking down barriers between countries

# BUILDING WALLS BREAKING WALLS

‘Building Walls Breaking Walls’ focuses on intercultural encounters between young people from Republic of Ireland, Northern Ireland, Israel, and Palestine. The project brought together 16 students from the participating countries and four from Switzerland, who received funding from the Swiss government. The exchanges took place on Cape Clear Island, in Ireland, in Negev desert, Israel, and in the Jura mountains, in Switzerland.

‘The wall construction is a tool for reflection, discussion and exchange on the topic of walls and borders between the cultures – and how to overcome them. The walls are a long-lasting symbol for intercultural cooperation and ecological work;’ said project coordinator Viv Sadd.

### Breaking barriers through cultural exchanges

Besides repairing and building dry stonewalls, the students had the chance to understand each other’s cultures through

workshop discussions, and experience the culture and nature of each place through hikes, excursions and outdoor activities.

‘Young people who usually would be hesitant to talk with peers from other countries exchanged opinions with respect and a growing reciprocal understanding. They realise they share a cultural background;’ said the coordinator.

‘Building Walls Breaking Walls’ was successful in teaching new subjects such as Intercultural encounter, cultural heritage and nature experience, in an innovative way. The participants shared knowledge and learned how to take care of the environment and to discuss their cultural heritage with each other.

At the end of the project, the students not only obtained new skills, but went back home inspired and motivated. Many of them enrolled in education and training opportunities in order to get a job.

**TITLE:** Building Walls Breaking Walls  
**LEAD ORGANISATION:** Mahon Project Ltd (IE)  
**PARTNERS:** Education and Society Enterprises (Mifalot) (IL) / Yad b Yad (PS) / Ashton Community Trust (UK)  
**DATE:** May 2017 – October 2017  
**EU FUNDING:** EUR 20 363  
**ACTION:** Learning Mobility of Individuals  
**WEBSITE:** N/A  
**PROJECT PAGE:** <https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-IE01-KA105-025552>



© Merville and District Family Resource Centre

**The Unwrapping Words project has changed the lives of young people from deprived areas by empowering their creative talents and gifts through art, music, literature and film**

**MAKING LITERARY HERITAGE ACCESSIBLE TO YOUNG PEOPLE**

The Merville and District Family Resource Centre supports families and individuals in the Inishowen peninsula of County Donegal, Ireland. In 2015, it brought together marginalised young people from Inishowen and Derry City to explore the literary heritage of this North-West border region of Ireland.

**A fresh look at literary works**

The 'Unwrapping Words' project looked at the works of writers such as Joyce Cary, Frank McGuinness, Bridget O'Toole and Mabel Colhoun, who are connected to Inishowen through their books, family, themes, sense of place or geographical reference in their work. Participants reinterpreted and contextualised the works, with multimedia technology employed to encourage participation and creativity.

'We wanted to reinterpret our own cultural identity through the eyes of young people from two urban and rural areas facing social and economic deprivation,' explained project coordinator Michael McDermott.

**Strategic location**

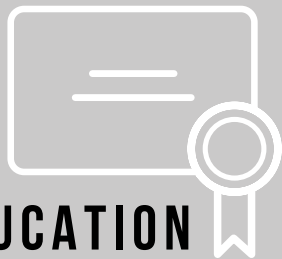
Participants created a mural piece, located in a cross-border area that will be directly impacted by Brexit which will see the United Kingdom withdrawing from the European Union. The mural is seen on average by 10 000 cars that pass the site each week. Other activities included the production of a rap music CD produced by the participants themselves that deals with issues affecting their own lives. A short film and DVD depicting the project was also created.

'The high visibility and multi-media nature of the project gave us a local, regional, national and European platform to highlight our work and resulted in a launch event that attracted more than 200 participants,' Michael added.

The Centre plans to apply for further Erasmus+ youth partnerships in the coming year.

**TITLE:** Unwrapping Words  
**LEAD ORGANISATION:** Merville and District Family Resource Centre (IE)  
**PARTNER:** North West Play Resource Centre (UK)  
**DATE:** September 2015 – March 2016  
**EU FUNDING:** EUR 23 288  
**ACTION:** Strategic Partnerships  
**WEBSITE:** <http://parenthubdonegal.ie/services/listing/merville-frc/>  
**PROJECT PAGE:** <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2015-2-IE01-KA205-008719>





## **HIGHER EDUCATION**

Erasmus+ offers undergraduate and postgraduate students in higher education the opportunity to study or work abroad. Students can improve their skills, enhance their employability and gain valuable international experience. Academic staff can take part in teaching or training abroad, discover new ways of working and support their professional development. Strategic Partnerships projects give organisations a possibility to produce intellectual outputs such as policy recommendations, new curricula, resources and new uses of information and communication technology.



## TAKING MEDIEVAL MANUSCRIPTS INTO THE DIGITAL AGE

The Digital Editing of Medieval Manuscripts (DEMM) project has equipped medieval studies students with digital and project management skills to help them bring the world of medieval manuscripts online

This ground-breaking work has led to the publication of practical guides for digitising manuscript collections, a new digital library of innovative editions built over the years from students' works, and refined training materials that are now freely available.

'In medieval history studies there is often very little training in anything digital,' explained project coordinator Lucie Doležalová. 'We wanted to give students in the field of cultural heritage the technical skills and experience to be able to collaborate with computer scientists and graphic designers.'

Over the course of a year, students were given the opportunity to work with original medieval manuscripts, before learning about ICT and project management. Then they collaborated with developers to apply digital technology and create online publications.

### Digital networking

The experience has significantly enhanced the students' skill-set, not only for specific digital projects but also for their professional life. They had the opportunity to learn to code, work together with developers and understand the digital environment.

The spirit of the project will be kept alive as a result of the links that have been forged between partner institutions and countries. 'Thanks to this project there is now a network of young scholars, who by now have finished their PhDs, across France, United Kingdom, Italy and the Czech Republic,' added Doležalová.

DEMM continues to share its results. A workshop involving project alumni was recently held in Cambridge, while another has been planned. Online course material is freely available, and the project team have added a version in Czech.

**TITLE:** Digital Editing of Medieval Manuscripts

**LEAD ORGANISATION:** Univerzita Karlova (CZ)

**PARTNERS:** Stiftsbibliothek Klosterneuburg (AT) / Centre National de la Recherche Scientifique CNRS (FR) / L'École des hautes études en sciences sociales (FR) / Università degli Studi di Siena (IT) / Queen Mary University of London (UK)

**DATE:** September 2014 – August 2017

**EU FUNDING:** EUR 258 560

**ACTION:** Strategic Partnerships

**WEBSITE:** <https://www.digitalmanuscripts.eu>

**PROJECT PAGE:** <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2014-1-CZ01-KA203-002015>



# SHAPING FUTURE LEADERS IN CULTURAL HERITAGE CONSERVATION

**SAHC – Advanced Masters in Structural Analysis of Monuments and Historical Constructions offers a curriculum that combines advanced theoretical knowledge with hands-on experience in the field of conservation**

SAHC is a unique one-year international master's programme specifically addressing conservation of architectural heritage issues and the various threats the practice faces.

'The world's heritage is at risk due to various factors. It is therefore important to be able to intervene in time and appropriately,' said Prof. Paulo B. Lourenço, project coordinator from Universidade do Minho in Portugal.

With financial assistance from the Erasmus Mundus Joint Master Degree scholarship programme, SAHC offers scholarships to top-ranked students from all over the world. During the first 10 years, more than 350 alumni obtained a double/multiple degree diploma in different countries.

Bringing together top engineers, architects and scientists as tutors offers a multidisciplinary understanding of the challenges of structural conservation. Students are equipped with state-of-the-art tools and methods for cultural heritage inspection, diagnosis, restoration, etc.

## Hands-on approach

In addition to learning theory, students are required to solve real engineering problems.

In 2017 students researched the possible impact of developing the Lisbon metro on the city's built heritage and worked on the restoration of the Clérigos' Church and Tower in Porto.

SAHC is recognised by both industry and cultural heritage institutions. Its quality is demonstrated by the employability of alumni: over 75% have jobs in the field within months of finishing.

Thanks to the EU scholarship funding, SAHC grew into a strong and self-sustaining master's programme and, as a result, it was awarded the Europa Nostra Award in 2017.

**TITLE:** SAHC – Advanced Masters in Structural Analysis of Monuments and Historical Constructions

**LEAD ORGANISATION:** Universidade do Minho – UMINHO (PT)

**PARTNERS:** České vysoké učení technické (CZ) / ITAM (Ústav teoretické a aplikované mechaniky AV ČR) (CZ) / Universitat Politècnica de Catalunya (ES) / Università degli Studi di Padova (IT)

**DATE:** September 2007 – August 2017

**EU FUNDING:** EUR 3 679 200

**ACTION:** Erasmus Mundus Joint Master Degrees

**WEBSITE:** <http://www.msc-sahc.org/>

**PROJECT PAGE:** <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2012-0196>



## BRINGING PRACTICAL DIMENSION TO UNIVERSITY EDUCATION

Conducting geoarchaeological research of cultural heritage requires cooperation of specialists of multiple disciplines. The McAgenda project aims to enhance the quality and interdisciplinarity of higher education in the field

The aim of the McAgenda project conducted by three international universities was to bring together scientists from different disciplines, such as geology, archaeology and geography, in order to modernise and upgrade two university courses: 'Quaternary GeoEnvironment-ArchaeoGeomorphology' and 'Analysis and Management of Anthropogenic Natural Hazards and Disasters'.

These are part of the new Master Programme of the Faculty of Geology & Geoenvironment at the University of Athens, Greece. The courses cover paleo-geographical evolution of archaeological sites and research of anthropogenic and natural hazards that impact cultural heritage.

'The scope of McAgenda is to enhance the quality of higher education and to overcome the fragmentation of educational standards between countries as this field requires a practical and multidisciplinary approach,' said project coordinator Niki-Nikoletta Evelpidou.

### On-site learning

The activities of McAgenda included developing new teaching materials, such as two open e-class platforms, organising four intensive transnational training schools with lectures, fieldwork activities and several workshops opened for wider public.

Students who participated in the training schools had the opportunity to work on real archaeological locations, such as the ancient harbour in Narbonne, France or Kyllene in Greece. They conducted underwater excavations and coastal stratigraphic studies, and learnt excavation techniques, photogrammetry and underwater photography.

The project lasted two years. During this time, the partnership expanded to other European universities as well, and two e-class platforms are now open to all students. Moreover, taking part in such intense and practical training schools was extremely beneficial for the students as it increased their qualifications and improved their job opportunities.

**TITLE:** Master courses: Quaternary GeoEnvironment – ArchaeoGeomorphology; Analysis and Management of Anthropogenic Natural Hazards and Disasters

**LEAD ORGANISATION:** Ethniko Kai Kapodistriako Panepistimio Athinon (EL)

**PARTNERS:** Université d'Aix Marseille (FR) / Università Degli Studi di Trieste (IT)

**DATE:** September 2015 – November 2017

**EU FUNDING:** EUR 226074

**ACTION:** Strategic Partnerships

**WEBSITE:** <http://mcagenda.geol.uoa.gr/>

**PROJECT PAGE:** <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2015-1-EL01-KA203-014114>



## SHAPING NEW EDUCATIONAL STANDARDS IN ARCHAEOLOGY

Although archaeology is traditionally taught at many European universities, only few university programs equip students with practical skills necessary for entering job markets. This project wants to fill this gap

The strategic partnership 'From theory to practice – International Teaching in Field Archaeology in Roman Sarmizegetusa' was formed by archaeology experts from four European universities. The aim was to develop an international curriculum for field archaeology and a manual of learning methods to meet the needs of the labour market.

'We wanted to create a coherent educational program which standardises archaeological education throughout Europe, so that international cooperation in the field becomes easier and students have more job opportunities,' said project coordinator Cristian Dima from the National Museum of Transylvanian History in Cluj-Napoca, Romania.

### Learning by doing

During four transnational project meetings, the experts worked on the programme which would allow young archaeologists to develop archaeological investigation skills. The curriculum consists of 12 modules, and it is entirely taught on site.

The programme was tested during two intensive study programmes at Sarmizegetusa, the archaeological Roman site in Romania. 'During over a two-week period, students had a chance to work as part of a team on a real research project. They did everything themselves, starting from field drawing, through excavation, analysis and processing of the findings, and up to documentation,' Dima explained.

### Knowledge sharing

Another important goal of the project was to connect teaching staff from the field of archaeology to enhance level of international and interdisciplinary cooperation. To do that, organisers held 4 multiplier events, where they disseminated the project results.

The project ended, but its outcomes continue to thrive. The curriculum will be implemented at Babeş-Bolyai University of Cluj-Napoca in Romania.

**TITLE:** From theory to practice – International Teaching in Field Archaeology in Roman Sarmizegetusa

**LEAD ORGANISATION:** Muzeul Național de Istorie a Transilvaniei (RO)

**PARTNERS:** Universität Wien (AT) / Universität Heidelberg (DE) / Universitatea Babeş-Bolyai (RO) / The University of Exeter (UK)

**DATE:** October 2015 – September 2017

**EU FUNDING:** EUR 122 950

**ACTION:** Strategic Partnerships

**WEBSITE:** <http://colonia-sarmizegetusa.ro/>

**PROJECT PAGE:** <https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-RO01-KA203-015185>



## DEVELOPING CULTURAL TOURISM IN THE WESTERN BALKANS

A growing number of tourists in Western Balkan countries have inspired local universities to apply for European funding and prepare a new educational offer in tourism development and management

The project CULTURWB aims at building competences and skills of industry workers in quality management of heritage and cultural tourism. It offers lifelong learning courses and a new master degree in cultural tourism management. The partnership brings together people from Montenegro, Bosnia and Herzegovina and Serbia to create a network with partners from the EU: Germany, Austria and The Netherlands. In other words, CULTURWB is one transnational team working on cultural heritage and how to reconcile it with market needs and graduate employability.

'CULTURWB focuses on raising awareness of the significance of the Western Balkans' cultural heritage as an important component of the European cultural heritage,' said project coordinator Tatjana Pivac from the University of Novi Sad, in Serbia.

### Training opportunities

In order to better respond to the industry's needs, project partners first conducted a survey among 200 stakeholders and the results revealed a lot of shortcomings, mainly in the area of project management, product development, marketing and intercultural communication.

The same conclusions drove the design of a master degree course in 'Management of cultural tourism and cultural heritage.' The course should meet the needs of both new students and employees from cultural institutions, travel agencies, hotels, etc. Another result of the project is the CULTURWB platform, which allows networking and communication between stakeholders in cultural tourism.

After the end of the project, in October 2019, partner universities plan to continue providing educational courses for employees working in the domain of cultural tourism.

**TITLE:** Strengthening Capacities for Tourism Changes in Western Balkans – Building Competences for Quality Management of Heritage and Cultural Tourism

**LEAD ORGANISATION:** University of Novi Sad (RS)

**PARTNERS:** FH JOANNEUM University of Applied Science (AT) / World University Service - Österreichisches Komitee (WUS Austria) (AT) / Univerzitet Džemal Bijedić u Mostaru (BA) / Sarajevo Meeting of Cultures (BA) / Univerzitet u Banjoj Luci (BA) / Univerzitet u Istočnom Sarajevu (BA) / Hochschule Heilbronn (DE) / Turistička Organizacija Opštine Kotor (ME) / Univerzitet Crne Gore (ME) / NHTV University of Applied Sciences Breda (NL) / Pokrajinski Zavod za Zaštitu Spomenika Kulture (RS) / Univerzitet u Nišu (RS)

**DATE:** October 2016 – October 2019

**EU FUNDING:** EUR 795 284

**ACTION:** Capacity Building Projects

**WEBSITE:** <https://culturwb.pmf.uns.ac.rs/>

**PROJECT PAGE:** <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/574193-EPP-1-2016-1-RS-EPPKA2-CBHE-JP>



## BRIDGING THE GAP BETWEEN TECHNOLOGY AND HERITAGE

Despite technology being omnipresent in our lives, only the experts in the field understand its specificities. An Erasmus Mundus Masters Programme is changing this by making technology understandable for participating students

'Techniques, Patrimoine, Territoires de l'Industrie: Histoire, Valorisation, Didactique' (TPTI) is a two-year international Erasmus Mundus Programme that was specifically designed to focus on history, memory, technology and heritage. Each year it awards EU-funded Erasmus Mundus scholarships to the best-ranked student applicants.

'Our focus is on technology, not because we want to specialise in this field, but because we want to integrate it into heritage,' said project coordinator Valérie Nègre from Université Paris 1 Pantheon-Sorbonne.

### Experiencing four different universities

All the students follow the same path from the first to the third semester. They begin at the prestigious Pantheon-Sorbonne University, in Paris, followed by the University of Padova, and then go to the University of Évora. For their last semester, they can choose their speciality school among six other partner universities in the EU, Brazil and Mexico.

Throughout the programme, they learn about subjects as industrial heritage, the expert assessment of historical technical environments, the institutionalisation of technical knowledge, and the relationship between industrial spaces and daily life. Students also get to study a certain subject before presenting and publishing their findings.

According to Nègre, the programme has positively changed the lives of participating students, because they are studying and living abroad for a long period of time. In fact, at least 75% of scholarships are for students from non-European countries, such as the Middle East, Africa and South America.

TPTI offers students a number of career pathways that include consulting, museum or site management, industrial tourism, and the promotion of technical and artisanal culture.

**TITLE:** Techniques, Patrimoine, Territoires de l'Industrie: Histoire, Valorisation, Didactique (TPTI)

**LEAD ORGANISATION:** Université Paris 1 Panthéon-Sorbonne (FR)

**PARTNERS:** Universidade Tecnológica Federal do Paraná (BR) / České vysoké učení technické v Praze (CZ) / Universidad De Alicante (ES) / Universidad De Oviedo (ES) / Università Degli Studi Di Padova (IT) / Benemérita Universidad Autónoma de Puebla (MX) / Universidade de Évora (PT) / Sfax University (TN)

**DATE:** September 2017 – August 2022

**EU FUNDING:** EUR 3 163 000

**ACTION:** Erasmus Mundus Joint Master Degrees

**WEBSITE:** <https://www.tpti.eu/en/>

**PROJECT PAGE:** <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/586678-EPP-1-2017-1-FR-EPPKA1-JMD-MOB>



This new Master programme will help graduates to start a career in European heritage, administration, urban planning and research

## NEW HORIZONS IN EUROPEAN CULTURAL HERITAGE

Over the past decade, academics have started recognising the importance and impact of European cultural heritage on identity and contemporary culture.

TEMA+ European Territories: Heritage and Development is a two-year bilingual (English and French) Erasmus Mundus Joint Master Degree programme, involving five universities from the EU and Canada.

Every year, the programme awards scholarships to the best-ranked student applicants. The new programme has already enrolled 21 students who will start their studies in 2018.

The consortium awards students with double or multiple degrees, all accredited at the national level. The curriculum is based on the 'learning outcomes' and feedback from various alumni of the programme's predecessor TEMA, which ran from 2011 to 2015. Subjects include European cultural heritage, urban studies, urban anthropology, European integration, history and policy-making.

'We are the only university course focusing specifically on European cultural heritage,' said project coordinator Lilla Zámbo. She added: 'The programme is not only theoretical; we also offer a number of internships in associate members of the consortium.'

These associates include museums, local authorities, cultural academies and research institutes, tourism bodies and UNESCO itself.

### Life changing

The students also get the chance to better understand their own national identities during the course, by focusing on their backgrounds and traditions. 'The idea here is that if they want to return home after their studies, they can use and spread this knowledge to their counterparts,' said Zámbo.

Zámbo, who was one of the first students to graduate under TEMA, believes that TEMA+ will be a life changing experience for the students, just as it was for her.

**TITLE:** TEMA+ European Territories: Heritage and Development

**LEAD ORGANISATION:** Eötvös Loránd Tudományegyetem (HU)

**PARTNERS:** Université Laval (CA) / Univerzita Karlova (CZ) / L'École des hautes études en sciences sociales (FR) / Università degli studi di Catania (IT)

**DATE:** September 2017 – August 2022

**EU FUNDING:** EUR 2 339 000

**ACTION:** Erasmus Mundus Joint Master Degrees

**WEBSITE:** <https://mastertema.eu/>

**PROJECT PAGE:** <https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/586521-EPP-1-2017-1-HU-EPPKA1-JMD-MOB>





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Through student and staff exchanges, the project is helping promote Ethiopian and Irish indigenous music, while enriching third level education in both countries

## PROTECTING AND PROMOTING THE INDIGENOUS MUSIC OF IRELAND AND ETHIOPIA

The Yared School of Music in Addis Ababa is by far the most important in Ethiopia with an array of famous alumni. The school wanted to offer its students the chance to study music in another country, while promoting Ethiopian traditional music internationally. Thousands of miles away, at the Irish World Academy of Music and Dance (IWA), from the University of Limerick, the so-called 'World Music' has always been an integral part of its makeup, but there was no degree course on this subject.

'Things began moving in 2016 when Yared invited us to present at its international conference on indigenous Ethiopian music. Since then, our cooperation has intensified with further visits and presentations taking place,' said Dr Niall Keegan, Director of Undergraduate Studies at the IWA.

### Spreading knowledge

Both sides soon started planning student exchanges and staff mobilities, and in September 2017, two students from Yared spent three-and-a-half months at the IWA under the Erasmus+ ICM Student and Staff Mobility programme. They participated in the Academy's new degree of Performing Arts.

The student exchanges were complemented by a fruitful collaboration between the academic staff. The Irish professors travelled to Yared and undertook joint research projects with their counterparts, helped develop the curriculum and shared examples of good practices.

The experience increased the diversity of the student population through encounters with different cultures and education systems. It also exposed students and staff to different and innovative learning approaches such as flexible, blended learning and problem-based learning.

**TITLE:** Project for higher education student and staff mobility between Programme Countries and Partner Countries

**LEAD ORGANISATION:** University of Limerick (IE)

**PARTNER:** Addis Abba University (ET)

**DATE:** June 2016 – July 2018

**EU FUNDING:** EUR 241 654

**ACTION:** Learning Mobility of Individuals

**WEBSITE:** N/A

**PROJECT PAGE:** <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2016-1-IE02-KA107-000476>



© IMQP

What started as a unique master on prehistory connecting universities is now an important global forum – with headquarters in Europe – for heritage specialists

## CONNECTING HISTORY AND HERITAGE

The International Master in Quaternary and Prehistory (IMQP) – an Erasmus Mundus Joint Master Degree – is the only programme in the world focusing on prehistory, and it aims at offering a solid education to students for their future professional placement.

Project coordinator Marta Arzarello explained: 'There is the theory part, but we also have field activities during the summer, where we do excavations at the sites of our partners' institutions. We also organise intensive courses and specific courses. Our students learn how to research and interpret prehistory, including specific and general heritage management as well.'

The programme is a partnership in the field of higher education and its objectives are to promote intercultural understanding and to provide essential knowledge about prehistory and quaternary geology.

Giulia Marciani, a former student, submitted her thesis in 2013 and she is still in contact with some of the researchers, students and professors she met during the master programme. 'The connection among different institutions of IMQP offered me the chance to improve my preparation, by studying with a great number of professors from different countries and different backgrounds, which assures a wide and intercultural knowledge,' said Giulia.

### Raising awareness

The Erasmus+ funding and scholarships allowed students and researchers from all over the world to complete work that was not available before the programme. The Erasmus Mundus label gives the programme and its results much greater visibility in the academic world. In the future, the project manager would also like to improve the e-learning part of the programme.

**TITLE:** International Master in Quaternary and Prehistory (IMQP)

**LEAD ORGANISATION:** Università degli Studi di Ferrara (IT)

**PARTNERS:** Université de Liège (BE) / Universidade de São Paulo (BR) / Klinikum der Johann Wolfgang Goethe-Universität (DE) / Universitat Rovira i Virgili (ES) / Muséum national d'Histoire naturelle (FR) / Ministero degli Affari Esteri (IT) / Università degli Studi di Modena e Reggio Emilia (IT) / Université Moulay Ismail (MA) / University of the Philippines (PH) / Instituto Politécnico de Tomar (PT) / Universidade de Trás-os-Montes e Alto Douro (PT)

**DATE:** September 2010 – August 2012

**EU FUNDING:** EUR 513 000

**ACTION:** Erasmus Mundus Joint Master Degrees

**WEBSITE:** <https://sites.google.com/a/unife.it/quaternaly-prehistory/>

**PROJECT PAGE:** <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2010-0107>



## MIXING SCIENCE AND HUMANITIES

Today's multidisciplinary approaches need new generations of interdisciplinary professionals. Thanks to this EU co-funded programme, graduates speak the language of humanities and materials science as well

ARCHMAT is a two-year Erasmus Mundus Master Course providing students with specialised skills in archaeology and analytical characterisation of materials.

The study and conservation of cultural heritage materials is an extremely multidisciplinary research area, requiring skills that span the humanities and science research fields.

'We need to train a new generation of professionals on how to research and preserve cultural heritage from both humanities and materials science viewpoint, while emphasising the management and financial aspects of the sector,' said project coordinator Nicola Schiavon.

### Common language

During the programme, Erasmus+ scholarship students go on a chronological and geographical journey from Europe's pre-history to classical times (Greek and Roman). In parallel, they are also immersed in science subjects and specific courses of an increasing complexity. These two simultaneous approaches build a common language for humanities and materials science.

'After ARCHMAT, you can be hired by national agencies, museums or even UNESCO as somebody who knows and understands the technical side of conservation, archaeology and the management aspects of heritage management,' said Schiavon.

### Business and management

The key to ARCHMAT's success has primarily been its multidisciplinary approach. Thanks to the EU funding, students can take this even further and take part in international scientific conferences on Archaeometry and Conservation Science. 'We send them to important cultural management conferences to help them see the business and management aspects of the cultural heritage sector,' said Schiavon, who is working with project partners on a doctorate program having the same multidisciplinary approach and transnational feature.

**TITLE:** European Master in ARChaeological MATerials Science – ARCHMAT

**LEAD ORGANISATION:** Universidade de Évora (PT)

**PARTNERS:** Université d'Avignon (FR) / Archaeological Museum Aiani (EL) / Aristotle University of Thessaloniki (EL) / Instituto de Ciencia de Materiales de Aragón (ES) / Università degli Studi di Roma 'La Sapienza' (IT) / Università di Palermo (IT) / Université Sidi Mohamed Ben Abdellah-Fez (MA) / Instituto dos Museus e da Conservação (PT) / Universidade do Estado do Rio de Janeiro (BR) / Musei Vaticani (VA)

**DATE:** September 2013 – August 2018

**EU FUNDING:** EUR 3 562 400

**ACTION:** Erasmus Mundus Joint Master Degrees

**WEBSITE:** <http://www.erasmusmundus-archmat.uevora.pt/>

**PROJECT PAGE:** <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2013-0238>



## STUDENTS REDISCOVER DYNAMIC CULTURAL ROLE OF DANCE

Students from around the world have the opportunity to study dance as an intangible cultural heritage first-hand and to fully engage with different cultures

Since 2012, 132 students from 56 countries have enrolled in the Choreomundus Masters programme, funded by the Erasmus Mundus programme and delivered by a partnership of four academic institutions. The two-year course aims to underline the cultural importance of dance heritage around the world through theoretical and practical study.

### Dynamic culture

'Studying dance as intangible cultural heritage gives students a sharper understanding of cultural diversity and difference,' explained project coordinator Georgiana Wierre-Gore.

Students from around the world have the chance to learn from each other and better appreciate diversity – most students benefitting from EU-funded scholarships. According to graduate Nneamaka Igbonezim, Choreomundus is 'a lifetime opportunity you don't want to miss. It's also life transforming and opens you to many possibilities in the world of dance, performance and heritage studies.'

### Success in the field

The programme is the result of a longstanding collaboration between colleagues in Hungary, Norway, UK and France. Students spend time studying in partner institutions in all four countries and undertake fieldwork between years one and two.

'Fieldwork is beneficial to students but also to communities,' said Wierre-Gore. 'One of our students, for example, spent time in Cape Verde working on traditional dance with a marginalised community. Through the children she managed to rediscover a traditional artform, and this has since led to a revival.'

During the following years, Wierre-Gore and her colleagues are looking to strengthen the programme. Greater engagement with the programme's non-official African partners is being sought, and the team is considering how intangible cultural heritage can best be promoted in the digital age.

**TITLE:** Choreomundus – International Master in Dance Knowledge, Practice and Heritage

**LEAD ORGANISATION:** Université Clermont Auvergne (FR)

**PARTNERS:** Szegedi Tudományegyetem (HU) / Norges teknisk-naturvitenskapelige universitet (NO) / University of Roehampton (UK)

**DATE:** September 2017 – August 2021

**EU FUNDING:** EUR 3 076 000

**ACTION:** Erasmus Mundus Joint Master Degrees

**WEBSITE:** <https://www.ntnu.edu/studies/choreomundus>

**PROJECT PAGE:** <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/586641-EPP-1-2017-1-FR-EPPKA1-JMD-MOB>



## **VOCATIONAL EDUCATION AND TRAINING**

Erasmus+ offers organisations and their learners and staff the chance to pursue stimulating opportunities for learning and training across Europe. They can gain valuable life-experience by a learning mobility period abroad, and widen their social and professional skills. Organisations involved in vocational education and training partnerships improve their performance by exchanging good practices, developing internationalisation strategies or designing innovative approaches for vocational education and training.



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**REDIAPRO is helping maintain traditional trades that are vital for monument protection and building restoration**

## PRESERVING TRADITIONAL BUILDING PROFESSIONS

The Revival of Disappearing Architectural Professions (REDIAPRO) project examined disappearing architectural professions, building techniques and crafts in eight European countries. The objective is to eventually establish a workshop-based construction industry.

‘Monuments and listed buildings across Europe were all built using traditional construction methods. If we want to preserve these structures, we need to maintain and protect this craftsmanship,’ said project coordinator Gábor János Palotás from EK Egyesület in Budapest, Hungary.

### Feedback from the masters

The research project sourced and interviewed individuals who have dedicated their lives to trades at risk of becoming extinct. By organising workshops in various locations, partners discovered how these trades are shared from generation to generation, how different trades could combine and multiply, and how to set up a small-scale building industry that only uses natural resources. Career prospects and training opportunities also formed part of the research.

A number of captivating short films featuring so-called ‘masters’ of various trades were produced and promoted online.

The research culminated in a study which will help improve the current curriculum and learning materials for new generations of craftspeople in the partner countries.

### The freedom to create

It is expected that in the long term, the project could help regions and rural areas preserve their unique identities. It could also help architects express themselves more freely, as designing in a small workshop offers much more freedom than following today’s mass production requirements.

The project has already been successful in establishing an international network of experts in the field, which is vital for exchanging best practices and coming up with new ideas.

**TITLE:** Revival of Disappearing Architectural Professions

**LEAD ORGANISATION:** ÉK Egyesület (HU)

**PARTNERS:** Stroyexpert – SEK (BG) / NGO Vanaajamaja (EE) / Asociación Centro de Intervención Cultural y Educativa DOCTUM (ES) / Ecipa Umbria Scarl (IT) / Fine Crafts Association of Vilnius (LT) / Tektum Arhitektură & Artă SRL (RO) / Edinburgh World Heritage Trust (UK)

**DATE:** September 2014 – February 2017

**EU FUNDING:** EUR 98 565

**ACTION:** Strategic Partnerships

**WEBSITE:** <http://redipro.com/>

**PROJECT PAGE:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/d6f2f157-a67a-4340-a4c5-b8a8facf2f9b>



## NEW TOOLS TO TRAIN HERITAGE ASSET MANAGERS

The MODI-FY project has developed certified training courses in heritage asset management, equipping maintenance specialists with the skills to preserve historic buildings for future generations

The project Maintaining Historic Buildings and Objects through Developing and Up-grading Individual Skills of Project Managers: Fostering European Heritage and Culture for Years to come (MODI-FY) trained up people with experience in built cultural heritage, but lacking the teaching skills. This helped create a network of 15 trainers across Europe.

### Shared European knowledge

The training courses are comprehensive, covering heritage asset management maintenance, property management and the basics of running a business. The courses offered personal certificates at the end. An e-learning portal has also been developed, where people can test their exiting knowledge about built cultural heritage.

To develop the training materials, the project coordinator Gerald Wagenhofer and his team worked with partners from all over Europe, including the National Trust in England, architects from Portugal and a research centre in Italy.

'In the past, organisations like ours would have used their own knowledge from within their own borders,' said project coordinator Gerald Wagenhofer from the Burghauptmannschaft in Austria. 'One of the most important results of this project – besides the training materials – has been the knowledge exchange made at European level. Partner institutions feel like a family.'

### Investing in training

The project coordinator said that without this project there would have been no educational progress for a public institution like theirs, but now they can offer regular certified training to new staff members.

A follow-up project was submitted in 2018 with the aim of translating training materials into more languages. It is also expected that the project will contribute to the development of European training standards for built heritage protection.

**TITLE:** MODI-FY

**LEAD ORGANISATION:** Burghauptmannschaft Österreich (AT)

**PARTNERS:** European Certification and Qualification Association (ECQA) (AT) / UBW Unternehmensberatung Wagenhofer GmbH (AT) / Landcommanderij Alden Biesen (BE) / Magyar Reneszansz Alapítvány (HU) / Centro Universitario Europeo Per I Beni Culturali Onlus (IT) / Secretaria Geral da Presidência da República (PT) / Národný Trust n.o. (SK) / The National Trust For Places of Historic Interest or Natural Beauty (UK)

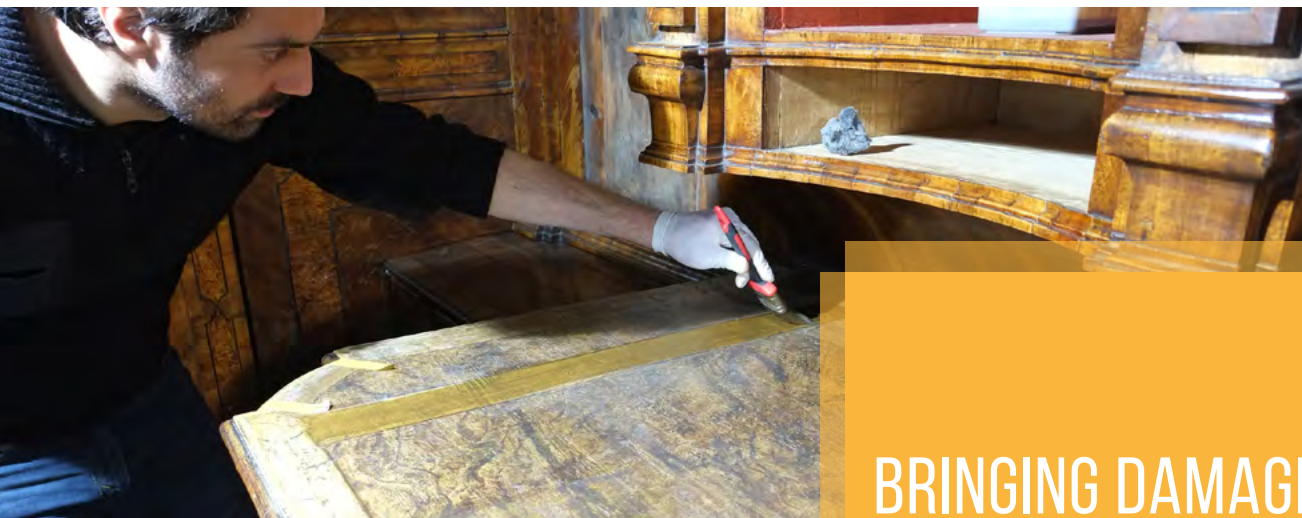
**DATE:** September 2014 – August 2017

**EU FUNDING:** EUR 394 595

**ACTION:** Strategic Partnerships

**WEBSITE:** <http://modi-fy.eu>

**PROJECT PAGE:** <https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-AT01-KA200-001034>



## BRINGING DAMAGED FURNITURE BACK TO LIFE

### In order to improve professional skills, Czech and German students from restoration schools co-worked on a renovation of baroque wooden furniture

The project brought together restoration students from Germany and Czech Republic to conduct a full restoration on the damaged wooden equipment from the Church of the Assumption of Virgin Mary in Brno, Czech Republic.

It took them 14 thousand hours of work to renovate the beautiful, 270-year-old furnishings from the church's sacristy.

'Conservation of such objects is very expensive. Our Czech partner asked us whether we would like to join forces and engage students,' said project coordinator Bettina Beury from Goering Institut e.V. in Munich.

This great idea gave students the opportunity to study and practice while bringing to life beautiful examples of baroque furniture.

#### Learning by doing

The project took two years and involved 50 participants, both students and teachers. During the first mobility phase, visitors from Munich participated in a two-week regular theoretical and practical training at the Czech school in Brno.

The second phase lasted eight weeks during which time students worked on the complete restoration of the equipment from the church's sacristy.

The works included UV examination of polychrome objects, cleansing of the gold-plated elements, substituting wooden profiles, repairing the veneer patterns, and preparing full documentation.

#### Knowledge sharing

'Students even had a chance to apply a very advanced laser technology for cleansing wooden objects. It was the first time such equipment was used in the Czech Republic,' Beury highlighted.

Workshops allowed students to learn new restoration techniques and improve their English, which was the communication language, thus increasing their competitiveness on a job market.

**TITLE:** Intellectual Cooperation in a Joint Cultural Asset – Professional Exchange of Wood Restoration Ideas between Students from the Czech Republic and Germany

**LEAD ORGANISATION:** Goering Institut e.V (DE)

**PARTNER:** Střední škola umění a designu a Vyšší odborná škola Brno (CZ)

**DATE:** June 2015 – May 2017

**EU FUNDING:** EUR 87 904

**ACTION:** Learner and Staff Mobility

**WEBSITE:** <http://www.restaurierung-goering.de/Projekte/bruenn.htm>

**PROJECT PAGE:** <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2015-1-DE02-KA102-001730>





## The Fortified Churches project has enabled German building trade apprentices to gain hands-on experience by renovating historic sites in the beautiful Romanian region of Transylvania

## HISTORIC BUILDING WORKS GIVE HANDS-ON TRAINING

Carpenters, bricklayers, roofers and plasterers are just some of the trainee craftspeople who helped to renovate old buildings and churches in the Romanian villages of Mardisch and Martinsdorf. They used old techniques and original materials wherever possible. Most of the work at the church in Mardisch was focused on the interior, while at the old rectory in Martinsdorf, more decorative work has been done.

### Restoring past glory

‘Our apprentices would not have had the opportunity to carry out such detailed renovation work on listed buildings in Germany, so for us this project is a great opportunity,’ explained project coordinator Heike Ernst.

The project ‘Fortified Churches’, which involved 120 participants over two years, brought craftspeople from different disciplines together, exposing apprentices to new experiences and skills.

### Regional regeneration

The renovation of these buildings of important cultural heritage will permit them to be used once again. Ernst believes that the revival of built cultural heritage can encourage regional regeneration.

‘We’ve seen the project having a positive impact on the village. As our work has progressed, many locals began to renovate their own houses. I think more and more projects like this are happening in the region, and that things are changing for the better,’ said Ernst.

The project will continue for at least another two years, giving more apprentices hands-on experience renovating cultural heritage sites. ‘It is so nice to see the progress made, and how these buildings are becoming beautiful once again,’ said Ernst, who concluded that they will always be in contact with the Transylvanian partners and friends, who helped them during the project.

**TITLE:** Fortified churches – Renovierung der Kirchenburgen in Mardisch und Martinsdorf / Siebenbürgen, Rumänien

**LEAD ORGANISATION:** BBZ der Maler und Lackierer Innung München (DE)

**PARTNER:** Consistoriul Districtual Evanghelic CA Mediaş (RO)

**DATE:** June 2015 – May 2017

**EU FUNDING:** EUR 139 920

**ACTION:** Learner and Staff Mobility

**WEBSITE:** N/A

**PROJECT PAGE:** <https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-DE02-KA102-001875>



© Hiiumaa Vocational School

## EDUCATING SKILLED CONSERVATION WORKERS

**European architectural heritage is at risk due to the lack of skilled restoration professionals. The projects 'Sharing knowledge and skills by preserving cultural heritage' tries to address this problem**

In order to support cultural heritage protection and to provide better training opportunities for the students, Hiiumaa Vocational School from Estonia collaborates with conservation trusts or restoration companies offering international traineeships on real historical sites.

With the help of the European funding received in 2015 and 2016, eight students and two teachers spent a month on restoration sites in the United Kingdom and Norway.

'Students who only learn restoration in theory or practice at school labs lack professional skills enabling them to enter job market easily,' said project coordinator Signe Leidt. 'To solve this problem, we give them a chance to learn from experienced practitioners,' she added.

### Learning by doing

During EU-funded mobilities, students specialising in stone buildings restoration travelled to the medieval town Great Yarmouth, in UK, and conducted restoration works at the cemetery, on town walls and in a ruined church. They were supervised by specialists from The Great Yarmouth Conservation Trust.

Another group specialising in wooden buildings restoration worked at a 19th century lighthouse in Hå gamle Prestegard, Norway. The restoration was conducted in accordance with the plans drawn by one of the school's teachers in cooperation with local conservators.

### Mutual benefit

The project was beneficial in many ways: students could learn advanced restoration techniques, while partner organisations had a valuable support at work.

Hiiumaa Vocational School also benefited from the project by increasing the attractiveness of its educational offer. 'Thanks to the close cooperation with construction companies, we are able to constantly improve our curricula as we have a better understanding of the industry's needs,' Leidt stated.

As a result, the school is now able to offer more traineeships for the students.

**TITLE:** Sharing knowledge and skills by preserving cultural heritage

**LEAD ORGANISATION:** Hiiumaa Ametikool (EE)

**PARTNERS:** Hå kommune – Hå gamle Prestegard (NO) / Great Yarmouth Preservation Trust (UK)

**DATE:** June 2015 – May 2016

**EU FUNDING:** EUR 14 828

**ACTION:** Learner and Staff Mobility

**WEBSITE:** <https://hak.edu.ee/et/erasmus-2014-2016>

**PROJECT PAGE:** <https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-EE01-KA102-013412>



## An e-learning archival training course has been developed, with the aim of improving cultural heritage conservation at the local level

# E-LEARNING COURSE PRESERVES ARCHIVAL EXCELLENCE

The project 'Perspectives of professional training for archivists in the 21<sup>st</sup> century' brought together cultural heritage organisations from Germany, Belgium, the Netherlands and Luxembourg to identify conservation needs that transcend borders.

'We specifically chose preservation and conservation as a topic because this is a central job of all institutions responsible for the protection of cultural heritage,' said project coordinator Monika Marner.

### Practical questions

These cultural heritage bodies focused on basic professional practical questions of preservation. 'Many cultural heritage partners have not had a great deal of experience in e-learning,' said Marner. 'The question we wanted to answer was: is it possible in our field to establish e-learning tools for certain conservation topics?'

All partners could contribute to the e-learning course, which aims to strengthen the skills of archivists at the local level,

where many of them do not have much hands-on experience with conservation.

### Sustainable e-learning

The information archivists receive from the e-course is sustainable and relevant to their job. They can achieve a basic understanding of conservation in theory and in practice, and by the end of the course they should be able to prepare archive material for storage, detect damages, and know how to handle documentation.

The e-learning course is available in German, and it will be also translated into Dutch and French.

'Perhaps a few additions might have to be added or amended over time, but archivists and conservationists will be able to use this tool for a long time,' concluded Marner.

**TITLE:** Perspectives of professional training for archivists in the 21st century

**LEAD ORGANISATION:** Landschaftsverband Rheinland (DE)

**PARTNERS:** Les Archives générales du Royaume et Archives de l'État dans les Provinces (BE) / Landesarchiv Saarbrücken (DE) / Archives nationales de Luxembourg (LU) / Regionaal Historisch Centrum Limburg (NL)

**DATE:** September 2014 – August 2016

**EU FUNDING:** EUR 115 850

**ACTION:** Strategic Partnerships

**WEBSITE:** [www.bestandserhaltung.eu/](http://www.bestandserhaltung.eu/)

**PROJECT PAGE:** <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2014-1-DE02-KA202-001081>



© Clemens Sohmen

# NEW LEASE OF LIFE FOR EUROPE'S SEPULCHRAL HERITAGE

**Students in Germany were given the opportunity to travel to Rome to study among ancient tombs and monuments, to learn about ancient craftsmanship and little-known aspect of European cultural heritage**

The study of sepulchral culture – the artwork and craftsmanship found in cemeteries – is a course component at the Vocational College for Stonemasons and the Stone Sculptors in Munich, Germany. Students had the opportunity to study and work on the restoration of ancient tombs and monuments at the historic Cimitero Acattolico per gli Stranieri al Testaccio in Rome, Italy.

‘This project focused on a special area of cultural heritage that stretches from ancient to modern times – sepulchral culture. This reflects a region’s particular culture and religious mindset, as well as its relationship to history and social attitudes,’ explained project coordinator Clemens Sohmen.

### Learning from the past

Through gaining hands-on experience among some of Rome’s tombs from antiquity until modern times, students could better understand and appreciate how these ancient designs have influenced modern stone craftsmanship.

‘It is so great to have the opportunity to study our culture in other cultural horizons – and to bring our own ideas for our work to life,’ said student Albert Stabl. Florian Lieb, another student, noted: ‘I would participate again, if possible. We learned so many new things; it was a wonderful experience.’

Bringing the past to life through exchange also pulls people together. ‘It is a beautiful feeling to move and work actively and practically in Europe, to work together in an environment of professionalism, joy and enthusiasm,’ said the project coordinator.

Sohmen is certain that the exchange will continue, helping to broaden the horizons of more student sculptors and stonemasons and ensure that Europe’s rich history of sepulchral culture is never lost.

**TITLE:** Sepulchral culture in the course of history  
**LEAD ORGANISATION:** Fachschule Steintechnik München (DE)  
**PARTNER:** Cimitero Acattolico per gli Stranieri al Testaccio (IT)  
**DATE:** June 2015 – May 2017  
**EU FUNDING:** EUR 113 782  
**ACTION:** Learner and Staff Mobility  
**WEBSITE:** <http://www.fs-stein-muenchen.de/europaprojekt-rom-der-fs-steintechnik-september-2015>  
**PROJECT PAGE:** <https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-DE02-KA102-001782>



© BELE Basque Violin Making School - J.C. Arriaga M.K.P.

## Enabling students and staff to gain learning and work experience abroad has added a string to the bow of a small Spanish institution dedicated to the construction and restoration of violins

# VIOLIN MAKERS TUNE SKILLS THROUGH EXCHANGE

The 'Violin Net Making' project consisted of student exchanges, job-shadowing opportunities and the possibility for experts to come and teach at the coordinating institution BELE, in the Spanish Basque region. An important collaboration was with the Italian Scuola Internazionale di Liuteria Antonio Stradivari of Cremona, known for its tradition and talent.

'In Spain there has not been the same tradition of violin making, at least not at the same level as in countries like Germany and Italy,' explained project coordinator Luis Artola Ibarburen.

He added: 'We are in the business of training artisanal craftspeople skills that date back centuries, but we are also keen to keep up with the latest techniques and technologies.'

### International recognition

The success of the project can be seen in the fact that several participating students managed to find work following their

Erasmus+ experience. This includes being hired abroad, as well as setting up themselves as independent artisanal craftspeople.

'This is the project's greatest achievement,' confirmed the project coordinator. 'It is clear that we are now known outside our region, which is great for both staff and the students. Artisanal instrument makers are now aware of us.'

### Wisdom through exchange

Luis Artola Ibarburen believes that exposure to outside knowledge has strengthened the institution. 'Being connected to this group of experts has improved us and made us more eager to learn,' he said.

This initiative has led to another related Erasmus+ project, and Artola and his staff are enthusiastic about continuing student and teacher exchanges into the future.

**TITLE:** VIOLIN NET MAKING

**LEAD ORGANISATION:** Conservatorio Profesional de Música Juan Crisóstomo de Arriaga (ES)

**PARTNERS:** Thomas Meuwissen Vioolbouwer-Luthier (BE) / Frédéric Becker (FR) / Borja Bernabeu Liutai (IT) / Consorzio Liutai Antonio Stradivari Cremona (IT) / La Galleria Armonica di Giorgio Grisales (IT) / Westerlunds Violinverkstad AB (SE) / Andrea Ortona (UK) / George Stoppani (UK)

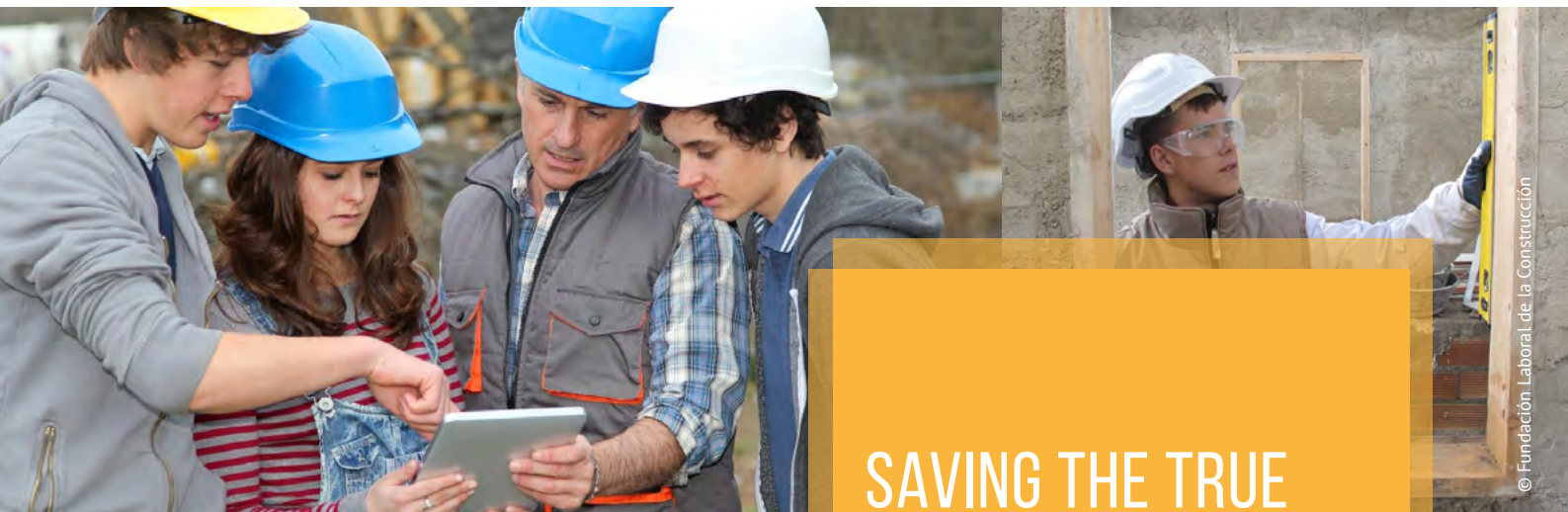
**DATE:** September 2016 – May 2018

**EU FUNDING:** EUR 28 807

**ACTION:** Learner and Staff Mobility

**WEBSITE:** <http://www.bele.es>

**PROJECT PAGE:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2016-1-ES01-KA102-024500>



© Fundación Laboral de la Construcción

# SAVING THE TRUE CHARACTER OF EUROPEAN CITIES

**Cultural heritage consists of not only outstanding examples of historic architecture, but also lesser buildings scattered around European cities. The project aims to preserve the know-how necessary for their restoration**

The automation of the construction industry and generational change in the sector has resulted in the disappearance of skills and competencies necessary for restoring historical buildings. There are very few skilled technicians specialised in stone cutting, blacksmithing or wood carving, who can meet the demands of European restoration market.

## Preserving the knowledge

The project 'Construction inheritance – Transfer of know-how from older construction workers to young ones' was developed by educational experts from five European vocational schools, and it aims to preserve cultural heritage by sustaining the knowledge necessary for its protection.

By examining six restoration case studies from Europe, experts identified traditional skills and competencies at risk to be lost and put them together in a Skills Map. The document was prepared in accordance with the European Qualifications Framework.

'Thanks to our work, vocational schools gained a point of reference to develop restoration courses for students,' said project coordinator Javier González López.

## Learning materials

A handy guide with six restoration case studies and an interactive application were created during the project. The app features a 360° virtual tour through the recently restored Palazzo Calò Carducci in Bari, Italy. This gave the students the opportunity to track the whole renovation process in great details. 'While developing the app, we worked closely with excellent professionals to offer our students the best available know-how,' concluded Javier González López.

The approach is based on the so-called 'integrated conservation' concept, which means that the restoration techniques should be chosen in accordance with the appropriate function of the building.

**TITLE:** Construction inheritance – Transfer of know-how from older construction workers to young ones

**LEAD ORGANISATION:** Fundación Laboral de la Construcción (ES)

**PARTNERS:** Centre IFAPME Liège-Huy-Waremme asbl (BE) / Bildungszentren des Baugewerbes e.V. (DE) / Comité de Concertation et de Coordination de l'Apprentissage du Bâtiment et des Travaux Publics (FR) / Ente Nazionale per la Formazione e L'Addestramento Professionale Nell'Edilizia di Puglia (IT) / Centro de Formação Profissional da Indústria da Construção Civil e Obras Públicas do Sul (PT)

**DATE:** October 2015 – September 2017

**EU FUNDING:** EUR 246 240

**ACTION:** Strategic Partnerships

**WEBSITE:** <http://microsites.fundacionlaboral.org/construction-inheritance?pag=10&idioma=1>

**PROJECT PAGE:** <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/8440bc77-5792-415e-af0e-da34414fe404>



## BRINGING NATURAL AND CULTURAL HERITAGE TOGETHER

**Cultural and natural heritage are two separate domains that should be treated in an integrated manner. This project aimed at increasing synergy between these sectors by providing trainings and educational materials**

The experts involved in the project 'Innovative format of education and training of the integrated archaeological and natural heritage' (ANHER) clearly expressed from the very beginning that heritage integrates both natural and cultural components.

With this thought in mind, the partners tried to develop a series of didactic materials to meet the needs of rapidly changing modes of protection and management of archaeological and natural heritage sectors in the participating countries.

### Integrating domains

The first step was to find a common language and set common goals for professionals already working in these usually separated sectors.

'The cooperation between different domains is always exciting. You leave your comfort zone and meet experts from other fields, NGOs, and you get to see different perspectives,' said project coordinator Arkadiusz Marciniak.

The EU funds helped collecting and analysing best practices from Europe, but also from around the world.

### Transnational and multilingual

The international goal of the project was to deliver content in various languages, since the academic situation is very different across Europe. Sometimes people active in the heritage sectors had their last training 30-40 years ago, and aren't aware of the latest developments as they cannot always find information in their own language.

'By producing our educational materials for the heritage educational portal, we explicitly wanted to make them available in the languages of the participating countries,' said Arkadiusz.

All the materials are [available for download](#) and there is constant technical support for the website.

**TITLE:** Innovative format of education and training of the integrated archaeological and natural heritage

**LEAD ORGANISATION:** Uniwersytet im. Adama Mickiewicza w Poznaniu (PL)

**PARTNERS:** Aranzadi Zientzia Elkartea (ES) / InEuropa (IT) / Universiteit van Amsterdam (NL) / A Rocha – Associação Cristã de Estudo e Defesa do Ambiente (PT) / Landward Research Ltd (UK)

**DATE:** February 2015 – October 2017

**EU FUNDING:** EUR 437 881

**ACTION:** Strategic Partnerships

**WEBSITE:** <http://e-archaeology.org/teaching-heritage/projects/anher/>

**PROJECT PAGE:** <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2014-1-PL01-KA202-003565>



## CELEBRATING SIMILARITIES AND DIFFERENCES

Learning traditional skills and crafts from across Europe adds inspiration and newly acquired techniques to the contemporary work of youngsters

The project 'Placements in Environmental and Traditional Skills' (PEATS) helps vocational students from the United Kingdom to find work placements all across Europe.

'In most of cases, this placement is their first experience abroad other than a holiday and a great professional opportunity for students studying visual arts, crafts and applied arts. It's also a chance to absorb a different country's culture,' said project coordinator Mark Graham from Grampus Heritage and Training in Ashgill, United Kingdom.

### Eye-opening placements

The objective of the project is that students learn about tradition and draw inspiration from each other in order for them to get a new perspective. When students start their own work, they can draw on different styles and techniques from Europe's shared cultural heritage and come up with innovative works.

'While learning local techniques and absorbing local cultures, the project is opening the minds and eyes of vocational students to the possibilities of European cooperation,' explained the project coordinator.

The four-week placements are often life changing experiences. Students are exposed to new ideas, and they develop their craft skills and techniques. On a cultural level, they see and discover designs that they have never seen before. 'The project is a celebration of shared cultural heritage and also a chance to celebrate regional diversity. These two are not incompatible. It's opening the minds and eyes to the possibilities of European cooperation,' said Graham.

Grampus Heritage and Training has been involved in similar European programmes for more than two decades.

**TITLE:** Placements in Environmental and Traditional Skills

**LEAD ORGANISATION:** Grampus Heritage and Training Ltd (UK)

**PARTNERS:** Devetaki Plateau Association (BG) / Cyprus College of Art (CY) / Hylates Forestry Consultants and Heritage Training Ltd (CY) / Kato Drys Community Council (CY) / Rudolf Židek (CZ) / Bildungshaus Heideiland HVHS (DE) / Steven Burke (IE) / Náttúrustofa Vestfjarða (IS) / Skalanestur ehf (IS) / Maurice Pyle (Woodsmith) (NO) / Asociația 'Satul verde' (RO) / Jarica (SI) / Krajina (SK) / Ochránárske a kultúrne združenie Poiplia (SK) / Sultanhisar Halk Eğitim Merkezi (TR) / Askham Bryan College (UK) / Cornwall College Further Education Corporation (UK) / Easton and Otley College (UK) / Myerscough College (UK) / Plymouth College of Art (UK) / Scotland's Rural College (UK) / University for the Creative Arts (UK) / West College Scotland (UK)

**DATE:** October 2014 – September 2016

**EU FUNDING:** EUR 436 895

**ACTION:** Learner and Staff Mobility

**WEBSITE:** <http://www.grampusheritage.co.uk/>

**PROJECT PAGE:** <https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2014-1-UK01-KA102-000265>





## **SPORT**

Erasmus+ aims to support European partnerships in grassroots sports in order to tackle cross-border threats to its integrity, such as doping, match fixing and violence, as well as all kinds of intolerance and discrimination. Erasmus+ also promotes voluntary activities in sport, together with social inclusion, equal opportunities and an awareness of the importance of health-enhancing physical activity, through increased participation and equal access to sport. The Erasmus+ projects also aim to support good governance in sport and the dual careers of athletes.



The BRIDGE EU co-funded project explores how traditional sports and games can encourage people to share their feelings

## TRADITIONAL GAMES, SHARED EXPERIENCES

The main objective of the BRIDGE project is to promote traditional sports and games (TSG) as bridges that can improve intercultural dialogues in an interactive way.

The programme showed that games such as tip-cat (which has many local iterations around the world, like lippa, billarda) can find a place in the lives of modern communities.

‘When it comes to traditional sports and games, the practical approach is as important as the theoretical. That’s why we not only need players to play these traditional sports and games, but also academics to study them,’ said project coordinator Pere Lavega.

Participants from Italy, Spain, France and Portugal had the opportunity to discover almost forgotten sports and games. They put into practice eight traditional games and demonstrated that students from different countries can engage in an intercultural dialogue.

‘Through traditional sports and games, social contact and social dialogue are encouraged. We also realised that players don’t identify opponents as enemies but as partners,’ said Pere Lavega, professor of traditional sports and games.

While the project is ongoing, some results are already available. A sustainable transnational network was created and aims to exchange knowledge between Physical Education teachers and students.

### Values and heritage

Contributors to the BRIDGE project mentioned that when people play they also learn about each other’s values. ‘We are not talking about ancient values, but about very current ones,’ said Lavega. Another goal of the project is to create a model for the organisation of TSG festivals where youngsters, adults and older people can participate in an intercultural dialogue.

**TITLE:** BRIDGE: Promotion of European Traditional Sports and Games, a BRIDGE for Intercultural Dialogue

**LEAD ORGANISATION:** Institut Nacional d’Educació Física de Catalunya (ES)

**PARTNERS:** Universidad De Murcia (ES) / Universidad Del Pais Vasco / Euskal Herriko Unibertsitatea (ES) / Association Européenne des Jeux et Sports Traditionnels (FR) / Collège Jules Verne (FR) / Université Paris Descartes (FR) / Alma Mater Studiorum – Università Di Bologna (IT) / Associazione Giochi Antichi Verona (IT) / Istituto Statale Di Istruzione Superiore L. Calabrese – P. Levi (IT) / Agrupamento de Escolas Da Lousã (PT) / Universidade De Coimbra (PT)

**DATE:** January 2017 – December 2018

**EU FUNDING:** EUR 59 983

**ACTION:** Collaborative Partnerships

**WEBSITE:** <http://erasmusbridge2016.wixsite.com/erasmusbridge>

**PROJECT PAGE:** <https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/579616-EPP-1-2016-1-ES-SPO-SSCP>



© TAFISA

The project researched an important part of European cultural heritage: traditional sports and games (TSG)

## SUSTAINABLE FUTURE FOR TRADITIONAL SPORTS AND GAMES

Mainstream sports are an integral and important part of our everyday lives, but European heritage has a lot more to offer.

‘Traditional sports and games are present all around the world, but started to decline at the turn of the 19<sup>th</sup> and 20<sup>th</sup> centuries. TSG are part of our cultural heritage and recognised by UNESCO’, said project coordinator Jean-François Laurent from The Association for International Sport for All (TAFISA).

Despite the fact that traditional sports and games are practiced all around Europe, there was no common understanding of their status and possible future. In order to build sustainable and effective policies, strategies and initiatives of TSG, it is essential to establish such common knowledge and background. The report produced during the project includes best practices, and can be used almost like a manual to advocate the topic to stakeholders on national and European level.

### Around the world

TAFISA has a worldwide network of 320 members from 180 countries. They work hand in hand with the European Union, the African Union, Olympic committees and non-governmental organisations. In collaboration with UNESCO, they take the project to a whole new level: after the creation of the European Platform of Traditional Sports and Games, the worldwide report and platform are on the way.

‘I think it was an eye-opening project since we were not aware how TSG are viewed by ministries, sports authorities at a national, regional or European level. This is a sector that hasn’t been identified by politicians because TSG don’t fit in a particular box or another’, concluded Jean-François.

**TITLE:** European Traditional Sports and Games Platform

**LEAD ORGANISATION:** The Association For International Sport for All (DE)

**PARTNERS:** Vlaamse Traditionele Sporten vzw (BE) / Gerlev Idrætshøjskole (DK) / Association Européenne de Jeux et Sports Traditionnels (FR) / Dimotiki Koinofelis Epixeirisi Kavalas (EL) / Federazione Italiana Giochi e Sport Tradizionali (IT) / Sport Fryslân (NL) / Akademia Wychowania Fizycznego w Poznaniu (PL)

**DATE:** January 2017 – December 2017

**EU FUNDING:** EUR 58 643

**ACTION:** Collaborative Partnerships

**WEBSITE:** <http://www.tsgplatform.org/>

**PROJECT PAGE:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/579581-EPP-1-2016-1-DE-SPO-SSCP>



## **SCHOOL EDUCATION**

Erasmus+ offers excellent opportunities for school education organisations and their staff to be involved in projects that promote mobility, co-operation for exchanges of experiences, as well as innovative approaches at European level. Moreover, online platforms (eTwinning and the School Education Gateway) aim to encourage European schools to co-operate and provide teachers with resources and inspiration for their professional development and practices.



© FOOD on CANVAS

The Food on Canvas project brought food and art together in creative, cross-cultural collaborations, resulting in a successful online educational course that is now available for anyone to download

## REVIVING TRADITIONAL DISHES THROUGH ART

The project involved students from seven countries in an innovative scheme that combined culinary arts, art history and health education.

'I work for a vocational school that focuses on tourism, the culinary arts and hospitality. I wanted to find a way of connecting these ideas,' explained project coordinator Dr. Elena Sayanova. 'This is how the project was born. We looked at how food has been depicted in different periods of art history, through reproductions, photos and essays. We then developed ways of critically analysing a work of art related to food.'

### Food for thought

Groups of students were assigned a particular period of art history and had to search for artists who devoted their art to food. They reproduced not only famous artworks, but also traditional dishes depicted in historical paintings. These were presented together in school-based exhibitions.

Student participant Estir Hristova, 18, said: 'I'd never had the opportunity before to collaborate with people from so many different countries; to develop a better understanding and make such great friendships.'

### Enriched teaching

The project also widened Elena's horizons. 'I am extremely grateful to the EU for this project,' she said. 'It has changed my life. I live and work in a small town in Bulgaria, but being part of European projects like this enables me to achieve so much more.'

The project has enriched her teaching repertoire, which now includes lessons picked up from visits to partner schools. The online course has also been used by Elena's colleagues as a basis for developing new food and art-related extracurricular activities.

**TITLE:** FOOD on CANVAS

**LEAD ORGANISATION:** Razlog Vocational High School (BG)

**PARTNERS:** Lycée Professionnel Guérande-O.Guichard (FR) / Srednja škola Dalj (HR)/IPSSAR 'Filippo Buscemi' (IT) / Placowka Kształcenia Ustawicznego EST (PL) / Agrupamento de Escolas Marquesa de Alorna, Lisboa (PT) / Ozel Balikesir Firat Anadolu Lisesi (TR)

**DATE:** September 2014 – August 2016

**EU FUNDING:** EUR 190 510

**ACTION:** Strategic Partnerships

**WEBSITE:** [www.foodoncanvas.eu](http://www.foodoncanvas.eu)

**PROJECT PAGE:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/413be31a-4afd-40c3-9787-2e1cc2d3d553>



© Patrimoines – Paysages – Perspectives

## High school students from four countries have worked together to deliver 3D models of historical sites, interactive maps and video guides of heritage sites

# CULTURAL EXCHANGE THROUGH CREATIVE COOPERATION

The ‘Patrimoines – Paysages – Perspectives’ project brought together secondary school students from Luxembourg, Germany and Italy, under the supervision of the partner University from France. The participants worked on cultural heritage activities, sharpened their IT skills and improved their French with the help of their counterparts.

Each group of students revealed their vision of the future – exclusively in French – using the IT skills they learned from Parisian university students. One group organised interviews Berlin and edited the final footage; another developed a 3D reconstruction of a Berlin industrial hall; while the third group created a video guide of a former industrial site in Luxembourg.

### Cross-cultural teams

Small groups of six – two students from each country – were created and students worked together over the internet on a cultural heritage topic. Exchange visits were then organised in all participating countries and at the end of the project all results were presented during exhibitions guided by the students themselves.

‘Confronting our reality with two completely different ones helped us to understand the value and importance of world culture, this was the best thing about our project,’ said Chico Gales, 17, a student from Luxembourg.

Though the project is finished, a website in French has been developed to host all student exhibits and increase their overall visibility.

Project coordinator Christian Welter explained: ‘We wanted students to ask themselves: What remains from our history and past culture? What do we see today and how has our heritage influenced our current reality? And what will come afterwards?’

**TITLE:** Patrimoines – Paysages – Perspectives

**LEAD ORGANISATION:** Lycée Nic-Biever Dudelange (LU)

**PARTNERS:** Romain-Rolland-Gymnasium (DE) / École Nationale Supérieure d’Architecture Paris Val de Seine (FR) / Istituto Istruzione Secondaria Superiore Vittoria Colonna (IT)

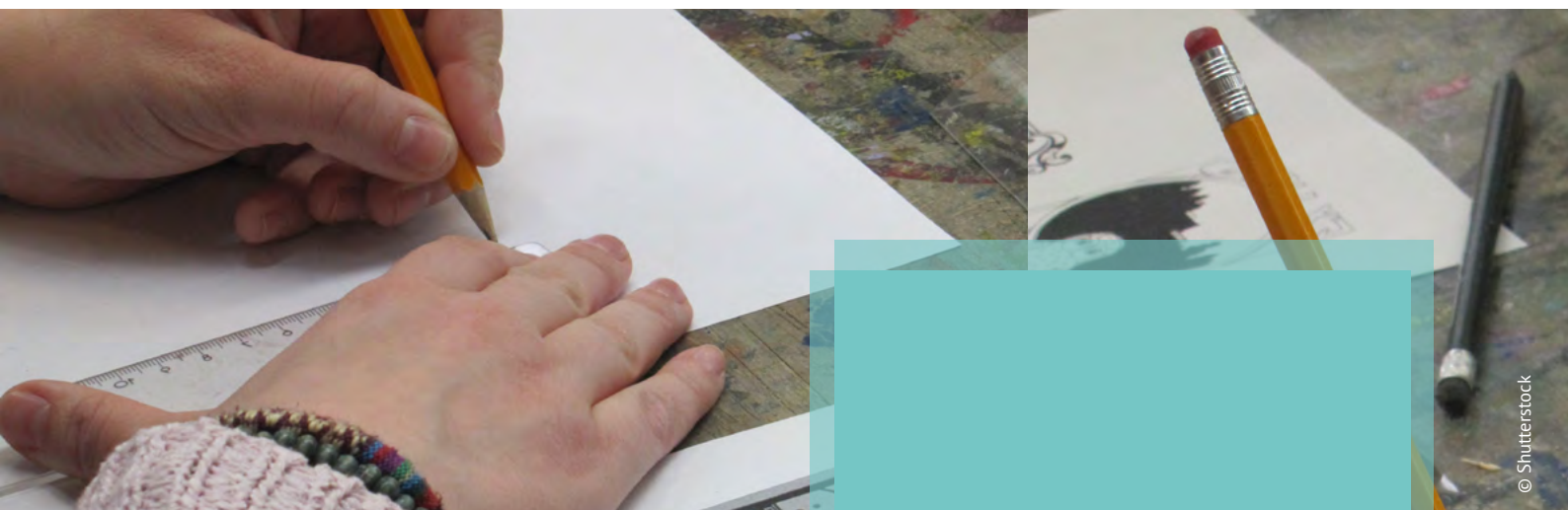
**DATE:** December 2015 – December 2017

**EU FUNDING:** EUR 106 170

**ACTION:** Strategic Partnerships

**WEBSITE:** <http://erasmus.lnbd.lu/>

**PROJECT PAGE:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2015-1-LU01-KA201-001349>



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The Art Nouveau movement that captivated Europe during the 19<sup>th</sup> and 20<sup>th</sup> centuries has served as an inspiration for an educational project that aimed to help students identify with European cultural heritage

## DISCOVERING IDENTITY THROUGH ART

The Art Nouveau-Art Renouveau project encouraged students from six EU countries to learn more about architecture, interior design, jewellery and objects d'art, all influenced by this iconic style. The students visited each of the participating countries and, during each trip, they were tasked with making their very own Art Nouveau works.

Art Nouveau and also created typical stained glass of the era, displayed in all participating schools.

'We were looking for an idea that would appeal to young people and strengthen their understanding of European identity and citizenship,' said project coordinator Susan Coontz from the Wellington School in Ayr, Scotland. 'Art Nouveau was a conduit for achieving this goal as it has appeared in different places and in different forms across the continent.'

Another assignment comes in the form of a multilingual 'Town Trail' flyer, produced by the students to help tourists discover the main Art Nouveau sites in Glasgow, Ljubljana, Paris, Ruse (Bulgaria), Târgoviște (Romania) and Dortmund.

### Stained glass on display

The students produced a multi-lingual e-book, which showcases all their work over the three years. In addition, they developed various short films depicting themes common to

### 'Spine-tingling'

For Susan Coontz, the highlight of the project took place during a trip to Paris, where all the participating students celebrated their European identity by organising a flash mob in front of the Eiffel Tower.

This new understanding of European cultural heritage has made a big impact upon the students. Since participating in the project, they are more open-minded and now aspire to study abroad.

**TITLE:** Art Nouveau-Art Renouveau

**LEAD ORGANISATION:** Wellington School (Ayr) Ltd (UK)

**PARTNERS:** Sredno obshtobrazovatelno uchilishte Emilyan Stanev (BG) / Mallinckrodt-Gymnasium (DE) / Institut Saint Dominique (FR) / Colegiul Național 'Constantin Cantacuzino' (RO) / Zavod sv. Stanislava (SI)

**DATE:** September 2014 – August 2017

**EU FUNDING:** EUR 358 090

**ACTION:** Strategic Partnerships

**WEBSITE:** [http://schule.mallinckrodt-gymnasium.de/erasmus+/art\\_nouveau-art\\_renouveau/](http://schule.mallinckrodt-gymnasium.de/erasmus+/art_nouveau-art_renouveau/)

**PROJECT PAGE:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details-page/?nodeRef=workspace://SpacesStore/3ead866f-a5ac-409a-b142-9ed88643b1c4>



## The project 'History a (very) bit different: A virtual intercultural tour across the castle lifestyle' has swapped the classroom for a castle to help young people become prouder of their national heritage

# KINGS (AND QUEENS) OF THE CASTLE

The project embraced the rich castle heritage in four European countries. This helped history teachers make their lessons more interesting, greatly enhancing their students' learning experience.

'They learned so much more than in a classroom and this knowledge will stay with them,' affirmed Alica Soltysova.

### Up close and personal

Students from Lithuania, Slovakia, Slovenia and Turkey worked together online and face-to-face during four mobilities over two years.

### New skillsets

By connecting with their own cultures, the students took more pride in their homelands. The history lessons in the participating schools have improved dramatically, while students have polished up their communication and social skills. They even learned basic expressions from their counterparts, enhancing their foreign language skills.

'Through these mobilities, they witnessed European cultural heritage at first hand,' said project coordinator Alica Soltysova from secondary school Stredná priemyselná škola in Poprad, Slovakia.

The teachers also benefited from the project as they discovered new teaching methods, which they subsequently shared with their colleagues and other schools in the region.

Instead of studying in a classroom, students were given the opportunity to feel the history of castles. They cooked medieval meals, dressed up like the people of ancient times and even performed folk tales, dances and songs. The students were also given the chance to produce short films about the castles, which were donated to local museums for promotional purposes at the end of the project.

The castle experience may have ended, but the project coordinator has already plans for another project – this time focusing on the region's water heritage in all its diversity.

**TITLE:** History a (very) bit different: A virtual intercultural tour across the castle lifestyle

**LEAD ORGANISATION:** Stredná priemyselná škola (SK)

**PARTNERS:** Kaunas A.Pushkin gimnazium (LT) / Srednja tehnikska sola Koper-Scuola media technica di Capodistria (SI) / Meryem Abdurrahim Gizer Orta Okulu (TR)

**DATE:** September 2015 – August 2017

**EU FUNDING:** EUR 162 800

**ACTION:** Strategic Partnerships

**WEBSITE:** <https://www.facebook.com/historyaverybitdifferent/>

**PROJECT PAGE:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2015-1-SK01-KA219-008888>





## BRINGING EUROPEAN FOLK CULTURE TO SCHOOL CHILDREN

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### How to spark the interest in cultural heritage and the feeling of belonging to a wider European community among school children? An EU-funded project tried to develop learning methods in this area

The main priority of the ‘Small explorers in a magic world of the European folk culture’ project was to familiarise primary school children with the diversity of European folk traditions and cultures. The project lasted two years and involved schools from seven European countries (Croatia, Italy, Lithuania, Spain, Poland, Portugal and Turkey).

‘Simultaneously in all seven countries, we’ve researched the topics of folk legends, traditional dances, cuisine, or forgotten occupations. It created a feeling of unity and identification among children and raised their awareness about our common European heritage,’ said Slawomir Rucinski, the project coordinator and the Principal of Primary School No. 110 in Lodz, Poland.

#### United in diversity

Project activities were divided into 4 modules: folk costumes and material culture; folk music; folk traditions and rites; and folk motives in art and culture. Each module combined formal

and non-formal education methods such as dance, drama, or crafts. The activities also included workshops of modern ICT tools.

‘Children not only learned various cultural practices, but also prepared a printed folk magazine, cuisine book and a folk calendar. It was all learning by doing,’ Slawomir Rucinski added.

#### Developing new learning methods

The project also included seven international meetings for teachers, school children and their parents, and each meeting brought together around 50 participants. The activities involved sightseeing, craft workshops, meetings with folk artists, trips to ethnographic and open-air museums.

As a result, the project schools gathered a broad collection of new teaching materials such as lesson plans, ICT tools, or multimedia presentations related to cultural education of the children.

**TITLE:** Small explorers in a magic world of the European folk culture

**LEAD ORGANISATION:** Szkoła Podstawowa nr 110 (PL)

**PARTNERS:** IES Licinio de la Fuente (ES) / Osnovna škola Donji Kraljevec (HR) / Istituto Comprensivo L. Bassi – S. Catalano (IT) / Vilniaus r. Rakonių pagrindinė mokykla (LT) / Agrupamento de Escolas Irmãos Passos (PT) / 50 Yıl General Refet Bele Ortaokulu (TR)

**DATE:** September 2015 – August 2017

**EU FUNDING:** EUR 161 320

**ACTION:** Strategic Partnerships

**WEBSITE:** <http://www.eurofolklore-erasmusplus.eu/>

**PROJECT PAGE:** <https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-PL01-KA219-016751>



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## Cross-border cultural partnerships can inspire students and provide teachers with new culturally inspired classroom activities

## TASTE OF LOCAL CULTURES IMPROVES TEACHING TOOLS

The project 'Local reflections of European common cultural heritages and values' brought together schools from eight European countries. Working through online collaboration and meetings, gave the project partners the chance to immerse themselves in a different culture and share teaching materials.

Project coordinator Sotirios Gkalipis explained: 'Three times a year we met in one of the partner countries for a week. These meetings involved two or three teachers from each partner institution, as well as some pupils. Being able to see first-hand how things are done in the cultural sphere had a huge impact.'

### Cultural tools

These meetings focused on identifying similarities and differences, both between local cultures and in how culture is experienced in different schools. Some 22 cultural activities were created based on local festivals, music, geography and history.

Books on the local traditions and cuisine from each of the partner countries were created, along with a calendar depicting local celebrations and CDs of local songs and music. 'Everything we produced is beneficial to teachers and pupils in learning about different cultures,' added Gkalipis.

### Shared experiences

The 'Local reflections of European common cultural heritages and values' project also underlined how even brief cultural exchange can have a long-lasting impact. 'I love projects like this because they reveal what life is really like in another village or country,' said Gkalipis.

Cultural exchange therefore continues between the partners, and Gkalipis is keen to maintain his school's open-minded European outlook.

**TITLE:** Local reflections of European common cultural heritages and values

**LEAD ORGANISATION:** Dimotiko Sholio Mesimeriou (EL)

**PARTNERS:** Colegio Montesclaros S.L. (ES) / École du Centre-Ville Perros-Guirec (FR) / Šiaulių Gegužių Progimnazija (LT) / Szkoła Podstawowa Nr 59 im. gen. J. H. Dąbrowskiego (PL) / Agrupamento De Escolas De Arrifana, Santa Maria Da Feira (PT) / Abdurrahim Karakoç Ortaokulu (TR) / Croftcroighn School (UK)

**DATE:** September 2014 – August 2017

**EU FUNDING:** EUR 179 500

**ACTION:** Strategic Partnerships

**WEBSITE:** <http://erasmusplusmesimeri.com/>

**PROJECT PAGE:** <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2014-1-EL01-KA201-001328>



**A cross-curricular project organised around the idea of citizenship helped teachers develop professional skills that enriches the learning experience of their pupils**

## EXPLORING GLOBAL CITIZENSHIP

The project 'Cultural Diversity and Citizenship' was an opportunity for three experienced teachers from St. Michael's School in Galway to further develop professionally. With the help of EU funding, two teachers could attend a culture and heritage seminar in Sicily. They visited historical sites and performed short dramatic scenes featuring characters from different eras. This is how they discovered that role play is a great tool to use in classrooms and help pupils get inside the head of historical characters, and thus understand history better.

'Cultural heritage cannot be defined in isolation. Instead, you have to understand layers of history and how each layer might have an impact on another layer,' said project coordinator Brendan O'Dwyer.

### New approaches

The use of role play not only assures a great interaction between pupils, but can also be the starting point of a historical debate. The teachers also participated in other training

activities, such as the translation of poetry and the use of music across different curricular subject areas.

All these activities are meant to improve the learning process and make different subjects more appealing to pupils.

During the same project, another teacher from St. Michael's School attended the BETT Exhibition in London which featured the use of technology in education. The experience helped him realise that coding can be used as a universal language, and the teacher learned more about Scratch coding. As a result, he started organising workshops in coding for local and visiting teachers in Galway Education Centre, while the Sicilian experience brought forth a history in-service course.

**TITLE:** Cultural Diversity and Citizenship  
**LEAD ORGANISATION:** St. Michael's Boys School (IE)  
**PARTNERS:** N/A  
**DATE:** July 2014 – June 2015  
**EU FUNDING:** EUR 5 980  
**ACTION:** Staff Mobility  
**WEBSITE:** N/A  
**PROJECT PAGE:** <https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/5d67059b-9493-49f1-881a-9691b1d219e2>



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# A TREASURE HUNT TO DISCOVER EUROPE'S WONDERS

This innovative project is familiarising students with the cultural heritage of European countries, by organising a treasure hunt in which students go on a virtual trip around Europe

The 'Europe Web Walking' project was an innovative way for students to study history, languages and geography in a fun and inspiring manner. Its aim was to offer a real and virtual experience through different European countries. Using online applications and Google instruments, students discovered the main treasures of nine countries: Czech Republic, Italy, the Netherlands, Poland, Romania, Cyprus, Hungary, Portugal and Turkey.

They created a virtual experience of artworks, monuments, famous people, songs, proverbs and typical food from the partner countries. Each country's representative chose elements from their culture, history and heritage.

'Every school organised tasks for the other countries, such as problem solving, crosswords, guessing games, anagrams, tangram (dissection puzzle consisting of seven flat shapes) and a WebQuest. Every time the students reached their goal, they were rewarded with a clue of a treasure map,' said Domelita Di Maggio, the project coordinator of 'Europe Web Walking'.

## An innovative way of studying

Thanks to Google Earth, the students were able to travel around the world with a virtual view, locating maps, streets and 3D buildings. Furthermore, using English as a common language during the WebQuest helped students to collaborate and work towards a common goal in effective learning.

'It was a concrete and real experience of European dimension, and at the end of the project students were really motivated and proud,' said Di Maggio.

The project was built on active sharing and cooperation among the partner students and teachers. It also brought together families, schools, teachers and students from different countries, who will remain in contact for other cultural exchanges.

**TITLE:** Europe Web Walking

**LEAD ORGANISATION:** Istituto Comprensivo CENA Cerveteri (IT)

**PARTNERS:** E Dimotiko Scholeio Pafou (CY) / Zakladni skola Bodlaka a Pampelisky,o.p.s. (CZ) / Nógrádsipeki Keresztény Általános Iskola és Óvoda (HU) / Porta Mosana College (NL) / Zespół Szkol w Tenczynku (PL) / CELFF Centro de Estudos Línguas Formação Fogueteiro SA – Colégio Guadalupe (PT) / Școala gimnazială Mățăsaru (RO) / Akdeniz İlkokulu (TR)

**DATE:** September 2014 – August 2017

**EU FUNDING:** EUR 305 185

**ACTION:** Strategic Partnerships

**WEBSITE:** <https://europewebwalking.webnode.cz>

**PROJECT PAGE:** <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2014-1-IT02-KA201-003460>



The project 'Wojtek the Soldier Bear' helps students study history of the Second World War through innovative lessons

## AN INNOVATIVE WAY OF STUDYING THE SECOND WORLD WAR

'Wojtek the Soldier Bear' helped students from two partner schools from United Kingdom and Poland find out more about their common history. The brown bear was adopted by the Polish army during the Second World War and gained fame by participating in military manoeuvres as a fellow soldier.

### A new way to teach history

The book written by Aileen Orr, 'Wojtek The Bear: Polish War Hero', was an inspiration for the project coordinators who decided that this should be the starting point of their project. They introduced the book to all participating students who had to read it and research the history of the famous bear.

'We talked with students about migration and the drama of people who migrate because of war,' said Diana Linford, one of the coordinators of the project. 'Students realised how different nations helped each other during the war. Europeans have to know their history to avoid conflicts in the future.'

The Polish students told the story of Wojtek in drawings which were transformed into a short movie, while their British colleagues created the music.

Furthermore, students had the possibility to hear the stories of the WWII survivors. One of the pupils illustrated the memories of Maria, a survivor, who as a little girl was imprisoned with her family by Soviets and taken to a labour camp in Siberia.

After the project, students are still in contact, sharing letters and bookmarks; they learnt how to share opinions, different cultures and to communicate between different countries.

**TITLE:** Wojtek the Soldier Bear

**LEAD ORGANISATION:** N/A

**PARTNERS:** Szkoła Podstawowa nr 9 im. Mikołaja Kopernika in Dzierżoniów (PL) / Eastburn Junior and Infant School (UK)

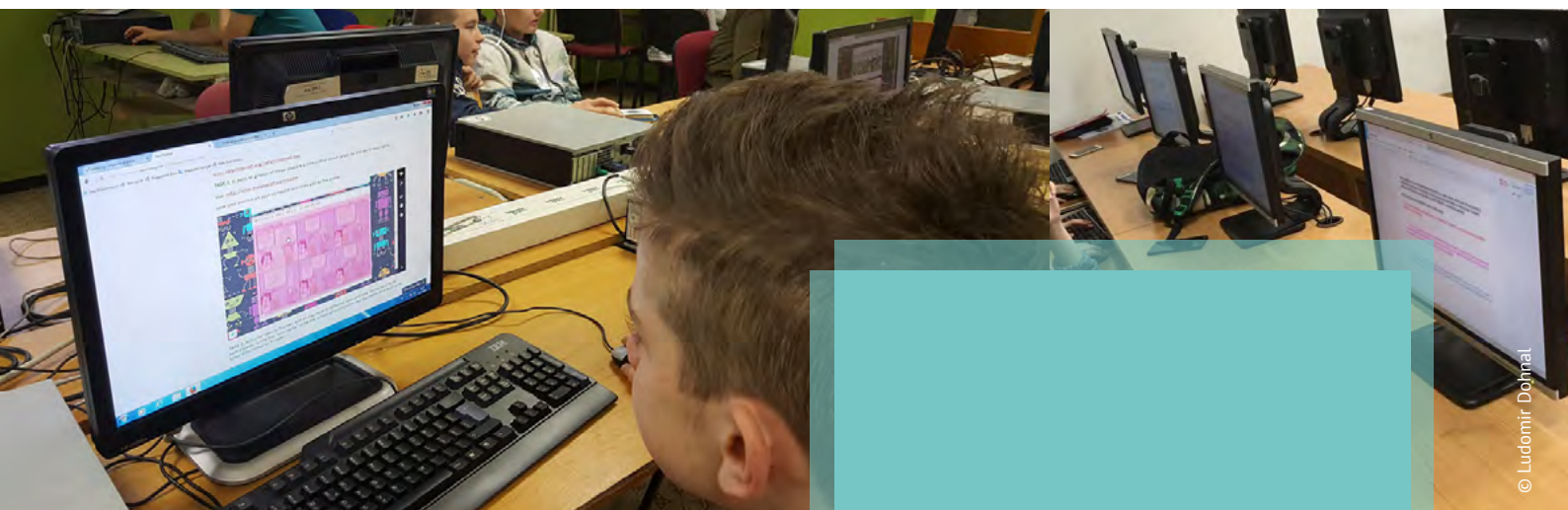
**DATE:** 2016 – 2018

**EU FUNDING:** N/A

**ACTION:** eTwinning Project

**WEBSITE:** N/A

**PROJECT PAGE:** <https://twinspace.etwinning.net/23911>



© Ludomir Dohnal

## Nature and cultural heritage preservation became more familiar to young people around Europe with the help of this eTwinning project

## AN INNOVATIVE WAY OF STUDYING NATURE

Lessons are sometimes too traditional especially for new generations that got used to be overstimulated by new technologies. The project 'National parks = International Treasure' innovated the way of giving lessons through a range of interactive activities focused on nature.

Students from all participating countries started by making their profile on TwinSpace, an online platform for students and teachers. They introduced themselves to the others, trying to find common interests in the same time.

The next step was to build one common international park, following the main theme of the project: nature. Divided into eight groups, the students started by broadening their vocabulary in their field and collecting the best elements and species from the national park in their country.

'Lessons are more attractive, and students can become real experts in nature. I think national parks got everything we should preserve,' said project coordinator Lubomir Dohnal.

### Students engagement

Nature and cultural heritage preservation became more familiar to young people. They discovered the need of preserving species, created a dictionary of nature, and worked in an international environment.

'The project changes the way of studying. The activity we do with students is something they never did before. They interact with international students and have cultural and experience exchanges in their schools,' said Dohnal.

Apart from studying biology, geography and art, students also improved their language competences, gained valuable IT skills and made friends abroad.

**TITLE:** National Parks = International Treasure

**LEAD ORGANISATION:** N/A

**PARTNERS:** Shkolla 9-vjecare Polis-Vale (AL) / Gymnázium Kroměříž (CZ) / Colegio Internacional Eurovillas (ES) / IES Bañaderos-Cipriano Acosta (ES) / Zespót Szkół nr 9 (PL) / Základná škola s materskou školou (SK)

**DATE:** 2016 – 2017

**EU FUNDING:** N/A

**ACTION:** eTwinning Project

**WEBSITE:** N/A

**PROJECT PAGE:** <https://twinspace.etwinning.net/20319/pages/page/115296>



This EU co-funded project brings students closer to the need of preservation of biodiversity and educates them to protect species, including bats

## THE ROLE OF BATS IN THE ECOSYSTEM BALANCE

Bats play an important role in the ecosystem balance by contributing to the regulation of insect populations. The project 'Changeons l'image de la chauve-souris et agissons pour la préserver!' focuses on educating students and the wider public on how to protect endangered species, including bats. Because of its strange appearance and nightlife, this flying mammal is often persecuted by humans.

The project involves students aged 14-18 years from three schools in France, Romania and Turkey.

'For students involved, the project is a real break in school which comes with an immersion into the world of artistic creation that is often totally foreign,' said project coordinator Nancy Goullier.

### Cultural exchange

Students, through a range of activities, worked on cultural representation of the bats in the three countries, population census (number and species), and knowledge on bats.

They organised exhibitions and created a spectacle with circus arts: scriptwriting, directing, creating sets, costumes and music, including their performance achievements in different representations.

The project gave students innovative competencies in communication skills, languages, biology, physics, information and communication technologies and in sport. 'This immersion, which is demanding in time and energy, develops their group working abilities, and the acceptance of visions of new approaches. We are betting that this will strengthen the confidence and the accountability of our students.'

The innovative interdisciplinary learning increased the motivation of students and teaching teams, and, through dissemination actions, it brought Biodiversity to the public's attention.

**TITLE:** Changeons l'image de la chauve-souris et agissons pour la préserver !

**LEAD ORGANISATION:** Établissement Public Local d'Enseignement et de Formation Professionnelle Agricole de Rethel (FR)

**PARTNERS:** Colegiul Tehnic Gheorghe Cartianu (RO) / İstanbulluoğlu Sosyal Bilimler Lisesi (TR)

**DATE:** September 2014 – August 2016

**EU FUNDING:** EUR 90 000

**ACTION:** Strategic Partnerships

**WEBSITE:** [http://lycee.cense08.fr/index.php?id\\_menu=8&id\\_article=18](http://lycee.cense08.fr/index.php?id_menu=8&id_article=18)

**PROJECT PAGE:** <https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/a81b0e5f-e553-462f-a0ed-b7e7f9e26f3e>



## **ADULT EDUCATION**

Erasmus+ enables organisations to provide teaching and training assignments abroad and, more generally, training opportunities for staff. Organisations active in educational areas can create partnerships across the EU and beyond to exchange good practices or design innovative approaches for adult learning. This enables the development of high quality learning opportunities tailored to the needs of adult learners.





## RECOGNISING IMPORTANCE OF INTERPRETING HERITAGE

The InHerit project has helped to boost the professional development of heritage interpreters, a discipline that is not fully recognised as a career nor incorporated in many university courses

Heritage interpretation can play a crucial role in bringing the relevance of cultural sites to the fore and enriching the visitor experience. Instead of showing an entire collection, a skilled interpreter might exhibit a selection with a storyline that resonates.

‘A heritage interpreter is basically someone who tries to interpret heritage, for example as a castle guide, exhibit creator, or cultural heritage brochure writer,’ said Guy Tilkin, InHerit project coordinator. ‘Interpretation is all about making sure that what is on offer in terms of heritage assets relates to the visitor,’ he added.

### Interpreting heritage

A challenge for the cultural heritage sector, however, is that anyone can call themselves a heritage interpreter. To address this, the InHerit project has encouraged the integration of interpretation into higher education courses, through publishing guidelines, best practices and manuals. ‘A competence

profile has been developed to understand exactly what cultural interpretation involves in practice,’ added Tilkin.

Courses have also been developed to help site managers and adult educators develop enriching learning experiences. Various project publications have since been taken up by various heritage and educational bodies. Interpret Europe for example, a network with hundreds of members, has helped to disseminate the project’s manual.

### Lifelong learning

The pan-European element of the project was a crucial ingredient for its success.

Since project completion, a follow-on project called Badges has been launched. This builds on InHerit’s success by encouraging museums to become more participative and learning-oriented by offering badges for successful learning. Rewarding learning, concluded Tilkin, is the next stage in the process of professionalising interpretation.

**TITLE:** InHerit – Heritage interpretation for adult learning

**LEAD ORGANISATION:** Landcommanderij Alden Biesen (BE)

**PARTNERS:** Interpret Europe – Europ. Assoc.f. Heritage Interpretation eV. (DE) / Faculty of Humanities and Social Sciences, Univ. of Zagreb (HR) / Istituto Pangea Onlus – Istituto Europeo per l’Educazione e la Formazione Professionale per l’Ambiente (IT) / Platform Opleiding, Onderwijs en Organisatie B.V. (NL) / Malopolski Instytut Kultury (PL) / Swedish Center for Nature Interpretation (SE) / Association for Heritage Interpretation (UK) / English Heritage (UK)

**DATE:** December 2013 – May 2016

**EU FUNDING:** EUR 292 600

**ACTION:** Strategic Partnerships

**WEBSITE:** <http://www.interpretingheritage.eu>

**PROJECT PAGE:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/540106-LLP-1-2013-1-BE-GRUNDTVIG-GMP>



© Rite Højskoles Støttekreds

**Knitting is a widespread tradition throughout Europe practiced since at least the 10<sup>th</sup> century. This explored the ways of preserving this old practice**

## KNITTING HISTORY TOGETHER

A chatting group of women sat knitting in a quiet common room at a civic centre in the small village of Kirkenes in Norway. For Niels Bendix Knudsen, the principal of Rite Folk High School in Latvia and a participant of the ‘Knitting history together’ project, this was a memorable scene: ‘It was amazing to see how women gather together just like they did centuries ago. Not only to knit, but also to simply be with each other and talk.’

### Save the tradition

The main idea behind the project was to develop competencies and skills of Rite Folk High School’s staff in the area of teaching the art of knitting while helping preserve this tradition.

Rite Folk High School is an adult education centre established in Latvia 24 years ago by a group of Danes. The school provides practical courses in the field of farming, languages and craftsmanship – including knitting.

The main activity in the project was a four-day mobility to Norway at the invitation of a regional branch of Norwegian Folk Art and Craft Association. The participants visited many local handcrafts museums and knitting clubs in order to discover Norwegian knitting traditions.

The earliest known knit items come from Spain, but there is also a Votic knit fragment dating to the late 13th century found in Estonia. Several paintings from Europe portray the Virgin Mary knitting and date from the 14th century. To preserve this beautiful craft, the school’s staff developed new courses in historical knitting. In addition, the teachers have the intention to develop a course book for younger students.

**TITLE:** Strik historien sammen  
(Knitting history together)

**LEAD ORGANISATION:** Rite Højskoles Støttekreds (DK)

**PARTNERS:** N/A

**DATE:** June 2015 – May 2016

**EU FUNDING:** EUR 2 762

**ACTION:** Staff Mobility

**WEBSITE:** <http://www.ritetautskola.org/eng/>

**PROJECT PAGE:** <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/4ca308bd-6056-4958-a0a8-179b22defb77>



**This Erasmus+ project transformed the traditional guided tour in order to spread the cultural heritage to a wider audience**

## A TOUR WITH A TWIST

Europe's cultural heritage is our common wealth, but it has traditionally been the language of experts, which jeopardises its transmission to new audiences and future generations.

The Heritage Interpretation & Innovative Practices project aimed to counter this by developing new and larger audiences in cultural interpretation. For two years, 63 cultural heritage guides from France took part in 114 job-shadowing and training sessions in cultural interpretation across 11 EU countries.

Project coordinator Vincent Soccodato from 'Abbaye aux Dames, la cité musicale', in Saintes, France, said: 'Through our work, we have created better conditions for dialogue on cultural heritage between experts and non-experts and people from different cultural backgrounds.'

### Being creative and taking risks

Participants, who were professional guides, cultural managers, social workers or volunteer staff, developed their cultural and hospitality skills by embracing new sensory, creative and inter-

active methods of presenting cultural heritage. Through a critical analysis of their own work, they became more aware of their own potential and creativity.

They were inspired by what they learned, and many returned to France with new ideas and methodologies. The French guides who are traditionally scientific in their approach, have embraced the experience.

### No ordinary tour

A particularly memorable moment for Vincent was when he learned about a 'greeter' tour participants took in Berlin, which involved a previously homeless man showing them his past life on the streets.

A follow-on Erasmus+ project running until September 2019 is focused on innovative practices in heritage interpretation with a particular focus on building a network of greeters across Europe.

**TITLE:** Heritage Interpretation & Innovative Practices (HIIP)

**LEAD ORGANISATION:** Abbaye aux Dames, la cité musicale, Saintes (FR)

**PARTNERS:** Patrimoine à Roulettes asbl (BE) / Plzen 2015, obecne prospesna spolecnost (CZ) / Skanderborg Kommune (DK) / Grad Dubrovnik (HR) / Stichting Amsterdam Museum (NL) / The National Trust for Scotland (UK)

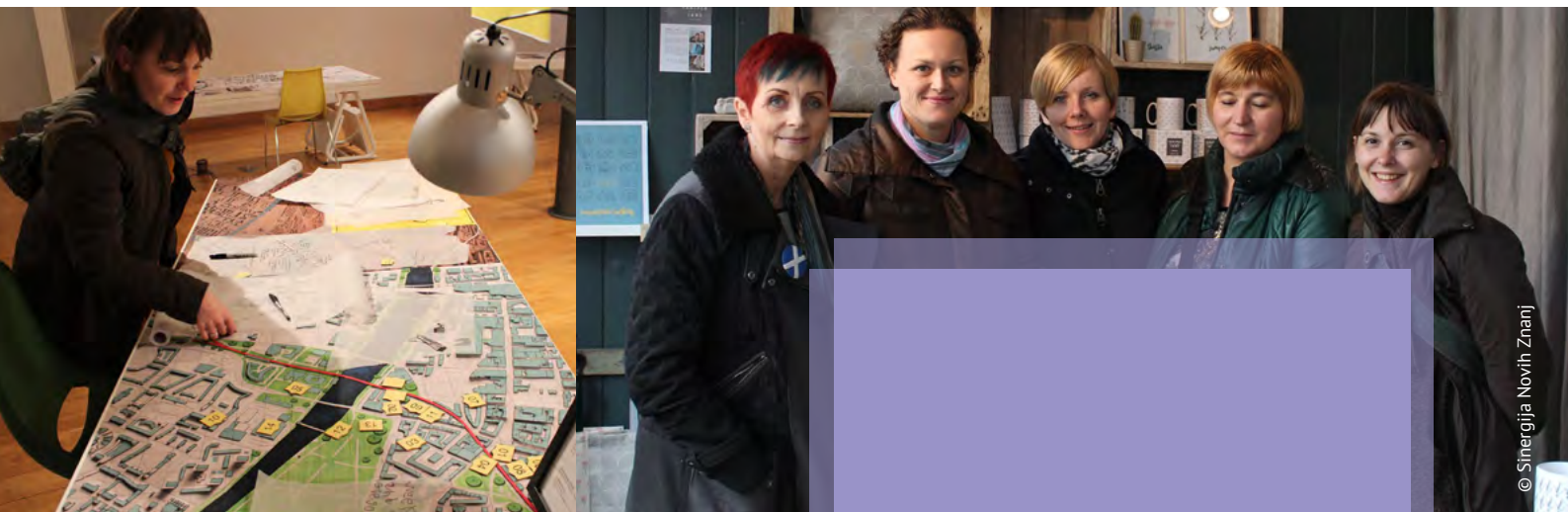
**DATE:** June 2015 – May 2017

**EU FUNDING:** EUR 164 220

**ACTION:** Staff Mobility

**WEBSITE:** N/A

**PROJECT PAGE:** <https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-FR01-KA104-014681>



© Sinergija Novih Znanj

## A handicraft centre in Slovenia has taken Scottish inspiration to enhance its curriculum

# CRAFTING A BETTER FUTURE FOR RIBNICA

Slovenia's Ribnica Handicraft Centre had ambitions of becoming a more advanced and dynamic woodenware and pottery centre, on par with the best in the world.

To this end, some staff members embarked on the so-called *New Knowledge Synergy* mobility in Scotland, which has improved their craft skills.

The experience has helped them preserve the cultural heritage embodied in the region's traditional crafts for future generations.

### Double impact

'The decision to do the mobility came from looking at best practice examples in other countries, in particular in Scotland, UK, where a craft centre had not only improved skills, but helped rejuvenate a local town,' said the project coordinator, Katja Žagar, from the Ribnica Handicraft Centre, in Slovenia.

Eager for the same effect, four Ribnica staff members went to the Craft Town Scotland Centre in West Kilbride to improve their teaching of wickerwork and pottery.

### More motivation

The impact of the project is visible on various levels. The teachers have improved the quality of their work, and attained new knowledge and experience, while students could avail of a more diversified and higher quality programme. Overall, the project has helped maintain an important tradition of Ribnica, while increasing the centre's influence on neighbouring regions.

'Our teachers have returned with new ideas, suggestions and improvements, which has motivated not only themselves, but also the centre's other staff and students,' added Katja.

Taking another leaf out of Scotland's book, two of the teachers involved in the project have gone on to launch the 'I Care about the Ribnica Town' initiative, which aims to revive the town through various activities, including handicrafts.

**TITLE:** Sinergija Novih Znanj  
**LEAD ORGANISATION:** Rokodelski center Ribnica (SI)  
**PARTNER:** Craft Town Scotland Limited (UK)  
**DATE:** June 2015 – May 2016  
**EU FUNDING:** EUR 5 956  
**ACTION:** Staff Mobility  
**WEBSITE:** <https://www.facebook.com/rokodelskicenterribnica/>  
**PROJECT PAGE:** <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/7f9d3f47-3248-46b1-9cd1-a3f13a01dec2>



## CULINARY COURSES PROVIDE TASTE OF OTHER CULTURES

Staff and volunteers from a food museum in Cyprus recently participated in culinary courses abroad, thanks to the Erasmus+ programme. Their positive experiences have inspired the museum to create more connections across Europe

One of the main aims of the Food and Nutrition Museum in Lefkosia is to promote interest in gastronomy, by sharing culinary experiences.

To get a flavour of how culinary courses could best be organised, the museum – with the help of the Erasmus+ programme – sent six staff and volunteers abroad, to experience and participate in cooking classes run in the United Kingdom, Greece and Italy.

‘The idea of running culinary classes was quite new to us, so we wanted to get ideas from more experienced organisations elsewhere in Europe,’ said project coordinator Dr. Chystalleni Lazarou.

On their return, participants of the Advancing Culinary Workshop project wrote up reports detailing their experiences and recommendations. This inspired the museum to begin hosting some Latvian Erasmus+ students the following year, opening up Cyprus’s culinary traditions and culture to others.

### Culinary connections

The success of the Advancing Culinary Workshop has led to two further excellent Erasmus+ initiatives. The second project enabled a further two adult educators to go abroad and learn about how citizens are informed about various cultural events, while a third project focused on promoting food tourism in Cyprus.

This project, entitled ‘Development and Promotion of Gastronomical Tourism in Cyprus’, was completed earlier this year. ‘The main objective was for participants to acquire new knowledge and develop new skills to promote gastronomical tourism,’ explained Dr Lazarou. ‘We are now exploring more opportunities for encouraging tourism.’

These lessons will create new opportunities for the museum to attract tourists and spread the deep-rooted cultural traditions of Cypriot gastronomy to other parts of Europe.

**TITLE:** Advancing Culinary Workshops

**LEAD ORGANISATION:** Cyprus Food and Nutrition Museum Somateio (CY)

**PARTNERS:** Kreativ Reisen Österreich (AT) / Usluzna zadruga Tice i prasice (HR) / Aegean Flavours (FR) / Ergastirio Mageirikis & Sia E.E (EL) / Georgios Kanxidis-Eleni Karapostoli (EL) / Karaiskou Eleni & Sia (EL) / Ballymaloe Cookery School LTD (IE) / Polaris S.r.l.s. (IT) / Convivium Transilvania Srl (RO) / MBM Training and Development Center (UK)

**DATE:** August 2015 – July 2016

**EU FUNDING:** EUR 7717

**ACTION:** Learning Mobility of Individuals

**WEBSITE:** N/A

**PROJECT PAGE:** <https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-CY01-KA104-011810>



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## STORYTELLING AS A POWERFUL TOOL IN ADULT EDUCATION

Telling stories helps us passing on our cultural heritage. The Story Regions project explores the potential of storytelling as a tool in adult education

The project Story Regions was developed by five organisations from Belgium, Germany, Italy, Poland and Sweden. The aim was to research storytelling methods as a tool in lifelong learning to enhance learning opportunities and social inclusion of marginalised groups.

For Anders Karlsson, an experienced archaeologist and Story Region project coordinator, it was groundbreaking to discover the power of stories. He said: 'Stories – both written and oral – are even more powerful in shaping our individual and collective identities than material heritage.'

### Storytelling for social inclusion

The project consisted of two parts – the collection of good practices from all over Europe and pilot studies. The results were later disseminated in a form of a manual and discussed during national training days. The main participants were community workers, adult trainers and educators.

The pilot studies confirmed that storytelling indeed improves the effectiveness of the learning process. In Sweden, the migrants could learn Swedish much faster as telling stories made them more open to a learning process and to a new society. In Poland, working mums in maternity leave had the chance to connect with each other and open up to social participation. In Belgium, school children and their parents affected by poverty could talk about their situation and social stigma.

'Those who tell their stories feel heard, empowered and important. That improves their openness to a learning process, their ability to integrate in a new society and self-confidence,' Anders Karlsson explained.

The project was a big success and 420 people benefited directly from the initiative. Ongoing follow-up activities are organised in each partner countries, such as the LISTEN project which uses storytelling techniques to improve intercultural competences of migrants.

**TITLE:** Story Regions

**LEAD ORGANISATION:** Region Västerbottens Län (SE)

**PARTNERS:** Landcommanderij Alden Biesen (BE) / Q21 – Agentur für Qualifizierungs und Transfermanagement GmbH (DE) / Centro Studi Holden (IT) / Bielskie Stowarzyszenie Artystyczne 'Teatr Grodzki' (PL)

**DATE:** September 2014 – November 2016

**EU FUNDING:** EUR 220172

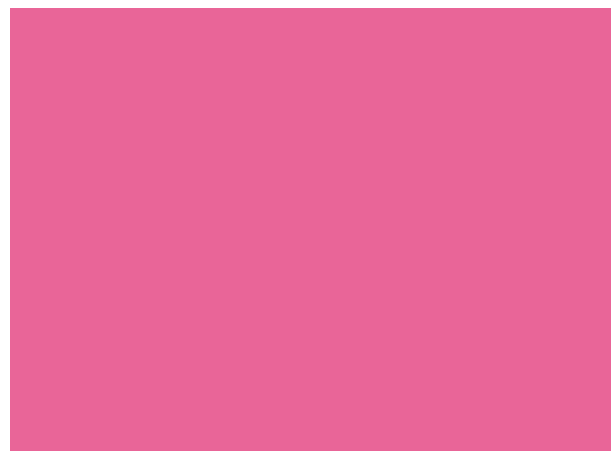
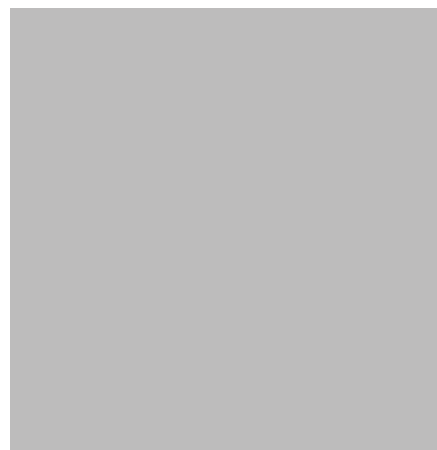
**ACTION:** Strategic Partnerships

**WEBSITE:** <http://www.storyregions.se/>

**PROJECT PAGE:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2014-1-SE01-KA204-000995>

## COUNTRY ABBREVIATIONS

AT	Austria
BE	Belgium
BG	Bulgaria
CY	Cyprus
CZ	Czechia
DK	Denmark
DE	Germany
EE	Estonia
EL	Greece
ES	Spain
FI	Finland
FR	France
HR	Croatia
HU	Hungary
IE	Ireland
IT	Italy
LT	Lithuania
LU	Luxembourg
LV	Latvia
MT	Malta
NL	Netherlands
PL	Poland
PT	Portugal
RO	Romania
SI	Slovenia
SK	Slovakia
SE	Sweden
UK	United Kingdom
AL	Albania
ME	Montenegro
MK	Macedonia (the former Yugoslav Republic of)
RS	Serbia
TR	Turkey
AM	Armenia
AZ	Azerbaijan
BA	Bosnia and Herzegovina
BR	Brazil
CA	Canada
ET	Ethiopia
IL	Israel
IS	Iceland
MA	Morocco
MX	Mexico
NO	Norway
PS	Palestine
PH	Philippines (the)
TN	Tunisia
VA	Vatican



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