

Working Group “ISKAR” Interactive Learning Method of Cultural Heritage for Europeanization in the Danube Region – ILMECH

ABSTRACT

The project will contribute to raising awareness of tangible (TCH) and intangible (ICH) cultural heritage of Danube Region (DR) by providing modern and innovative tools for teaching its essence to youth. In the DR there is a lack of a common European identity due to the historical, economic, and political backgrounds. The integration process has been slowed down due to the political instability and different development among the countries of the area. Youth, that will become the future European citizens and the real prospective for the development of their countries, are not much influenced by the memories remaining of the turbulent past of DR. Therefore, they are a sensible target to achieve an Europeanization of this area. To reach this aim, the project will introduce a common and interactive didactic method for the whole DR that teaches to high school pupils the proper value of their TCH and ICH in order to achieve an Europeanization prospective. This method includes “From practice to the theory” approach, “Do it yourself” experience and integration of innovative augmented reality ICT tools (3D reconstruction, educational videos and games). Moreover, the project will provide a web platform in which e-learning courses, free documentation regarding the didactic method developed, ICT tools database and guidelines on their use will be available. Dissemination action among schools will be carried out in order to promote the use of the proposed materials.

KEYWORDS

Intangible and Tangible Cultural Heritage
Education
Youth
Europeanization
ICT tools

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INTRODUCTION

The DR has one of the most diverse population in Europe; it stretches from the Black Forest (Germany) to the Black Sea (Romania-Ukraine-Moldova) and its population is about 115 million people. For half a century, the region was divided among the Eastern and Western blocs, adopting different ways of economic, social, and political development. The macro-region is still dealing with the consequences of this complete division of the area, in particular from the social point of view.

Today, Eastern Europe can be defined as a cultural and socio-economical entity, with main characteristics consisting in Byzantine, Orthodox, and some Turco-Islamic influences. This huge CH needs to be re-interpreted under a new European prospective in order to promote and raise the awareness of its value.

The history of Europe and over sixty years of European integration have fostered the emergence of CH at different levels – local, regional, national and, recently, European. In different countries of the DR the Europeanization process is still at its beginning (Măduța C., 2014), due to the past political instability and different development among the countries of the area. In particular, a lack of educational approaches to Europeanization can be seen in the macro-region.

In order to support and promote the EU not only as a trade space without borders, but as a union of people and of European citizens specific efforts and actions have been undertaken. Accordingly, the importance of promotion of the cultural identity of the different countries in a mutual exchange of knowledge and respect has been fostered. In this regard, the right perception of the value of the CH is a basic action in order to create a common shared European identity in the DR.

CH represents a recognized value and a binding element of the past and present issues that the DR is tackling. The text of the Convention for the Safeguarding of the Intangible Cultural Heritage (UNESCO, 2003) defines the CH as the legacy of physical artifacts and intangible attributes of a group or society that are inherited from past generations, maintained in the present and bestowed for the benefit of future generations. In particular, secondary school pupils represent the future generations and have a fundamental role in the maintenance and preservation of CH. Their education regarding CH is the key not only for the maintenance of their national identities but also for the development of a strong and long-lasting European integration. Young people are not much influenced by the memories of the turbulent past of DR and can be trained in transnational cooperation and in the values that CH represent.

Both TCH and ICH can be an instrument to provide the sense of European belonging. TCH because it includes objects significant to the archaeology, ar-

chitecture, science or technology of a specific culture. ICH, transmitted from generation to generation, is constantly recreated by communities and groups in response to their environment, their interaction with nature and their history, and provides them with a sense of identity and continuity, thus promoting respect for cultural diversity and human creativity (UNESCO, 2003).

STATUS QUO

Nowadays, the DR area is a multifaceted reality that still has to deal with its past under the communist regimes. Czech Republic, Slovakia, Hungary, Romania and Bulgaria were behind the iron curtain and under the communist rule, while the countries that made up the former Yugoslavia were under socialist rule, but not directly controlled by Russia. The Europeanization process of the DR macro area started few years ago, after the fall of communism in 1989. Only in the most recent years, the Eastern European countries of the DR embarked in the process to join the EU (Czech Republic, Slovakia, Hungary and Slovenia in 2004, Romania and Bulgaria in 2007, Croatia in 2013). Bosnia-Herzegovina, Serbia, Macedonia, Kosovo and Albania have not joined, yet. Some of the DR countries have a relatively young political structure as national unitary states (e.g. Kosovo, Bosnia-Herzegovina, Serbia) and need to adapt their educational policies in order not only to preserve the status of national and unitary state but also to protect the general European values of tolerance and interethnic stability.

According to Vasile Goldiș thought (Gagea E., 2012) the values of interethnic cooperation and mutual respect between different nationalities can be enhanced by teaching the value of the national identities. CH is an important aspect of these identities that have to be maintained through an adequate set of educational policies. CH Education in DR has been based for a long time on traditional teaching methods; this meant that it usually relied on face-to-face classroom lessons held by one single teacher (often the one in charge of "Arts"), on the study of printed materials (texts and images), and very seldom on watching videos. Occasionally, the study of CH is accompanied by on-site visits where students could come directly in touch with the artifacts (Van der Leeuw-Roord J., 2005).

Only in the last few years the issues of a common educational policy, European integration and sustainable development have been promoted in DR by funding dedicated projects as Danube: Future (2012) and eSchool4s (2013). In particular, this second project involves the preparation and uploading of e-learning courses regarding sustainability in DR. Regarding the educational method related to ICH transmission, one innovative example is the Hungarian

Tànchàz method that is inscribed in the UNESCO Register of Best Safeguarding Practices of the ICH (UNESCO, 2011).

LINKAGE TO EUSDR AND H2020 STRATEGY

The Project Interactive Learning Method of Cultural Heritage for Europeanization in the Danube Region (ILMECH) addresses the European call “Emergence and transmission of European cultural heritage and Europeanization” (H2020-REFLECTIVE-SOCIETY-2015). ILMECH proposes multidisciplinary and comparative educational methods within different DR countries regarding local CH in a European perspective. The methods will be developed from the reflection and discussion within the different partners, representative of different cultures/nations in order to reach a shared and integrated view of the importance of the CH, respectful of the local identities. The trans-national education of the CH and local identities values to youth people is directly linked to the rise of mutual respect among citizens of the different countries of the DR. In this sense the project addresses also the priorities defined by the EUSDR, in particular the PA07 Knowledge society and PA09 People and skills.

The project strengthens the DR thanks to the cooperation of different institutions, in first places the universities, high schools and museums directly involved in the activities organization and also larger institutions such as Ministries for Education. The extended impact of the project involves also the PA03 Culture and tourism of the EUSDR by promoting a scholar tourism inside the DR and the “people to people” contact. This will encourage the mobility of Danube citizens within the macro area and the rising of the awareness regarding the values and exploitation possibilities of the CH.

PROJECT AND OBJECTIVES

The main feature of the project is linking educational professionals and CH managers for creating youth education activities focusing on a brother European prospective (Europeanization). This project will create an Interactive Learning Method for high school pupils by focusing on CH. It will provide the preparation of didactic courses on specific case studies through: *“people to people”*, *“do it yourself”* activities and introduction of *ICT tools*. These approaches will merge within an integrated method that can fruitfully contribute to better spread knowledge about Cultural Heritage artifacts among secondary school pupils.

These approaches are chosen in order to create interest by young people thanks' to their capability of creating strong and impressive memories.

It is known that certain types of events are remembered with great clarity whereas our memories of other events seem vague. The emotional meaning of the event could play an important role in determining these differences in memory. Indeed, it has been argued that recreating emotional experiences is crucial for defining the self, for planning current actions, and for predicting the future. As reported by D'argembeau A., 2002, memories for positive events contained more sensorial and contextual details than memories for both negative and neutral events. In contrast, memories for negative events were not more detailed than memories for neutral events. The emotional meaning of an event can influence the way this event will be subsequently experienced in memory. *According to this theory, the method developed within this project will be based on experiments and positive emotions in order to promote individual ways of learning and understanding.* Specifically, the didactic method will consist of two major parts namely:

- practical experiences;
- theoretical knowledge based on the re-elaboration of the practical experiences.

The project aims to organize activities as well as summer schools and school exchange programs, museum interchange and role games. In this way the professionals will help the high school pupils to reflect and discuss upon the importance of CH in their environment and beyond, in a broader European perspective.

The implementation of ICT within the project can affect the spatial and functional transformation of the Danube area and raise consciousness of high school pupils regarding the use of them. ICT may guarantee the access to a huge amount of information, which – by its own nature – lays itself open to be “discovered”, rather than “taught”. This goes in the direction of supporting on the one hand active, experiential learning approach and, on the other, the personalization of learning itineraries. Students can access information in many different ways, thus playing an active role in information retrieval and in building up their own learning path, on the basis of their interests, personal aims, needs, etc. This, besides fostering the acquisition of contents, will improve their ability to retrieve information, their methods of evaluation and – more in general – their approach to learning. The use of ICT, in fact, enlarges incredibly the range/number of heritage artifacts that are potentially available for educational purposes by offering the possibility of getting in touch with them also at a distance. In addition, digital technologies also offer significant new

possibilities for both actualizing active learning approaches, and personalizing learning activities according to specific attitudes, tastes, talents and needs of students (Ott M., 2011).

ICT tools, e.g. a web-platform, will be also used for the realization and management of the network of museums, school and universities necessary for the development of the educational method and the organization of practical activities. The objective is to create a stable network able to work with the pupils also after the end of the project.

Protocols and guidelines regarding courses, activities and ICT tools directed to the promotion and safeguarding of CH within high school pupils will be submitted to the Ministries of Education of the participating countries.

Both the protocols and the stable network ensure the economical and social sustainability of the project on the long term. A specific "Continuity Plan" will be prepared in order to allow an effective management of the post-project activities.

ATTENDED RESULTS AND EXTENDED IMPACT

The project will provide an increased awareness of the CH importance among secondary school pupils in the participating partner areas in view of Europeanization by sustaining practical educational activities.

The activities related to the use and implementation of ICT tools will practically improve the professional skills of the students and will enhance their job opportunities.

The project will create a free web platform including e-learning courses on TCH and ICH. The term "e-learning" means that information is presented over computer networks to instructors and pupils who can be in different countries, but all accessing the same materials through their PCs promoting transnational integration. The platform will also manage the network of people and institutions that will generate a real interaction within high school pupils in DR.

The definition of protocols and guidelines consigned at the national Education Ministries, will result in the promotion, valorization and safeguarding of CH. Moreover, the direct involvement of the teachers in the activities will improve their competences ensuring the educational development of the participating partners.

Other cultural stakeholders of the region could be involved in the project in order to enhance the valorization of ICH and TCH, with positive effects on the development of cultural tourism and employment in the area of participating partners.

METHODOLOGICAL APPROACH

The methodological approach will involve a first research phase based on the collection and exchange of the mutual knowledge of the partners regarding the actual educational methods in DR and the perception of CH in each country.

The knowledge regarding the actual educational method will be the basis for the study and development of an interactive educational method by the integration of the *“people to people”* and *“do it yourself”* activities to the traditional approach. At this stage the partners will define exactly the theoretical content of the courses and activities, which values and concepts need to be transmitted to pupils (e.g. topics such as cultural heritage, maintenance, restoration, safeguarding). A set of ICT tools will be proposed and inserted for each course and the partners envisage the possibility of creating new ICT tools such as: databases regarding specific sites or ICH traditions; educational videos on a particular topic; 2D or 3D reconstruction of sites and artifacts. The courses foresee an active participation of the pupils to the ICT implementation (e.g. teach the pupils how to collect data for databases or how to scan a site for a 3D reconstruction).

The experts in the field of CH will carry out practical activities for high school pupils during courses, school exchange programs and excursions. They will act as a bridge between museums and teachers and will support the teachers in understanding and applying the interactive learning method. The activities will take into consideration rules of the EU in regards of underaged pupils.

Finally, a web platform including the materials produced will be implemented together with protocols and guidelines for cultural stakeholders of the region, and a network of museums, school and universities will be established.

For the project to succeed, the participation of experts from the following fields is required: pedagogy, economy, computer science and expert of ICT tools, TCH and ICH (historian, anthropologist, conservation scientist, ethnologist, archeologist, and heritage interpreters).

PROJECT CONSORTIUM AND PARTNER INSTITUTION

The consortium will be composed of partners from Austria, Croatia, Hungary, Italy, Romania and Slovenia. While some of them have already a strong sense of European identity, others are still in an integration process. The expertise of the partners will cover the project needs as explained in the methodological approach. In particular the institutions that will participate are:

- University of Primorska, Slovenia – Lead partner (UP)
- 1 Decembrie 1918 University, Alba Iulia, Romania (UAB)
- Ca' Foscari University of Venice, Italy, (UNIVE)
- Hungarian Open Air Museum Szentendre, Hungary (HOAM)
- Institute for the protection of Cultural Heritage of Slovenia (IPCH)
- University college of Teacher Education Tyrol, Austria (PHT)
- University of Ferrara, Italy (UNIFE)
- High schools from Austria, Croatia, Romania, Slovenia, Hungary (HSs)
- Zagreb School of Economics and Management, Croatia (ZSEM)

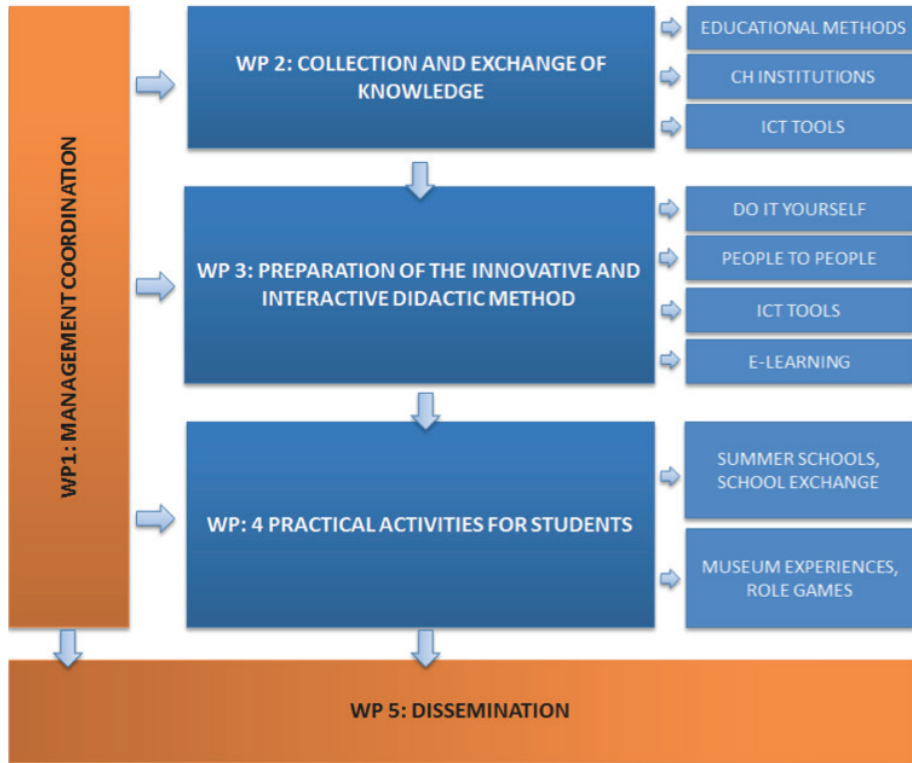
UP and PHT will play a key role in the field of education and pedagogy while the IPCH will be engaged in the cultural heritage promotion and information to the public of the importance of preserving it; UNIVE and UAB, due to their research activities concern aspect of conservation of CH, will provide expertise in the field of preservation and restoration of TCH while the HOAM is nowadays one of the most important museum which deals with the transmission of ICH; UNIFE and ZSEM are involved because of their research in the field of ICT tools. Finally, High schools network will be selected during the project inside the participating countries.

FIGURE 1 – Participating partner countries



WORK PACKAGES

FIGURE 2 – Work packages tree



WP 1 MANAGEMENT AND COORDINATION (MONTHS 1-36)

The overall objective is to carry out a sound management and coordination. The specific objectives will be: to oversee the effective project co-ordination and management; to ensure the communication inside the partnership and the different WPs; to perform the financial, legal, administrative and technical co-ordination; to assure the achievement of the objectives and the technical quality of the deliverables; to establish the links and interrelations with all project Work Packages; to manage knowledge and intellectual property rights (IPR).

- Task 1.1 Governance structure (Lead partner: UP; Participating partner: all)
- Task 1.2 Overall coordination (Lead partner: UP; Participating partner: all)
- Task 1.3 Communication flow, reporting and meetings (Lead partner: UP; Participating partner: all)

WP1: DELIVERABLES AND MILESTONES

- D1.1 First year report – meeting report (Month 12);
- D1.2 Mid-term report – overall coordination, technical report, financial report (Month 18);
- D1.3 Second year report – meeting report (Month 24);
- D1.4 Final report-overall coordination, technical report, financial report (Month 36)
- M1.1, M1.2, M1.3, M1.4 Meetings took place (Month 2, 18, 24, 36)
- M1.5 Governance structure (Month 3)
- M1.6 Final reports and publishable final activity report (Month 36)

**WP 2 COLLECTION AND EXCHANGE OF KNOWLEDGE
(MONTHS 1-6)**

The main objective is to obtain an overview of the existing situation about the different educational approach in the participating partner countries.

- Task 2.1 Educational methods regarding CH in the DR (Lead partner: UP; Participating partners: UNIVE, HOAM, UAB, HSs)
A broad overview of existing educational methods in the DR will be obtained by collecting information available to the partners, consulting the available literature and the archive documentation.
- Task 2.2 Cultural and scientific institution deputed/devoted to CH awareness (Lead partner: IPCH; Participating partners: all)
An overview of existing institutions, a selection of most suitable institutions in relation to the education of CH and first contacts for the organization of an educational network.
- Task 2.3 ICT tools in the current educational approach (Lead partner: ZSEM; Participating partner: UNIVE, UNIFE,PHT, UAB, HSs).
Overview of ICT tools nowadays used for everyday education in class, museum and CH sites.

WP2: DELIVERABLES AND MILESTONES

- D2.1 Summary report on education of CH in the Participating partner countries (Month 6)
- D2.2 Summary report on Cultural and scientific institution deputed/devoted to CH awareness (Month 6)
- D2.3 Summary report on ICT tools in the current educational approach (Month 6)
- M2.1 Description of methods, techniques, procedures and criteria in the current educational systems of involved country (Month 6)

WP 3 PREPARATION OF THE INNOVATIVE/INTERACTIVE DIDACTIC METHOD (MONTHS 4-24)

The general objective is to develop a toolkit and tools for educators and other stakeholders to introduce the values of TCH and ICH in the DR to answers to a challenge of Europeanization of the area.

Interactive teaching courses designated for high school pupils in the DR will be developed and the courses will include experimental teaching and special collaboration with the cultural institutions and particular museums of the territory. At the end of the course, high school pupils will have acquired basic knowledge about the CH of the DR in relation to European Heritage and on the importance of the ICH and the TCH. In fact, ICH is important because of its mainspring of cultural diversity and it is a guarantee of sustainable development. While, TCH is important for the study of human history because it provides a concrete basis for ideas and can validate them. Its preservation demonstrates recognition of the necessity of the past. Among the basic concept that will be transmitted with activities, there will be: basic definition of CH, conservation, preservation, restoration, maintenance, monitoring and valorization.

Task 3.1 Didactic approach from the practice to the theory (Lead partner: PHT; Participating partners: HOAM , UP, ZSEM, UNIFE, UNIVE)

The didactic approach will include the following steps:

- discovery: participation on an experimental based activity, if it's possible among a heritage bearer community or at a heritage site or a museum;
- discussion: after the activity to share and talk about experiences and perceptions, emotions and thoughts;

- interpretation and explanation: in this part, the interpretation of the different previously experienced heritage elements are placed in a European context.

Within this task the steps will be studied in relation to specific concepts regarding CH and the content of the course will be defined precisely.

Task 3.2 Integration of “people to people” and “do it yourself” activities (Lead partner: HOAM; Participating partner: all)

The reflection phase that follows the “do it yourself” experience is of particular importance for understanding and transmission of CH values. Since different CH elements can be experienced in several ways, the possibilities and the realization of the different tasks should have to adapt to the form of the exact TCH or ICH element. For example, an oral tradition or expression has to be interpreted and showed with a different mode than a rituals or a festive event. Therefore this task deals with the use of “people to people” approach and “do it yourself” experiences. The objective is to better define and investigate the role of these approaches within the reflection on the importance and values of TCH and ICH.

Task 3.3 The introduction, role and importance of ICT in teaching and learning methods (Lead partner: ZSEM; Participating partners: all)

The use of ICT in CH education addresses the needs of high school pupils in relation to online classes and courses for introducing CH in high school and educational institutes. In this project, the integration of ICT into the teaching and learning systems will place pedagogy over technology and will be no limited to master skills but rather, will involve using ICT effortlessly.

In order to integrate ICT tools in the educational approach, a new ICT tool – Science Cultural Heritage Studying (SCHS) – will be implemented in the project. SCHS can help in raising awareness in the importance of CH in the learning systems. SCHS concept is characterized by the following features:

- establishing relationships in the structure of teachers and high school pupils in the high schools and institutions;
- creation of interactive maps and virtual reconstruction of CH sites;
- development of CH digitization database by including historical background of the Danube site, sources and methodologies for researching.

SCHS will connect CH sites into larger group of high school pupils, and take a closer look at the multi – dimensional nature of CH. To achieve

these goals, development of ICT equipment and emerging technologies such as Web Services (WS), on-site and remotely sensed data collection in CH, e-Libraries, e-Archives and e-Learning will be used in support of project. Processes of digitalization of CH artifacts will also be learned by the pupils, using digital scanning devices and simulation tools. These processes need to consider a framework for the scan including: the steps to document a particular CH or all of the site and documents by means of 3D Laser Scanner instances.

Task 3.4 Protocols and Guidelines for the developed innovative educational approach (Lead partner: PHT; Participating partners: UP, IPCH, HSs) Definition and submission of protocols and guidelines for the development of courses and activities promoting the valorization and safeguarding of CH to the main cultural stakeholders of the region (Ministries of public education, Universities, Museum)

WP 3: DELIVERABLES AND MILESTONES

D3.1 Analysis of the didactic approach from the practice to the theory (Month 10)

D3.2 Report on the development of the integrated didactic approach from the “practice to the theory” with “do it yourself” experiences (Month 18)

D3.3 Document on new developed ICT tools for teaching and learning methods (Month 18)

D3.4 Protocols and Guidelines of the developed educational approach (Month 24)

M3.1 Development of the integrated educational method (Month 18)

M3.2 Development of protocols and Guidelines for the CH stakeholders (Month 24)

WP 4 PRACTICAL ACTIVITIES FOR HIGH SCHOOL PUPILS (MONTHS 19-36)

The WP4 will provide a practical application of the previously developed methods. Within this WP, *pilot courses and educational activities will be proposed as case studies* for the application of the developed method. The case studies are selected in consideration of the Europeanization issues as they represent diverse example of interlinked, multicultural TCH and ICH. Three pilot case studies have been already selected and will be presented within the tasks 4.2 and 4.3 in order to give a clear example of the developed educational methods. During this WP the partners will develop also of a *didactic web platform*.

Task 4.1 Definition of the activities promoted by the participating partners (Lead partner: UP; Participating partners: all)

The partners will define and organize the educational activities that will be carried out in the project. The activities includes: school exchanges, summer/winter schools organization, visits to museums with "do it yourself" and "from practice to the theory" method/experimental teaching, contact with tradition bearer communities, application of the developed ICT tools (special mobile apps, e-learning, 3D reconstruction, virtual tours, stereo vision, PlayStation app). The partners will prepare the didactic material necessary for the program. All the activities will be free of charge for high school pupils in order to afford everybody to participate to the specific activities. For this reason a large part of the budget is addressed to the organization of activities for pupils and the partners will find specific co-founders among banks and CH institutions in order to co-finance the activities.

Task 4.2 Activities related to TCH: case study of the archeological site of Alba Iulia (Romania) (Lead partner: UAB; Participating partner: UNIVE, UNIFE, HSs)

Alba Iulia is located in the center of Romania, southeast of the Apuseni Mountains, and it is historically important not only for Romanians but also for Hungarians and Transylvanian Saxons. Because of its antiquity and location in a multicultural province, it has a great cultural and educational potential. The archeological site is located in the southeastern area of the city between the bastions of Eugene of Savoy (Bastion Bethlen) and St. Stephen (Steinville). The oldest archaeological materials are from the early Bronze Age period while last phase of Roman habitation is superimposed and partially affected by an early medieval level (X-XII centuries).

The site will be a useful example for the application of the new method "do it yourself". In fact, student will do practical activity of excavation through typical archeological tool kit like trowels, brush, plumb lines, shovels, picks and axes. Furthermore, they will participate to the understanding of state of conservation of the site through practical observation with different instrument such as psychrometer, Dino microscope, UV lamp and thermal imaging camera.

The site includes three Roman building, two dating between the beginning and the middle of the second century A.D., and another one dated from the end of the second century and the first half of the third century A.D. These discovered Roman buildings will be mod-

eled in 3D to show their present state and to reconstruct their appearance through the centuries. Reconstructions will be populated with animated characters and with virtual narrators. 3D scanning technologies and 3D imaging will provide 3D models of finds from the rescue excavation. Accurate three-dimensional representations of CH sites are highly valuable for scientific study, conservation, and educational purposes (Zlot R., 2014).

Task 4.3 Activities related to ICH: case studies of Horezu ceramics (Romania) and Busó Festivities at Mohács (Hungary) (Lead partner: HOAM; Participating partners: HSs, ZSEM)

The objective of the disclosure of *ICH Craftmanship of Horezu ceramics (Romania)* will make high school pupils aware of the moral aspect/message of traditional craftmanships.

Horezu ceramics are a unique traditional craft, handmade in the northern part of Vâlcea County, Romania. They reflect generations of knowledge and craftsmanship. Men and women generally divide the fabrication processes. The craft is transmitted through families, in workshops from master to apprentice, and at fairs and exhibitions. The element gives the community a sense of identity, while maintaining a social function in everyday existence (UNESCO, 2012).

The activity proposes: the visits of the pottery area and observation of the craftsmen's work. Afterwards, the student will be asked to try to draw motifs (with traditional tools to a not jet decorated ceramic, or to a paper with pencil). During class lectures, the educator/teacher will bring a traditional Horezu ceramic and let the high school pupils to touch it, and try to draw the motifs, or make artistic photos about it. There are numerous possibilities regarding the survey and reflection upon the actual original objects. To watch videos about the heritage and the activities connected with it, is also a section of the discovery part. A discussion/reflection part will follow: during the discussion part, provocative and reflective questions, personal opinions would be the center of the conversation. To lead the discussion to the direction of the male and female roles in the process of making the ceramics, and also the division of labor, and the local and individual examples of it.

Some questions could be: What colors are used in the decoration part of the Horezu ceramics? When was the last time you made an object with your hand, and what was it? These people from the Horezu area are proud of their heritage. What do you think, what kind of heritage are the people proud of at your local area?

Finally, an interpretation part will take place. The detailed explanation of the different workflows, the geographical determination, the historical and international relations of this technique, and the different kinds of comparable ICH elements are going to be mentioned and ascertained (good examples for relation: Pottery from Magyarszombatfa (Hungary), Pottery tradition of Mezőtúr, Hungary). The teacher will be advised to use ppt, slideshows to show as much European examples for special ceramic techniques as possible; try to highlight the similarities and not the differences between these methods (motifs, cultural areas, tools used during the object creation).

The objective of the study of *Carnival customs in Europe through the example of the Busó Festivities at Mohács (Hungary)* is to make high school pupils aware of the moral aspect/message of carnival customs the busó festivities at Mohács are an end-of-winter custom performed by persons in special masks as a ritual aiming to repel winter. It begins on the Thursday of Carnival week and goes on till Pancake Tuesday. The main features are the busós – frightening looking figures wearing wooden masks and big woolly cloaks. This line of events, now a festival of national renown, includes a parade accompanied by dance and music attracting the entire population of the city, the busó groups, the craftsmen/women who created the masks and other accessories as well as the musicians and dancers. All of this generates a powerful sense of identity within the community, which is confirmed by continued preparation, maintenance of the masks, clothes and accessories (Csonka-takács E., 2011).

During the educational activities different tools (what the busós use) can be touched, examined, tried (to wear the woolly cloaks). Different clappers, musical instruments can be tried also by the high school pupils. To make photos from each other during wearing the mask and to watch a short video about the ICH element and the activities connected with it can be useful for the discussion part. 'To be behind the mask' is a possible indicated course line, which can be used to discuss with the high school pupils the different roles and cultural patterns in this tradition. The topics of diversity, or the ethnical differences as well as and the individual impressions can be used as indicator topics and factors to discuss the issue of this heritage element. Some questions for the high school pupils can be: What kind of noise-making instruments are used during this tradition? Did you smile, behind the mask, when your friends made a photo of you? Why?

What do you think why young people from Mohács are still continuing to follow this tradition? Why can it be interesting for them? What are you doing in carnival time? What was your last costume in that part of the year? Was it scary or funny?

The detailed explanation of the different roles (busós, dancers, musicians, tourists etc.) the geographical determination, the historical (different local legends, oral history connected with the origin of this tradition) and international relations of this carnival (Kukers in Pernik, Bulgaria or Schemenlaufen, the carnival of Imst, Austria) and the different kinds of comparable ICH elements are going to be mentioned and ascertained. The teacher will be advised to use ppt, slideshows to show as much European examples for carnival traditions as you can, try to highlight the similarities and not the differences between these festival traditions (used tools, human or animal genres, masks, music, moves etc.).

Task 4.4 Creation and implementation of an educational web platform (Lead partner: ZSEM; Participating partners: all)

A web platform will be created and implemented in order to include the prepared didactic documents and materials and e-learning courses on TCH and ICH together with a database on available ICT tools for education. The web platform will have also a role in the dissemination of the project activities.

WP4: DELIVERABLES AND MILESTONES

- D4.1 Report to define the activities which will be promoted by the participating partners (Month 20)
- D4.2 Organized activities including the organization of the activities related to the case studies (Month 36)
- D4.4 Feedback from high school pupils and teacher regarding the proposed activities (Month 36)
- D4.5 First summary of the web-platform including screenshots (Month 24)
- D4.6 Final summary of the web-platform with screenshots and list of the educational material (Month 36)
- M4.1 Definition of the activities (Month 20); M4.2 Preparation of the web-platform (Month 22); M4.3 Finalization of the web platform (Month 36)

WP 5: DISSEMINATION (MONTH 3-36)

The overall goal is to disseminate the project results to High Schools and cultural stakeholders of the participating partner countries. The dissemination strategy will comprehend newsletters, conferences and workshop organizations and, website creation.

Task 5.1 Newsletter (Lead partner UP; participating partner: all)

Task 5.2 Conferences, Workshops and participation to CH festivals and gatherings (Lead partner UP; Participating partner: all)

Task 5.3 Website and web-platform (Lead partner ZEN; Participating partner: all)

Task 5.4 Extended impact to local SMEs in the field of Tourism by providing them data and materials that can be used for promotion of the local CH (Lead partner UP; Participating partner: all)

WP5: DELIVERABLES AND MILESTONES

D5.1 1st, 2nd, 3rd year digital newsletter (Month 12, 24, 36, respectively)

D5.4, D5.6 Workshops and Festivals

M5.1 Website and web-platform creation (Month 3)

M5.2 Workshop (Month 32)

ABBREVIATION AND ACRONYMS

CH	Cultural heritage
TCH	Tangible Cultural Heritage
ICH	In tangible Cultural Heritage
DR	Danube Macro-region

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