Guide on good practice examples



I2 Identity & Innovation
Erasmus+ project "Identity and Innovation" (I²)
n. 2020-BE02-KA227-SCH-083082

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

Good Practice Examples 18

Cultureel Erfgoed Annuntiaten Heverlee

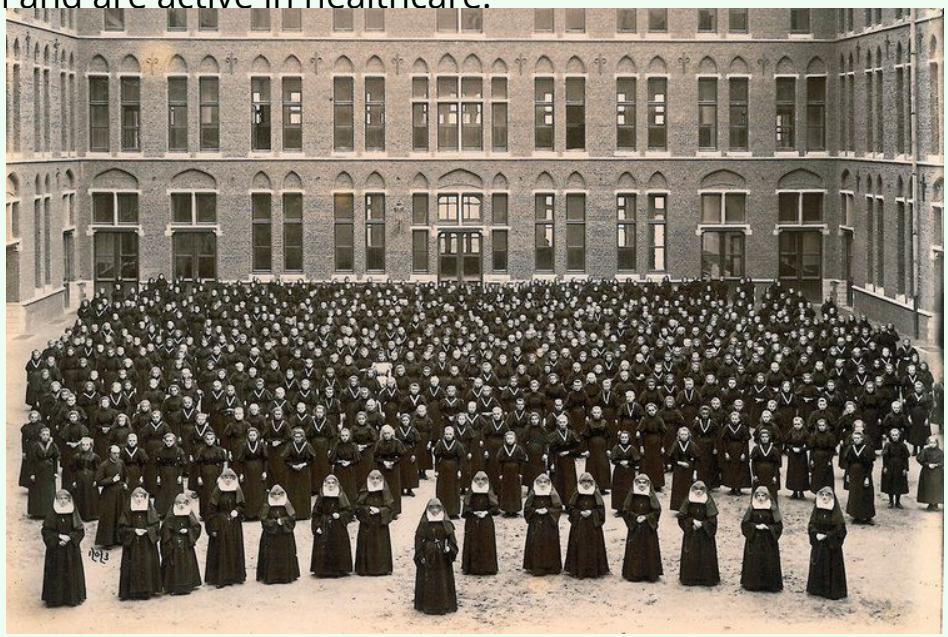
a heritage service on a school campus



Introduction

The non-profit organization Cultural Erfgoed Annunciates Heverlee was founded in 2009. It is located on the largest school campus in Flanders: **the Heilig Hartinstituut**. That same year, the Flemish government granted the **quality label** of a recognized cultural archive institution.

CEAH has its roots in the religious institute of the same name. The sisters Annuntiaten of Heverlee have a strong educational and mission tradition and are active in healthcare.



Sisters and pupils at courtyard
HELLEPUTTEVLEUGEL HEILIG HARTINSTITUUT 1896 CEGAH

Mission

Cultural Erfgoed Annuntiaten Heverlee holds a unique collection and wants to bring it to life. "Creative thinking, daring to do." is the motto. More than ever, CEAH wants to do this with peoples input. 'Together' we bridge the gap between past and future and complete the heritage circle.





Living Heritage Site

The Heilig Hartinstituut is a site where heritage is alive. A range of heritage activities takes place every day. Children and young people explore the heritage in class or with the youth movement. Visitors are welcome for a tailor-made guided visit to the site and the archive, a search game or a concert.

Approach

The heritage operation aspires to a **comprehensive and integrated approach**. The center of this approach is the archive but all categories of heritage are included.

CEAH strives for an integrated approach. The service tries to link the archive and the broader heritage with learning, or integrate it into the learning process. A wide range of thematic topics are covered by heritage such as architecture and art, but also food and agriculture, and even gender and diversity.

CEAH has participated in European exchange projects since 2010, for instance as a pilot in the Aqueduct project.



School Heritage: Many Assets

· Effective tool to work on key competences in compulsory education: *citizenship, historical awareness, entrepreneurship, cultural awareness and expression*
· Available on site (but due to the Corona, this part is being canceled)
· Low threshold (minimum invoice)
· Promotes social cohesion to work with all pupils on the heritage of their school <> target group work
· Particularly varied: movable, intangible and immovable heritage

School Heritage: Pedagogically Interesting

· You can let children work with authentic material
· You make them look with different eyes at the place where they go to school
·Recognizable for students: experiences of peers, recognizable places & situations
· You can let students become researchers themselves



School Heritage: Socially Relevent

· A school has its roots in the past. Its heritage is essentially socially relevant.
· It contains starting points to address themes such as gender, inclusion, diversity.
· It can be masterpieces that a school proudly preserves, but also for the everyday heritage
· Also abrasive heritage



School Heritage: Challenges

· Care is complex and not framed
· What is the offer, what are the needs?
· The education and heritage sectors do not know each other sufficiently. Different fields of work and use different jargon
· Project-based cooperation: fragmentation, unsustainable

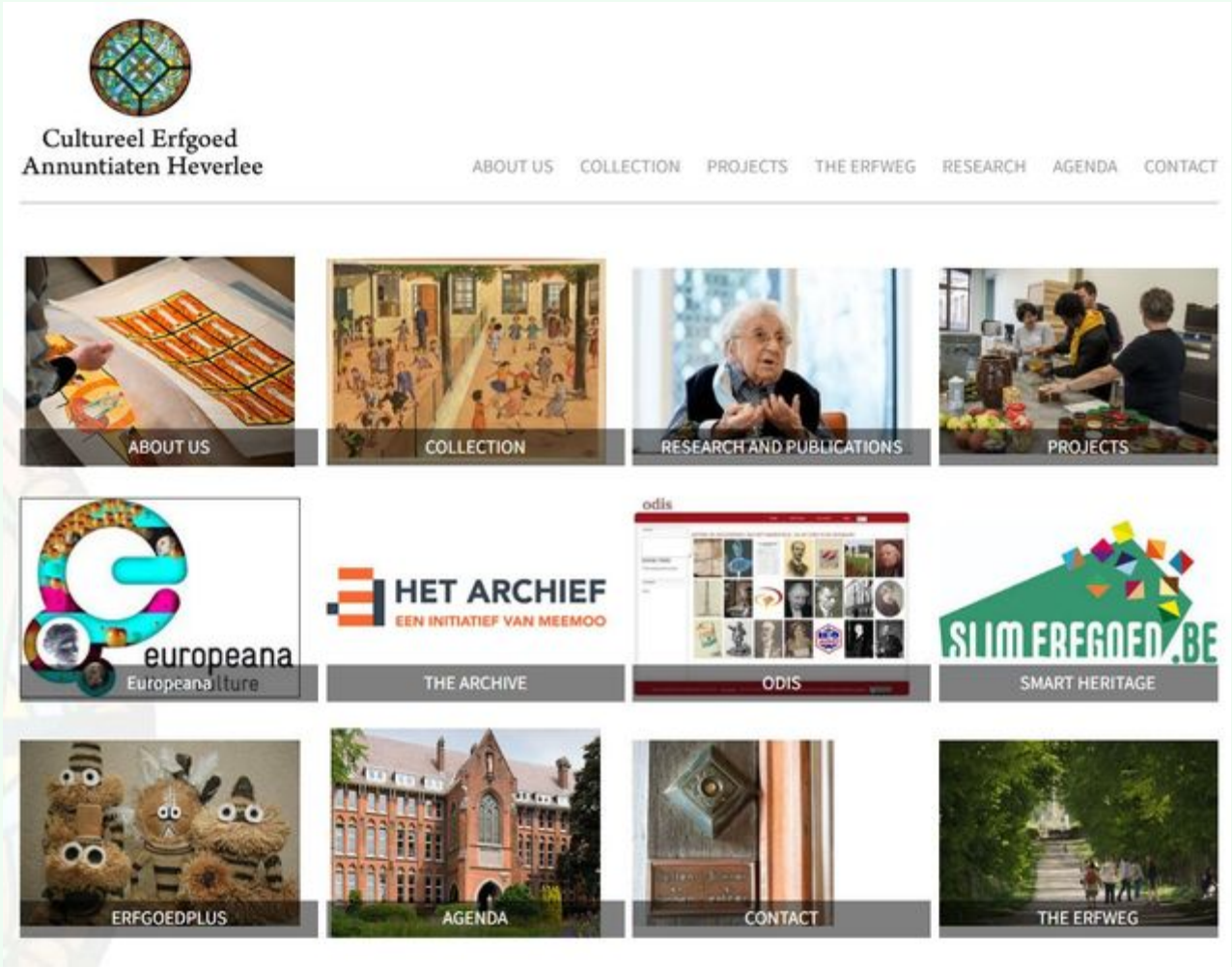
Case Project: Slimerfgoed's Goal

· **Cross-sectoral work**: connecting heritage and education actors
· **Full-fledged** partnerships
· Developing **new expertise** in school heritage
· Systematically taking **existing expertise and inspiration** into account: didactic and heritage expertise!
· To address **all heritage functions**: recognizing and collecting, preserving and safeguarding, researching, presenting and guiding, participating
· **All types of school heritage**: we also involve immovable and intangible heritage
· **Preservation**!




For more Information

Website:
www.cultureelerfgoedannuntiatenheverlee.be



Good Practice Examples 17

The AISHE-Instrument & its Implement

Sustainability in (higher) Education



Sustainable Education

What is Sustainable (higher) Education?

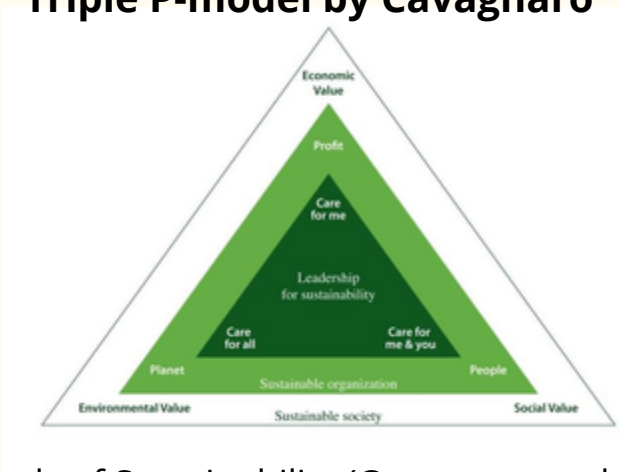
Today's society deals with a lot of complex problems:

- Financial crisis
- Environmental problems
- Social inequity
- Etc.

Today's education is unable to address these complex problems and find solutions:

- Disciplinary programs
- Lack of future thinking
- Lack of system thinking
- Etc.

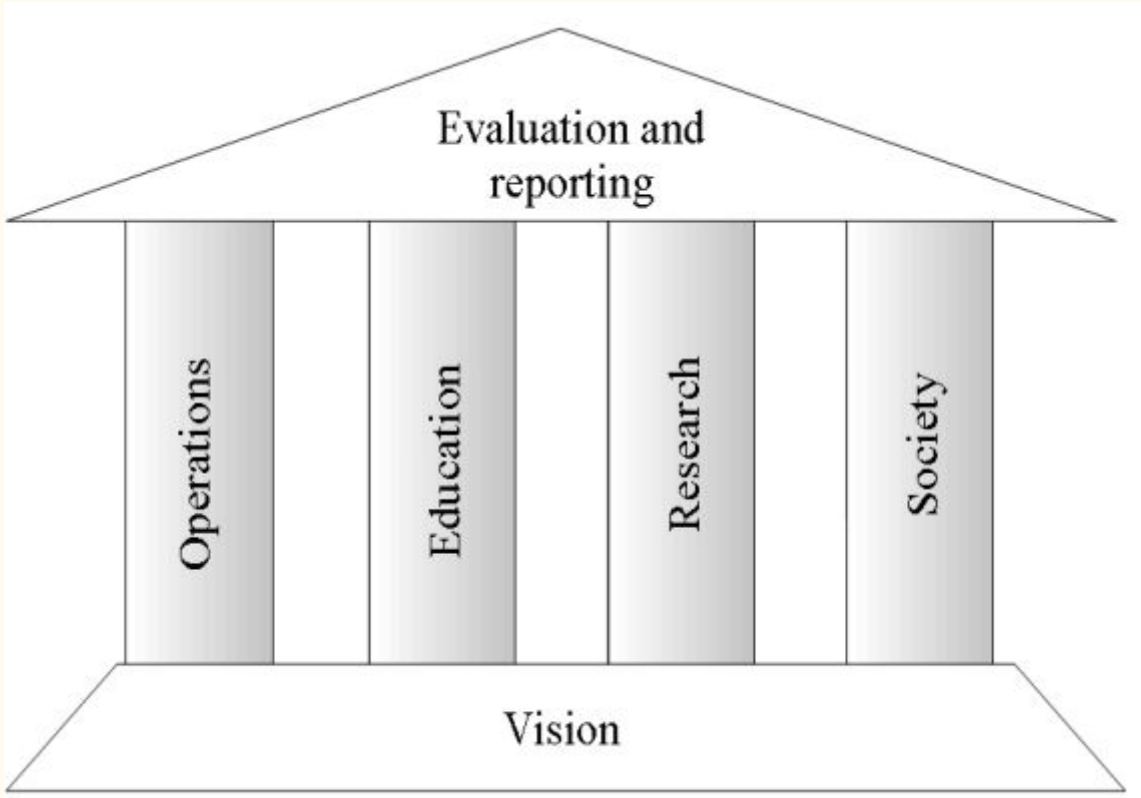
Triple P-model by Cavagnaro



The Three Levels of Sustainability (Cavagnaro and Curiel, 2012).

Solution:

• Making higher education itself sustainable, in order to educate students (future leaders and entrepreneurs) so they can find answers to sustainability issues



Source: Roorda (2007)

Introduction to AISHE

What is AISHE?

➢ An auditing instrument

➢ Based on a model for quality management, AISHE was initially developed from the "**EFQM-INK model**"

➢ Then an adaptation has been designed, suitable for Higher Education

Why could it be interesting for schools?

1) Schools are part of society

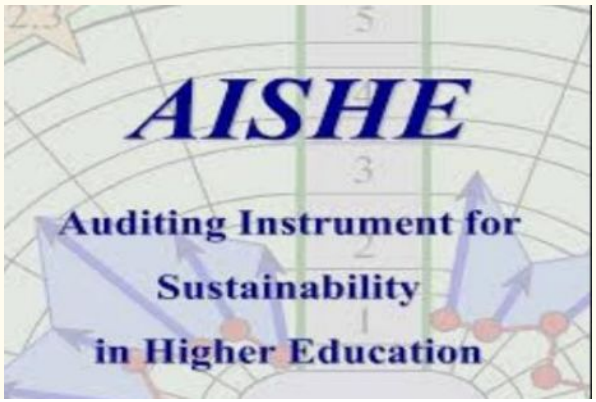
➢Participate in public discussions about sustainable future

➢Promote public awareness of sustainable development

2) Schools have an educational role in this society

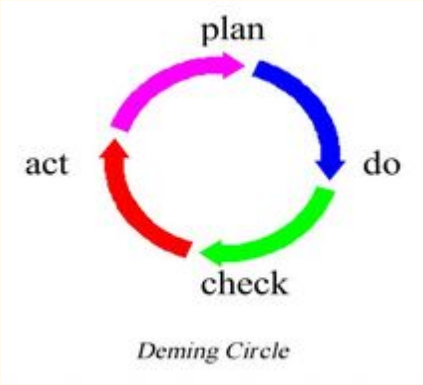
➢Help students to cultivate and express an attitude in sustainable manners

➢Contribute to a flood of "ambassadors of sustainability"




Sustainable School
Sustainable Organization
Sustainable Education
Sustainable Society

How can it be applied?



Deming Circle

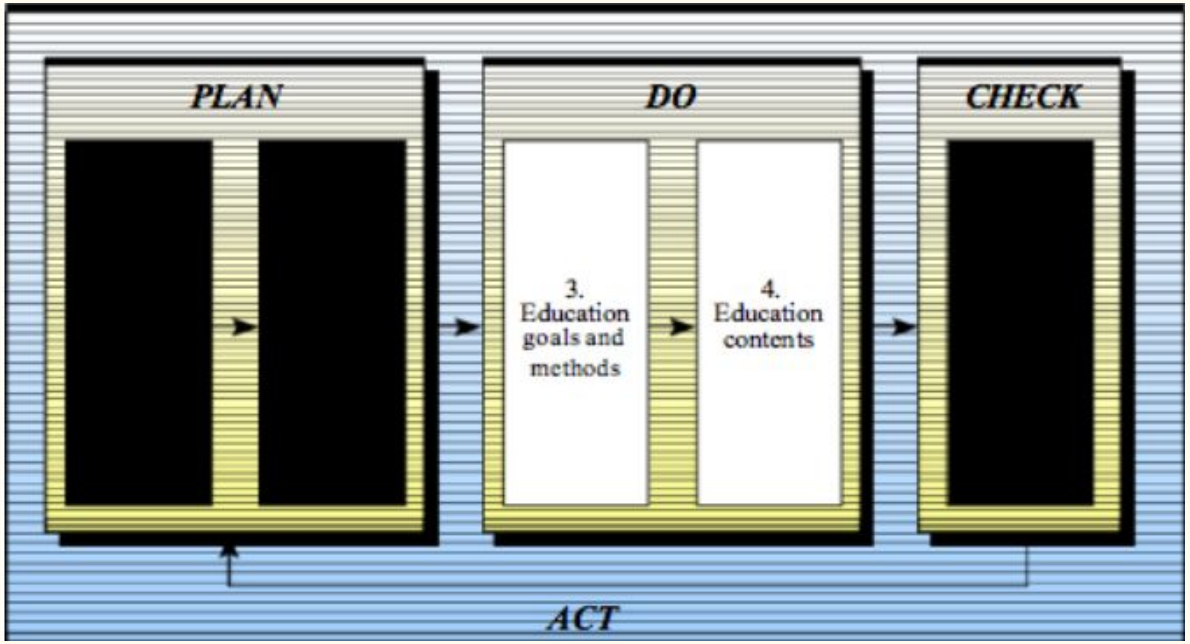
1. AISHE: criteria and stages

1) Criteria

· 20 different criteria (three categories)

· based on the first three of the four parts of the "Deming Circle" for quality management: **"PLAN" - "DO" - "CHECK"- "ACT'.**

2) Five fields of attention in a schematic way：



3) Each field of attention consists of four criteria, as the table below shows:

== Plan ==

1. Vision and policy
1.1. Vision
1.2. Policy
1.3. Communication
1.4. Internal environmental management

2. Expertise
2.1. Network
2.2. Expert group
2.3. Staff development plan
2.4. Research and external services

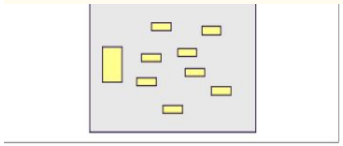
== Do ==

3. Educational goals and methodology
3.1. Profile of the graduate
3.2. Educational methodology
3.3. Role of the teacher
3.4. Student examination
4. Education contents
4.1. Curriculum
4.2. Integrated Problem Handling
4.3. Traineeships, graduation
4.4. Speciality

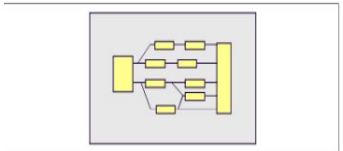
== Check ==

5. Result assessment
5.1. Staff
5.2. Students
5.3. Professional field
5.4. Society

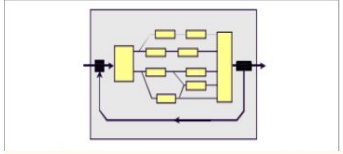
4) Five stages in graphical way :



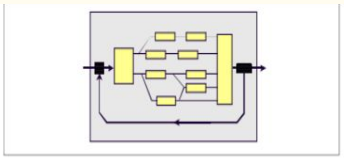
Stage 1: Separate parts



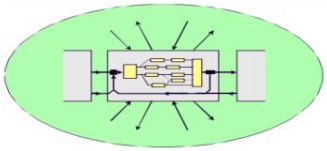
Stage 2: One process



Stage 3:Process with feedback



Stage 4: Part of a chain of processes



Stage 5: Part of society

5) Four steps of an AISHE assessment (minimum approach):

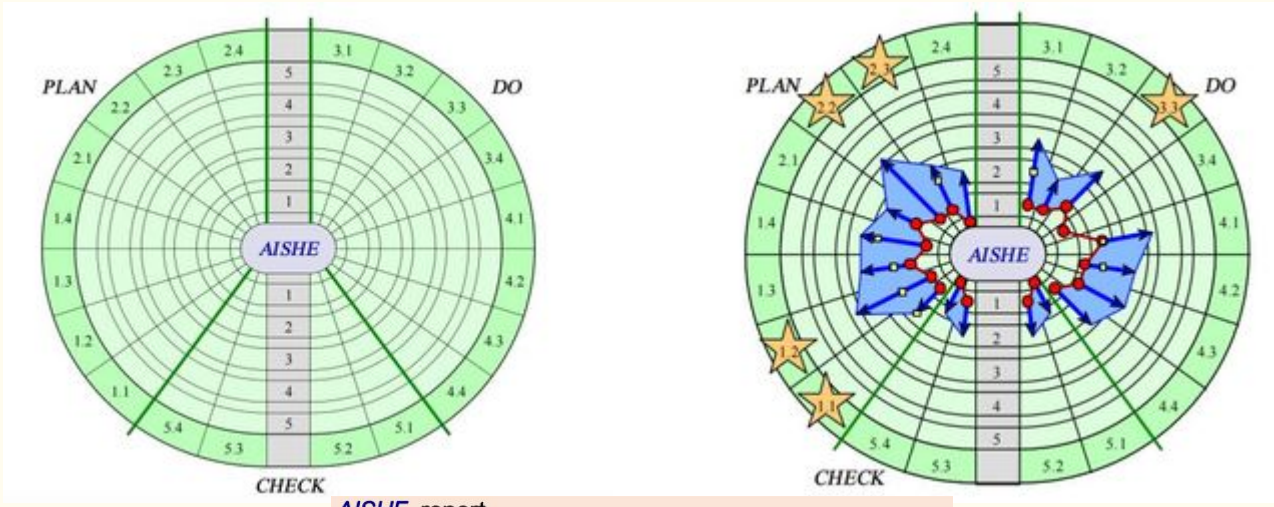
- ➢ Preparation with the internal assessment leader
- ➢ Introduction for the participants' group
- ➢ Individual scoring
- ➢ The consensus meeting

Criterion 2.3:	**Staff development plan**			
Stage 1: **Activity** oriented	*Stage* 2: **Process** oriented	*Stage* 3: **System** oriented	*Stage* 4: **Chain** oriented	*Stage* 5: **Society** oriented
- Staff development in sustainability depends on individual initiatives.	- There is a staff development plan in sustainability. - This plan is mainly short term related. - For the execution of the plan, facilities are made available by the management.	- The need of the organisation for expertise in sustainability is known. - The development plan is based on a match between this need and the individual wishes of the staff members for supplementary training and refresher courses. - The plan is mainly middle long-term related.	- The sustainability staff development plan is long term related. - It includes a policy towards appointments and resignations, retraining, introduction of new staff members. - An explicit relation exists with the strategic policy of the organisation in general.	- The organisation policy on sustainability is based on societal and technological developments. - There is a systematic feedback to society.

6) An Individual Score Form

| | | |

2. Sample Result



AISHE report

University
Department
Assessment leader
Function
development
Accessible through
Secretary
Assessment date
Date of latest assessment
Date of desired situation

The five stages of AISHE are:
Stage 1: Activity oriented
Stage 2: Process oriented
Stage 3: System oriented
Stage 4: Chain oriented
Stage 5: Society oriented
For more information: see the website www.dho21.nl *or mail to Niko Roorda,* nroorda@planet.nl . ---

---

=== *PLAN* ===

1. Vision and policy

Criterion 1.1. Vision
Present situation: Stage 1
The Protocol on Sustainable Education has been signed for the university as a whole.
There are good intentions, but there is no thoroughly developed vision.
Desired situation: Stage 2 - *High Priority*
Explicit vision, put down in documents.

Case Study
——Results of the AISHE audits at UCLL

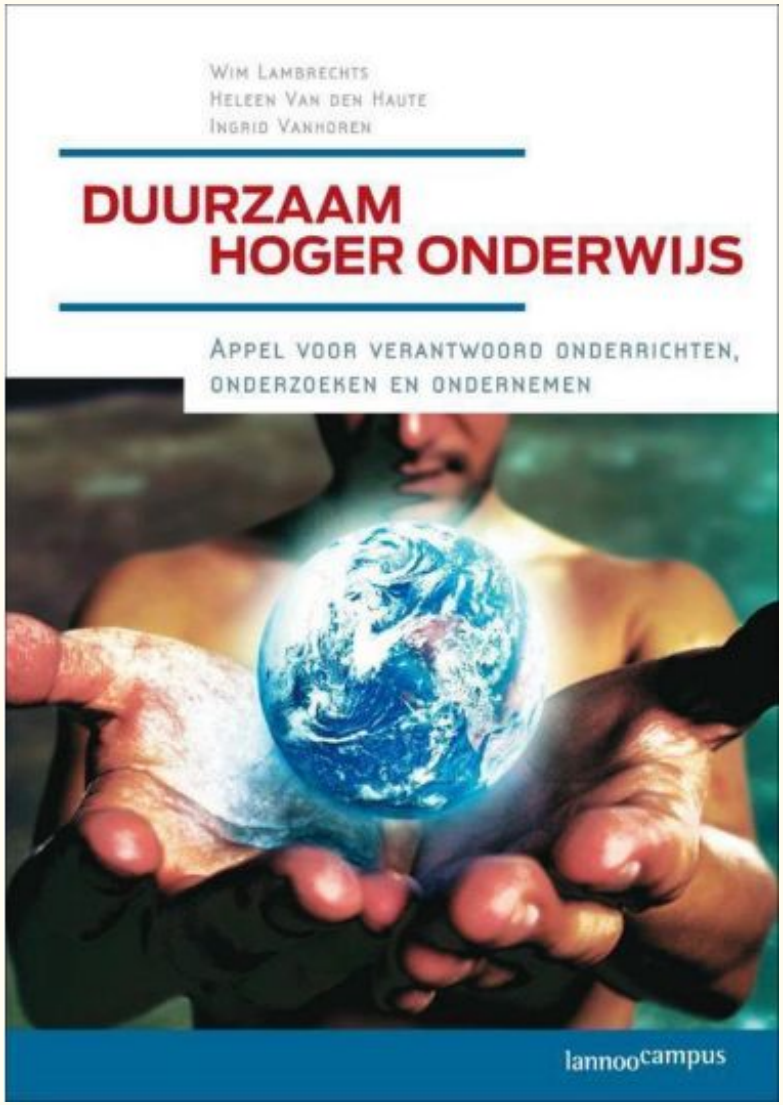
Making progress toward sustainable higher education
-Design of an implementation model with guiding principles

1. Introduction

Leuven University College:
• 21 professional bachelor programs
• 8 campuses
• Approx. 15.500 students
• https://www.ucll.be/international
• Research project: “Sustainable development and higher education” (2005-2008)
• At time of audit: 7 departments of the KHLeuven that were audited.
• Result: we wanted to develop a model to implement SD in our institution



Results published



Good Practice Examples 16

Walk with Leuven City Guide

visit leuven

Welcome in Leuven!

City on a human scale. Centrally located in Belgium and a place like no other.

In the pedestrian streets and spacious squares, the city's many students help to determine its rhythm and atmosphere, the shops, cafés & restaurants ensure conviviality and gastronomy, the beer flows and the ideas sparkle. Leuven is worth a visit all year round with its rich and full range of cultural offerings.



Discover the City by Walking

Leuven has both the vibes of a major city and the charms of a cozy village. The easiest way to explore the city is on foot. Discover the walks in Leuven and its surroundings.

1.1 With a guide: Group Tours

Group tours 1: Walk along the highlights in Leuven

The colleges in Naamsestraat, “ons Fonske” and Domus. The world-famous Gothic town hall of Leuven and our gigantic St. Peter’s Church. These are just a few of Leuven’s icons. But what about the hidden city? There’s always a surprise hiding behind passages and doors that may seem closed…

More information & reservation (Provided by Leuven Leisure)

Group tours 2: Leuven in a nutshell

The ideal guided tour for a first visit. Discover Leuven’s famous monuments and sights: Grote Markt square with the town hall and Saint Peter’s Church, the Cloth Halls, the university colleges and Oude Markt square. But also narrow streets and alleys, parks and courtyards. And the tour would not be complete without a visit to the Great Beguinage, a UNESCO World Heritage site.

More information & reservation (Provided by Leuven+)





1.2 With a guide: Beer Experiences

Pub Tasting Tour



Leuven is 'The place to beer' and you can discover this yourself during the Pub Tasting Tour. In each of the best beer bars taste a different local beer and learn what makes each beer special.
More info (Provided by Leuven Leisure)

Leuven BeerWalk



Discover the charming, located on the Dyle, city of Leuven in three hours. Learn how to taste beer with a guide who takes you along the hidden bars and forgotten microbreweries. 5 beer tastings of different beers and an official BeerWalk glass are included in the price.
More info (Provided by BeerWalk)

Brewery Trip



Riding along the most beautiful roads, you cycle to a (micro) brewery near Leuven. The guide takes you through forests and fields, past castles and abbeys. You get a tour of the brewery and taste the house beers.
More info (Provided by Leuven Leisure)

Leuven on tap

The guide-beer connoisseur takes you into town, its bars, past and present. You taste five local beer in different bars. A chocolate and beer pairing session is included.
More info (Provided by Leuven Leisure)



Chocolate & beer pairing

Enjoy various combinations of four pralines and four beers in a relaxed atmosphere & prepare to be astonished!
More info (Provided by Leuven Leisure)



Beer hopping in Leuven

Are you ready for a tour along traditional pubs, contemporary beer pubs, historical locations and breweries? Spiced up with juicy facts on beer and cool stories to share at the bar? This tour allows you to explore the rich beer and brewing history of Leuven on foot, by bicycle or by step.
More info (Provided by Google Maps)



2.1 Individual: Discover the highlights of Leuven with 3 walks

Leuven has all the vibes of a big city. Diverse and creative, trendy and full of life, with its world-renowned history and university. But Leuven is also pleasingly small. This makes it so easy to explore the city and experience it to the very fullest. Even just on foot.



3 Routes

- **A walk along the historical buildings** | 4,8 km

  Discover the absolute must-see highlights of the historic city centre. The fairy-tale city hall must surely stand at the top of the list, but there are so many other gems and hidden corners to admire.

- **Extension Vaartkom** | 4,3 km

  Beyond the white houses of the Small Beguinage, you will arrive in the trendy Sluispark and the Vaartkom. Be sure to step inside De Hoorn, where the very first Stella was brewed in 1926.

- **Extension Park Abbey** | 5,8 km

  As you step through the centuries-old entrance gate of Park Abbey, the hubbub of the city disappears. The Norbertines have been guarding their oasis of peace in the world since as long ago as the 12th century. It's a wonderful place where you walk among beautiful, historical buildings and centuries of history.

Check for more info

2.2 Individual: Planned Routes

Follow the planned routes using Google Maps and walk past the churches of Leuven, unique street art and some beautiful green spots in the city. In this way, you can combine some highlights of the city in an original manner.

· Route 1: from the centre, towards the Great Beguinage

· Route 2: between the Botanical Garden and Saint Gertrude's Abbey

Follow the planned routes using Google Maps and head to the area behind the station, in Kessel-Lo. A unique way to discover this up-and-coming neighborhood.

· Route 1: short route, 45 minutes

· Route 2: long route, 1.5 hours.

Tip: also fun by bike!



2.3 Individual: Accessible Tourist Walk

This free brochure describes two attractive and accessible routes in the city guiding you to sights with as few obstacles as possible on the way.

· Walks from 1.5 to 5km long
· Handy removable map with description
· Mapping out all interesting tourist and practical places with accessibility information
· For wheelchair, rollator, and pram users
· Available in Dutch and English

Here to download the Brochure & the Map



2.4 Individual: With an App

With these thematic apps, you can discover Leuven in a different manner.

Walk or jog along the hightlight

The app combines running with sightseeing and will give you more info about each place of interest you pass.
5 different routes available for Leuven:
Highlights Leuven short | 5,5 km
Highlights Leuven long | 11,5 km
The abbey route | 13,1 km
Fit-o-city Leuven | 6,2 km
Kessel-Lo Provincial Domain route | 5 km
Check here for the Download:
AppStore/ Google Play Store

Hotspots of the university

Every building, street and statue at KU Leuven has a story to tell. Now, you can find all of those stories in one convenient place. These walks will allow you to discover our campuses for yourself, at your own speed, whilst gaining a real feel for the fascinating people and places that make up our university.
Check here for the Download:
AppStore/ Google Play Store

Street art in Leuven



Leuven has a great deal of impressive street art. You get a quick and easy overview of all the creations in a certain neighborhood not only on a map of the city but also on a list. With detailed background information on the artist, the artwork itself and the location.

Check here for more info!

Street art in Leuven

With the ResourCity app you can 'catch' chemical elements in the style of Pokémon Go. When catching a chemical element, you receive a fun (historical) fact about the location on the spot. It does not only lead players to touristy interesting places, but also to beautiful spots and urban projects that are connected to a circular economy.

Check here for Download: App Store/ Google Play Store

The Leuven Age Set Ritual

During this walk you are introduced to the Leuven Age Set Ritual Repertoire, a unique phenomenon in Leuven in which men or women aged 40 unite in the run up to their 50th birthday. Along this route, you will walk past 10 points that have a special significance for the Age Sets.

Check here for Download: App Store/ Google Play Store

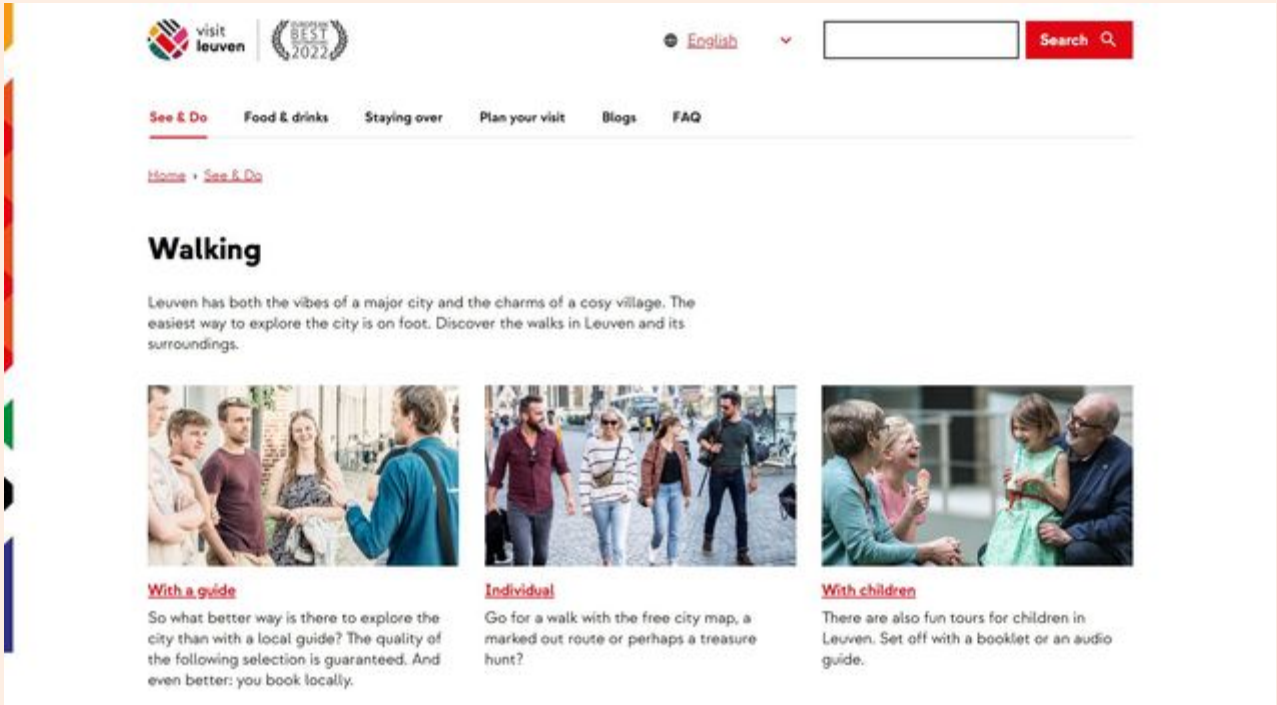
3 With Children: In search of Mr.Cuddle

Family fun in Leuven: in search of Mr. Cuddles. There are two short, child-friendly routes (+/- 2km) in one playful walking guide, available in Dutch and English. The route brings families with prams and pushchairs to Leuven's best play spots. The focus is on playing together, resting and having fun. But if you want to know more, a QR code in the guide takes you to a page full of child-friendly facts.
Route 1: via Google Maps
More information about the locations
Route 2: via Google Maps
More information about the locations
PDF document of this activity



For more inspiration with the Project

[Walking | Visit Leuven]



Good Practice Examples 15

Citizen Heritage



PHOTO CONSORTIUM

Erasmus+

Web2Learn
Open, social learning

KU LEUVEN

ERASMUS UNIVERSITEIT ROTTERDAM

EUROPEAN FASHION HERITAGE ASSOCIATION

About the Project

BACKGROUND:

Convincing exemplary projects have demonstrated how citizen engagement appeal and digital participation are essential in crisis situations such as climate change and pandemics. Yet the potential or the scope of community involvement in scientific research haven't been fully explored so far. CitizenHeritage takes the citizen science approach to the world of cultural heritage, where the digital realm creates new opportunities to reach out to broader audiences and facilitate community building.

AN INNOVATIVE APPROACH:

The project encourages citizen science in cultural heritage through the application of crowdsourcing and co-creation tools to some of Europe's largest open digital collections. It contributes to the notion of European citizenship by enabling stakeholder communities to jointly take responsibility for their heritage, advocating an open approach to otherness and a European community spirit surmounting regional and national differences.



MAIN ACTIVITIES:

CitizenHeritage will address researchers in the field of Cultural Heritage, including PhD and Master students from different relevant research fields (Cultural Studies, (Art) History, Memory studies, but also Digital Humanities, Cultural Economics and software engineering) to train them in inducing, governing and leveraging on citizen participation, digital crowdsourcing and co-creation.

These methods and activities will teach students how to **take sustainable and economically viable decisions** when engaging citizens. In order to optimize efficiency, CitizenHeritage will map and critically assess current practices with regards to their educational value and user-friendliness. But the project will also **develop and test new methods and activities**, making use of large European digital collections that help to highlight the relevance and power of cultural diversity.



TARGETS:

While the cultural heritage professionals of tomorrow – **students and PhDs** – are a vital target audience both in terms of developing and transferring the insights gained through the project, **other stakeholder communities** will be involved in CitizenHeritage too, including amateur culture enthusiasts and non-specialized European citizens.



Events

CitizenHeritage will deliver a range of events across Europe to experiment with and disseminate about citizen engagement in cultural heritage, in the scope of enabling better collaboration between Higher Education Institutions and the Cultural Heritage sector.

These events comprise

1/ workshops to enable citizen participation and citizen science activities with digital cultural heritage collections

discover the workshops >>>

2/ seminars and outreach events to disseminate the project's methodology, resources, tools and results and enable further replication and uptake by others, thus multiplying the project's impact to a larger community of stakeholders

discover the multiplier events >>>



1/ Citizen Science Workshops

CitizenHeritage is organizing a series of workshops, to act as a field test for the participatory approaches and methodologies in Citizen Science.

History in Pictures from Bulgaria

In this event, students of digital humanities from the University of Sofia workED on metadata improvement, by annotating and enriching the beautiful digitized collection of early Bulgarian photography published by NALIS Foundation in Europeana. Result of the action is over 5.000 new metadata added to nearly 700 heritage photographs.



Facts & Fiction:
Hungary in Black-and-White Photographs

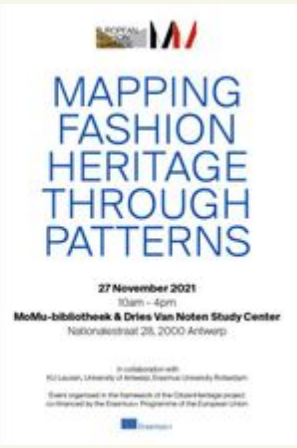
In this event, students of digital humanities and film history at Media and Communication department of Pázmány Péter Catholic University worked on metadata improvement, by annotating the collections of OSZK the National Széchényi Library that are published in Europeana, comprising early photography and film stills.



Mapping Fashion Heritage through Patterns

The event, organized in collaboration with MoMU, the fashion museum in Antwerp, piloted a new type of Edit-a-thon based on MoMu's rich Study Collection, available for direct consultation in MoMu's Library, engaging students, designers and researchers in enriching Wikipedia through creating patterns of fashion objects.





ICT at the Service of Citizen Science

This was an online challenge for under- and postgraduate computer science students at the National Technical University of Athens, with the aim of implementing added-value features to improve crowdsourcing platforms, such as e.g. gamification elements, interlinking with automatic outputs extracted via a machine learning algorithm, etc.

2/ Multiplier Events

CitizenHeritage will organize 4 multiplier events, to disseminate the project's methodology, achievements and best practices, for further replication and take up by other institutions both in the education and cultural heritage sectors.

1/ Pisa, 28 June 2022

The role of **photographic heritage** in empowering communities' participation in cultural heritage

Organized by Photoconsortium in cooperation with the Museo della Grafica and University of Pisa and hosted at the Palazzo Lanfranchi. The event takes the form of a 1-day conference with leading speakers from the Citizen Heritage consortium partners and other experts in digital cultural heritage, in Social Sciences and Humanities research and in the use of participatory approaches in a cultural and/or educational context. The main aim of the event was to **offer insights into success stories of citizen participation in Cultural Heritage Institutions and Higher Education Institutions**.

In addition to the conference program, a **digitization and collection desk** was organized, inviting participants to share heritage photos from their family albums, which were digitized on the spot by a professional photographer. The stories associated with the image(s) were also collected and converted into appropriate metadata to accompany the digital objects.



Check Here for the Details of the Pisa Event

1/ Citizen Heritage: a methodology for citizen participation and citizen science in cultural heritage research (prof. Fred Truyen, KU Leuven)-PDF

2/ Participatory Knowledge Practices in Analog and Digitalized Image Archives (prof. Peter Fornaro, prof. Vera Chiquet, University of Basel) – PDF

3/ Schools' photographic heritage as a tool for education (Heleen Van den Haute, Heilig Hart Instituut; Ria Christens, CE Annuntiaten; prof. Marta Brunelli, University of Macerata) – PDF



4/ Cataloguing large photo collections – is artificial intelligence unbiased? (Dr. Allison Kupietzky, The Israel Museum) – PDF

5/ Enriching the View of Bruges, crowdsourcing project (Alexander Soetart, City of Brugge) – VIDEO

6/ Panel Session: Leveraging photographic heritage to support community engagement and virtual reappropriation of heritage – chair: Antonella Fresa (Photoconsortium/WEAVE); panellists: David Iglésias Franch (CRDI Ajuntament de Girona/WEAVE); Fred Truyen (KU Leuven/WEAVE); John Balean (TopFoto/WEAVE) – PDF; Ismo Malinen (Museovirasto), Frank Golomb (United Archives), Frederik Temmermans (IMEC and Vrje Universiteit Brussels) – PDF.



Expected Events in the Future

2/ Rotterdam, March 2023

Hosted by the Erasmus University, this multiplier event will present preliminary results from the **sustainability analysis** of the project, to gain feedback from participants and to transfer best practices among students, CHIs, colleagues, and the general audience. The core discussion will revolve around **criteria for measuring social and economic sustainability** as an effect of citizen-enhanced open science heritage projects.

The event will include **a co-creation session** where participants contribute to a digital Common Heritage Environment, and where Creative industries will be the topic of the co-creation session, including fashion and music.

3/ Leuven, May 2023

New approaches to Citizen Science for Cultural Heritage Institutions

In this multiplier event, recommendations and results from the project will be presented in an interactive one day seminar at the premises of KU Leuven, under the title “New Approaches to Citizen Science for CHI’s”. We will present the outputs of the different actions, with a particular focus on replicability and uptake by CHIs in the Flanders region. The event will include breakout sessions targeting specific groups. We will also hand out easy-to-use guidelines and how-to’s to the participants for further dissemination.

4/ Athens, May 2023

Digital technologies at the service of Citizen Science

An one-day capacity building and knowledge spreading workshop will be organised in Athens.

The event will include: (i) a presentations session by experts (from the CH, technical and educational domain) dedicated to spreading awareness about the achievements of the project, with an emphasis on the use of ICT tools, such as the CrowdHeritage platform, in the fields of Cultural Heritage and education; (ii) a hands-on session where attendees will be trained about how to use such a tool and will be invited to participate in a crowd citizen challenge; and (iii) a roundtable open discussion, where attendees will be encouraged to contribute with their own thoughts and discuss with experts.



Expected Results and Outcomes

The expected results mentioned above correspond to the project's Intellectual Outputs:

O1 – Review of practices of Higher Education engagement in citizen enhanced open science in the area of cultural heritage

O2 – Methodology, user requirements and guidelines for Cultural Heritage Institutions and Universities

O3 – Development and testing of participatory approaches

(O4 – Dissemination and Communication)

O5 – Lessons learnt about the role of digital technologies in facilitating crowd science in cultural heritage and education

O6 – Economic and social sustainability of citizen enhanced open heritage projects

Download PDF of the Study



Learn more about the Study



For More Information

www.citizenheritage.eu



Good Practice Examples 14

Belton House



About Belton House

Generations of the Brownlow family made their mark on Belton, commissioning the finest designers and craftsmen of their age to shape the estate we see today. The house and gardens showcase cutting-edge design and innovation, from 17th century sash windows to a cast iron-framed orangery in the Italian Garden, made possible thanks to the Industrial Revolution. The interiors are equally impressive, with a dazzling collection of silver, porcelain, and a world-renowned library.

Today, Belton welcomes new generations to explore the ancient deer park, picnic in the pleasure grounds, or burn off energy in the Nati



There are carpets of snowdrops throughout Belton's gardens and pleasure grounds

Sustainability in a Cultural Heritage Environment

- **Climate & Environment**
  Reduce and reuse
- **Use & Conservation**
  Managing conservation and visitor as the heritage needs people to visit
- **Long term**
  Working sustainably long term with partnership



Things to See & Do

1/ Festive fun at Belton

Christmas Decorations

The house will be dressed in festive finery from 26 November, with selected rooms transformed to bring you Christmas cheer. We'll be bringing features of the rooms to life with different themes, helping to create magical memories as you explore the house this winter.



Christmas spotter trail

While our team was busy decorating the house, a mischievous elf has hidden our knitted Christmas decorations! Can you help us to look for them? Spot the items that look out of place and see how many you can find.

Festive crafts

Get creative with some festive crafts, whether you're looking to write a letter to Santa, enjoy some coloring in, or take home a handmade decoration for your Christmas tree.



2/ Visiting Belton House

Explore the rooms at Belton House

The Marble Hall was designed as the main entrance and the first in a procession of grand rooms. In the Victorian period, its function changed dramatically into an area of familial comfort, with large rugs, plants, and seating in place. This is where you'll enter the mansion on your visit.

Walking through the house you'll come across the **Chapel Drawing Room**, which is a rare example of decor that dates from the building of the house in 1683-1685.

Upstairs you'll discover **the Chinese Bedroom** with wallpaper that was hand-painted in China and intended for export.

Before heading back downstairs you'll visit the **Windsor Bedroom**. This room is named in honor of Belton's association with Edward VIII, the British monarch who abdicated in 1936 so he could marry Mrs. Wallis Simpson, a divorcee.



Chinese wallpaper at Belton House

3/ Visiting the Gardens at Belton

Belton was designed to impress, and the garden reflects late 17th-century formality in keeping with the period of the mansion. Whatever time of year you visit, the shifting seasons provide a great variety of colours and wildlife to see.

Click here to check all Belton gardens' information



The Italian Garden



The Orangery & walled garden



The Dutch Garden



The Pleasure Grounds

3/ Exploring the Estate at Belton

With 1,300 acres of parkland surrounding Belton House, there's plenty to explore beyond the garden, including wildlife-rich open grassland, the River Witham and ancient woodland. The deer can be easily seen on walks across the parkland, with plenty of opportunity for some great photos.

Deer

Belton's historic herd of fallow deer attracts many visitors during the rutting season (October and November)



Birds

Winter is a great time to get to know your local birdlife. While it might not harbor the rousing dawn choruses of springtime, there are plenty of interesting winter visitors to be seen.



Fungi

Fungi are present in the ground and on and around trees throughout the year, but their fruiting bodies are at their best in the autumn. Depending on the weather conditions, impressive displays of colorful grassland fungi can be seen in the park's grasslands well into the winter months too.



4/ Family-friendly things to do at Belton

Belton's outdoor adventure playground

Swing, dangle, wobble, climb and jump your way through, across and over the National Trust's largest outdoor adventure playground, set within an ancient wilderness.



Play opportunities at Belton encourage challenging playful experiences in a safe environment to facilitate child development at all stages. The equipment's designed to be challenging.

Indoor play area

Here grown-ups get the opportunity to enjoy a refreshment or two, while the kids enjoy the indoor play area. Full of challenging fun for younger children, this is adventure play, not soft play. Offering a beehive, Bellmount Tower and the Fishing Lodge, joined together with hanging walkways, cargo nets, slides and tunnels. During term times, there will be early years and sensory play equipment for younger visitors.



Our Work at Belton

Conservation work at Belton preserves over 400 years of history and impressive parkland and gardens while uncovering new stories from the past. Staff and volunteers preserve vital historic artifacts and maintain the grounds to make every visit to Belton special.

1/ Preserving the book collection

One of the ongoing projects is **preserving the very special book collection in the Library**. Belton House has one of the largest libraries (over 20,000 books) in the care of the National Trust and contains many rare and important books. While the house is closed, the team works their way around the library shelves, cleaning, examining, and recording the details of each inspected book. Belton's second-hand bookshop helps raise funds to support our conservation work and keep the collection special.



2/ Blue Green Corridor Project

As part of the National Trust's ambition to play our part in **restoring a healthy, beautiful, natural environment**, we're working in partnership with South Kesteven District Council, North Kesteven District Council and the Environment Agency as part of the Blue Green Corridor project.

With support from the European Regional Development Fund, we're rejuvenating this section of the River Witham to benefit wetland **biodiversity** and **improve the connection with its floodplain**.

We're working to **slow the river's flow** by reconnecting the river to its original floodplain. This will also improve conditions for wildlife that live along the river corridor, such as water voles and white-clawed crayfish, as well as otters and the resident bat population.

Through this partnership project, we hope to **develop a new wildflower meadow area** close to the riverside. This will not only **make an attractive landscape** for people but will also **create a flourishing haven** for pollinators, insects, birds and other wildlife.



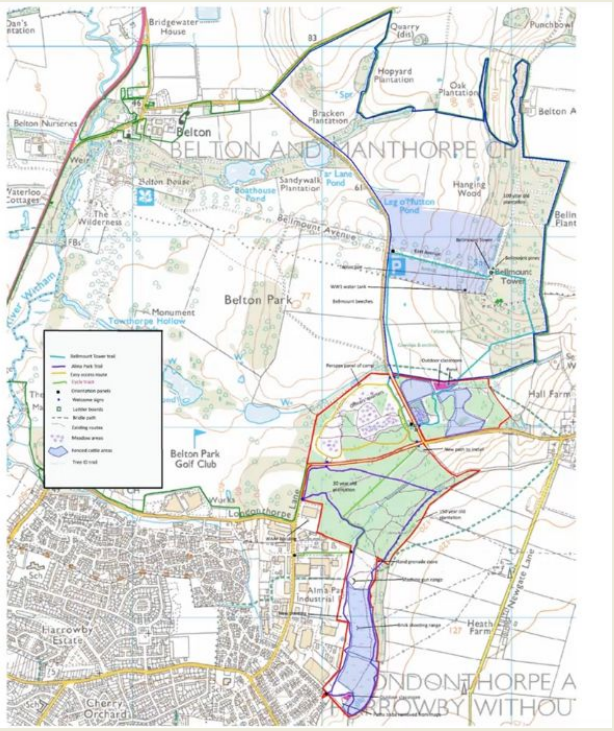
Londonthorpe Woods & Bellmount Project

Reconnecting Grantham to its Historical Landscape

Bellmount and Londonthorpe Woods once formed part of the 17th-century Brownlow Estate around Belton House, but over time this historic landscape has become fragmented.

The Woodland Trust and **National Trust**, supported by **the National Lottery Heritage Funds**, are working together to connect these 2 sites for people to explore and enjoy.





Vision

To unite this historic landscape to the east of Belton House, making it **accessible** to a wider range of people and providing benefits including **improved biodiversity, health and wellbeing, learning and skills**.

Our hope is that this amazing landscape will become a much-loved community resource, benefitting the lives o

Health

Guided walks
Waymarked trails
Cycle route
Easy access trail
Carer's days



History

Interpretation
Restoration of historic features
Access to Bellmount Tower
Heritage Open Days



Nature

Restoring Belton's Eastern Avenue
Monitoring Wildlife
Habitat Conservation
Trails & Outdoor Classrooms



Skills Training

Woodland Skills training program delivered in partnership with Hill Holt Wood, Sleaford and Grantham Job Centers for young people currently not in employment or education.

· Tree ID
· Woodland Management
· Strimmer & Brush Cutting course
· Health & Safety guidance



Further Information

Websites:

Woodlandtruse.org.uk/ReconnectingGrantham

Nationaltrust.org.uk/ReconnectingGrantham

Email:

ReconnectingGrantham@woodlandtrust.org.uk

Facebook:

Search "Reconnecting Grantham"

The Use of the Estate

Place for Movie Shooting

· Moondial 1988
· Pride and Prejudice 1995
· Jane Eyre 2005
· Antiques Roadshow 2015

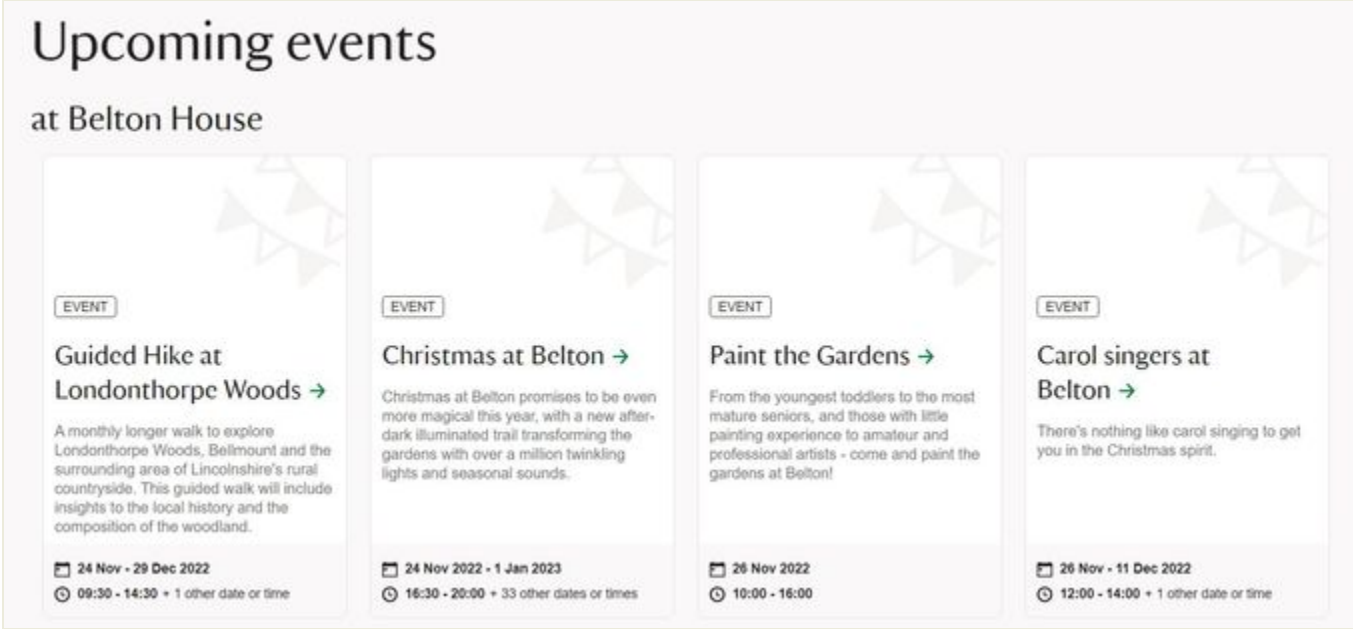


Christmas Events



Check more information at the National Trust

[Belton House | Lincolnshire | National Trust]



Good Practice Examples 13

St. Wulfram's Church & the Chained Library



Story of St. Wulfram

The parish church of St Wulfram is a noble building in every aspect, one of the largest medieval churches in the UK, seating around 700 people. Simon Jenkins in his book England's Thousand Best Churches gave it a five-star rating, in part for the tower and spire.

"Here is the finest steeple in England"— Simon Jenkins



Click here for more info about the building

Who Was St. Wulfram?

The church is dedicated to St Wulfram, a 7th century missionary born in about 650 AD near Fontainebleau, south of Paris.

· He was the son of a Frankish soldier but instead of following in his father's footsteps, he took Holy Orders.

· He was Archbishop of Sens in 693.

· In 700 he became a missionary to the pagan Frisians in what is now northern Germany.

· He died in 720 and was canonized after numerous miracles had been attributed to him.

· A large collegiate church is dedicated to him at Abbeville in northern France.

· In pre-Reformation times the church contained a shrine of St. Wulfram. The reliquary was probably housed in the Crypt and at times in the upper chamber of the North Porch.



Church Organ

Some church organs the size of St Wulfram's have their origins in instruments **first constructed in the nineteenth century**, and in rare cases even earlier. Almost all have been **rebuilt a number of times**. It is in the nature of such a complicated instrument that repairs are carried out every fifty years or so, and on these occasions, it is quite usual for improvements of some kind or another to be made.





Chapels

The church has four remaining chapels in distinctive styles:

1. **The Lady Chapel** – c1350 with splendid window tracery. Visitors will find a votive candle stand and a place for personal prayer.
2. **Crypt Chapel** – c1350 restored1899 – is beneath the Lady Chapel and is where the Reserved Sacrament is kept.
3. **Corpus Christi Chapel** – 1450. With its clear glass in large Perpendicular windows, this is the lightest part of the church.
4. **St Michael's Chapel** – furnished in 1960. It is in the north aisle and has a modern stained glass window depicting St Michael about to strike Satan.



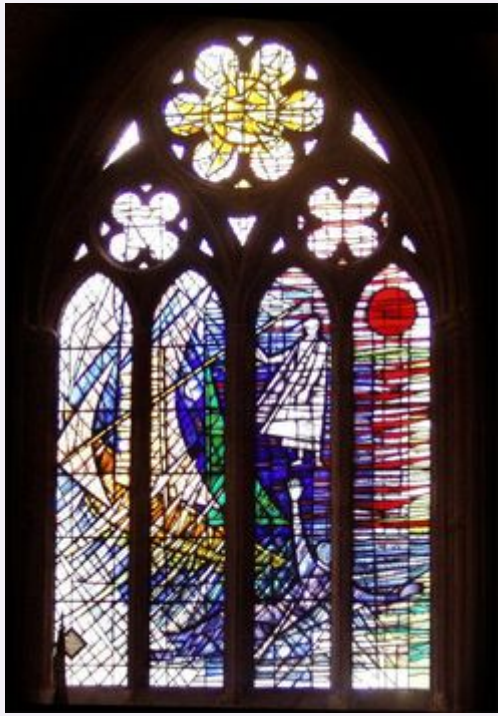
Lady Chapel's frontal

The Font



The medieval font c1496 is surmounted by a tall and elaborate fixed cover of 1899 designed by Sir Walter Tapper. Inside the cover are three carved figures depicting Edward the Confessor, St Hugh of Lincoln and St Wulfram. The font is used regularly to baptize around 50 children a year from the parish.

Windows



The windows afford excellent examples of geometrical tracery from the Early Gothic period, flowing tracery from the Decorated period, and five Perpendicular windows.

Virtually no glass survives from medieval times but there are ten Victorian windows by Kempe and others, and four contrasting modern compositions including John Hayward's 1970 Christ Walking on the Water.

The Francis Trigge Chained Library

This is a great treasure of the church, established in 1598 when Reverend Francis Trigge, Rector of Welbourn, gave £100 for the purchase of books to set up the library. There are 356 separate items including a book printed in Venice in 1472, which is four years before Caxton introduced printing into England. Over 80 volumes are still attached by a chain to the shelves, preventing their loan or theft.





Activities based on all these great heritage



Morning Prayer
- in church and broadcast on Facebook



Magazines
click here if you hope to find the copy



Events

Exhibitions
Here at St Wulfarm's are always delighted to work with individuals and groups who would like to use their magnificent church as an exhibition space

Education Center

Welcome the children, youth & family to learn

St Wulfram's is a church community that appreciates how we can all learn from children and young people. To help us all grow in faith and community we regularly put on various events specifically designed for children and young people.
St Wulfram's is often used as a teaching space for school visits and we are delighted to welcome any group who wishes to use the church as a teaching venue.

At the moment we offer **guided tours** (showing the various important parts of the church), and Signs and Symbols Trails. It is our hope in the near future to establish a full Education Centre with an Education Officer offering a broader range of **trails** and **workshops** to enrich learning across Grantham and beyond.



Other services

Choir:

St Wulfram's Church is home for a busy choral community of children, young people and adults from across the Grantham area, who meet regularly to learn to sing choral music, and who form a nationally renowned church choir.

Baptism:

St Wulfram's offers an open policy to baptising infants. This means that we welcome any child whose parents wish is for them to be baptised into the Christian faith, to have a service of baptism.

Weddings:

The Rector has a legal duty to be satisfied that you can lawfully marry in the parish before any arrangements can be fixed.

Funerals:

A funeral is used to mark the end of a person's life here on earth. Family and friends come together to express grief, give thanks for the life lived and commend the person into God's keeping. This can be a small, quiet ceremony or a large occasion in a packed church.

Special Services:

St Wulfram's is often used by community groups, schools and local government as a venue to hold special services.

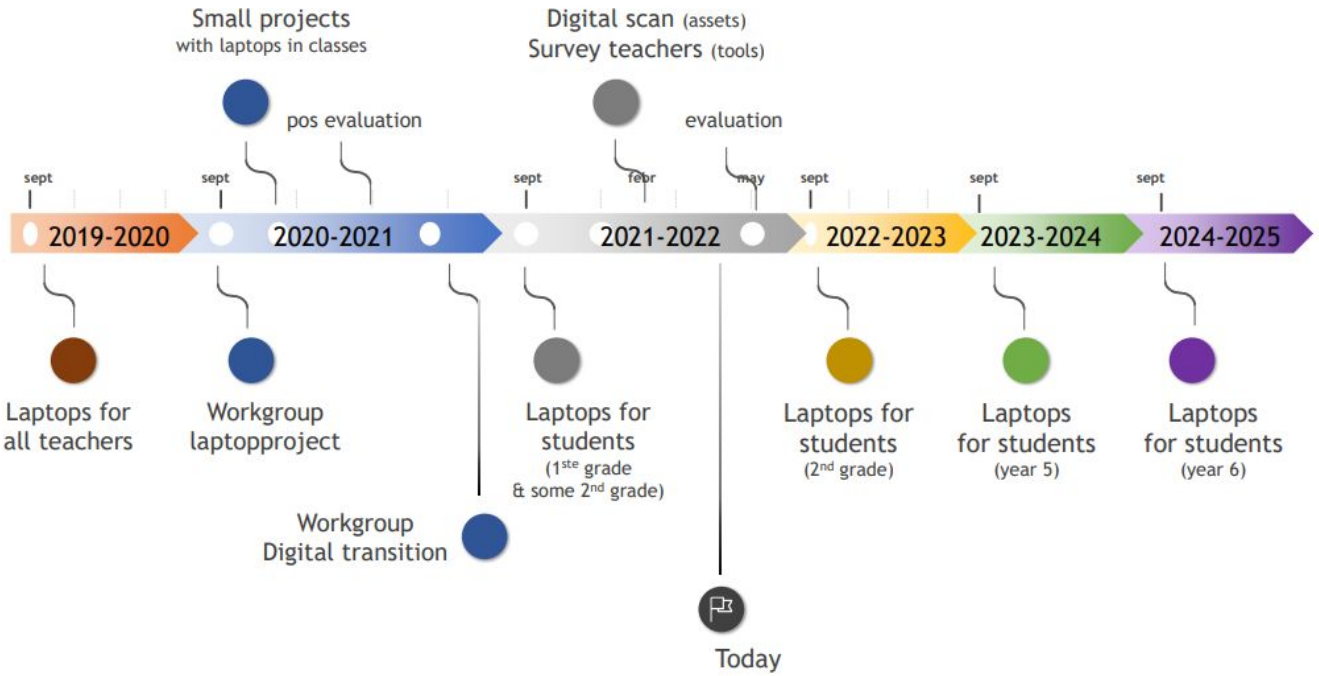
Good Practice Examples 12

Digital Transitions in Educational Institutions:

Tools for a sustainable progress



Timeline


Small projects
with laptops in classes
pos evaluation
Digital scan (assets)
Survey teachers (tools)
evaluation
sept
sept
sept
febr
may
sept
sept
sept
2019-2020
2020-2021
2021-2022
2022-2023
2023-2024
2024-2025
Laptops for all teachers
Workgroup laptopproject
Workgroup Digital transition
Laptops for students (1ste grade & some 2nd grade)
Today
Laptops for students (2nd grade)
Laptops for students (year 5)
Laptops for students (year 6)

Laptop Project

· Workgroup laptop project, aims at questioning the and concerns of teachers
· Usage free
· Start: laptops for students
· Together we provide a powerful digital learning environment for all our students
· 21st century skills
· Carried by the school team
check here for more info

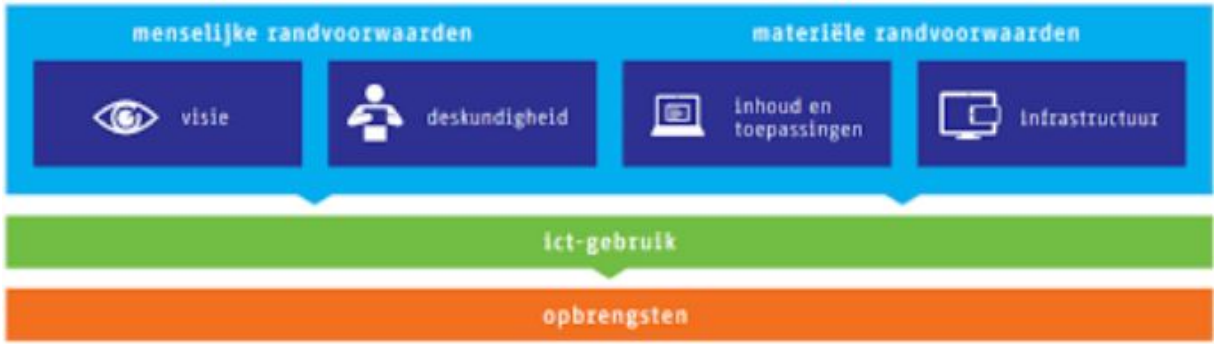
Heilig-Hartinstituut
secundair onderwijs

Digital Transition

• Together we provide a powerful digital learning environment for all our students. Keeping in mind equal educational opportunities.
• Investigate which technology can support the teacher to offer tailor-made education.
• Provide inspiration and practical support for the digital teacher
• Discovery of the basic channels, schoolware and Office 365, to provide additional tools
• To offer support in collaboration to develop digital lessons

Traject Digital Transition

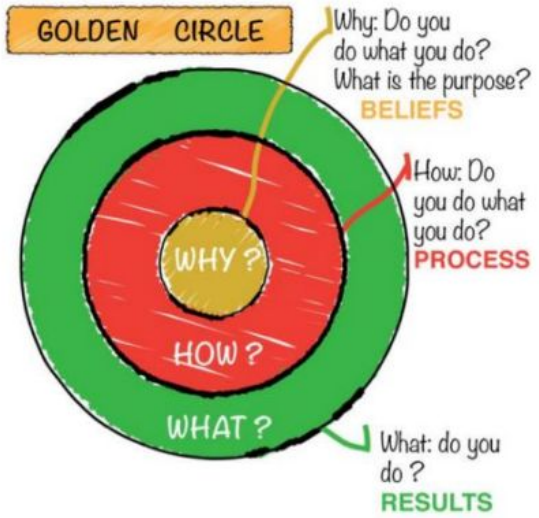
- Four-in-balance-model (https://pro.katholiekonderwijs.vlaanderen/ict-beleid)
- Infrastructure



Why, how & what?

Check this Youtube video

- Develop an ICT policy plan to work together to provide a powerful digital learning environment for all our students
- Divided over different components with action points

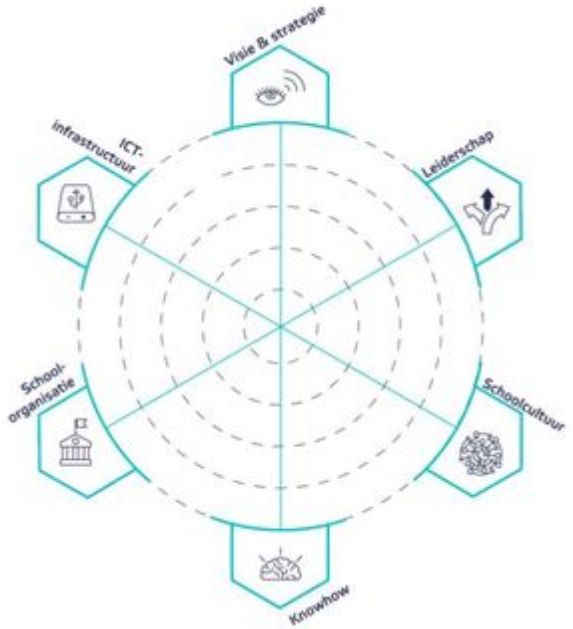


Action Points

1/ Uniform way to develop/ digitize our own course (same tool / same template) (as mush uniform as possible)
2/ Overview of existing/ used digital tools/ good practices with their advantages and disadvantages → Choose for support and uniformity

DigiCapital Scan (schoolmakers)

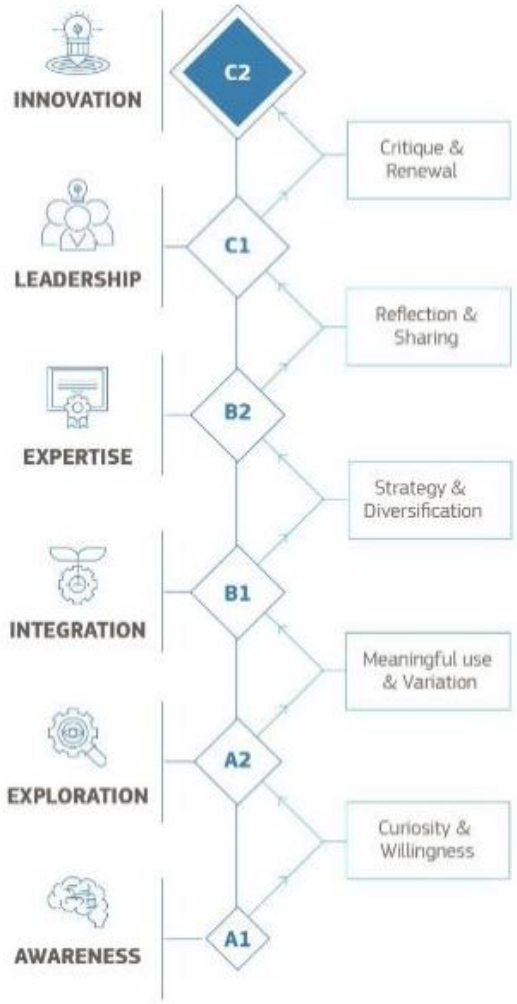
• Measure **the digital capital of the school** in terms of vision and strategy, competencies of the team, leadership in digitization, school, culture, school organization and ICT infrastructure
• Determine the current state of affairs
• Management, ICT-coordinators & teachers
• Report with results
• Expansion/adjustments ICT-plan
➢ Letting the digital transition working group determine the action points



Four-in-balance-Model

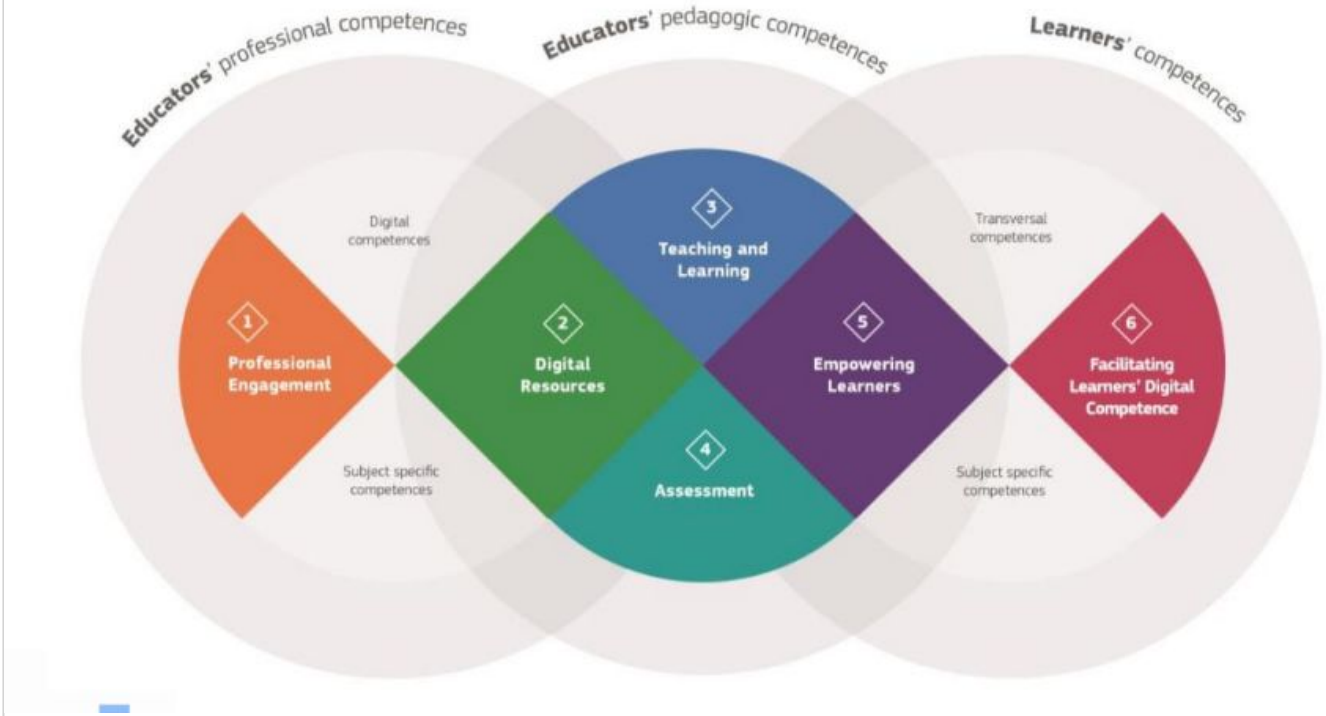
[Website]

Roles & Ability Levels



- A1 Starters
- A2 Explorers
- B1 Users
- B2 Experts
- C1 Leaders
- C2 Pioneers

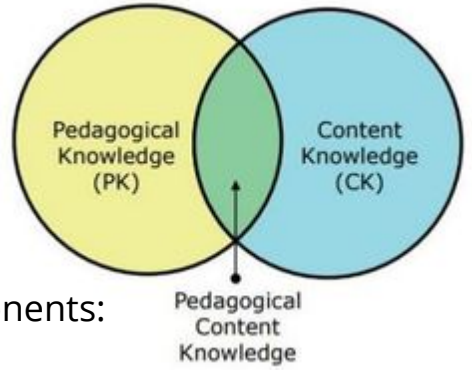
Digital Competences of teachers



- Digital Competences of teachers
- Digital Competences framework for educators (DigCompEdu)

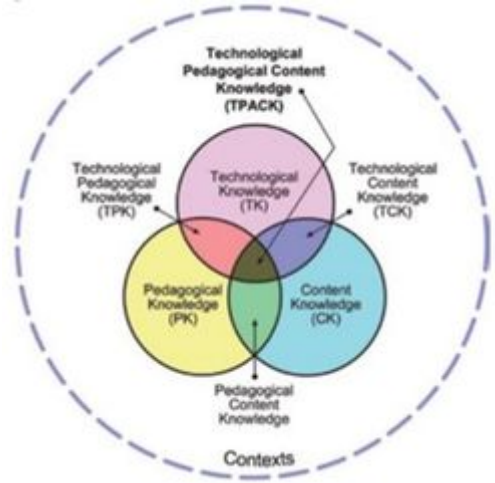
How can a teacher integrate ICT in education in a qualitative way?

The PCK model consists of 2 basic components:
- Content Knowledge, CK
- Pedagogical Knowledge, PK



From PCK to TPACK

The TPACK model consists of three basic components:
- Content Knowledge, CK
- Pedagogical Knowledge, PK
- Technological Knowledge, TK



Why is the addition of T important?

- Developments are running fast
- Functional understanding of ICT
- Quickly assess the possibilities

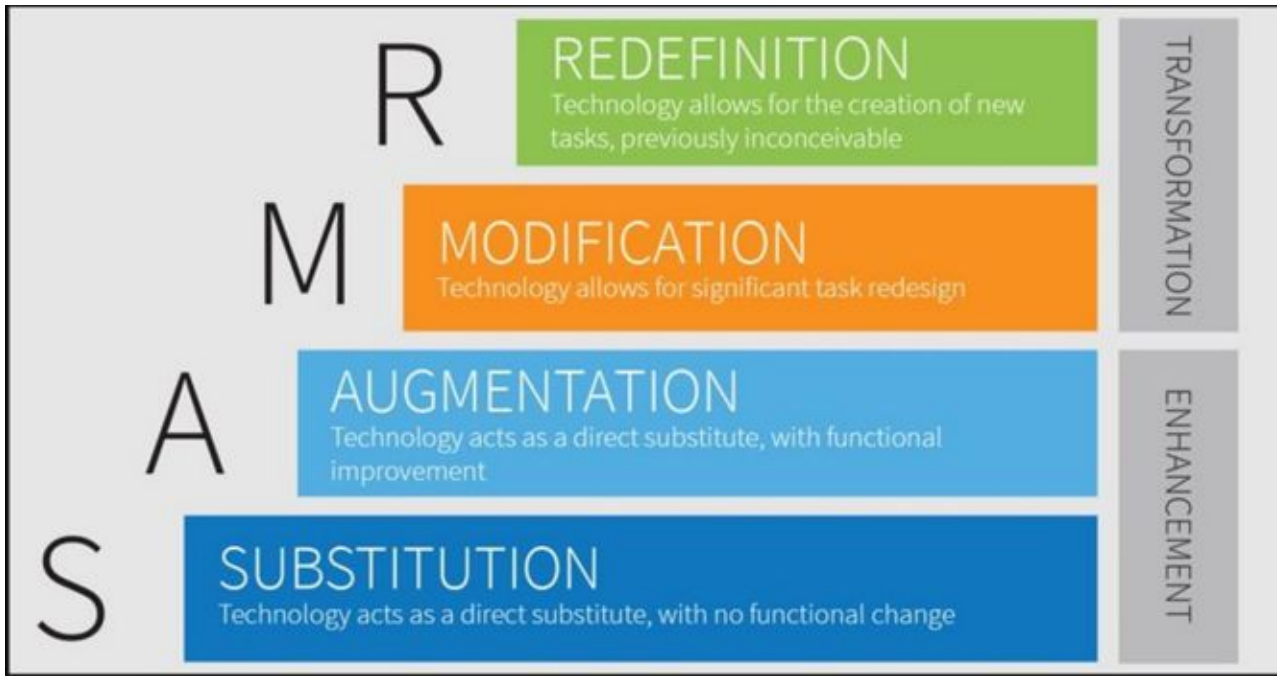
Context

- Specific context valid for integration and three components TPACK
- Also knowledge of target group, situation, school, infrastructure and environment

Working with TPACK

SMAR Model

How innovative is the use of ICT in the classroom?



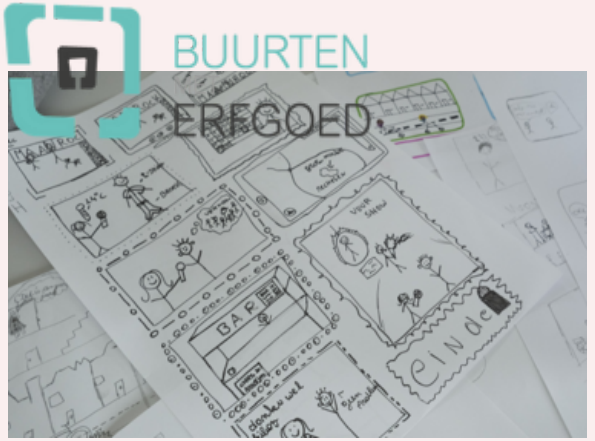
Good Practice Examples 11

Heritage and (formal) Education: Time for Rethinking



What is Faro?





Support heritage practice

Develop heritage practice





Heritage Day

Heritage App

Creating visibility for cultural heritage



[Introduction Video on YouTube]

The Need to Rethink
the Relation between Heritage & (formal) Education

A lot of reforms and changes are going on in formal education.
How can we stay relevant in formal education?

· Formal education: important audience (attendance)
· Education role of heritage organizations is substantial (says 80%)
· **Many challenges**:

1/ How to reach not only primary but also secondary schools?
2/ How can education be more structurally embedded?
3/ How can education be more part of the core of the organization?

How does FARO shape this rethinking process?

· **Exploring**: focus groups
· **Inform**: study days, training
· **Experimenting**: Heritage Day
· **Structural embedding**: Erfgoedwijs.be, collaboration with educational publishers, with higher education/teacher training
… (ongoing process)



Heritage Day as a tool

What is it about?

Heritage Day introduces the curious visitor to the movable and intangible heritage, in all its diversity and with all the work that goes with it in front of and behind the scenes.

By movable heritage, we mean all kinds of objects and things. Think, for example, of old books, paintings, etchings, photographs, archival documents and tools to carry out a craft.

Under intangible heritage, we place the intangible customs and habits of the past, culture in living human bodies, which we want to pass on to people in the future. Examples are basket weaving, wigs making, home nursing in Geel, Saint Barbara parties, tea or beer culture, baking waffles, telling stories, techniques to make the heads of giants, ...

BUURTEN MET ERFGOED

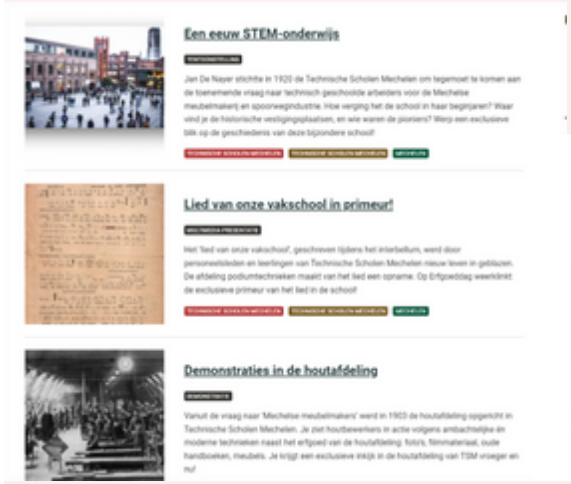




Aims:

This project hopes to bring the richness, diversity and potential of all the movable and intangible cultural heritage that Flanders and Brussels have to the attention of as many people as possible.

Thanks to the changing annual themes, fascinating collaborations arise again and again between various heritage players such as museums, heritage cells, local history circles... and numerous other partners and sectors. In this way, this annual high mass of the cultural heritage sector remains an absolute public favourite. Initiatives, activities and ideas often grow from the heritage field.



Example:
TS Mechelen



Example:
Cultural Heritage Library of Brugge

Heritage Day - Week

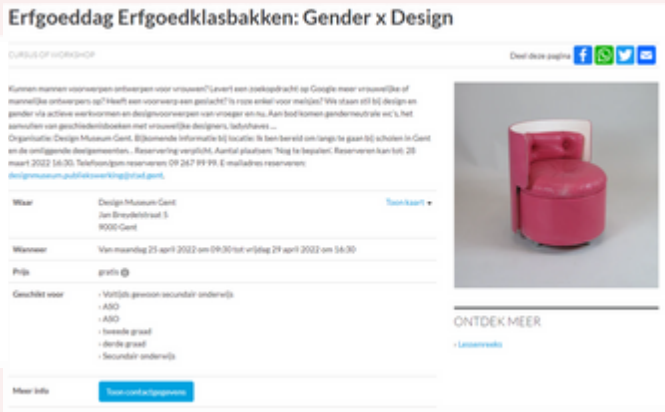
Heritage experts in the classroom

· Making heritage as accessible as possible for teachers
(take over; in school; 1 hour; no preparation needed)
· Different profiles (interesting for different school subjects)
· Involving (back office) profiles in education
· Crash course 'teaching'
· Stretching the offer from heritage organizations for schools
· Sensitize children and young people: heritage, heritage profession, as heritage carer/make + 'heritage literacy'

→ *social dimension of heritage education (raising awareness of social responsibility)*



Example:
Africa Museum

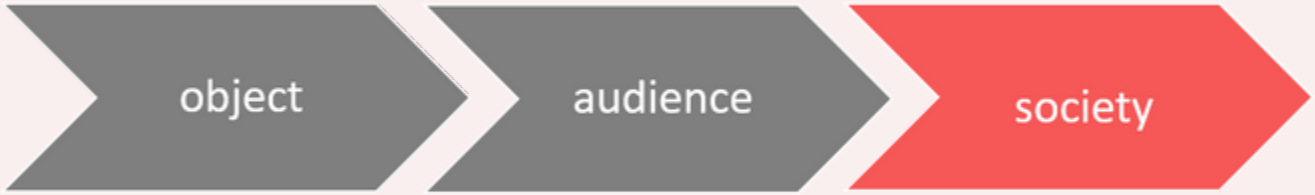


Example:
Design Museum

Social Dimension of Heritage Education

Orientation of Heritage Organizations towards Society

f.ex. Evolution of Museums



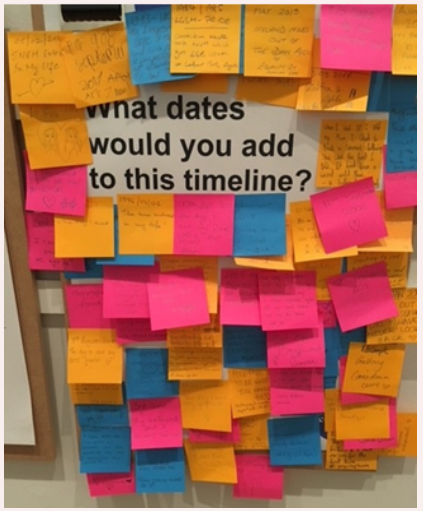
· Knowledge transfer	· Accessibility & experience	· Cocreation & citizenship
· Academic relevance	· Economic relevance	· Social impact

New ICOM definition of Museum
(proposal 2019)

"Museums are **democratizing, inclusive and polyphonic spaces for critical dialogue** about the past and the future. **Acknowledging and addressing the conflicts and challenges of the present**, they hold artifacts and specimens in trust for society, safeguard diverse memories for future generations and guarantee equal rights and equal access to heritage for all people. Museums are not for profit. **They are participatory and transparent, and work in active partnership with and for diverse communities** to collect, preserve, research, interpret, exhibit, and enhance understanding of the world, **aiming to contribute to human dignity and social justice, global equality and planetary wellbeing**."

Social Orientation in Several Museum Functions: Collecting, Exhibitions,... AND Education

· **Social in its goal**:
in addition to knowledge transfer and cultural awareness, citizenship becomes an important goal
· **Social in its didactic approach**:
learning together through co-creation, trough exploration, experiential learning...



What is Social Learning?

Social in its goal

· learning not only for the benefit of the individual, but **for the benefit of the society as a whole**

Social in its approach

· 4ingredients: cooperation, action, communication and reflection
· learning with others, and learning **FROM** others

Learning from the group, Learning for the group (through participation/ co-creation)

What does this mean for our Educational Role?

· Articulate educational goals on the individual level AND on the level of society
· Express individual outcomes AND the social impact of education



Heritage organizations answering global challenges

Good Practice Examples 10

MUDESC
"Paolo e Ornella Ricca"
Museum of School History



Historic Background

The museum originated thanks to the first, remarkable school collection which was donated to the University of Macerata by the spouses Paolo and Ornella Ricca, to whom the museum has been named after.

Paolo Ricca was born on April 20, 1935 in Cosenza, in the Calabria Region. During his university studies, he entered the Cassa di Risparmio di Calabria e Lucania through a competition, thus starting a very long career culminating in the role of deputy bank general manager of CARICAL. In1994 Paolo founded together with his wife Ornella and brother Raffaele – the cultural association "Il salotto verde", which promoted numerous cultural initiatives (exhibitions, meetings, etc.) on various issues. During the preparation of one of these initiatives, Paolo came up with the idea of researching his first-grade book and thus began to attend antique markets in search of objects from the school past. This research led him and his wife to the discovery of numerous school objects of the past and to the creation of one of the largest and most complete private collection of school objects in our country, which they exhibited in many towns across Italy.



Our Activities

The**"Paolo e Ornella Ricca" School Museum** is a university structure, born within the Department of Education, Cultural Heritage and Tourism of the University of Macerata and is part of the Documentation and Research Center on the history of schoolbooks and children's literature.

The Museum **collects, preserves and exhibits to the public the school heritage**, consisting of a wide range of **school materials of various types** relating to the history of the Italian school from the Unification (1861) until the years 1970/1980.

The activities of the museum are developed in two directions:
1) Educational activities for various types of the public;
2) Conservation, research and dissemination activities.

Check here for the website page



Educational Activities of the Museum

· ***Workshops*** *for schools of any level and grade (see next page of 'educational offer');*
· ***Lectures*** *and* ***workshops*** *for students of the Department of Education, Cultural Heritage and Tourism of the University of Macerata;*
· ***Lessons for*** *secondary school students;*
· ***Educational projects*** *on specific issues for schools of all levels;*
· ***Guided tours for the public and for visitors with special needs;***
· ***Cultural events for families and the general public****.*

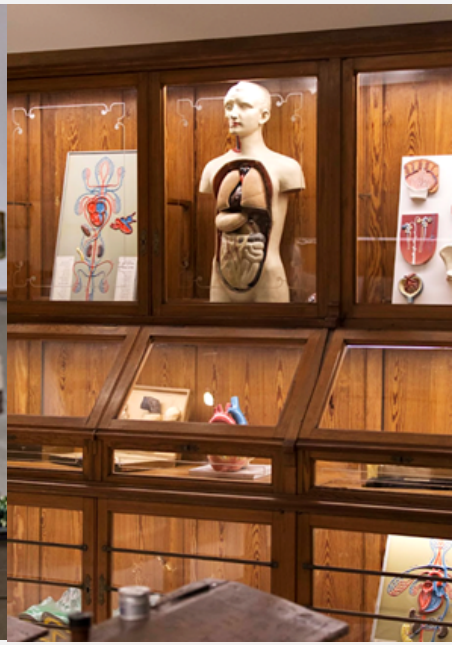




In addition to the teaching indicated above, the Museum carries out collection, research and documentation activities in the following ways:

· ***Collection*** *and* ***conservation of books*** *and* ***other school materials*** *(such as notebooks, objects, school furniture, etc.) disused, deposited and/or donated by private individuals and public bodies through various forms (eg: free loan, temporary storage, donation, etc.);*
· ***Collection of oral sources on the history*** *of the school through interviews, video interviews, audio recordings, etc. voluntarily released by the "witnesses of the school" (former pupils, former teachers, former school directors, etc.)*



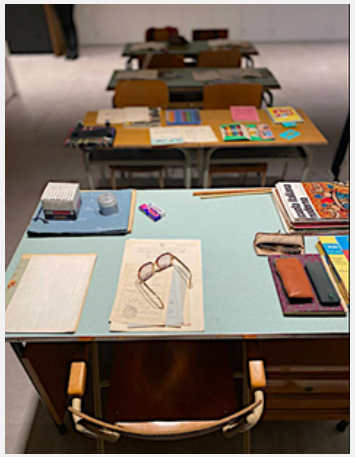



The new museum: The MUDESC

The Macerata school museum has changed over the years.

In 2016, the museum was first refurbished after winning the national competitive tender «Educational projects in museums, in sites of archaeological, historical and cultural interest or in cultural and scientific institutions» (Leg. Decree
of September 12, 2013 no. 104).
But it was in the two-year period 2021-2022 that the museum was enlarged and completely renovated thanks to a major fund from the Ministry of the University for the Departments of Excellence (L. 232 11.12.2016).

The new museum reopened in December 2022 under
the name of MUDESC-Museo della Scuola “Paolo & Ornella Ricca”.





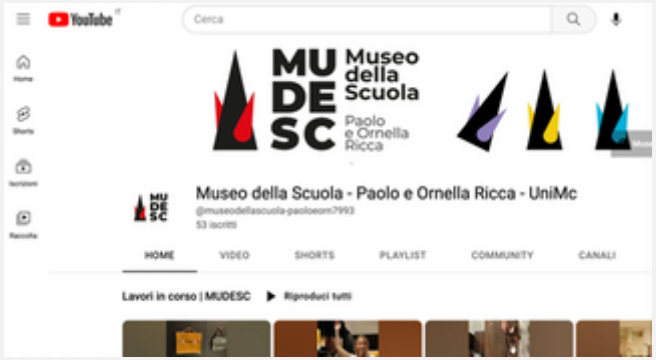
The educational offer proposed by the Museum is rich and varied, ranging from lessons aimed at university students, to guided tours with thematic insights for all types of public, up to projects and educational workshops addressed to pupils of primary school and secondary school of the first and second degree.
In particular, the new Mudesc works as a laboratory for school and university students alike, who can take part in all the front-desk and back-stage activities in order to acquire interdisciplinary knowledge and competences, and to develop professional skills in diverse ambits of museum management (communication, digitization, accessibility).





Contacts:

MUDESC new website:
http://museodellascuola.unimc.it/
Facebook page:
https://www.facebook.com/museodellascuolamacerata
Youtube channel:
https://www.youtube.com/@museodellascuola-paoloeorn7993/featured
Intragram:
https://www.youtube.com/@museodellascuola-paoloeorn7993/featured





Good Practice Examples 9

The Queen's Green Canopy

THE
QUEEN'S GREEN
CANOPY

About the Queen's Green Canopy

The Queen’s Green Canopy (QGC) is a unique, UK-wide tree-planting initiative created to mark Her Majesty’s Platinum Jubilee in 2022, by inviting people to “Plant a Tree for the Jubilee."

Everyone from individuals to Scout and Girlguiding groups, villages, cities, counties, schools and corporates are encouraged to plant trees.

The Queen’s Green Canopy aims to encourage everyone to learn more about the best way to plant trees so that they survive and flourish for years to come.

A special interactive map has been created to track the Jubilee tree plantings on the QGC website so that everyone can share and inspire others, as well as creating a green canopy of projects to cover the country. (check here)

website: The Queen’s Green Canopy (queensgreencanopy.org)



What is included in the QGC project?

As well as inviting the planting of new trees, The Queen's Green Canopy will highlight 70 unique and irreplaceable **Ancient Woodlands** across the United Kingdom and identify 70 **Ancient Trees** to celebrate Her Majesty's 70 years of service.

Schoolchildren across the UK will be encouraged to work towards their Junior Forester Award which will teach them more about the world of trees, and how they can help them thrive and will give them an insight into the skills needed for a career in forestry.



Ancient Trees & Ancient Woodland

Established over hundreds of years, these precious and irreplaceable habitats are **rich in their natural and social history and ecology** and have formed the **backdrop to important moments** in the history of our four nations. The chosen locations span the landscape and exist for everyone to enjoy. **All have a unique story to tell** – some are famous specimens, while others have local significance as natural wonders throughout our neighborhoods.

By sharing the stories behind the Woodlands and Trees, as well as the incredible efforts that are made to protect them, The Queen's Green Canopy aims to **raise awareness of these treasured habitats and the importance of conserving them for future generations**. The Ancient Tree dedication marks the start of a long-term project to propagate material to **ensure that the genetic resource and unique characteristics of some of the UK's most important trees are preserved**.



· Check here for 70 Ancient Trees · Check here for 70 Ancient Woodland

Educational Hub

We've brought together a range of materials focused on environmental topics. Take a moment to learn about the brilliant work of the Frank Field Education Trust or look at our tree quiz, which offers a more colorful route into engaging with nature.



Frank Field Education Trust

Learn more about the inspiring work of the Frank Field Education Trust.

Read More



RFS Junior Forester Award

Through a special edition of the RFS Junior Forester Award, children will be able to plant and learn how to care for trees in their school grounds.

Read More



Tree Quiz

Put your tree knowledge to the test with this fun tree quiz and learn some incredible tree facts along the way.

Read More



Tree Diseases and Pests

Learn how tree diseases and pests spread, along with links to resources that will help you identify common tree diseases and pests.

Read More



Protecting Ancient Woodland

Find out why we need to protect ancient woodland and what QGC are doing to protect these spectacular habitats.

Read More



Tree Tools for Schools

Learn more about The Woodland Trust's Tree Tools for Schools resource, which features a range of interactive activities.

Read More

Good Practice Examples 8

Repurposing Buildings in a School Environment



PARCUM

HERBÉ

WIJ HERBESTEMMEN ERFGOED

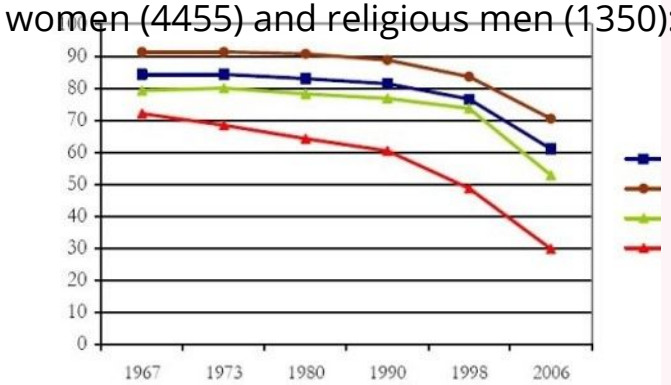
The Need to Repurpose these Religious Houses

Here in Belgium, there is a long history of monastic and religious communities. And with a strong secularisation, especially after WWII, nearly no new religious men and women, which will lead to a question that in **2030** nearly **no religious houses** would still be exclusively inhabited by their original religious communities...

There is a huge need for Repurposing these religious houses.

Seriously greying & shrinking communities

· Number of houses in 2013: 1038 → in 2017: 770
· **Decrease of 26% in 4 years' time**, i.e. circa 6,46% per year
· Number of religious institutes in 2013: 301 → in 2017: 295
· Number of religious institutes in 2018: 281 (decrease 2,5% in 5 years)
· In 2013 religious women (6303) and religious men (1834): **8137**
· In 2017 religious women (4750) and religious men (1450): **6200**
· 2018 religious women (4455) and religious men (1350): **5825**



Drastic decrease in the numbers of religious people

Even though the impact of secularisation is tremendous, it is not necessarily only negative...

If we can find the right way, we still can continue to tell their stories, to take the good things of this intensive history into new projects and masterplans

----**taking them to the next generation**

The Main Tension with this Idea

Financially Viable

Good care for older religious communities

Versus

Strong Message to Tell

Passing the soul of the place and congregation
on to the next generation





The Aspects Involved with the Project



Immovable religious heritage



Intangible religious heritage



Movable religious heritage

Making proper digital inventories for management and valuation



Archives & Libraries

Examples of a School's Chapel integrated into a new story



Integrated into a **Sports Hall**



Integrated into **Classrooms**





Chapels were repurposed but the spiritual aspects remained in a new way --- used to talk with young generations about spirituality and deeper questions in life

Case: Domein Mariadal, Hoegaarden

· 1450: built as a monastery
· 1820: Sisters of the Union at the Sacred Heart arrived
· There has been a school operating since the sisters arrived, for now, they offer special education, nursery, secondary and primary education.
· The buildings are recognized as a valuable landscape heritage and a status monument





How to realize this project?

1/ Plan out the future of Mariadal and work out the dreams of the Sisters and Stakeholders

2/ Green stepping stones are connected to the two big **green rooms** of Hoegaarden (as the picture below)

the project can talk about the **next garden** of Hoegaarden

3/ Meetings with the mayor and find out **the Mobility issue** around the school and **the difficulties of making agreements** on the use of different spots, and a big problem with **the shortage of Space**





4/ Based on all the pre-investigation, the design plan started with dividing buildings into **high-medium-low** heritage value

the guide to determine the level of interventions possible in any particular space in the building

5/ Looking for Space

Optimizing the use of space/ split the various sections

and the possibility of new buildings (added more space for the teenagers' school)





The Final Masterplan - Functions

History / Care-living / Education / Tourism

· Added two new entrances in order to keep the streams of children under control

· Pink zone: reconstructed for **Residential function** with care-living and the ground floor together with the chapel will be kept free **for cultural use** (as a museum)--- continue telling the story of Mariadal





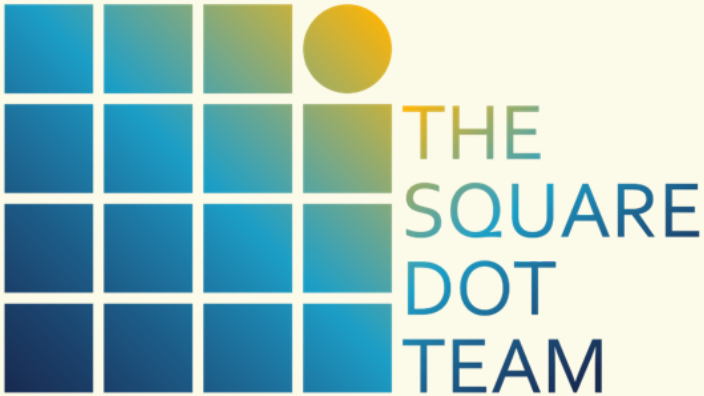




Good Practice Examples 7

Cherished

Supporting School Educators in the Use of Cultural Heritage for Inclusive Digital Education



Introduction of The Square Dot Team

· An expert-based organization
· Committed to tackling societal challenges through tailor-made policy advice
· Aim to develop research and policy advice with the view to enrich public policy with tailor-made, innovative and socially responsible solutions



Project Information

Erasmus+Key Action 2: Strategic Partnerships for school education project
Project title: Supporting school educators in the use
for inclusive digital education
Project acronym: CHERISHED
Project code: 2020-1-BE02-KA226-SCH-083039
Project duration: 01/03/2021 - 28/02/2023
Main objectives: Innovation
Website: https://www.cherishedproject.eu



Aims & Context

· Seeks to tackle the **lack of a common framework for the integration of inclusive digital cultural heritage in compulsory education**
· **Synergies** between education and heritage policies exist but are still insufficient and not structured in such a way to be helpful enough to both sectors.
· As key policy priorities of the EU:
Boosting digital cultural heritage
Cultural heritage education
through *strengthening each partner's role in design for sustainable and inclusive digital cultural heritage integration in the curriculum of different countries.*
· ***Bridging the gap between culture and education with*** cross-curricular learning and teaching through the integration of digital cultural heritage in CHERISHED with an innovative framework for implementation with supporting intellectual outputs



Objectives of the Project

· Provide a **pedagogical framework** and concrete recommendations for adoption by educational ministries across Europe

· Enhance the **capacity of secondary school teachers**' toward integration of digital cultural heritage in their everyday teaching practices across the curriculum

· **Support school educators** to safeguard the inclusive nature of digital learning opportunities in and through cultural heritage

· Promote **innovative quality resources and tools** for school educators for integration of cultural heritage towards inclusive digital education

· Provide an **impact and evaluation tool for teachers' self-assessment** of their readiness to reuse digital cultural heritage in compulsory education

· Promote **awareness of the importance of cultural heritage** readiness for inclusive digital education in Europe



Impacts of the Project

· Around100 secondary school students and over 60 teachers and principals will participate in the pilot and implementation phases

· 200 policymakers and cultural heritage professionals and teachers will be informed about the project's scope, methodology and products through local events and seminars

· Indirectly, at least 1000 teachers and students will be informed and more than 2000 organizations at the national and EU levels will be informed about the project's scope

Target Group

1/ Secondary School teachers/ principals/ tutors/ researchers
2/ Secondary school students
3/ Policy makers and educational authorities
4/ Stakeholders like NGOs and associations for cultural heritage, social inclusion, museums/ galleries
5/ Cultural heritage professionals (e.g. museum educators/ digital managers)



Intellectual Outputs

The project's objectives are addressed by five Intellectual Outputs:

IO1: A European Framework for Digital Cultural Heritage in Compulsory Education (Cherished Framework)

This intellectual output presents a European Framework for the Integration of Digital cultural heritage in compulsory secondary education in Europe. It aims to help Member States in their efforts to promote the reuse of cultural heritage digital resources in mainstream education.

The aim of the intellectual output is to provide a guide in the form of a manual, with specifications of the Pedagogical Framework to teach in an inclusive manner. The framework is intended to support national, regional and local efforts in fostering digital cultural heritage in compulsory education, focusing on inclusive digital learning, by offering a common frame of reference, with a common language and logic.



IO2: E-Learning Platform

IO2 refers to the development of a multifunctional and cross-sectoral online interdisciplinary learning platform. The COVID-19 pandemic has increased the demand for inclusive digital education, with a focus on integrating tangible and intangible cultural heritage into required education.

The intention of the CHERISHED project is to provide concrete, co-creative and practice-based, learning modules and support tools. Based on the needs analysis conducted during the proposal stage of the project, it was found that secondary school teachers would benefit from online professional development in regard to inclusive and culturally relevant teaching.



IO3: CHERISHED Teacher Training Programme

This Output addresses a stated challenge in teachers' engagement with digital online resources for their lessons. The Teacher Training Programme hopes to enhance teachers' capability in mainstreaming digital cultural heritage for their lessons.

Using Microlearning to deliver training content to learners in bite-sized, focused bursts, and recent research evidence suggests there are massive benefits for both learners and organizations who use a bite-sized learning approach:

· Learner attention rates go up;
· Easy accessibility, increases completion rates;
· Skill gaps close faster;
· Microlearning courses are relatively easy to create and update;
· Low cost and time-efficient preparation;
· Flexible and responsive to 21st-century learners' limited time availability.
· Microlearning is particularly relevant when introducing a new science, technology, engineering and maths concept.



IO4: Cross-country curriculum analysis & recommendations report

The primary objective of O4 is to provide cultural heritage institutions with an overview of national and transnational secondary educational curriculum units for subjects taught, so as to digitize their collections with relevant resources for reuse in education.

In order to help educators use digital collections it is important to know what they are required to teach to their students. Information about curricula and exams is always publicly available because educators need access to this information to prepare their lessons. From a content and pedagogical point of view, 04 will ensure that the activities and resources produced in CHERISHED, can be seamlessly integrated into the curricula of European countries.



IO5: Cherished self-assessment tool

Increasing evidence points out that digital education policies are most successful when it is possible to ensure the teachers' buy-in, participation, engagement, and, ownership of the process (Conrads, Rasmussen, Winters, Geniet, & Langer, 2017).

In this respect, it is essential to acquaint educators with the CHERISHED framework and integrate its concepts into their own practical theories about digital cultural teaching competence.

O5 will produce **an online self-assessment instrument**, which will be available in the e-learning platform, and freely accessible in the partner languages.



Contact

Email:
elissavet@thesquare.team
carolina@thesquare.team

Website:
www.thesquare.team



Good Practice Examples 6

The Walled Garden Project



Introduction

Since 1971, Harlaxton Manor has been the home to Harlaxton College, part of the University of Evansville in Indiana, USA.

As we celebrate the first 50 years of Harlaxton College, and the University's stewardship of Harlaxton Manor, we hope The Walled Garden Project to be a key element of our plan to capture the potential of Harlaxton to ensure the next 50 years of growth by building on the mutually-beneficial relationship between our core education and heritage activities.

The Walled Garden Project has **four key themes and desired outcomes**:

1/ Honoring our Heritage; 2/ Creating New Academic Space; 3/ Inviting the Community to be a part of our Past and Future; 4/ Strength and Stability.

Ultimately, our vision is to provide an accessible visitor experience, delivering business, cultural, community, educational, environmental, economic, heritage, and social and health benefits.

The Walled Garden Project at Harlaxton Manor - Harlaxton Manor



History, Heritage & Legacy

Set away from the house, the late-19th century Walled Garden, which is 4 acres and Grade II* listed, is amongst the largest and most unique in Britain.

Gregory Gregory was incredibly proud of his walled garden. He promoted the art, science, and craft of gardening and rejected conventional walled garden design. He insisted that his walled garden should test a number of innovations (e.g. polygonal walls and compartments to capture the sun), all designed to create microclimates suitable for growing exotic fruits.

We believe our plans to restore the walled garden, create a unique multi-purpose student education center, and establish a visitor attraction, are similarly innovative and ambitious. We seek to build on Gregory Gregory's legacy and create a compelling vision for Harlaxton as we look forward to the next 50 years of growth.



Walled Gardens

Over time the walled garden at Harlaxton has fallen out of use but the walls and other structures remain and are in very good condition. The project will **return these walled gardens to productive use**.

The gardens will be restored to reflect the formal geometry that radiates from the main entrance. Some sections will include themed gardens such as a Shakespeare Garden, Sensory Garden, and Medicinal Garden, as well as an orchard and Blossom Avenue. Other compartments will house fruit and vegetable growing areas, with the produce consumed by both students and visitors.

The renovated gardens will host weddings, concerts, exhibitions, and other events in addition to becoming a destination for tourists. The gardens will be designed to be inclusive and accessible, and they will offer year-round interest to both our students and the general public. It will also provide possibilities for local groups to participate.



Accessibility & Inclusion

A major goal of the project is to increase **accessibility and the diversity of our audience** in general.

For example, we intend to ensure that all areas of the Walled Garden are fully accessible, and we will include various elements specifically designed for those with sensory impairments. We will include a fully-accessible play area and ensure that the Walled Garden and our extensive events and activity program are financially accessible and inclusive.



Honoring Our Heritage

Sustainability & Environment

Harlaxton is conscious that everyone has a responsibility to **reduce our environmental impact**. The Walled Garden Project will embrace sustainable design principles from the outset. Existing buildings will be retrofitted with appropriate levels of insulation and use sustainable heating, low-energy lighting and water capture techniques.

We hope to encourage sustainable modes of transportation to the site, maximize recycling and reduce packaging, and consume all produce from the Walled Garden in our café and student dining areas. Our plans for the larger landscape include increasing biodiversity and allowing our students and the general public to investigate the interactions between the natural environment, climate, and human land use.



New Academic Space

The creation of a shared space in the northern area of the walled garden will be used simultaneously by our students and visitors.

It will include **two key components**:

· **Regeneration** of the existing buildings into education, visitor engagement, retail spaces, and a café/restaurant.

· Creation of a new Innovation Hub to provide **education, change-making and social spaces** for our students, together with external performance and exhibition spaces for our students and the wider public.

The design of the Innovation Hub draws inspiration directly from the original use of this area of the walled garden which was a proving ground for growing plants from seeds and where plants were bred to achieve new hybrids with more desirable characteristics.

The materials will be complementary to the current walled garden and the design will be environmentally led, with sustainability being at the forefront of how the buildings are built and managed.



Community Building is Integral to our Future

This expanded use will eventually improve the College's existing undergraduate programs while also developing new graduate and adult learning programs. Various heritage, business, retail, horticultural, performance, and STEM-related educational opportunities will be available at Harlaxton as well as through partnerships with local non-profit and community groups.

This project will leverage the unique Anglo–American nature of Harlaxton to **enhance social and cultural engagement** within the area and develop complimentary events, activities and a lifelong learning program that provides opportunities locally, nationally, and internationally. Ultimately, this project will be **a milestone** of the University's management of Harlaxton College, which also ensures Harlaxton remains a resource of the local community, relevant to future student generations, and sustainable for the University as a whole.



Key Points

· **Looks Toward a Century of Growth**

Celebrates our first 50 years and looks to the future

· **Celebrates our History, Heritage and Legacy**

· **Builds on University Mission**

Represents a vision of what education and universities can be and is impactful for our students, staff and local community

· **Place Heritage in a Modern Context**

a unique blend of the 'old' and the 'new'--- *Regenerates existing buildings for a modern purpose; and builds an innovation hub purpose built to fulfill the University's change-making mission*

· **Local Support**

historic England, SKDC, English Nature and others already on board



- **Emphasises education and community participation**

  · Innovative programs
  · Changemaking
  · Internships
  · Entrepreneurship
  · Workshops
  · Continuing education
  · Community opportunities for groups and individuals
  · Leadership opportunities
  · Volunteering opportunities
  · Performance opportunities
  · Social interactions

*A place to **propagate new ideas** and a place to **foster community***

- **Significant Local Impact**

  1/ Provides local business, employment, heritage & community-based opportunities;

  2/ Includes major public accessibility, inclusion and mental health imperatives from the start

  3/ Enhances biodiversity and provides opportunities for our students and the wider public to explore the interplay between the natural environment, climate, and human land use

  4/ Minimizes environmental impact via sustainable design principles from the outset



Timeline & Next Steps

- Prepare planning application (Complete)
- Apply for planning permission (Complete - 9/8/2022)
- Detailed design & specification (Starting soon)
- Appoint contractor (Spring 2023)
- Construction (Jun 2023 – Dec 2024)
- Public opening (Spring/Easter 2025)

- Ongoing: Fundraising, community engagement, project and curriculum development

Architecture should be an instrument of connection not an instrument of isolation.

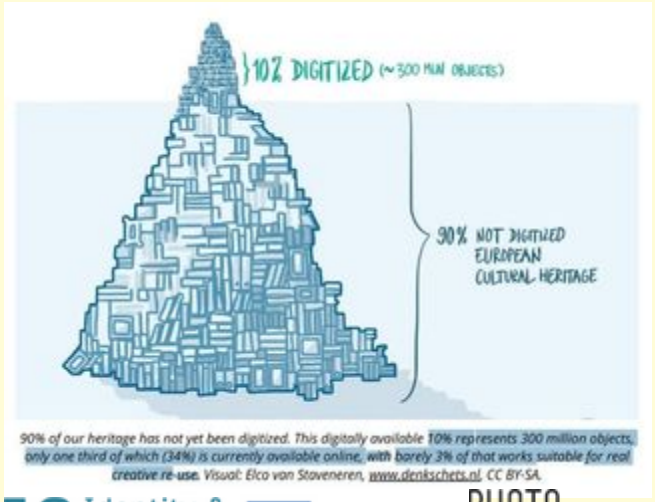
Charles Moore (1925-1993) - American architect



Good Practice Examples 5

Reusing Cultural Content Available Online

in Educational Activity & Teaching/ Learning Materials
(with an eye on copyright)



I2 Identity & Innovation

Erasmus+

PHOTO CONSORTIUM

1. Introduction

Digitization & Digital Cultural Heritage

· The digitization of cultural heritage collections is a process initiated since the beginning of 2000.

· The scope is to transform our heritage into a new form in the digital world, unlocking modern possibilities of access, preservation, sharing, and re-use.

· It is estimated that only 10% of European cultural heritage collections are digitized! Nevertheless, this amounts to tens of MILLIONS of cultural heritage files that Cultural Heritage Institutions (CHIs) have generated over time.

· One-third of this digitized material, curated with more or less accuracy, is available online on websites and portals.



Sharing is Caring (Also Online)

· Each CHI is currently going through a process of digital transformation, which implies that digitized collections are leveraged for various purposes, especially in audience engagement.

· Main objective remains always to support CHIs' mission to preserve our common heritage for future generations, to foster societal progress and well-being, to support identity building at the national and European levels, and to spread knowledge.

· Main challenge is to reach and engage audiences and gain visibility (of the collections and of the Institution) in the digital environment (Web and Social media).

Digital Cultural Heritage & Education

· A huge potential for empowering education at all levels.

· Pictures, videos, texts and other online resources and available tools can make a difference in designing a new educational scenario, where European cultural heritage is easily integrated into the different learning paths of formal and informal education.

· A wealth of resources and initiatives at local and European levels is constantly growing, which leverage on the potential of digital cultural heritage to support teaching, learning and discovering.

2. Internet as A Resource

· More and more often, students and teachers look over the internet to find texts or images or other types of information to support their daily work.

· General search engines, such as Google Search, and more specialized tools like Google Scholar allow for *never-ending* searches, also pointing to research outcomes, visual resources, audio files, etc.

· Popular sites, such as Wikipedia, are widely used to source information about the most varied topics, and are particularly appreciated by students - either they're serious or... cheating during examinations



Challenges

1/ Trustworthiness

How do I know if the information I found on the internet is reliable, accurate, valid?

· Depends on the source: the most reliable source for digital cultural heritage is the content holder (i.e. the owner institution/ its curators).
· Finding the source of information on the internet is not always easy
· The proliferation of fake news & content

2/ Completeness

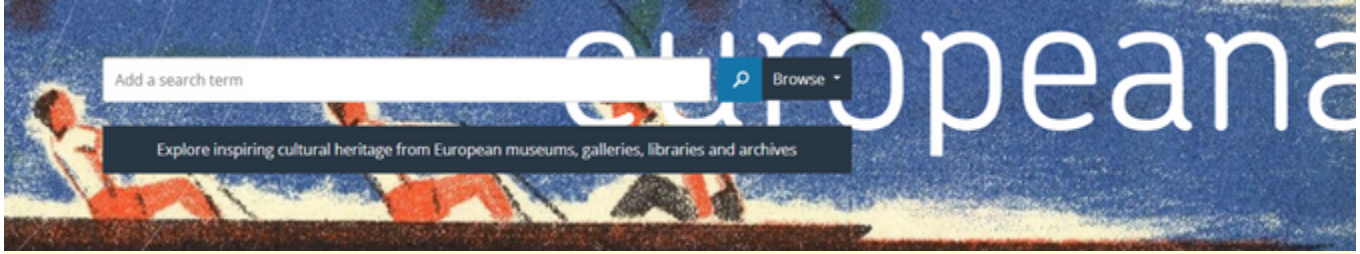
How do I ensure to have all the contextual information for the materials that I find on the internet?

· A thorough description of the image's context is not always provided by the visual resources that one might obtain online. This problem relates to the **METADATA**, which is the information that is associated with a digital object.

3/ Reuse

How do I ensure to have all the contextual information for the materials that I find on the internet?

· In practice, it is very unlikely to be sued for the wrong re-use of a resource if there is no commercial purpose. The scenario of copyright for digital content is extremely complex.
· The copyright regulations in different European nations are still far from being uniform.



Where can we find Trustable & Reusable content?

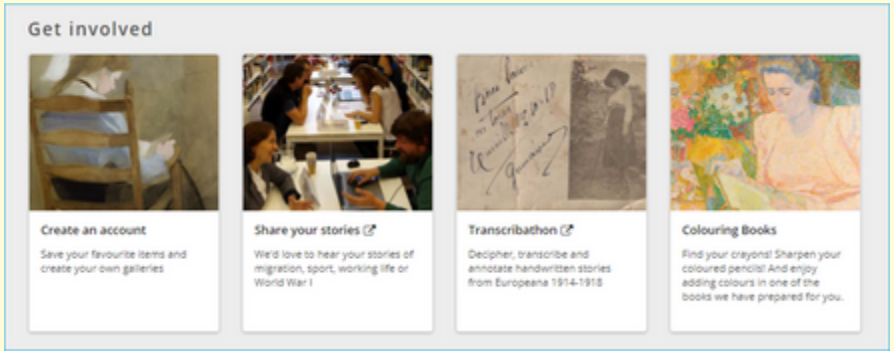
· As a flagship initiative of the European Union, **Europeana.eu** is the digital gateway to European cultural heritage collections. It gives visibility and access to more than **50 million** cultural heritage items made available by trusted CHIs from all over Europe.

· Heritage items comply with established quality standards.

· It is based on complex mechanisms and technical architectures to support state-of-the-art search and display, for the best user experience in the portal.

· Stories and contextual information are associated with individual digital objects.

· Trusted Europeana partners like **Photoconsortium** operate as accredited aggregators to enable the digital collections of CHIs to appear in Europeana.



Europeana Portal

· The Europeana initiative was conceived as the gateway to the European cultural heritage.

· It is based on a search engine that makes it possible to search for content in Europeana, by using keywords (in English and in other languages).

· It supports a user experience by highlighting and documenting cultural heritage collections published on
the portal, e.g. many editorials are available about the most varied topics.

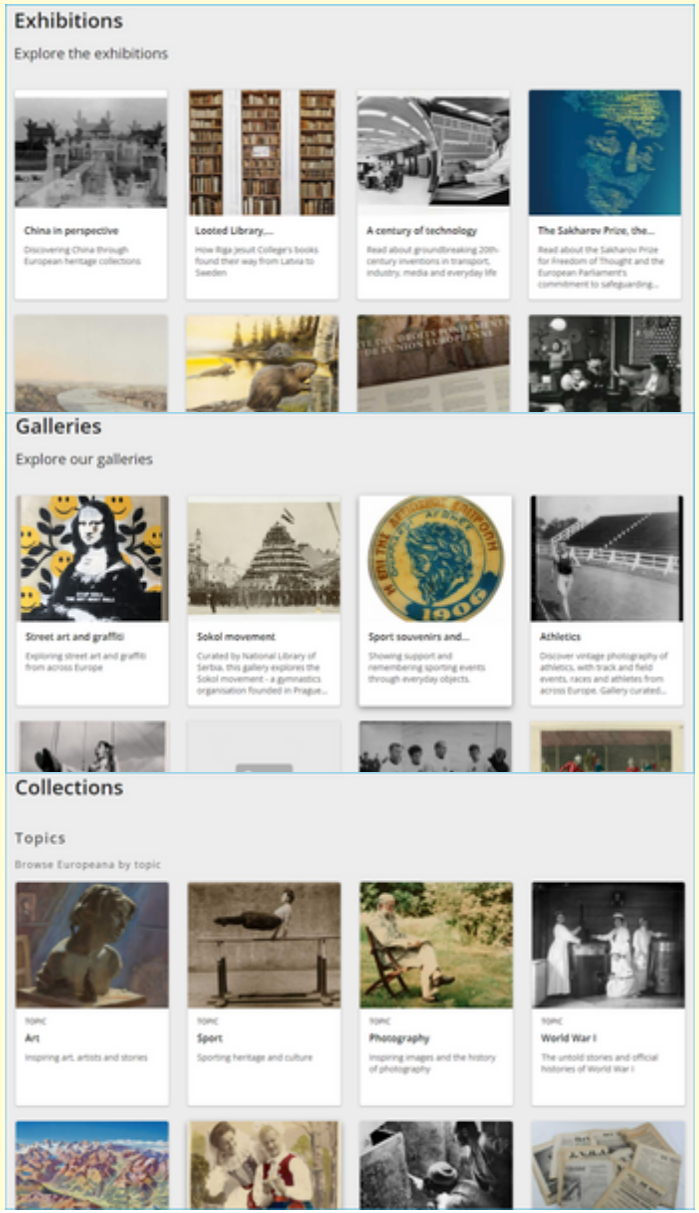
· Feature pages of specific interest are available, collecting various materials about a particular topic in one place.

· Users can also sign in and create their own profile on Europeana, to mark favorite items and generate personal galleries; and participate in various activities (collection days, crowdsourcing, creative contests..)

https://www.europeana.eu/en



What to expect on the Europeana.eu?



Digital Exhibitions

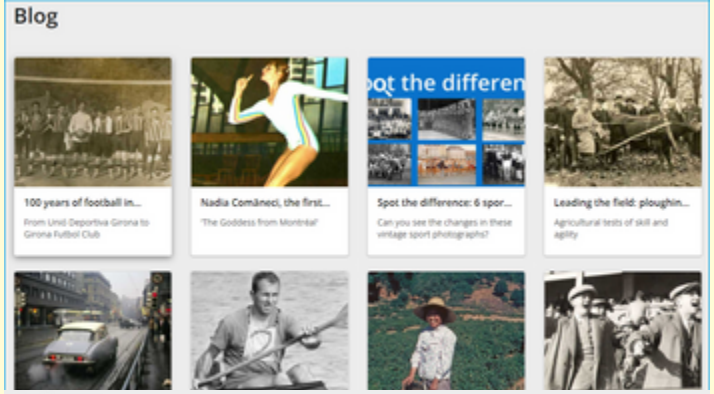
[Exhibitions | Europeana]

Galleries

[Galleries | Europeana]

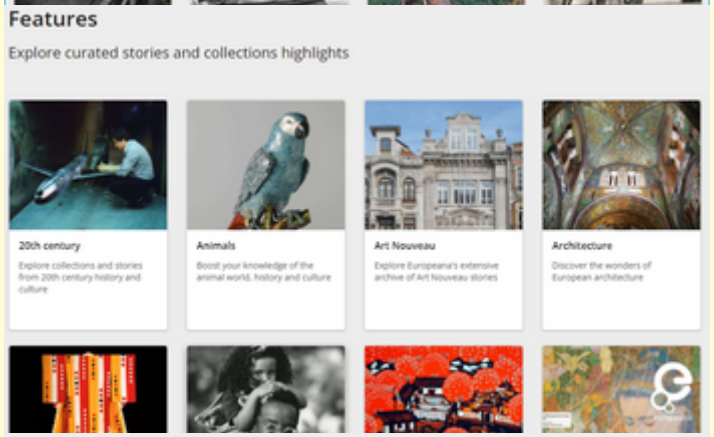
Collections

[Collections | Europeana]



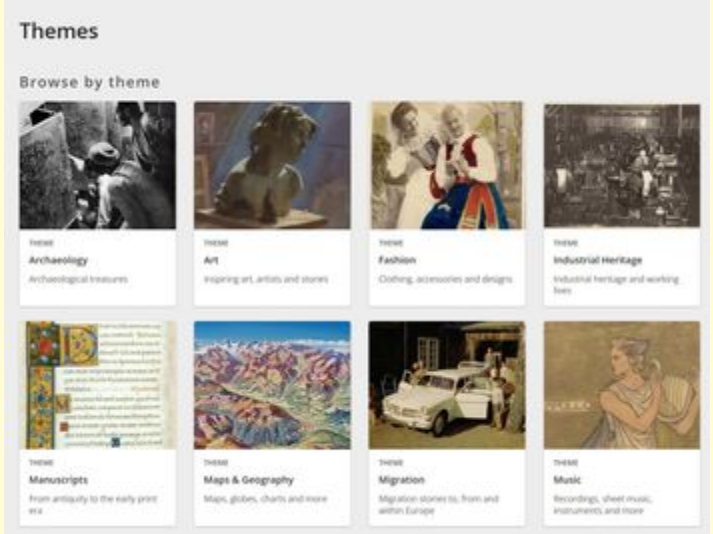
Blog

[Blog | Europeana]



Features

[Features | Europeana]



Themes

[Themes | Europeana]

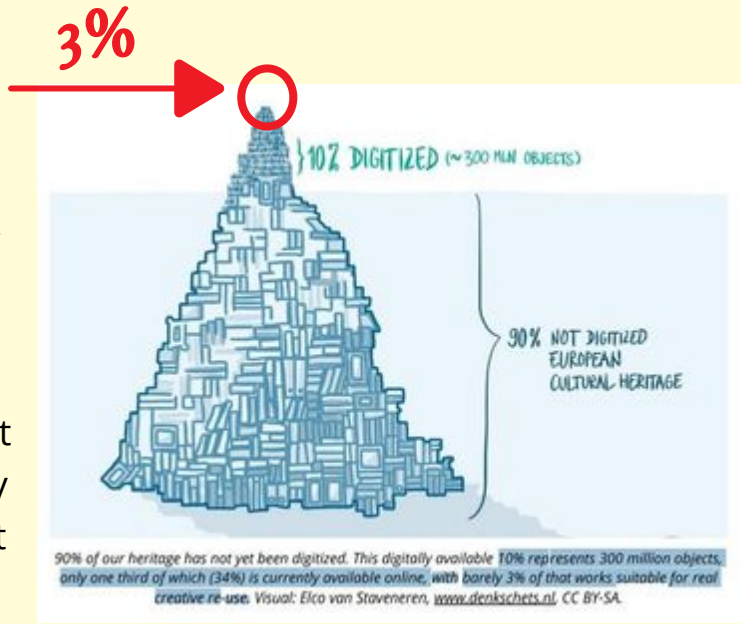
3. Rights Labelling

A glimpse of the copyright scenario for educational reuse

Creative Reuse of Digital Cultural Heritage

Surveys done in 2015 estimated that out of the 10% digitized items, i.e. about **300 million objects**, only **one-third (34%)** is currently available online, with **barely 3%** of that works fully reusable.

The effort towards open access that was deployed in recent years might have increased this by 3%, but still, only a limited amount of digital cultural resources online is reusable without conditions.



90% of our heritage has not yet been digitized. This digitally available 10% represents 300 million objects, only one third of which (34%) is currently available online, with barely 3% of that works suitable for real creative re-use. Visual: Elco van Staveren, www.denkschets.nl, CC BY-SA.

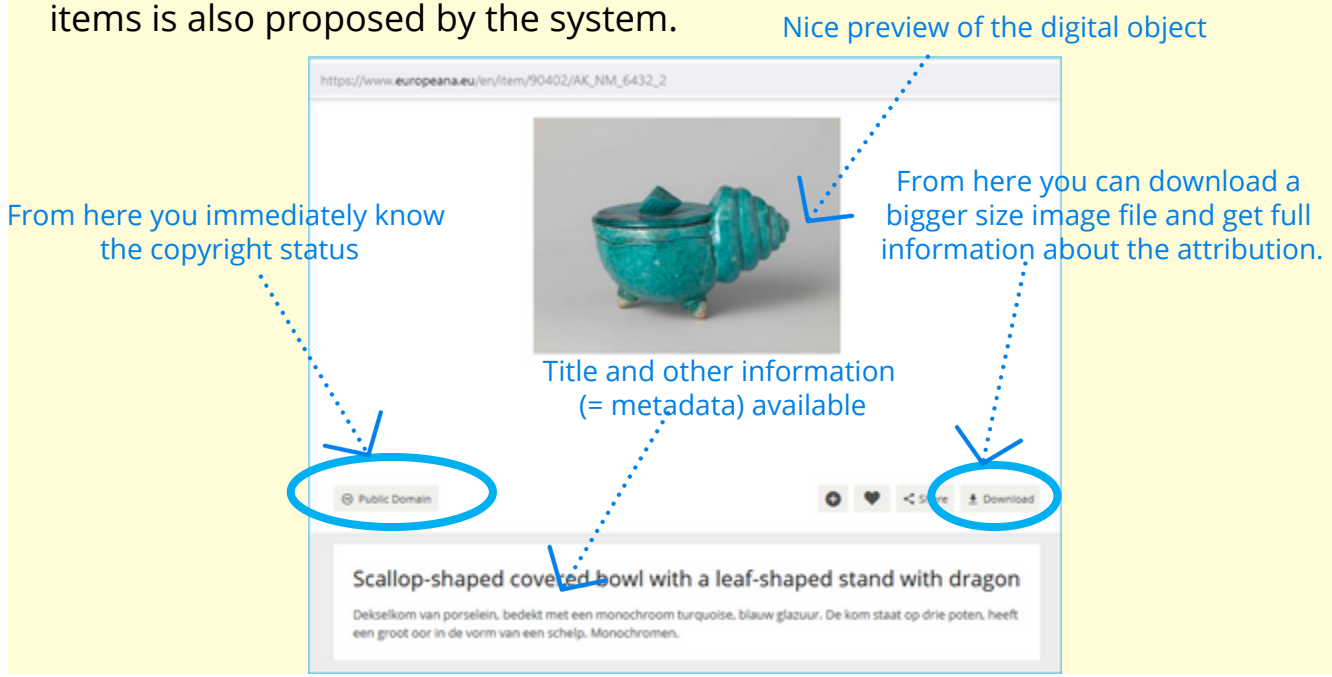
Europeana Licensing Framework

· For the collections to be published, Europeana has established a Publishing Framework with quality standards, including the mandatory indication of the copyright status of each item.

· Currently Europeana supports various rights labels among which CHIs can choose, in order to inform users on the possibilities of re-use of the contents in their collections.

· Each item in Europeana is displayed in a way that enables users to immediately find all information they need.

· Additional metadata are also available, and a selection of similar items is also proposed by the system.



4. Useful Resources

A selection of websites, communities, and courses supporting digital cultural heritage in Education

Europeana (for) Education

Europeana's collections provide multiple perspectives on **historical, political, economic, cultural and human developments** across Europe and beyond. This is a treasure trove of resources to make the most interesting and inspiring content available for students and lifelong learners.

Europeana Education is an initiative to bring cultural heritage to educators, students and lifelong learners, promoted by Europeana, the European digital library, and specially designed to **share, interact and inspire** teachers and learners in using Europe's digital cultural heritage to shape the future of digital education.



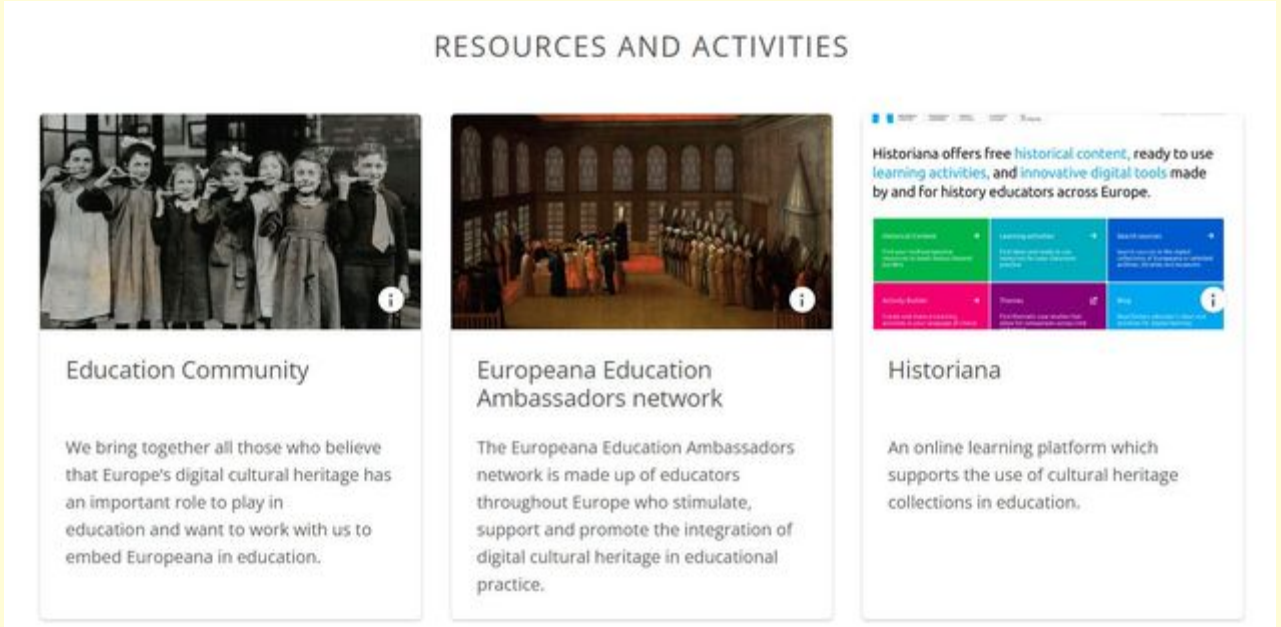
Europeana Education Community

The Europeana Education community brings together professionals dealing with digital culture and learning in cultural heritage institutions, educational organizations, schools, NGOs, ministries, local government, and the private sector.

Find Europeana Education on multiple channels: https://pro.europeana.eu/page/education

On Facebook:
https://www.facebook.com/groups/EuropeanaEducation/

On LinkedIn:
https://www.linkedin.com/groups/13518332/



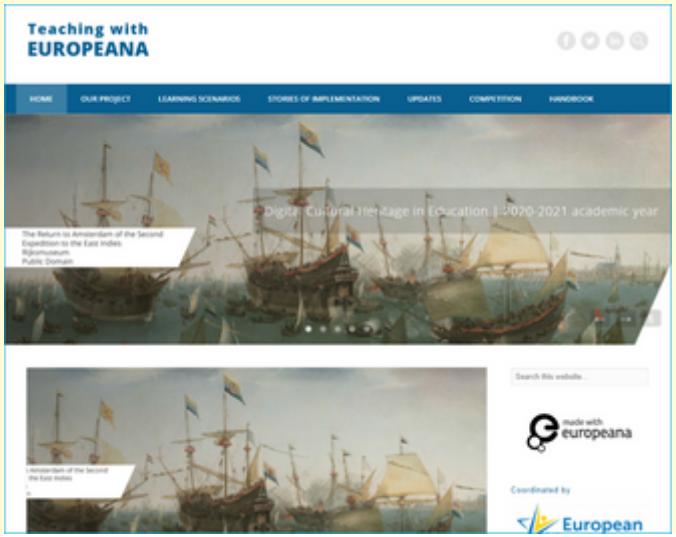
Teach with Europeana

Teach with Europeana is a blog space aiming to encourage teachers to share their experience in incorporating Europeana resources into their classrooms.

A selection of **learning scenarios and examples of implementation** will help teachers understand best practices about how Europeana resources are being implemented in classes by teachers using their own scenarios or those of other colleagues in their class.

Sharing views and experiences with peers, exchanging and getting feedback on learning materials, discussing within a specialized community are the main advantages of being part of this wide community.

https://teachwitheuropeana.eun.org/



Historiana

Historiana is an online learning platform developed by EuroClio, the European Association of History Educators, and Europeana.

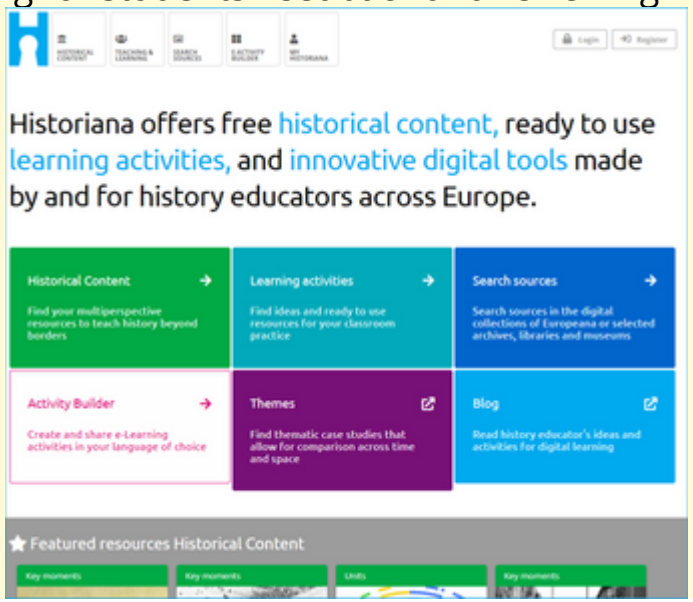
It supports the use of cultural heritage collections in education and helps cultural heritage institutions to display their digital collections and engage with students.

The platform, and the tools it offers, fosters innovative teaching by encouraging students to directly interact with historical sources.

With plenty of ideas and ready-to-use learning resources, Historiana helps teachers in reusing open-access cultural heritage materials online for boosting their lessons or engaging their students in an innovative way.

Interesting tools like the “e-activity builder” allow anyone to create interactive learning activities, asking for students’ feedback and reviewing afterward.

https://historiana.eu/

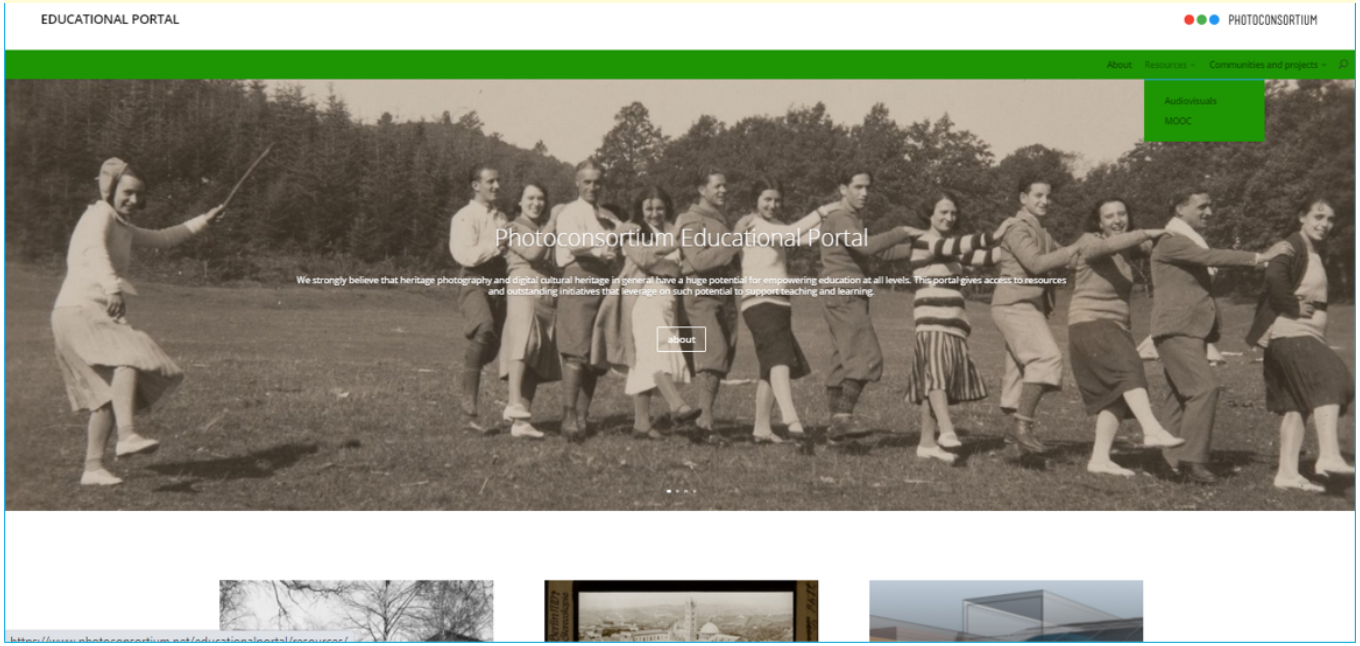


Photoconsortium Educational Portal

This is an easy-to-navigate, informal blog where the most recent and interesting initiatives in the area of digital cultural heritage applied to education are highlighted.

Case studies, success stories on education, ongoing projects, announcements of MOOCs and courses, upcoming events and recent news are regularly published by the Photoconsortium editorial team.

https://www.photoconsortium.net/educationalportal/



Digitalmeetsculture.net

This is a registered online magazine, focused on highlighting projects and initiatives for the enhancement of cultural heritage and arts via digital technologies.

It is an interesting resource to follow in order to stay up-to-date about the latest news in the area of digital cultural heritage. Blogs, announcements of events, calls for papers, case studies, project outcomes and much more are regularly published.

https://www.digitalmeetsculture.net



Moocs Massive Open Online Courses

There is a flourishing of MOOCs, both (re-)using digital cultural heritage for learning purposes and fostering digital skills for teachers and professionals in learning how to do it.

This effort in experimentation and capacity building helps sustain the process of digital transformation of the entire cultural heritage and education sector.

Some examples of MOOCS:

· Creating a Digital Cultural Heritage community (3rd edition starts today, still open to enrolling)
https://www.edx.org/course/creating-a-digital-cultural-heritage-community

· Euro Noir: Transcultural Identities in European Popular Crime Narratives (2nd edition starts today, still open to enrolling)
https://www.edx.org/course/euro-noir-transcultural-identities-in-european-popular-crime-narratives

· Digital education with cultural heritage (run in March 2021)
https://www.europeanschoolnetacademy.eu/courses/course-v1:Europeana+Culture_EN+2021/about

KU LEUVEN

Creating a Digital Cultural Heritage Community

Learn how to create a community for digital cultural heritage through innovative practices for user engagement.

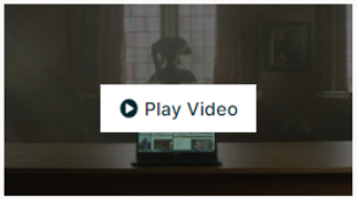


Estimated 8 weeks · **Self-paced** · **Free**

KU LEUVEN

Euro Noir: Cultural Identity in European Popular Crime Narratives

Learn how crime novels, films and television dramas can help investigate European cultural identity.



Estimated 10 weeks
4–5 hours per week

Self-paced
Progress at your own speed

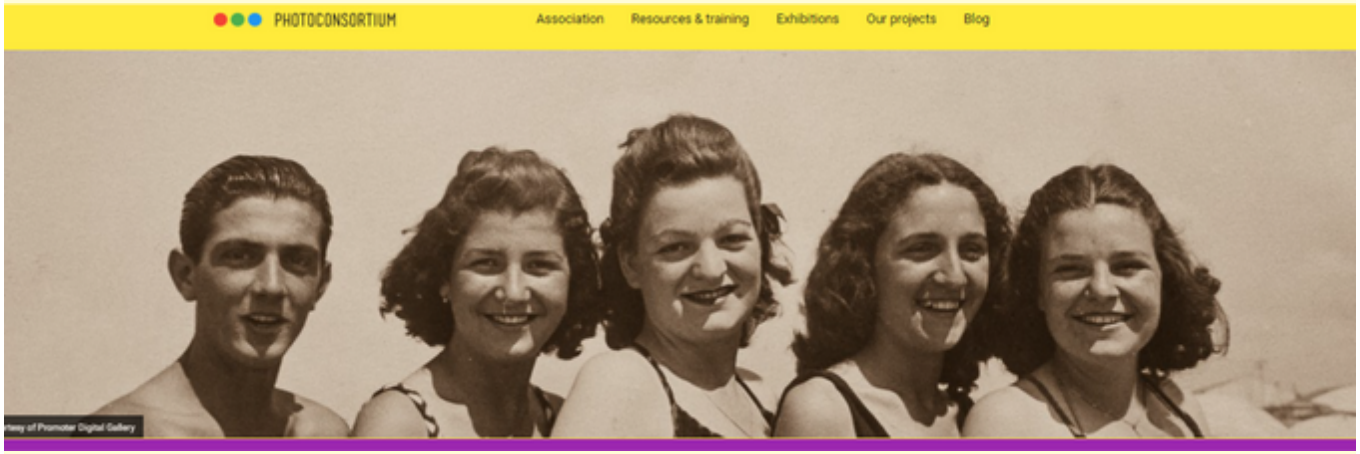
Free
Optional upgrade available



Contact

info@photoconsortium.net

www.photoconsortium.net



Good Practice Examples 4

A participative Heritage Project: Playground Circles



What is Playground Circles?

The name of a participatory project at school:
- refers to the living heritage
- refers to the debating circles



www.cultureelerfgoedannuntiatenheverlee.be

Collaboration Partners

-Heritage partner and project leader: Cultureel Erfgoed Annuntiaten Heverle
-The secondary school: Institute of the Sacred Heart
-Regional authorities: Vlaams-Brabant



Cultureel Erfgoed Annuntiaten Heverlee

VLAAMS-BRABANT

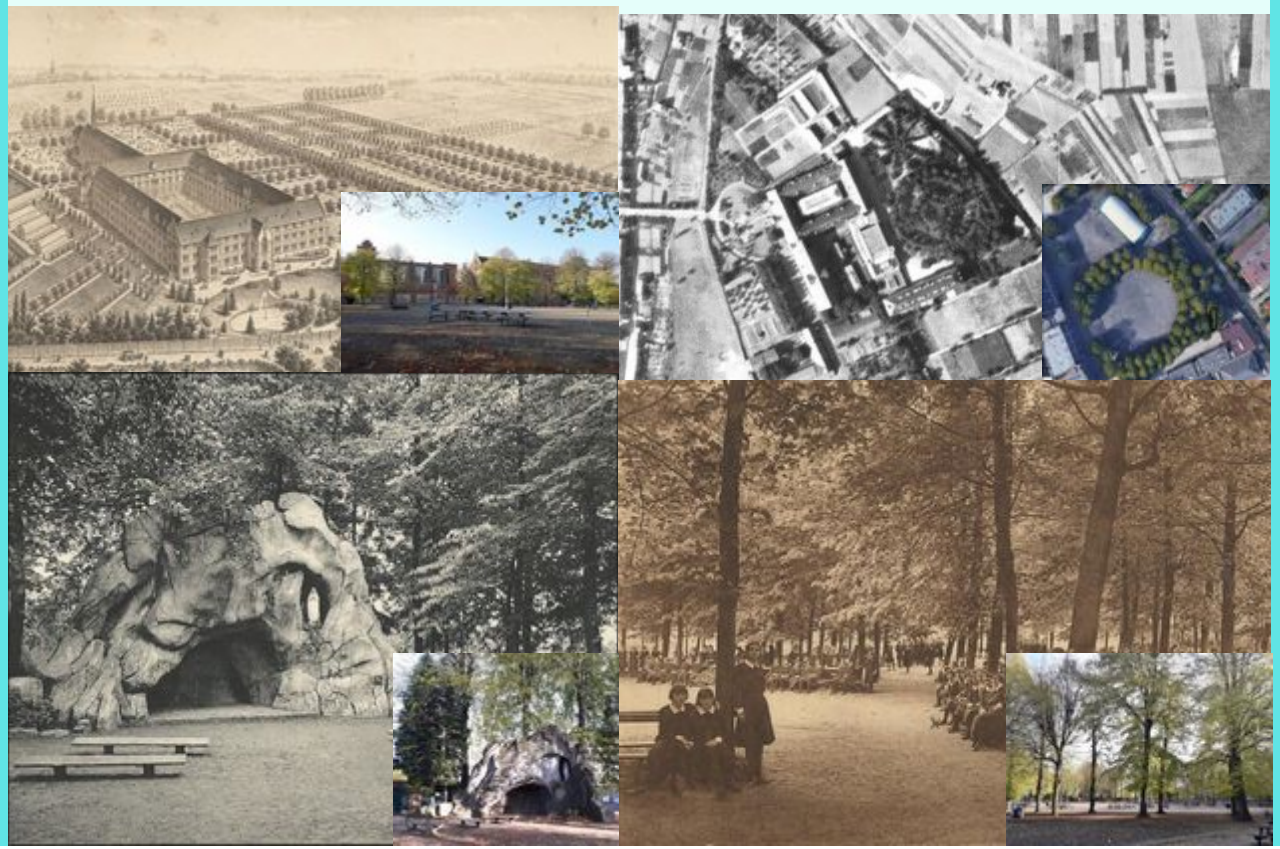
Heilig-Hartinstituut secundair onderwijs

Why a heritage project?

Playground of the school : a protected area

The characteristic landscape of 19th-century catholic boarding schools.

The double circle of lime trees, the Lourdes grotto, and the wall that encloses the whole campus are all having a particular heritage value.



Why a participative project?

-A lot of stakeholders are involved with the use and maintenance of the playground

-A new vision for the use of the playground for the future society is needed



How did we work it out?

Different phases of participation

1/ Network event

1/ Gather the stakeholders: Owner of the school, Habitant, the Elderly Home, Teachers, Puilples, the school's management

! Information first: workshops by experts
gave professional input on different aspects of the project

-Heritage
-Funding
-Design and planning
-Sports and movement
-Waste policy
-Tree care
-Inclusion and accessibility





2/ Chat Cafe

The participants were divided into 8 mixed groups
–each group had a president & reporter
-Exchange of information
-Discussion on theses
-4 debating rounds







Some of the Conclusions

-The name *playground* doesn't fit anymore with reality;
-Sports fields should be removed to another zone of the campus;
-Our playground has a story: it should be made more visible;
-We should divide the playground into different zones, related to different functions;
-The playground should be accessible for the elderly persons;
-We need a quiet zone, where the grotto can play a role.

3/ Students: continued working on the project

Project *Garden of Eden* (Erasmus+)

1) 1st Exchange Week

·During the first exchange, the sixth-year students of the Sacred Heart Institute visited Ashington.
·The central question of this visit:
"**What should the ideal playground look like?**"
·Activities relevant to the heritage project:
1/ Visit to the school *Northumberland Church of England Academy Trust*.
The students compare this modern playground with their own playground in Heverlee.
2/ Various workshops are organized in the school on vision development and making models (with a 3D printer).

2) eTwinning

The students kept in touch with each other through eTwinning, a digital platform where students and teachers from different European countries can join an online community to collaborate.

3) 2nd Exchange Week

During the second exchange, the English students came to visit Heverlee.

・Central question：

"**How could we turn our playground into an ideal playground?**"

・Students continued their ideas from the first exchange and tried to make them concrete.

・Activities relevant to the heritage project:

1/ **Guided tour** of the school given by the pupils of the Heilig Hartinstituut.

2/ **The Anamorphosis** of Class 609 was presented in English under the guidance of teachers

The students of class 609.04 worked under the guidance of their math teacher on a research assignment on anamorphoses.

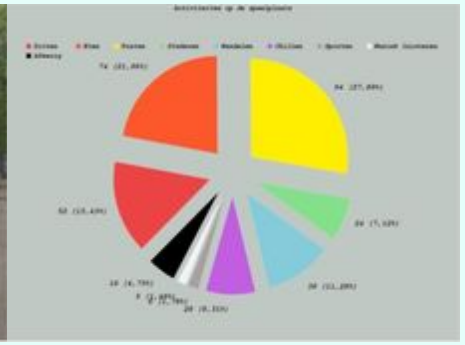
3/ **Introductory workshop** from an architect: "How to deal with a project such as reorganizing a playground?"

4/ **Workshops** on the Playground Circles project:

students concretize their plans together with an architect in the professional program SketchUp



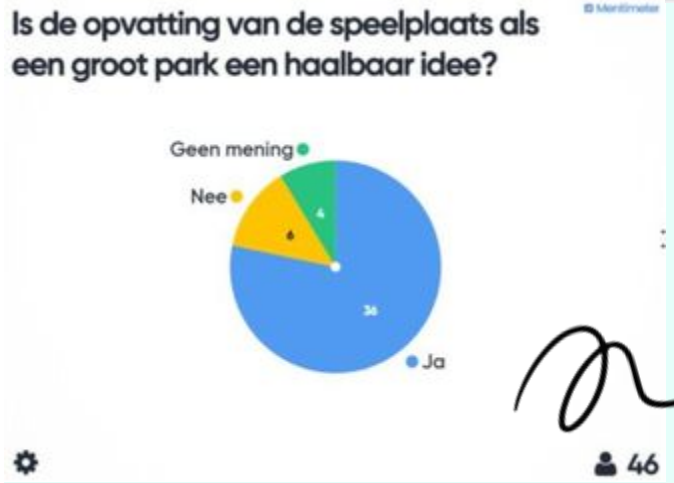


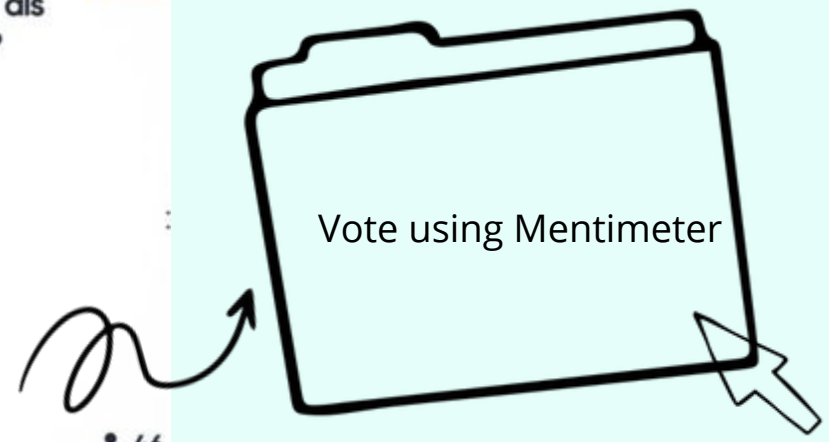


4/ Show moment, debate and voting



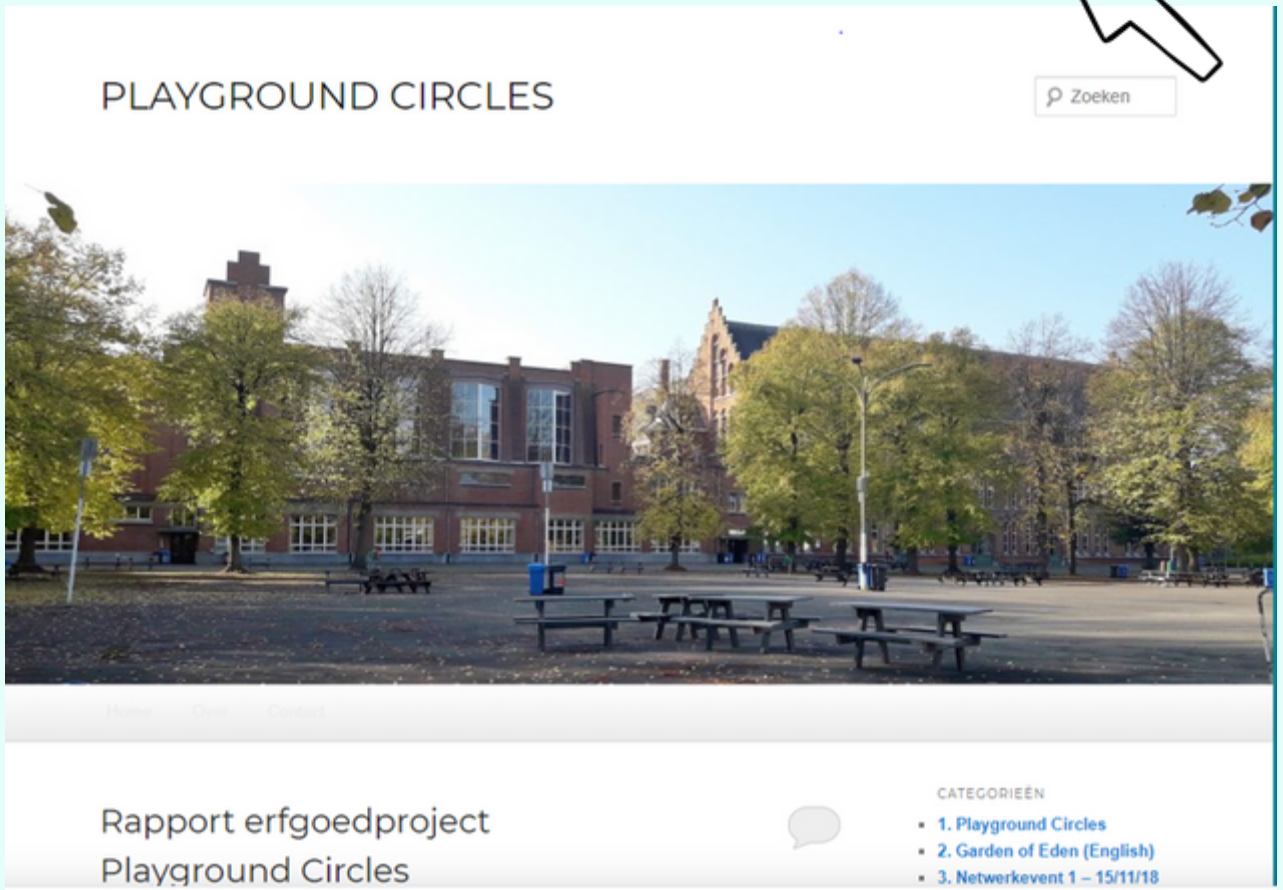






Website

https://playgroundcircles.wordpress.com/



Aims & Results of the Project

The heritage project, therefore, does not aim to produce a ready-made design for a new playground. The goal of *Playground Circles* is to develop a ***supported vision and ideas***, in which the input of all stakeholders is important. These ideas will be included at a later stage in the design of the project developer who will carry out the redevelopment of the playground.

Playground Circles also has a ***great educational and social value***. The students not only learn to argue and defend their own opinion, but they also learn to take into account the needs and wishes of other stakeholders, to take care of each other and their environment. We are working on citizenship. Furthermore, cultural awareness is sharpened and creativity is stimulated. Finally, the project promotes contact between different generations and contributes to greater social cohesion, a sustainable



Good Practice Examples 3

City Library Reveals its Educational History



Identity: de Stedelijke Technische School

Location & Section

· Large school building with workplaces embedded in the heart of Leuven
· The site: former convent Witvrouwen (square building with courtyard)
· 6500 sqm (de Bib Leuven: 4000 sqm)
· 3 floors and 2 entrances-protected facades (monument since 1990)
· Inner courtyard: protected city view since 1990
· School: built heritage since 2010
1936: assignment Technical School in Leuven for boys
-Henry van de Velde (Vital Rosseels)
-Technical & vocational courses: plumbing, car mechanics, woodwork training.....



Modernist School Building



· Concrete frame construction
· Transparency (courtyard and 4 patios)
· Rational, rigid rhythm of lines (grid, pillars)
· Function is important: beauty < clarity & system
· Removable glass walls
· Materials: concrete & steel, glass, ceramic tiles
· Typical colours: terracotta, soft yellow, mint
· 'Gesammtkunstwerk': furniture designed by VDV (chairs, tables & desks)
· Last Van de Velde design in Belgium

Top Architect Henry van de Velde
(1863-1957)

· Painter (architect)
· 'Art' for ordinary people
· Art nouveau (1990) together with Horta & Hankar
· Arts & crafts movement









Story of de Stedelijke Technische School

· **1936** assignment
· **1942** 'Stedelijke Technische School'
· **1983** Became a state school called "RiTO", but with too many students, the school had no space anymore and decided to move to another campus
· **1993** Reconstruction & Reconversion plans- artichtect: George Baines
· **1997** Film set 'Rosas danst Rosas' at De keersmaeker (2013 Beyoncé)
· **1997-2000** Renovation period
· New function: public library & City archive
· **2000** Opening of the renovated building
· **2019-2022** Se



1997-2000's Reconstruction

Reconstruction:

· Modernist look & feel
· Visible techniques
· Colour palette: grey was added
· Recovery of the original entrance doors
· Ceramic tiles were reproduced
· Pillars



Changes & additions:

· Basic structure: reinforced concrete frame construction
· Open structure: disappearance of the sliding glass walls
· New, modern furniture in a fitting style
· Etra's: Cafe van de Velde
· Roofed patios
· Wooden structures: staircase, raised platform
· Grey color was added





· **New programme and function**: public library and city archive, cultural and educational hub (historical function of the site)
· Circulation axis between lower and higher city
· Cafe van de Velde
· **New Name**: 'Tweebronnen'---linked with the site and local history

Video in 2005

[Tweebronnen - viering 5 jaar Tweebronnen - YouTube]



2019-2022: Second Renovation

Floor renovation and…

·IT & Electricity
·Re-lighting
·Redecoration: painting
·Reorganization of the open spaces
·Furniture
·Wayfinding



Principles of the 2nd Renovation

1/ Respect for Heritage

·Circulation zones and perspectives
·Simple, straightforward lines and transparency
·Thirties color palette: floor, walls, furniture in terracotta, yellow, mint
·Industrial elements: cable trays & ventilation ducts
·Furniture:
    industrial style
    Prouvé chair 1937
    Tubular armchairs






2/ Customer Comfort, Innovation & Modern Techniques

· **Repositioning the welcome desk**
· **Reorganizing space**:
fewer shelves, more welcoming sitting area with information screens
· **Return terminals in the entrance hall**
· **Project Inclusive Design**
(collab KU Leuven architecture): mystery visits of diverse users (age, mobility, concentration,…)
· **Digipunt & multimedia desk for online magazines**
· **New self-check desks and pay terminal**
· **Sound reduction**
quiet & nosy zones; sound absorbing panels at the desk; relocation of the new book sorting unit
· **March 2022: Streaming Studio Henry**
(collab socio-cultural partners)





· **Wayfinding** :

Names for common rooms referring to the plans by Van de Velde (collab City Archive)

Use of the pillars for signaling

Materials: cardboard in a steel frame



3/ Climate Friendly

· Recycling the wooden floors and the wooden desk, and shelves for dvd
· Recycling the book sorting unit and the security gates
· Floor: natural material (linoleum)
· LED-lighting computer controlled (automated), energy saving lamps
· Sun panels



4/ Social Sustainability

Local Community Project

· Renovation as a **team project**

· Renovation as a local project of various **city departments**:
collab Groendienst (green service), study department buildings, IT department, technical department, city archive, heritage cell,...

· **Local partners**:
KU Leuven department architecture, socio-cultural partners, social workplaces, technical schools, Maakbar...



Audience Engagement and Communication
---Built Heritage

· **2015 reunion "Van de Velde's"** and artwork by Rinus Van de Velde
· Van de Velde **library game** for youngsters
· **Exhibition** Bauhaus 2019 and call for stories & pics
· **Collecting & registering stories about school life**: joint project with heritage cell, city archive, school Campus Redingenhof
· **Booklet** about the renovation
· Drone **video** and professional architectural **pics**
· **Merchandising**: Calendar 2022
· **City guides**: tour for tourists and locals (collab Visit Leuven)
· **Events**:
heritage & open monument days, new creation 'Rosas danst Rosas' by Fabuleus, the local dance company
· **Other plans**: *permanent exhibition/ information at the entrance; audio tour; school reunion; documentary…*





De Bib Leuven
---Tweebronnen Library

· Public space in the center of the city, hub of culture, literature and information



· Empowerment and Connection
· Inspiration and Innovatoin
· Third space for all (Aat Vos)
· Open to all:
    easily accessible
    free entrance
    cheap membership
    opening hours
· Crossroads of people and ideas
    → meeting point, connection
· Stimulation environment: inspiring-new ideas-innovation & creativity
· Meaningful to people, local communication and society

Learn/ explore/ relax/ connect/ get inspired





Contact

Ann Vandenbergh
De Bib Leuven
ann.vandenbergh@leuven.be
+32 499 67 06 39

De Bib Leuven
leuven.bibliotheek.be
FB & IG: @debibleuven

Good Practice Examples 2

Slimerfgoed.be:

A Project and Platform on Educational Heritage







Organization INFO

Slimerfgoed.be = cultural heritage project:

•September 2019-October 2021

•Financed by the Flemish Community of Belgium

•Initiative of Cultureel erfgoed annuntiaten Heverlee and KADOC, Documentation and Research Centre on Religion, Culture and Society of KU Leuven (University of Leuven)

•Four 'experimental gardens' (two on the care for educational heritage, two on its educational use) and an online platform

School heritage has many assets

§ Effective tool for working on key competencies in compulsory education
§ Available on-site → accessible and inexpensive
§ Students working together on a heritage project → promotes social cohesion
§ Diversity: movable, intangible and immovable heritage
§ Educational interest
§ Social interest







Goals of the project Slimerfgoed.be

•Cross-sectoral approach: connecting heritage and education actors, building strong partnerships
•Developing new expertise on school heritage
•Taking existing expertise and inspiration systematically into account
•Addressing all heritage functions: identifying and collecting, conserving and safeguarding, researching, presenting and guiding, participating
•Involving all types of school heritage: movable, intangible, immovable
•Enduring results

An Open Network

•Starting point: partnership with **10** partners
•Experimental gardens: new heritage and education partners → growing network
•Regional spread and thematic focus





1. Experimental Garden ‘Of special value’

Appraisal of the heritage of a school for special education → Dominiek Savio Gits (West Flanders):

§ Founded in 1958
§ Education and care
§ Rich heritage + volunteers + visitors centre
§ Context: demolition of the ‘Withuys’ building → appraisal, selection and reallocation of heritage high on the agenda

Discussion Tables

Participatory appraisal, paying attention to different perspectives and stories: (former) staff and volunteers of Dominiek Savio (heritage community), (former) students, collaborators of the Slimerfgoed partners, other heritage organizations and educational institutions, academic experts, policymakers



Discussion Topics

Treaures in the attic? The paper archives
Particular attention to the large series of student's files (about 35 meters)



A view on Savio. The audiovisual heritage
Photos and films: limited physical and large digital collection



Souvenirs or historically valuable? The objects
Objects related to education, ergo- and kinesiotherapy



2. Experimental Garden ‘Everyone an archivist’

§ Educational use of school heritage requires good heritage management
§ Few schools manage their heritage structurally, but many are interested in doing so
§ Challenges and opportunities:
1/ Lack of human and financial resources > volunteers
2/ Need for advice and support> cooperation with professional heritage organizations

Can a school develop a structural heritage management with volunteers, supported by professional heritage organizations?

§Various aspects of volunteer work were examined
§Institute of the Holy Sepulchre, Turnhout (Antwerp):
·Roots in 1662, about 4,000 pupils
·Heritage: rich, diverse and challenging



Training session on the recruitment and guidance of volunteers by schools

§ App. **20 volunteers** were recruited in Turnhout
§ Training days for the volunteers
§ Several stages:
    (1) Tidying up, dusting, organizing by type
    (2) Appraisal
    (3) Registration and digitization
    (4) Valorisation
§ Importance of a 'volunteer management plan'

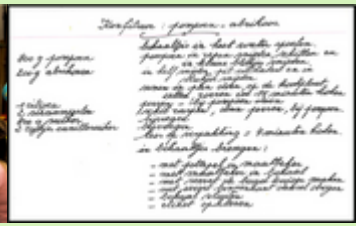




3. Experimental Garden
‘Working interculturally with school heritage’

·How can you approach the theme of interculturality by using school heritage?
·Which school heritage/themes are best suited for this?
·How do you approach this in the classroom?
·Which ‘design principles’ do you use?
·Which working methods can be used?





Pilot project---Twinning

Teacher training college

-Dutch as a second language classes/reception classes for non-native newcomers
-**Location**: Institute of the Sacred Heart, Heverlee (Leuven, Flemish Brabant)
-**Themes**: food and hom



4. Experimental Garden ‘Pupils create (the identity of) the school!’

·How can you work on the identity of your school using school heritage?
·How can you do this in a super-diverse metropolitan context?
·New schools, schools with a long tradition?
·Which ‘design principles’ do you use?
·What types of school heritage do you use and how can students work with them?

4 schools in the Brussels Capital Region: students explored the identity of their school and at the same time reflected on their own identity



Online platform: www.slimerfgoed.be

§ Information on:
- ·School Heritage
- ·Organisations: schools and heritage organizations
- ·Projects
- ·Activities
- ·Educational tools

§ Results of the experimental gardens

§ Participatory approach: anyone can submit information



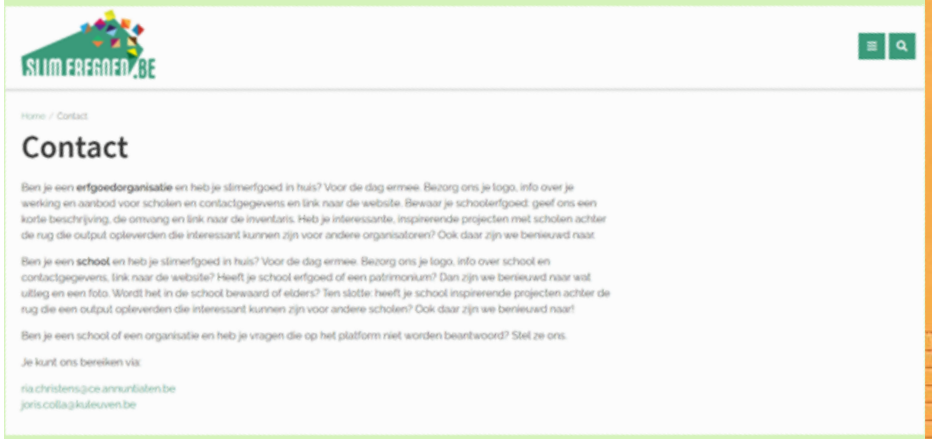
Ambitions for the future

1/ Further development of the online platform Slimerfgoed.be

Broadening and updating the data sets
Enhancing interactivity

2/ Lasting project results

Tools and working instruments developed in the experimental gardens
Stronger bridges between the heritage and education sector
Increased structural attention for educational heritage (care and valorization) in both sectors





Contact

Joris Colla (KADOC-KU Leuven)
joris.colla@kuleuven.be

Ria Christens (CEAH)
ria.christens@ce.annuntiaten.be



Good Practice Examples 1

What Do Historic Houses Teach Us?

The Innovative Approach to Education in the Private Heritage Sector



Organization Info

The European Historic Houses aisbl is an umbrella association covering 27 national associations of privately-owned historic houses.

Its main office is in Brussels, Belgium, within the EU quarter.

The organization defends the preservation, conservation and transmission of heritage houses and represents **50 000** of them throughout Europe.

Nothing tells a nation's story like its HOMES.

The educational opportunities these special places can offer are diverse – ranging from structured learning programmes for primary, secondary, college and university students, to engaging adult experiences.



Education in Historic Houses

Guided Tours

Most historic houses organize visit of their historical buildings across Europe.









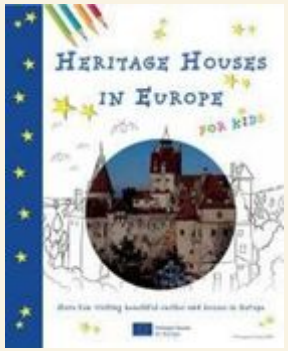

Non-formal Education

For example:
- Cooking classes at Château de Mazure (FR)
- Theatrical performance at Villa Reale di Marlia (IT)
- Historical musicals at Castle de Merode Westerlo (BE)
- Opera events at Château de Linières (FR)

Schools Inside Houses

Zdar Estate, former Cistercian Monastery, and the New Generation Museum in Žďár nad Sázavou is one of the many examples of houses that host schools. Their program's content includes History, Art History, Everyday Life, Maths, Physics and Anatomy.

Interactive Tools



Coloring book
"*Heritage Houses in Europe*"

Guided Tours

Some places we have been to





Heerlijkheid Mariënwaerdt (NL)
Learn about the ancient history of the estate





Château de la Ferté Saint-Aubin (FR)
Museum presenting the history of the castle

Schools Inside Houses



Zámek Žďár (CZ)

All offered programs are pursuing the objectives set out in the Framework educational programs of the Ministry of Education





Program for lower primary school – Be close to the stars




Program for high school – Stabilitas loci
Zdar monastery in a labyrinth of time




Petre P. Carp Manor (RO)
the estate was turned into a school of crafts and heritage promotion.

Non-formal Education



Cooking classes at
Château de Mazure (FR)



Nature Studies, History and
Artistic workshops at
Château de Preisch



Theatrical performance
at **Villa Reale di Marlia (IT)**



Environmental activities at
Monsignor della Casa Country Resort & Spa (IT)





Organization of "Historalia"
-historical musicals at
Castle de Merode Westerlo (BE)

Opera events at
Château de Linières (FR)





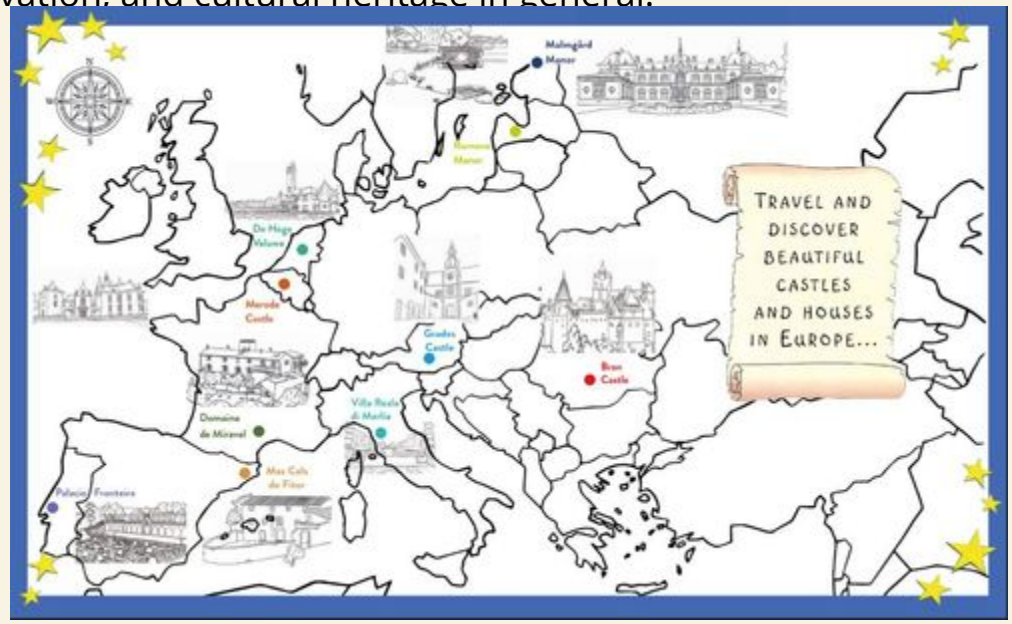
Medieval weekends
at **Château de Septème (FR)**

Family activities at
Château de La Ferté Saint Aubin (FR)

Coloring Book

The younger generation is the future of our heritage. In building a strong legacy for the 2018 European Year of Cultural Heritage, we have produced specific communication materials for schools and young children.

Why? Because they are tomorrow's volunteers, entrepreneurs, leaders, or heritage stakeholders! Caring and visiting heritage houses contribute to educating children on wellbeing, sense of beauty, diversity, biodiversity preservation, and cultural heritage in general!



Download Here-
ColorBook_HHE_Digital.pdf



400,000

School Children and Older Learners

ARE WELCOMED BY THEIR HISTORIC HOUSES EVERY YEAR.



Contact

ADDRESS
Rue de Trèves 67, 1040 Brussels, Belgium

PHONE NUMBER
+32 488 221 607

EMAIL ADDRESS
INFO@EUROPEANHISTORICHOUSES.EU

