



E-BOOK OF GOOD PRACTICES



The E-book is open and available through the project's website for all learners who are interested in it.

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English, Italian, Swedish, Czech, Spanish, Slovak.



PROJECT

2019-1-ES01-KA204-064208



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

Erasmus+

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

INTRODUCTION

We would like to introduce you to the RECOVER PROMOTE CULTURAL HERITAGE project, whose mission is to pass the knowledge to avoid lost of cultural heritage. Partner countries - Spain, Slovakia, Italy, Sweden and the Czech Republic strive to recover cultural heritage by promoting it so that it is preserved in consciousness and practical life. The aim of the project is the collaboration with adult and young people that they can develop the intergenerational learning between them with promoting and recovering cultures in different countries, exchange of experience and knowledges between this groups and learning about music, culture, traditions, food, and how to transfers from the grandparent to the young people all these things and learn new techniques for the development the skills of the adult people.

The word culture comes from the Latin cultura - what needs to be cultivated or educated. Going back a few centuries to Marcus Tullius Cicero, we find probably the most appropriate definition, he understood culture as the care of the soul, something what develops, educates and cultivates a person. We understand cultural heritage as the sum of all cultural goods bequeathed to us by our ancestors and which, due to their unique value, are necessary for cultural life in our society. We divide it into material and immaterial. Material is usually what culture visibly shows at first glance to an unfamiliar visitor - architecture, sculpture, painting, graphics, applied art such as ceramics or glass, literary works, inventions or even food. Immaterial cultural heritage is usually less clear and requires a deeper look into the society of the people of a given region or country. These are, for example, folk sayings, proverbs, quotes, music, customs and traditions, knowledge and experience, skills in traditional crafts.

There are several reasons why we should take care of cultural heritage and pass it on between generations. Cultural heritage is an indicator of history and education, for example statues of important personalities or centuries-old universities.

It is also important for integration and cultivation. Culture contributes to a human's personal development and therefore the person is able to find his or her identity and belonging to society more easily. Closely related to this is the importance of identification, culture determines the specific character of a given country and thus national identity. It is a bearer of social significance, culture plays an integral part of our daily lives. Although some do not perceive it, even a visit to a cinema, theater or exhibition is a social event. In the cultural heritage, we also find representative and economic significance, which is manifested primarily in tourism and job creation.

As events in today's world become faster and faster, and the way of life today differs significantly from life a hundred years ago, the transmission of culture between generations is also an increasingly complex issue. Family comes first. Everyone gets to know the culture within their family, acquires knowledge and honors traditions with their parents and grandparents. It is necessary to realize that generations are inseparable and follow each other and influence each other. Furthermore, the bearer of culture is mainly the school, interest groups and the municipality. Unfortunately, even that is not enough for the legacy of culture to be passed on from generation to generation, as it was many years ago.

In order to be able to ensure the transmission of cultural heritage to future generations, it is essential to keep up with the times and to adapt to current conditions. Information and communication technologies play an irreplaceable role in the lives of most of us. Whether it is a smartphone, tablet or laptop, few can imagine their day without this "connection to the world". Even so, there are groups of people who do not have good access to ICT or cannot use it. These are often the people who, with their knowledge and experience, are able to contribute a great deal to the cultural heritage fund. The transmission of culture is based above all on the principle of sharing, which is crucial. Sharing such as video, music, photos or text on social networks, creating virtual groups and live discussions, establishing a platform with a common cultural theme can also contribute to preserving traditions. We bring examples of good practice that can be disseminated in today's society thanks to the support of ICT and at the same time preserved for future generations. We also focus on the importance of job creation thanks to the possibility of passing on cultural knowledge. An equally important topic that opens up with this project is self-employability .

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SWEDEN



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VOLNÉHO CASU PRE DETI
SLOVAKIA

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GOOD PRACTICES

SLOVAKIA



“100 évot vissza az időben” Program Years Back in Time” Program

“100

Short description of its main activity

The NGO was founded to preserve and pass on to the younger generation the ethnographic values, the knowledge of our great-grandparents, which meant everyday life to them.

Detailed description of best practices / comparative method used to recover the cultural heritage and the intergenerational transfer.

The “100 Years Back in Time” Program’s importance is that pupils can learn the crafts that were once needed for everyday life from elderly people or from adults who were taught by them while eating delicious things. School classes can take part in this program. They can spend in the NGO's folk house half a day, one day or more as a school lesson or school trip. According to the length of their visit the teachers can choose from more than 15 handicrafts, for example: carpet weaving on traditional looms, corn husk crafts, bread baking in old outdoor wood-burning oven, felting, rope making, carving, pottery, making yarn with a spinning wheel. The craftsmen use interactive/participative methods during the workshops. First they demonstrate to pupils how to do it, then all of them can try it by the help or instructions of the craftsman.

Any other information

The pupils can pay for the program also with cultural vouchers issued by the Ministry of Culture.

Recover Promote Cultural Heritage GOOD PRACTICES

Do you think this teaching method/practice is applicable to the our project? In which way can be a contribute or what can we learn from this example

I think yes. In every country there is a possibility to gather local craftsmen, as this NGO has done, and pass their knowledge, their craftsmanship to adult people who are working for the NGO or directly to the pupils. In such way their knowledge, craftsmanship is preserved, it isn't forgotten by their death. The adults, who learn from them, can gain new skills and this way have a job. This is already an intergenerational learning process. Then passing all this new knowledge to pupils is the next step, again another intergenerational learning process.



Krajská knižnica v Žiline (Regional Library in Žilina)

Short description of its main activity

The library operates as a cultural, information, scientific and educational institution which provides general and unrestricted access to information within its territorial scope. It also performs tasks related to documenting the state and development of library and information services to the public in the region, with the coordination of bibliographic and publishing activities, and it serves as a municipal library for the city of Žilina.

Detailed description of best practices used for disadvantaged adults using ICT

The computer courses that the Regional Library in Žilina has organized for its readers since 2006 are led by a librarian who is the author of the brochure "How to communicate with a computer". This brochure is also part of the tools which are given to participants of the computer course for complete beginners titled "Getting to know the computer". On these courses they show to the participants everything from switching on the computer through writing and editing text documents, using keyboard shortcuts, inserting an image into the text, searching for information on the Internet to creating and sending e-mails and they are also taught how to switch off the computer safely. The computer course lasts 4 meetings for 120 minutes. In addition to the basic computer course, they also offer more types of courses for graduates of the basic course.

Recover Promote Cultural Heritage GOOD PRACTICES

1. Website development: They create their new website in the webnode content management system. They learn how to register on webnode.sk, create and edit their own free website using a template, add a photo gallery, blog, form to fill in, catalogue of products and services, price list, contact, video, publish changes on the web, create subpages. This computer course lasts 4 meetings for 90 minutes.
2. Writing on computer: They get answers to questions about MS Word and the Internet. They learn how to edit the page margins, page numbering, bullets in the text, change the font colour, change the language on the keyboard, what a hyperlink is, how to send by e-mail, sending and receiving attachments by e-mail, set up an Internet browser: how to set a home page, where the files from the internet are downloaded. The computer course lasts 4 meetings for 120 minutes.
3. Photos in Picasa 3: They learn how to download Picasa 3 from the Internet, edit photos in it: cut the photo, insert text into it, sharpen the photo, remove red-eye effect, create a collage and movie from photos, download photos from camera or phone to a computer. The computer course lasts 4 meetings for 90 minutes.
4. Smartphone course: They learn how to work with the basic functions of the Smartphone, connect to WIFI, make and receive calls, add phone numbers and names to contacts, send messages, download and uninstall applications. To participate in this course, it is necessary to have own Smartphone. The smartphone course lasts 4 meetings for 90 minutes.
5. Tablet course: They learn how to work with the basic functions of the Tablet, connect to WIFI, download and uninstall applications, search on the Internet via tablet, send and receive emails, download and read e-books on the tablet. It is necessary to have own Tablet to attend the course. The tablet course lasts 4 meetings for 90 minutes.
6. Maintaining friendships online: They learn how to install the Skype application on a computer, register on Skype, search for friends, send messages, make a video call and make calls via Skype, register on Facebook, set up an account and its visibility to others, search for friends, edit your profile photo and upload photos into a Facebook album, share information on the timeline, send chat - instant message. The computer course lasts 4 meetings for 90 minutes.

Recover Promote Cultural Heritage GOOD PRACTICES

7. “Don't be afraid of tables” course: On a simple example the principle of the Excel program is shown, the formatting and setting cells, pasting a graph, copying an Excel table to Word. The computer course lasts 4 meetings for 90 minutes.
8. “Present yourself on computer” course: They teach how to create presentations in MS PowerPoint and Prezi, download images from the Internet, create presentations from downloaded images, set animations and slide transitions in the presentation, timing the presentation, send the presentation by email. The computer course lasts 4 meetings for 90 minutes.

Computer courses are planned especially for seniors, citizens with severe disabilities, women on maternity leave and unemployed citizens. At present, the courses are also attended by employed citizens. The courses are not for free and it is necessary to register for these courses in advance. The fee in 2019 was 10.00 €. It is also possible to use own laptop in computer courses.

Any other information

The library offers other courses for seniors in addition to the computer courses: handicraft workshops and memory training.

What can we learn from this example

That we can connect seniors with the world of modern technologies step by step at their own pace that they can use them and not to be afraid of them.



“Példafolyamat” – felvilágosult hagyományőrzés / “Példafolyamat” – enlightened preservation of traditions

Name of the organization/entity, municipality,etc

Kultúra Alap – Fond kultúry

Short description of the activity

The Fond's main task is to raise funds for public benefit purposes, in particular organizing activities related to preserving natural and cultural values and supporting minorities. Fond kultúry is mainly active in the field of traditional dance and music culture. It is the main organizer of 3 national events of the Slovakian Hungarian folk dance movement in Slovakia. In addition to organizing and realizing national children's and adult events of the Slovakian Hungarian Folk Dance Movement it participates in numerous other cultural events.

Detailed description of best practices / comparative method used to recover the cultural heritage and the intergenerational transfer.

The “Példafolyamat” pilot project aims to return the original meaning to the preservation of tradition. It simply means re-learning our own dance heritage. Elderly people in their sixties and seventies can still be reached. They still saw their parents dance. During the workshops they are asked to show what they remember and then professional folk dancers show them what ethnography knows about the dances of the given area. This is when the process begins: renewing a skill and reutilizing it. The goal is not to teach children, youth. It is the task of adults of a given community to pass on dances to new generations. That is why they must first re-learn what they have ever known. The main purpose of the “Példafolyamat” is to bring values to the surface.

Any other information

During the workshops videos are recorded about the dancing and singing folk songs.

Do you think this teaching method/practice is applicable to our project?

Although it is only a pilot project it seems to be very popular. More and more settlements are interested in it and joining it. I think it is applicable to our project, as well. In my opinion it can be realized by an NGO and non-professional dancers, too.



Rada seniorov v mestskej časti Bratislava - Dúbravka (Council of seniors in the city part Bratislava - Dúbravka)

Short description of its main activity

The council is an advisory body to the mayor in solving issues of life of seniors in this part of the city. They prepare rich social, cultural and sport activities for pensioners throughout the year in four daily centres.

Detailed description of best practices used for disadvantaged adults using ICT

Within the framework of the Program of active aging of the capital of the Slovak Republic, Bratislava for the years 2014 – 2020 the council of seniors in the city part Dúbravka has organized free IT courses for local seniors since 2014. The year-round project included five 9-hour computer and internet usage courses, especially for beginners and intermediates. On the courses, the seniors of Dúbravka learnt how to search for information on the internet, how to write an e-mail, a request or how to connect online with their family living abroad. All these are no longer problem for the seniors who can do all these things thanks for the courses which took place in an equipped computer room of the local primary school in the afternoon. They were very popular among seniors who were really interested in them. Seniors can test their computer and internet skills in four daily centres in Dúbravka where computers and internet are available for seniors. The local government provided daily centres with new computers where it was needed. As part of the modernization, local library was also equipped with internet where computer is available to all readers free of charge.

Any other information

Bratislava Volunteer Centre had a project titled "VOLUNTEER MARKET". It was a campaign that promoted volunteering and motivated people from different companies to volunteer with children, young people or seniors. The council of seniors of Dúbravka was involved in this project as well. They hosted volunteers of an IT company to gain IT skills.

Recover Promote Cultural Heritage GOOD PRACTICES

What can we learn from this example

First of all, that co-operation is very important. On the other hand that seniors are open to new technologies, they are eager to learn new things.



GOOD PRACTICES

CZECH REPUBLIC



The King's ride

Name of the organization/entity, municipality, etc

Sport and Culture Club Vlčnov, state-funded organization

Short description of the main activity

The "King's ride" is traditional folk theatre maintained in Vlčnov, Moravia. Every year, a King – a young boy from the village – is voted and after long preparation he rides a horse through the village with his company. It is a celebration of folk songs, music and literature, typical costumes and decorations, food and drinks. Spectators are usually also involved. The tradition goes back hundreds of years, when young men were taken to the army.

Detailed description of best practices / comparative method used to recover the cultural heritage and the intergenerational transfer. Which kind of teaching methods are using?

The Sports and Culture Club organizes this event together with the municipality, volunteers and village citizens. A lot of people are involved in the preparation and the theatre itself. The club takes care of formalities and publicity, volunteers with citizens make decorations, help with the preparation of food and drinks, adjust costumes.

The voted boy can play a king only once in life, it is necessary to find a new, younger boy every year (he and his parents are asked before). Therefore, the transfer of the tradition from generation to generation is assured.

Recover Promote Cultural Heritage GOOD PRACTICES

Used teaching methods are:

workshops (the neighbours cooperate on decorations, the older ones teach the younger ones),

interpretations (what are the tasks of the king and his company),

direct work (older ones teach to ride a horse, to accurate the costume).

Any other information

Since 2011, the King's ride has been inscribed on the UNESCO list as an Intangible Cultural Heritage of Humanity

Do you think this teaching method/practice is applicable to our project? ¿In which way can be a contribute or what can we learn from this example?

Yes, maintaining a tradition based on volunteering, cooperation of a wide range of people of different ages, maintaining folk customs including long-term preparation, regularity, promotion and prestige of performers.



The blue-print

Name of the organization/entity, municipality,etc

The blue-print Danzinger

Short description of the main activity

The blueprint workshop of the Danzinger family dates back to 1816 in Olešnice na Moravě. It is one of the oldest ways of printing linen and later cotton canvas. Original wooden hand moulds are used as well as traditional colouring in indigo colour. The technology has been unchanged since 1849. The tradition in the family dates back to the 16th century.

Detailed description of best practices / comparative method used to recover the cultural heritage and the intergenerational transfer. Which kind of teaching methods are using?

The Danzinger family maintains the tradition of blue-print, taking care of the family workshop, which is one of the last workshops in the Czech Republic. Their workshop is open to the public, they organize excursions and workshops where they share the knowledge and experience. The most important transfer of tradition has always been in the family, from a grandfather to a father and later a grandson. Owners are now teaching their children to maintain this tradition for future generations.

Used teaching methods are workshops, practising with young generations, interpretation, close work with experienced older generations and creating publications.

Any other information

Since 2018 the blue-print in the Czech Republic, Slovakia, Germany, Austria and Hungary, has been inscribed on the UNESCO list as an Intangible Cultural Heritage of Humanity.

Recover Promote Cultural Heritage GOOD PRACTICES

Do you think this teaching method/practice is applicable to our Project? ¿In which way can be a contribute or what can we learn from this example?

Yes, sharing experience in the family, keeping the craft even in difficult times, determination to pass on tradition in the future, openness to the public, cooperation with neighbours, city, region.



I hear, so I read, Association tědy čtu, z.s.)

(Slyším,

Short description of its main activity

The project aims to provide books to blind and partially sighted people who cannot read by themselves. The association complements the current commercial offer of audio books. All audio books are fully in the form in which they were written, without shortening the text.

In addition to audio books, the organization is also involved in educational activities and at various events operates a stand with tactile activities, where interested people can try what it is to read, fold jigsaw puzzles, etc. only with the help of touch and hearing.

Detailed description of best practices used for disadvantaged adults using ICT

The project started in 2013.

Books are read in a pleasant way for the audience, readers alternates while reading, making it easier for the blind to understand the text. There are about 50 people working on the project - volunteers of various professions (people working in education, theatre, art schools, etc.).

Since 2016, there is a children team, which enthusiastically reads shorter texts for children.

In 2017 the association started working with young professional actors who record audio books in Prague.

All audio recordings are designed for the disabled and are provided free of charge on the website. It is also possible to get the audio books by e-mail or on a CD via post.

The greatest challenge of the project was to make literature accessible for disadvantaged people.

The people have access to literary works for free and in good quality.

Recover Promote Cultural Heritage GOOD PRACTICES

The cooperation between volunteers and young actors plays a great role.

Any other information

The web page has contrast colours so it is easier to use it for partially sighted people.

What can we learn from this example.

Importance of volunteer work.



Overcoming barriers – Prague Organisation of Wheelchair Users

Short description of its main activity

The project „Overcoming Barriers" is based on the reality that the perception of accessibility of our surroundings is very individual, and the needs of each one of us can be different.

The organisation shares experience and data about accessibility or inaccessibility to public facilities, public transport and parks.

Detailed description of best practices used for disadvantaged adults using ICT

The project „Overcoming barriers" has been implemented by the Prague Organisation of Wheelchair Users for more than fifteen years (called „Barrier-free Prague" before). The original name was dropped in order to take the activities beyond the borders of the capital city.

The basic prerequisite for an independent life is primarily freedom of movement. The project „Overcoming Barriers" is based on the reality that the perception of accessibility of our surroundings is very individual and the needs of each one of us are different.

With this concept, the web pages were created through which the organisation offers as much useful information as possible in order to help overcome barriers of various kinds.

The organisation shares experience and data about accessibility or inaccessibility to public facilities, public transport and parks. The participants get introduced to the detailed methods of mapping, general legislation which deals with the issue of „no barriers", advice and help with adapted building alterations.

The organisation offers a glimpse into the conceptual part of the project and working groups, whose common aim is to improve free movement for all people with limited possibilities.

Recover Promote Cultural Heritage GOOD PRACTICES

The web space is meant to be community work where everybody's participation is welcomed (useful contents, valuable comments and queries).

The website „Overcoming barriers" is operated by the Prague Organisation of Wheelchair Users, a civic association, by financial support from the Office of the Government of the Czech Republic. Furthermore, the accessibility mapping project is supported by the Ministry of Culture of the Czech Republic and the Ministry for regional development of the Czech Republic. The website is used by hundreds of people every day.

Any other information

The web site also offers publications to download.

What can we learn from this example.

Collecting of valuable experience from every participant, cooperation with institutes.



GOOD PRACTICES

SWEDEN



CONSERVATION OF THE CULTURAL HERITAGE, HALMSTAD, SWEDEN

Short description of the main activity

The plan was to establish intersectoral and problem-oriented networks. The main objective was to provide jobs to unemployed construction workers that restore historically valuable buildings using traditional construction materials and techniques.

Detailed description of best practices / comparative method used to recover the cultural heritage and the intergenerational transfer. Which kind of teaching methods are using?

Countries around the Baltic Sea have common problems that can be summarized as the lack of regional growth, the lack of regional cohesion and cultural diversity, high unemployment, and environmental pollution. Today, cultural heritage and diversity is regarded as an important resource for regional and local identity as well as for regional growth and sustainable development, which if managed properly can strengthen democracy. Funding the maintenance, conservation and restoration of architectural cultural heritage is a worldwide challenge. The Halland region of south-eastern Sweden has found an answer to this challenge. The Halland Model operates in regional cross-sectoral and problem-oriented networks. The measure-oriented planning system has had an important community impact; especially in employment, training and education programmes related to saving, restoring, and maintaining valuable cultural buildings. The idea is that after the restorations, the buildings accommodate an activity of importance for the regional and local development, and sustainable growth.

Eighty valuable buildings have been saved and approximately 1,000 construction workers have been trained in traditional building techniques. The Project Halland Model in Olsztyn had significant positive consequences for regional development, the strengthening of democracy, cultural identity and cohesion, even in diversity.

Recover Promote Cultural Heritage GOOD PRACTICES

The 1990s in Sweden were a time of financial crisis and a high unemployment. Therefore, the priority was to fight poverty through sustainable development in projects with optimal community impact. Sweden achieved this in broad joint action programmes where various types of problems were solved at the same time. Such actions required sophisticated planning and organization. The priority was the restoration of the most valuable buildings at risk. Construction work, and especially conservation work, is labour intensive. After restoration, the buildings could host important activities such as appropriate industries, tourist attractions and cultural events. The aim was that the restorations should integrate with the existing general market.



Recover Promote Cultural Heritage GOOD PRACTICES

“Save the jobs, save the craftsmanship, save the buildings” was a working slogan. The cultural heritage sector identified the building and the construction sector trained the builders. Today, various public planning tools are linked and targeted at specific common goals. The broad joint actions lead to broad co-financing and optimization of resources, but also to strengthening of regional cohesion and active participation of politicians, civil servants, workers, and users of the premises. The cross-sectoral networks at regional levels are organised as steering committees, with leading regional politicians chairing. The Regional Museums of Halland constitute the project management of Balcon. Each restoration site has its own organization. The Swedish government has granted Balcon over three million kronor for the Regional Museums of Halland as project managers. The government has also been contributing to the Halland Model since 1993 when launched, providing approximately 25 million kronor in annual regional subsidies to the County of Halland. Of this amount approximately 20 million kronor was allocated to the labour market policy. In the Balcon projects the European Commission, the Polish authorities, and Swedish local authorities together with estate owners have contributed approximately another 25 million kronor. In 1996, the Halland Model was named one of Sweden's ten best practice projects, and it was used to present Sweden as a new member state in the European Union. At the same time international co-operation started with the implementation of the network in Poland. Today, the networks are established in ten different regions around the Baltic Sea that are linked together in the Balcon partnership.

The unemployed are first given theoretical education in construction, traditional techniques, cultural history, and security at a construction site, among other things. The long-term unemployed are trained in commonplace social contacts. After inauguration, new activities start. They could be in the tourist business: well-preserved buildings are popular as tourist attractions. For culture, they could be used as museums, exhibition halls; but also as artist villages, city theatres, and as cultural centres or for education.

Any other information

In Sweden, almost eighty buildings have been restored this way. More than 1,000 construction workers have been employed and an additional 300 jobs created in the renovated buildings. Strategically important employers who threatened to leave the region have been dissuaded; the new environment attracted new employers, and this has contributed to strong regional cohesion. In the report to the Swedish government, the project was acknowledged as having had an impact on regional development, having strengthened democracy, and having spurred cultural diversity.

Do you think this teaching method/practice is applicable to the our project? In which way can be a contribute or what can we learn from this example.

We think that using this method we can archive our goal to recover cultural heritage from every kind of area, with the help of the government specially would be really easy to do for example the learning process to people without job but specialize on building and restoring to the historical techniques and then use those buildings as place for meetings, museums, special events...

We could try to get something similar asking for help to our local/national governments in order to restore and recover historical cultural heritage.

From this example we can learn that the point is to collaborate with the community and to make them participants of the idea of restoring/recovering cultural heritage like they did teaching people with the historical techniques and later giving them a job. Also at the end of the recovery they used this cultural heritages for some events or meetings and even for museums what gives them more active living in the society.

Dance Experimentation

Name of the organization/entity, municipality,etc

DUG - "DANCERS WITHOUT BORDERS

Short description of the main activity

Dancers Without Borders is a Swedish NGO that implements and supports social and artistic dance projects that aim to empower people. We believe that dance can be a tool for connecting and strengthening people, locally as well as globally. We work with dance to reorganize boundaries - physical, personal, spatial, social, and political. In this case teaching a group of refugee girls on dancing and sharing space together teaching different kind of dances including the traditional ones.



Detailed description of best practices / comparative method used to recover the cultural heritage and the intergenerational transfer. Which kind of teaching methods are using?

In the end of November, Dancers without borders tested their own method in Stockholm. With support from the cultural center and Anna-Karin Åberg who let us use their wonderful dance studios. They worked with a group of unaccompanied refugee girls (from ensamkommandes forbund) to teach dance and to share the space together. Ninna and Sofi from DUG facilitated the exercises and the girls showed to be super fast learners. Some of them had done some little dancing previously and some had no experience, due to themselves. The different exercises were difficult to follow for the individuals but in the end during the cypher everyone could express in their own unique way, bringing their own experience and movement into practice. By the use of dance classes for unaccompanied youth migrants in Stockholm were implemented in 2017, taking place both at centers and established open practice sessions. The project provided an opportunity for the youth participants to get a break from harsh living conditions and daily life, to try out a fun and physical activity and get to know the city's dance culture. Though an inclusive pedagogy and flexible methods the project reached a number of over hundred youth migrants in Stockholm with surroundings. The cooperation with the already established dance practice also gave positive synergistic effects by introducing new participants to the local dance scene. Today, several of the youth that took part in the dance classes are active dancers within the dance community.

Any other information

They have also other activities like:

Dancers Without Borders has collaborated with Project Playground, a youth center in the township Langa, outside Cape Town, South Africa, where we implemented a permanent ballet program in 2014. DIGITAL BATTLE is a street dance battle online between young people in different countries. So far there have been three DIGITAL BATTLES: the first between Sweden and France, the second between Sweden, Iceland and Denmark and the third between Sweden and Ghana.

Recover Promote Cultural Heritage GOOD PRACTICES

Do you think this teaching method/practice is applicable to the our project? In which way can be a contribute or what can we learn from this example.

If we focus on the cultural heritage created by arts like traditional dances, songs, paints... We could do something together in our communities at local level and also together at national/international level. From this example we can learn that is important to teach and show our traditional heritage to the people who is coming from outside so they are able to learn and feel more local.



ABF (Workers' Educational Association)

Short description of its main activity

“Computers for horrified” The priority of this activity is to bridge over the gap between old people and technologies.

Detailed description of best practices used for disadvantaged adults using ICT

One of the priorities for the state grants to study associations is to bridge over the digital gap between those people, mostly elderly, who have not yet entered our digital world and all others. One reason is of course that public service in Sweden, like in many other countries, more and more require computers and computer skills. So, what do elder people do if they do not have grandchildren nearby to learn from? They join a study circle, for example at ABF. Of course, one study circle at ABF is called” Computers for horrified”.

There are also around a dozen study circles about computers and various applications for people who already have the basic knowledge.

What we can learn from this example is the fact of the use of non-formal education through ICT to introduce adult people into the technologies are and the e-learning process?

Like other study associations ABF has local branches all over Sweden and also in Stockholm, the capital of Sweden. In Stockholm county, including all suburbs of Stockholm, the population is more than two million and in that area there are eight local branches of ABF. In Stockholm city, the population is a little less than 900.000 and there is the largest local branch of ABF.

It has quite a big building in the centre of the city, where most of the study circles, other courses and lectures take place. It also has several smaller places in other parts of the city where ABF has study circles.

Recover Promote Cultural Heritage GOOD PRACTICES

In the main building, on the top floor, ABF also has a folk high school, where people study at full time courses. However, most of the studies in the building are various kinds of study circles. Most of them are for people in general and take place during evenings. There are also a number of study circles for senior citizen, which take place during afternoons.

ABF in Stockholm is also a popular centre for lectures and most evenings a week there are at least half a dozen of lectures, besides all the study circles.

What can we learn from this example?

We think that is a very simple method so would be really easy to take on something like this at local/national level, cause is simply to give lessons to adult people about technologies that could even be taken on by volunteers or workers from our organizations.

We can learn from this about how to organize and start a course of ICT for adult people who never tried technologies before.



Swedish non-formal adult education on ICT

Short description of its main activity

This activity aims to teach adult people with ICT in a non-formal way.

Detailed description of best practices used for disadvantaged adults using ICT

Folkbildning. Folk means people and bildning means learning. Put them together and you get the word folkbildning, the Swedish form of non-formal adult education. In our study associations we define bildning as the opportunity to learn for its own sake. What matters is the desire to learn rather than demands set by the outside world. Learning is a lifelong process on your own responsibility and on your own initiative. And it encompasses so much more than learning in the formal education system, which only covers certain periods of our lives. With this together with the ICT the idea is to develop skills on adult about technologies in a non-formal way so could be easier for them to understand.

Every year the study associations run almost 266,600 study circles and reach nearly 1,7 million participants (in a country with a population of 10 million). Besides ICT, the study associations, have devotedly organized and developed adult education for more than 100 years. Folkbildning strengthens and enriches people and thereby the whole of society. Ever since the first study circle was held in 1901, study circles have been a meeting place for increasing knowledge and involvement. Sweden's ten study associations organise cultural programmes and lectures. However, it is the study circle which is the cornerstone of folkbildning. In the circle the participants benefit from their own experiences and knowledge and that of others. The group share their learning, building on their own interest and desire to learn. This creates a commitment and a motivation which exceeds that of many other forms of education. Folkbildning is part of civil society. Most of the major popular movements in Sweden work in partnership with the study associations, which together have approximately 370 member organisations. This gives the study associations access to a unique network, enabling them to engage with people who few other organisations in society are able to reach.

Any other information

The Swedish Adult Education Association is the interest organization of the study associations and its task is to strengthen the position of the study associations in our society through communication, cooperation, and analysis of the surrounding world.

What can we learn from this example?

What we can learn from this example is the fact of the use of non-formal education through ICT to introduce adult people into the technologies are and the e-learning process



GOOD PRACTICES

ITALY



The “Ladies of Orecchiette”

Short description of the main activity

In old Bari, near the Swabian Castle, there is a street called the Arco Basso now renamed the "Via delle Orecchiette".

Here the "old ladies", still make fresh pasta with a knife and hands, welcoming passers-by and tourists, bent over, as if in prayer, on huge trays full of semolina and water.

The ancient tradition of the pasta shapes: orecchiette, cavatelli and strascinati, produces and induce culture. Here food really blends with the environment in which it is born and becomes the identity essence of the people who made and offer it to the public.



Recover Promote Cultural Heritage GOOD PRACTICES

Detailed description of best practices / comparative method used to recover the cultural heritage and the intergenerational transfer. Which kind of teaching methods are using?

The street is full of wooden benches on which women create, in front of the eyes of visitors, extraordinary handmade orecchiette, using a simple knife as a tool, to give shape to the fresh pasta. Their dexterity is amazing, with the fingers they are able to perform movements at the speed of light with great safety and precision, as result of decades of experience. The old women teach the young women, and the men of the house take care of the transport. The pasta can also be consumed in the old alleys. This ritual helps many southern families. The undisputed queen is Mrs. Nunzia Caputo, of noble pastoral origins (the recipes and the secrets are passed on by the ancestors) who speaks a language in between the old Bari's dialect and Italian. In her small house she raised her children and provide to the family thanks to the production of these culinary miracles. She made tons of orecchiette in her life and taught many young women how to make them. Once purchased, the orecchiette to be transported are placed in simple plastic bags. The Orecchiette of Bari vecchia also arrived at the New York Times tourist fair at the Travel Show, with the participation of Mrs. Nunzia and the mayor of Bari.

Do you think this teaching method/practice is applicable to the our project? In which way can be a contribute or what can we learn from this example?

This is a clear example of valorisation of the resources of the territory. These traditions passed on from older to younger women, will give a lots of people the chance not to miss this peculiar feature of Puglia.

"A different place in society: a qualified employment for women at a disadvantage"

Short description of its main activity

The National Coordination of the Welcome Community (CNCA) is an association for social promotion organized in 16 regional federations to which approximately 260 organizations present in almost all regions of Italy adhere, including social cooperatives, social promotion associations, voluntary associations, bodies Religious. It is present in all sectors of hardship and marginalization, with the aim of promoting citizenship rights and social well-being. The Federation was born in the early eighties, when people involved in drug addiction, youth discomfort, homelessness, disability felt the need to unite to form a cultural movement that, starting from the themes of poverty and exclusion , was able to contribute to a more just model of development and to propose political proposals and lifestyles suited to the challenges of the present times. In the CNCA there is no discrimination of faiths and cultures, rather a continuous dialogue between different inspirations develops according to a secular and pluralistic approach.

Furthermore, the CNCA develops and implements projects with a high experimental content with the aim of identifying intervention models and good practices to be disseminated in its association fabric and in the wider community of those interested in the centrality of the social question.

Detailed description of best practices used for disadvantaged adults using ICT

Analyzing the needs present today among the different types of people welcomed in the structures of the CNCA, given that for some years professional training has no longer been financed or greatly limits the funding relating to basic IT, given the low level of knowledge and use of the tool IT of the guests of the various reception structures, given that many federation structures already carry out training activities, in collaboration with the competent public bodies, aimed at the guests; thanks to the collaboration of Microsoft and the collaboration of the Adecco Foundation, CNCA promoted this experimental project with the aim of providing basic IT training to disadvantaged women in charge of the structures of the Federated Bodies at the CNCA, provide support to the topic of job placement for women attending the course, create IT training skills within the Federated Bodies of the CNCA, try experimental reproducible models

The project develops in 8 training modules (40 hours) of basic computer science and work orientation, to be added to the training courses that the CNCA companies carry out within their training and educational projects. Each path includes 16 hours of basic computer science (taught by a teacher identified by the groups), Assessment of class levels (both by in-depth module and by unit on employment), 16 hours course with Microsoft teacher, to be defined according to the levels of the classes, 1 day with Adecco Foundation on "paths to employment", in some areas it will be possible to support some women in specific paths aimed at integration.

The courses must be aimed at women, coming from the rehabilitation and socialization structures of the CNCA, and aimed at employment; for many it will be their first job while for others it will be a matter of acquiring the missing skills and competences to qualify for the job.

Any other information

Year of this project 2006-2007

What can we learn from this example?

From this project we can learn that the acquisition of ICT skills is essential for anyone who wants to rehabilitate or reintegrate themselves as an active part of society by providing fundamental skills in finding a job or approaching current technologies, be connected with other people; providing a tool to grow and move independently in today's society.



Festival "La Notte della Taranta" (Taranta Night)

Name of the organization/entity, municipality,etc

"La Notte della Taranta" Foundation

Short description of the main activity

The "La Notte Della Taranta" Foundation promotes initiatives for the enhancement and protection of the Salento area. In particular, it supports the study of ethnographic heritage by promoting cultural, musical, social and communication events, and projects to support and develop Greek and Salentine traditions, with specific reference to popular music.

Today the Foundation takes care of the organization and production of the "La Notte Della Taranta" Festival, and is engaged in various projects, conferences and publications conducted in synergy with the research centers widespread in the Salento area and the main Italian and foreign universities (University of Salento, IULM of Milan, University of Geneva, University of Perugia, University of Tours).

Detailed description of best practices / comparative method used to recover the cultural heritage and the intergenerational transfer. Which kind of teaching methods are using?

"La Notte della Taranta" is Italy's biggest music festival born in 1998 on the initiative of the Union of Municipalities of Grecia Salentina, which involves thousands of tourists every year. It is one of Europe's most important events dedicated to traditional culture. It takes place in Salento area of Apulia region (IT) and is dedicated to the re-discovery and valorisation of Salento's folk music and its fusion with other types of music – from world music to rock, from jazz to classical music.

The goal is to enhance the culture and traditions that have always characterized the Salento area: the recovery of dialect, food, customs, dance, music, which are part of the history and origins of that certain community.

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It takes place in Salento and is dedicated to the rediscovery and enhancement of "pizzica", a traditional Salento music and dance. Currently in 22nd edition, the festival has managed to reach an ever wider audience, attracting 200 thousand spectators in the big closing concert of Melpignano (LE) which is always the last concert of this event.

The event starts in August and the festival comes to life every evening in the municipalities participating in the initiative: Corigliano d'Otranto, Sogliano Cavour, Zollino, Cursi, Sternatia, Martignano, Carpignano Salentino, Calimera, Alessano, Soleto, Cutrofiano, Galatina, Martano to end in the final concert in Melpignano.

Born in 1998, it has become the protagonist of an extraordinary growth in size, turnout and cultural prestige.



Official logo of the event

Recover Promote Cultural Heritage GOOD PRACTICES

The concert brings to life the typical music of the Apulian region, the "pizzica pizzica": a lively and animated dance that has its origins in the ancient healing ritual of the tarantula spier; those who were bitten (or " pizzicati ") from the tarantula), entered a state of shock and general malaise, from which they awoke only with music: in fact the " sick people " began to move almost like the animal that he had bitten them.

Beating their feet in time with music as if to crush the spider, they performed acrobatic movements and several turns on themselves, until they collapsed on the ground for exhaustion. After dancing for days and days, after sweating, they healed.

The curious thing about this dance is the fact that it is exclusively female, in fact to be "bitten" were women. It seems that tarantism, the term that indicates the disease, manifested an outlet for the condition of survival to the patriarchal regimes that the society of the time had towards them, tending to exploit them and to preclude any freedom.

A condition that made life really difficult and led to serious depression. To find a way out of this obsession, the myth of the "tarantulas" was born, this poisonous pinch that led them to states of alteration where they could be free to give full expression to their anger. A " syndrome " whose popular tradition had found a remedy in a complex musical ritual where to exhibit the " release " from a malaise similar, metaphorically, to the spider poison.

Over time, the story has become myth, the myth has become legend and the original practice has disappeared.

The cultural legacy to date remains in the musical representation of the 'pizzica pizzica' or the 'taranta'.

Thanks to the elderly custodians of tradition and its expression and their stories, this tradition has been handed down to the new generations.

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Do you think this teaching method/practice is applicable to the our project? In which way can be a contribute or what can we learn from this example.

From this example we can see how it is necessary to encourage the meeting and contamination between different generations, because it is only in this way that it is possible to preserve the traditions of each territory and make sure that they reach an increasing number of people and remain alive in time.



Senior Italy Onlus Foundation: tablet use course for the elderly

Short description of its main activity

The Italian Senior Onlus Foundation was born from the experience of FederAnziani Senior Italia.

Senior Italy FederAnziani is the Association that protects the rights and quality of life of the elderly, with the aim of enhancing their role in society. Through the financing and the realization of researches, studies, conferences and the sponsorship of informative works, Senior Italia FederAnziani sensitizes and focuses on the priority issues concerning the world of the third age. With over 3.5 million members throughout Italy, it promotes initiatives to affirm a new lifestyle that leads the elderly towards healthy longevity.

Detailed description of best practices used for disadvantaged adults using ICT

The foundation organizes training courses for the use of tablets for the elderly. The courses allow the elderly to become familiar with the technological equipment in a short time, even starting from scratch. This type of course is designed for various reasons, in fact, tablets are very similar to smartphones that now each of us has in our pockets, moreover, we think that tablets are easier to use than computers. The course is divided into several meetings. As with any computer course or similar aimed at the elderly in recent years, one of the objectives of the participants is precisely to acquire mastery and familiarity with the use of social media. In the final lessons you get to use social media, mainly Facebook and Instagram and create (for those without) a special social profile. Furthermore, social media are used to promote initiatives.

Any other information

The courses are aimed primarily at the elderly but can all be accessed.

Recover Promote Cultural Heritage GOOD PRACTICES

What can we learn from this example.

From this example we can learn different strategies, think about creating a simple summary guide on how to use the tablet and combine this initiative with weekly appointments in which association volunteers help elders and not to use tablets.

This example allows us to understand how even tablets, like any other digital tool, can be used by everyone, elderly and not even from scratch. Moreover, the use of tablets and any other device with internet connection allows you to easily reach and communicate with people around the world.



GOOD PRACTICES

SPAIN



Intergenerational Recover and Promote heritage

Name of the organization/entity, municipality,etc

Museo Puçol

Short description of the main activity

The School Museum of Pusol is an educational-museum project that has been developed since 1968 in the unitary school of the rural district of Puçol, in Elche (Alicante). Its main activity is the education of schoolchildren using the local heritage and culture as didactic resources, while at the same time conserving and enhancing these resources through its museum work.



Detailed description of best practices / comparative method used to recover the cultural heritage and the intergenerational transfer. Which kind of teaching methods are using?

The School Museum of Pusol was born in 1969 as an activity linked to the Pedagogical Project "The School and its Environment". This initiative integrated the learning of the trades, traditions and natural environment of the Elche countryside -carried out in the same rural environment where it was located- in the formal educational curriculum, making possible in this way the conservation of a culture that was disappearing quickly due to the mechanization of the countryside, and the substitution of the most traditional trades and crops for other more extensive and productive ones. Guided by the small team of teachers and external collaborators, the schoolchildren investigate Elche's rich heritage in direct contact with the tradition holders. The Museum, which at this time occupies the old houses of the school masters, does not limit itself to recovering and exhibiting objects but involves the whole of Elche society in the task of conservation. A collaboration and active participation that allows to recover and preserve the traditional elements in their totality and that enriches very much the students of the own School, since they are related directly with the culture that they no longer know. From its beginnings until the middle of the eighties, the scope of the project was limited to the limits of the rural area. However, as the achievements of this initiative became known and were reported in the local press, the operational range of the project was extended and incorporated into the remaining rural areas of Elche. Donations increased and, as a consequence, the Agricultural School Museum was created.

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From the 1990s onwards, the scope of the project extended to the city of Elche itself and donations grew enormously. In order to manage the project properly and sustainably, the educational community set up a non-profit association in 1992. Later, the space is recognized as a museum by Resolution of 23 June 1992, of the Consellería de Cultura, Educación y Ciencia. In 1993, the City Council financed the first architectural extension of the centre. The second extension began in 1998, thanks to the acquisition of an 8,000 m² plot of land attached to the old facilities. The new museum complex, inaugurated in 2001, consists of exhibition rooms, storage areas, conservation and restoration workshops, a multi-purpose room, a library, an archive, management, a computer area, a service area, an environmental studies garden and a public car park. In addition to the public aid, the patronage of Elche's businessmen has been added, attracted by the value of the educational project that now takes on the name of the Pusol School Museum Traditional Culture Centre.

Today, the project has trained almost 500 schoolchildren, has more than 1,750 donors and has generated over four decades a School Museum with more than 100,000 items of all ethnological aspects: agriculture, trade, industry, folklore, traditions... The Centre of Traditional Culture School Museum of Pusol is constituted as an entity that possesses unique and unpublished ethnographic and environmental funds, product of an incessant pedagogical, museum and scientific activity of rescue and restoration of the cultural and natural patrimony of the city of Elche, and of the singular and extensive cultural agricultural landscape that surrounds it, the Field of Elche.

Methods/activities they use are workshops as:

Natural Air Fresheners (according to season)

Description: after the explanation in the garden of the properties of the native aromatic plants to be used, we go to the workshop to crumble them, mix them, experiment with them and introduce them in bags.

Objectives: creativity, dexterity, hand mobility, stimulation of touch and smell.

White palm braiding

Description: elaboration of palm figures (ball, worm, flower and rose), which serve as decoration for the large bouquets to be worn on Elche's Palm Sunday.

Objectives: learning of emblematic traditional trades of Elche, mobility and coordination of the hands, dexterity.

Exhibitions, guided tours.

Any other information

The great recognition to the work and years dedicated to this community, open and participative project comes in 2009, when UNESCO registers the School Museum of Pusol Traditional Culture Centre in the Registry of Good Practices for the Safeguarding of Intangible Cultural Heritage, becoming since then the Third World Heritage of Elche.

Do you think this teaching method/practice is applicable to the our project? ¿In which way can be a contribute or what can we learn from this example?

Yes, can be transfer to another countries to do the same to safeguarded the heritage. We can learn that with time and dedication and with the help of entities, heritage can be safeguarded, given visibility and promotion, and transferred to new generations.

Ruta de los Oficios

Name of the organization/entity, municipality,etc

Museo y Ruta de los Oficios

Short description of the main activity

The project was develop by José Rodríguez Torrente, infrastructure promoter and is a tour of FIVE museums or theme centres that show, through the trades, a way of life that lasted until the 20th century. They are located in the old part of Molinicos in the original places where the activities took place. The flour mill, the house, near it the corral and the stable for the animals, the esparto grass picks, the wine cellar where wine and liquor were produced, and the forge, which, as well as showing a complete smithy, houses an exhibition of tools and utensils of trades with explanatory cards for each of them.

Detailed description of best practices / comparative method used to recover the cultural heritage and the intergenerational transfer. Which kind of teaching methods are using?

In the Molinicos area there is a lot of nature. Its enclave comprises a complex orography as well as the passage of the Mundo River, which is in the heart of the area. The physical conditions and its climate allow the existence of great and varied forests and species, and from there, the great variety of traditional trades that were given in the population. Its name, Molinicos, is due to the fact that in the past there were small mills dedicated to the grinding of wheat, mainly, moved by the most appreciated and used energy resource in the area, water, thanks to the passage through the village of Arroyo Morote and Arroyo Fuentehiguera. The Route of the Trades is a sample of the spaces that shows us in a very close way some of the most characteristic trades and ways of life in Molinicos. It can be visited:

The mill: One of the old flour mills existing in Molinicos, called "Molino del Jaro", where you can see the machinery, as well as better understand the process and operation of the wheat mill for obtaining flour.

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The pond: Located relatively close to the mill, it is a small waterfall that creates a pool, continuing its course towards the bridge of the ducks, where the waters of the Arroyo Morote meet those of the Arroyo de Fuentehiguera. You can also see the Roman aqueduct, which was used as a ditch by the miller and the washerwomen. Without a doubt, one of the most beautiful places in Molinicos. The access is through some stairs, with wooden railings. You have to be careful because there can be mud and risk of slipping.

The house: Typical mountain house, which consists of different spaces: kitchen with fireplace, cave, room, space with killing tools ...

The wine cellar: It contains a wine press or a jug where the wine was trodden and then dropped into the well and then kept in jars to make the fermentation process. It also contains a still, which was not only used by winemakers, but also by aguardiente and esencieros.

The stable: Typical stable with replicas of animals: donkey, pig, goats...

La casa del esparto (The esparto grass house): Space that consists of an esparto grass chopper and different baskets, necessary tools made with esparto grass and still widely used today.

The Museum of Crafts and Ancient Forges: a very complete exhibition of all kinds of tools, tools used traditionally, as well as information and curiosities about these trades and ways of life. Some of the traditional trades (which stood out in Molinicos) and tools that can be found in this exhibition are those of peasants, harvesters, reapers, millers, oil mills, vintners and brandy makers, distillers, spreaders, weavers and fullers, pine makers, resin makers, weavers, shepherds, beekeepers, charcoal makers, lime makers, truffle makers, blacksmiths... If you want to know more curiosities and a more complete vision about tools and utensils, do not hesitate to visit the Museum of Crafts if you pass by Molinicos.

The are using the workshops to transfer the job/crafts to other generations as:

Modeling a botijo

Description: learn how to model with clay an old-fashioned pot, including mouth and spout, which participants can decorate as they wish.

Objectives: dexterity, decision making, mobility and coordination of the hands, memory work.

Esparto Workshop

To learn how to; find it, process it and make different tools; ropes, baskets, ribbons, etc.

The participants will receive the necessary training to make basic tools with esparto grass. They will have the knowledge to make; braids, round ropes, rope, 5, 7 and 9 braids.

They will know how to recognize the raw material, the harvesting season, the collection system, the previous preparation (wetting, grinding) and the techniques for the work.

Video Summary and exhibitions.



ICT and DIGITAL LITERACY ON ADULTS

Short description of its main activity

They use the technology to help the adult people who don't know about it to cross the barriers, they learn about how to use computers in a different areas and how to get a job where they can use all the things that they learnt for example:

- The handling of basic peripherals: mouse, keyboard, screen, printer ...
- The virtuality of the new environment: operating systems, storage system by files and folders, etc.
- The relationship between both: orders. Input and Output.

Detailed description of best practices used for disadvantaged adults using ICT

The group is composed of 7-10 adults from the rural area of La Hoya, who are over 35 years old (parents, adults, unemployed, etc)

The course was organized because of the need of older people today to modernize in new technologies, to be able to help their children in their school work and to connect to social networks

The course has been running since 2016, some years with two groups (basic and advanced) and others only basic.

The course is based so much on the experience of the students, that it may not necessarily be related to computer science; as well as in the progressive construction of knowledge taking into account the following factors:

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Each session have:

- o A brief review of the previous session, thus activating the mental schemes of the students, preparing it for the class of the day.

- o A global summary of what was worked on the day.

- Knowledge and previous experiences. It is necessary that the memory be activated in the student and the student. The new knowledge is only built on the pillars that each person possesses, and these are their own life, their previous learning. Simulate the context, reactivate the memory through questions like Do you remember when ...? And in this way the new concept is linked to the previous one in the students' minds, thus facilitating their understanding and retention.

Examples on things that they learn during the courses.

- Window. Close buttons, minimize / maximize, restore.

- Binder. Subfolder File: With a simple box, a folder or filing cabinet, archival plastics, and folios the concept is usually clearer than the classic simile of the tree, although it can also be useful: Trunk, branches, leaves. Simile of Russian dolls.

- Cut-Paste: The best example: the reality of an authentic craft workshop, a collage with magazines and newspapers. Cut with scissors, paste, etc.

These elements will serve as a basis for future concepts of simple, multiple selection, text selection, photo retouching images, etc.

Office: (word and excel)

In the advance level they learn about:

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Online shopping

Online Security

Facebook

The impact it creates in the participants is the feeling of connecting to the world of new technologies, being able to do what everyone else does.

It allows them to be connected to their family, friends, community.

It also allows them to help their children with computer tasks.

Thanks to these courses, adults from the La Hoya community learn about ICTs and get involved in the community (through social networks, whatsapp groups, facebook, etc).

What can we learn from this example?

We can try to do some similar workshop with their working process with the adult people from our cities, what could be very helpful for them to get more opportunities. We can learn from the way they use different methods for learning and to keep everyone in the same stage of learning.



“Mayores Movilizados”

Short description of its main activity

The programme "Seniors Mobilized", is consolidated as one of the reference programmes in training of new technologies adapted to the elderly. Its methodology, proximity and contents have reached all types of institutions, centres, programmes and services for the elderly, facilitating the acquisition of digital skills.

The objective is to promote the use of information and communication technologies among the elderly, so that they can improve their quality of life and their social participation, and also avoid technological exclusion.

Detailed description of best practices used for disadvantaged adults using ICT

The objective is to train elderly people in internet, computer and social network courses. There are also informative-training talks on the use of mobile phones.

This training initiative is framed within the collaboration agreement that Fundación Vodafone and the Jovesolides Network, which meant the continuity and expansion of the 'Mobilized Senior Citizens' program.

The aim is to facilitate access to the benefits that Information and Communication Technologies offer to the elderly, from the point of view of management, leisure and free time, to encourage active ageing, and always with a practical and enjoyable approach.

Social networks are increasingly becoming part of the day-to-day life of older people. They are a response to the need to stay in touch with family and friends, and to encourage new friendships and participation in interest groups.

In the same way, we are witnessing the growth of mobile Internet, thanks to the use of new smartphones and tablets, which are causing a new digital culture that our elderly cannot ignore. That is why specific training and introductory talks on mobile telephony and social networks are planned.

"Seniors Mobilized" has trained almost 9,000 elderly people in the use of information and communication technologies since 2012. The great interest in the subject among older people and their open and participative attitude towards training programmes that improve their quality of life has led to the enormous success and impact of the programme.

The demand for participation in this type of training actions is growing, due to the usefulness that the elderly find when using new technologies. It should be remembered that registration for the courses is free and open to the entire population over 50

"Seniors Mobilized" develops a methodology of work through ICT, which favors the strengthening of capacities, abilities, aptitudes and attitudes, which will undoubtedly favor the quality of life of older people, making them participants in the Information Society.

CONTENT OF THE WORKSHOPS:

Presentation of the workshops (1 session 2h)

Basic level of computer skills (tablets and mobiles). (2 sessions)

Use mobile devices (1 session 2h)

Social Networks RRSS (2 sessions)

Health informatics (2 sessions)

Computing for purchase and banking (2 sessions)

Manage messaging groups (1 session 2h)

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The new technological applications "allow us to connect to the dizzying movement of reality, to connect with our surroundings and with our loved ones". "But it also makes it possible to make visible what older people are, since they constitute a space for showing all the potential, all the experience, wisdom and talent that older people can continue to contribute to society".

It allows older people to feel included in today's technological society, bringing them closer to computers, the Internet and mobile technology at a basic level.

These courses have improved integration and social interaction.

What we can learn from this example

That the open and participatory attitude of older people towards training programmes can improve their quality of life. Thanks to this ICT course the adults can be connected to the community, families, reality and ICT world.





The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



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

