

2021-2022

Co-creational trajectory

Description of a cooperation between educational institutions and heritage service providers

Within the framework of the international I²-project



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Introduction

This document describes how we set up a co-creational and participatory trajectory for schools and heritage organisations to work together on educational heritage.

The trajectory was based on an international Erasmus+ KA2- cooperation project named 'Identity and Innovation' and describes the different steps and phases our partnership went through during the project.

This document contains the following parts:

- A short description of the partnership and the partners in this project
- A description of the pre-participation phase that explains how some partners knew each other already before we started working together in this international project.
- A description of the actual cooperation trajectory with different parts:
 - ✓ Composing the partnership
 - ✓ Expanding the partnership
 - ✓ Learning from each other
 - ✓ Working with each other
 - ✓ Continuation of the partnership
- An overview of Communication and dissemination initiatives

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1. Partnership

Heilig Hartinstituut Heverlee (abbreviated as: HHH)



The Heilig Hartinstituut Heverlee is a Catholic school near the Belgian town of Leuven. The campus houses a congregation of the Sisters Annunziates and includes a primary school, a secondary school, a boarding school, a college campus, a heritage department, a farm and a nursing home. The secondary school, involved in this trajectory, provides education to about 3000 pupils in all levels of education www.hhh.be

Cultureel Erfgoed Annuntiaten Heverlee (abbreviated as CEAH)



Cultureel Erfgoed
Annuntiaten Heverlee

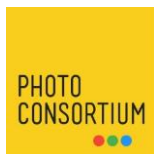
Cultural heritage service of the Annuntiaten Heverlee has its roots in the religious institute of the same name. The sisters Annuntiaten of Heverlee have a strong educational and mission tradition and are active in healthcare. The archive service was founded in 1986 by sr. Leen Welkenhuyzen. Thirty years later, a rich collection has formed and a lively heritage operation has developed, managed by a non-profit organization. The team consists of professionals and an enthusiastic team of volunteers. <http://www.cultureelerfgoedannuntiatenheverlee.be/>

European Historic Houses (abbreviated as EHH)



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 in order to raise awareness and advocate at a European level about private cultural heritage. The organization defends the preservation, conservation and transmission of heritage houses and represents 50 000 of them throughout Europe. <https://www.europeanhistorichouses.eu/>

Photoconsortium (abbreviated as PHOTO)



PHOTOCONSORTIUM – International Consortium for Photographic Heritage is a non for profit association devoted to the promotion and enhancement of the culture of photography and photographic heritage, and is committed in the areas of digital cultural heritage, access and reuse of cultural content, citizens' engagement and education.

<https://www.photoconsortium.net/>

Museo della scuola 'Paolo e Ornella Ricca' (abbreviated as MAC)



The "Paolo and Ornella Ricca" School Museum is a university museum established in 2009 within the Department of Education, Cultural Heritage and Tourism Sciences of the University of Macerata and as a direct emanation of the Center for Documentation and Research on the History of School Books and Children's Literature founded in the same University in 2006. The museum was officially inaugurated and opened to the public in June 2012. It is currently being completely redesigned so as to give visitors an optimal experience with their educational heritage.

<http://museodellascuola.unimc.it/>

The Thomas Cowley High School (abbreviated as THOMAS)



Cowley Academy (formally The Thomas Cowley High School) is a mixed secondary school with Academy status, in Donington, Lincolnshire, England.

<https://www.cowleyacademy.org.uk/>

Harlaxton College (abbreviated as HARLAX)



Harlaxton Manor is a Victorian country house in Harlaxton, Lincolnshire, England. It was built for Gregory Gregory, a local squire and businessman. Its architecture, which combines elements of Jacobean and Elizabethan styles with Baroque decoration, makes it unique among England's Jacobethan houses. Harlaxton is a Grade I listed building on the National Heritage List for England, and many other structures on the estate are also listed. The surrounding park and gardens are listed Grade II* on the Register of Historic Parks and Gardens. It is now the British campus of the University of Evansville.

<https://harlaxton.evansville.edu/>

2. Pre-participation phase

This section describes how some partners knew each other already or got into contact before the cooperation phase.

- HHH and CEAH: both organisations are located on the same campus and CEAH is the heritage service for all schools of the Annuntiates in Flanders, of which HHH is one. Although the school was founded in 1887, the actual heritage services was only created in 1986, but historically there has been a long connection between both: the sisters Annuntiates that were active at the school, already preserved school materials, items of tangible and non-tangible heritage were stored and historic accounts were kept,... a long time before the service was founded. The building itself became protected heritage in 1995. Also in recent years, there have been cooperations already between the school and its heritage service, mainly for educational activities on site, but also some small scale international cooperations were realized under Buurklassen and KA201-projects.
- EHH en Harlaxton: as already mentioned EHH is a network organisations that represents over 50.000 owners of private heritage sites. Harlaxton college is part of their network in the UK.
- HHH en Thomas Cowley: The secondary schools at Heverlee and Donington worked together in a first international project called Story-ID (an Erasmus+ KA229 project). During that project members of both schools worked together on increasing literacy and reading pleasure at schools, whilst connecting it to school identity. Although the schools were very different in setting, small versus large, urban versus rural,... there were clear connections when it came to the heritage that was present at both locations. Both schools were proud of their historic campus and both had conversions (planned) on their historic atticks.
- CEAH and MAC: though representatives of both organisations had never met, they knew each other's work. MAC had published scientific articles on educational heritage and was planning a complete conversion of their museum and digitization of their collection, which was very interesting for CEAH since both are comparable heritage service for educational heritage. They had exchanged some thoughts and ideas online about this topic.
- Photoconsortium had no direct link to the other partners, at the beginning. However, the former president of Photoconsortium was prof. Fred Truyen from the Faculty of Arts at KU Leuven, the Catholic University of Leuven , which is the city where CEAH and HHH are situated. Both HHH and CEAH already had links to KU Leuven, which made it easy to expand the cooperation partnership. Photoconsortium was invited to join the partnership due to their expertise with digital cultural heritage collections, which was considered beneficial to the I2 project. Photoconsortium on their side had a strategic interest in this project idea, because of the effort in promoting the reuse of digital cultural collections and of Europeana, the European digital library, in an educational context.

As you can tell, there were already some clear connections between partners, but no partnership yet as such. This was only created under an extraordinary call for creative partnership projects, which was launched within the Erasmus+ program in august 2020. This call was a direct response to problems created in the cultural sector due to the Corona pandemic outbreak just six months before. The call provided €100 million to respond to the educational challenges resulting from the COVID-19 pandemic. 'Partnerships for creativity' were aimed at supporting projects in the fields of youth, school education and adult education and wanted to develop skills and competences that encourage creativity and boost quality, innovation and recognition of youth work. It helped to link education, training and youth organisations with those in the cultural and creative sectors.

3. Cooperation trajectory

3.1 Start of the trajectory: composing a partnership

The original idea to respond to the extra call for creative partnerships came from the CEAH and HHH. As mentioned, they had worked together in previous small-scale international projects. In these, they focused on involving students and other local partners in ongoing evolutions within the heritage service and on developing educational activities on educational heritage.

So when the extra call came, they saw an opportunity, not just to continue their cooperation, but also to expand it and involve new partners in a larger heritage project.

Do to so, they applied a 'one sheet strategy' in which they developed a one-page concept note that explained their idea for a new project on educational heritage. They then sent this concept note to some of the partners in their already existing network.

Based on their reactions, they finetuned the concept note and started looking for other interesting partners outside of their original networks. They looked online for partners based on their strengths and contacted them via their website or contact references.

As such, the original cooperation between two partners, was extended to the partnership for the project with:

The Thomas Cowley High school: Another educational partner, a secondary school with interest in heritage topics. Similar to the HHH, their expertise was situated in development of educational activities with school heritage.

The School museum of Paolo and Ornella Ricca: a school museum and heritage service for Italian educational heritage connected to the University of Macerata. Their expertise consisted of the link to research activities, their activities as a school museum and their conservation activities concerning educational heritage. They were also a very interesting partner because, at that moment, they were redesigning their museum and its activities from a 'traditional' heritage organisation to a more modern, sustainable and digitalized serviced with activities not just for schools but also for a broader audience.

The European Historic Houses: an organisation with clear expertise in European cooperation and projects, with a large network of heritage partners and a clearly added value to the dissemination and communication activities in our project. Also their close proximity to CEAH and HHH (Leuven and Brussels are only 20 minutes apart by train) was an extra strong point.

Photoconsortium: also a partner with a clear expertise in photographic heritage and an additional value for dissemination activities on digital platforms and conferences. Especially their links to Europeana and Historiana were interesting in this regard. Also the connection to the KUL provided an extra angle for research and internships.

Harlaxton College: our last partner, was not part of the original cooperation network. They only joined our project after the first year, in March 2022, to replace the Thomas Cowley High School. Due to unforeseen circumstances, the latter couldn't participate in our project anymore, but the project type (Erasmus+ KA227) required that we had a minimum of 3 organisations from 3 different European Countries. Since all other partners came from either Belgium or Italy, we had to find a new partner at very short notice. Also here, our partnership proved to be valuable, because within 2 weeks we were able to introduce Harlaxton College into our partnership since they were already associated with the network of EHH. Moreover, their expertise was not only on educational activities (in this case for higher education) but also on creating networks with local community stakeholders in their 'walled garden-project'.

Once the original partnership was composed, we wrote the KA227 project together and handed it in at the end of October 2020. Approval of the project was received in the beginning of 2021.

At the time of writing the application, a number of key persons were involved. In each organisation one or two people were in charge of providing the content of the application and on developing project activities.

At the moment of approval, a number of extra persons became actively involved in the start up and development of the project.

For instance: at the HHH and MAC the responsible person for international projects at the accountancy office became involved, at CEAH and PHOTO the board of directors was informed and used as a sounding board for the project activities, at HHH and THOMAS teachers with an interest in student activities for heritage became involved and at MAC, CEAH and EHH internship students took up an active role in the project. Of course, in every organisation also management was informed of the project approval and consulted on the actual development of the project.

As such, we created not only a network between international partners, but also an internal network in each of our organisations of people involved in this project. This was essential to secure internal support for the project and provide the necessary anchoring points to the regular activities of each partner.

3.2 Expanding the partnership

3.2.1. Learning from each other

We had now been able to create a solid partnership between our project organisations and within each organisation, but the aim of the project was also to extend the cooperations between heritage organisations and educational institutions even more and especially learn from each others' expertise.

Therefore, we set up three round table events in the course of the project. Though originally planned as live events, one in each of the partner countries, the global pandemic forced us to rethink our original idea. Due to covid-restrictions on travelling and on involvement of external parties at certain institutions, we had to change the setting from live to online or blended events.

Each of the round tables had a specific topic and was organised by one or two of the partners.

The first round table event was organised by Italy and had as a topic 'Creativity and development of Key competences'. It was first organised as a virtual event in September 2021 and later on also a live event in June 2022 was added.

The second round table was organised by the UK and had as a topic educational heritage and (cultural) sustainability. First, two virtual events were organized in February and March 2022 by the Thomas Cowley High school, later on also a live event was organised at Harlaxton College in October 2022.

The third round table was organised by Belgium and had as a topic 'Innovation and Participation'. It was the first event that was organised live in April 2022, but because some partners couldn't attend the event, parts of it were still streamed online.

So, overall the following learning activities took place in chronological order:

September 2021:	virtual round table organised by Italian partners
February and March 2022:	two virtual round tables organised by UK partner Thomas Cowley
April 2022:	Live round table event organised by Belgian partners
June 2022:	Live round table event organised by Italian partners
October 2022:	Live round table event organised by UK partner Harlaxton College

Next to these round table events, which focused on exchange of expertise for partner organisations and their network, also two student exchanges were organized in October 2022. These two exchanges were organised by HHH and Harlaxton back to back (between) October 10th and October 21st. The student exchanges focused on creating educational activities on oral and visual educational heritage and increase of cultural competences.

More details on each of the events can be found on the following pages.

First round table event part 1 – Online - September 27-30, 2021

Topic: Creativity and development of key competences.

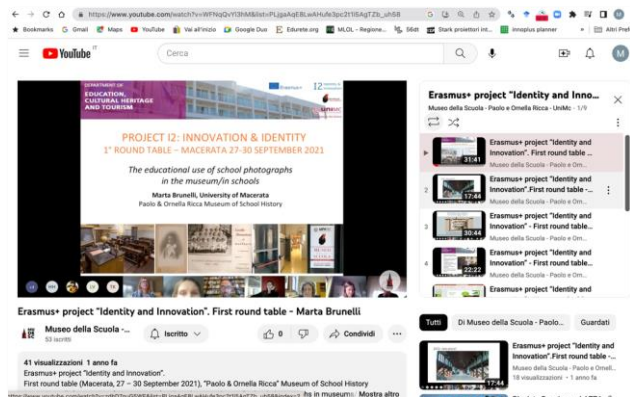
Program:

- **Marta Brunelli** / University of Macerata (IT) – *The educational use of school photographs in museums/in schools*
- **Antonella Fresa, Valentina Bachi** / Photoconsortium (IT) – *Reusing cultural content available online in educational activities and teaching/learning materials, with an eye on copyright*
- **Pierluigi Feliciati** / University of Macerata (IT) – *Historical schools, the built heritage and the new technologies. The workshop “How to write a Wikipedia article”*
- **Ewelina Oksiuta** / European Historic Houses Association (BE) – *What do historic houses teach us? The innovative approach to education in the private heritage sector*
- **Fabio Targhetta** / University of Macerata (IT) – *Collecting Oral histories, between the school and the museum*
- **Ria Christens** / CEA-Cultureel Erfgoed Annuntiaten Heverlee (BE) – *Students as stakeholders. Play Ground Circles: a participatory heritage project*
- **Cyrus Vanderschoot** / UCLL-University Colleges Leuven-Limburg (BE) – *Students in the role of museum curator. Cloister becomes school: a creative project*
- **Francesca Davida Pizzigoni** / INDIRE-National Institute for Documentation, Communication and Educational Research (IT) – *Preserving the Educational heritage in schools as a learning activity*
- **Joris Colla** / KADOC Katholieke Universiteit Leuven (BE) – *Slimerfgoed: A platform for Educational Heritage*

The presentations were planned to be streamed live and thus promoted in partners' channels for possible external stakeholders to join. The videos of each talk and the respective supporting slides were edited afterwards and published online in Photoconsortium's Educational Portal: <https://www.photoconsortium.net/educationalportal/2021/09/14/i2-creativity-and-key-competences/> and also as a Youtube playlist in the Youtube Channel of the “Paolo & Ornella Ricca” School Museum: https://www.youtube.com/playlist?list=PLiAqE8LwAHufe3pc2t1i5AgTZb_uh58

Met opmerkingen [VB1]: Maybe if you have the possibility to check in the ms teams we can add the number of attendees, because i think we had somebody outside the consortium who listened

Met opmerkingen [HVDH2R1]: I integrated that in the final report



Second round table event part 1 – Online - February and March 2022

Topic: educational heritage and (cultural) sustainability

Program:

Part 1: 24-25 February 2022

Thursday 24th February:

10.00-11.30: **Alice Modena / Euroclio (NL)**

Supporting education with sustainable resources: presenting Historiana as a tool for teachers

11.30-13.00: **Deborah Wheelan / Lincoln University (UK)**

Preservation of heritage at Lincoln University

Friday 25th February:

10.00-11.30: **TBC speaker from Belton House / National Trust (UK)**

Cultural heritage and sustainability

11.30-13.00: **Tony Berry / National Trust (UK)**

Re-Use of historic buildings

PART 2: 21-22 March 2022

Monday 21st March

10.00-11.30: **Jonas Danckers and BOW architects / Parcum (BE)**

Redesigning a religious site to a sustainable environment used by a wide variety of stakeholders.

11.00-12.00: **Heleen Van den Haute / Heilig Hartinstituut Heverlee (BE)**

How to make an educational institution more sustainable in every way: case study – the AISHE instrument

12.00-13.00: **Marta Brunelli, Emanuela Stortoni / University of Macerata (IT)**

Students meet ancient Roman schoolchildren: from a sustainable education to a sustainable archaeology

Tuesday 22nd March

10.00-11.00: **Ann Vandenberg / Tweebronnen City Library (BE)**

Conversion and sustainable renovation of a 'Vandevelde' former school building and protected modernist site

11.30-13.00: **Johan Vrancken ICT-Representative / Heilig Hartinstituut Heverlee (BE)**

Digital transitions in educational institutions: tools for a sustainable progress

12.00-13.00: **Open Networking discussion** on the online presentations given in February and March

As with the first round table, the recordings were edited and published in Photoconsortium's Educational Portal

<https://www.photoconsortium.net/educationalportal/2021/09/14/i2-creativity-and-key-competences/>

And in a youtube playlist: <https://www.youtube.com/watch?v=Uq7NUtfQpJE&list=PLgBVvg4Ev08EAEqUOMwrfP-26Va6ujuRt>



Third round table event – Live in Belgium - April 2021

Topic: Innovation and Participation

Program:

Monday 25th April 2022

9-10: arrival, welcome and practical info
10-11.30: tour of the campus
11.30-12.30: partner presentations and overview
12.30-13.30: joint sandwich lunch
13.30-15.30: follow-up of action plan: future activities
15.30: historic guided walk in Leuven by city guide Trui Kerkhove
18.00: reception at the historic town hall:
welcome by the deputies of education and culture Mrs. Denise Vandevort and Mrs. Lalynn Wadera
19.30: network dinner in Leuven City

Tuesday 26th April 2022

10.00-12.00: Project meeting on the tangible products in the project: teaching materials – vision – manual
12.30-13.30 Lunch at the school cafeteria
13.30-14.30: transfer from the school to Veltem by train
14.00-16.00: visit of the Pastoor De Clerck school in Veltem
Reconversion project: Convent becomes school
>> Architectural and pedagogical concept
>> Educational project
>> Heritage project

Wednesday 27th April 2022

11.30: Talk exchange expert: Ellissavet Lykogianni [The Square Dot Team](#)
13: joint lunch with heritage network
13.45-15.00: Activities on the campus
15.00: talk by Heritage Expert Hildegard Van Genechten (FARO) – “Heritage and Education”: Faro vision and supporting politics
Exchange and discussion

Thursday 28th April 2022

8.30: meeting at school – take bus together to Limburg
AM: visit of the [Labiomista](#) exhibition on identity and culture
12-14: back to Leuven and free lunch in the city
14-16: Visit Tweebronnen City Library with presentation “Renovation and revitalization of a building: making the history of a spot and the stories of its former habitants visible” by Ann Vandenberg and Prof. em Luc Verpoest
20.00: visit City museum M – [exhibition Shawky](#) and permanent collection, with guide Trui Kerkove

Friday **29th April 2022**

8.30-9.15: evaluation of the week with partners
9.15-10.15: presentation of student results to the network partners.
10.30-11.30: conclusion on this week + looking forward to next exchange week in UK and partner meeting in Italy



First round table event part 2 – Live in Italy - June 2022

Topic: Creativity and development of key competences.

This event was organized in conjunction with a public conference organized by Photoconsortium in Pisa, that offered an occasion to also disseminate the I2 project in an international context, by including a project presentation in the conference program. The public conference was dedicated to explore how photographic heritage supports citizen participation in cultural heritage, and was organized in the framework of the Erasmus+ project [Citizen Heritage](#) coordinated by KU Leuven. The event in Pisa took place at the Museo della Grafica hosting the partners meeting and the public conference. Afterwards, the partners moved to Macerata to visit the collections in the School museum Paolo e Ornella Ricca.

Program:

Monday June 27th

General assembly of the Photoconsortium

Network dinner together with the board of directors of Photoconsortium and the attendees of the Citizen Heritage Conference

Tuesday June 28th

Citizen Heritage conference

“The role of photographic heritage in empowering communities’ participation in cultural heritage”
organized by Photoconsortium,

- Welcome (prof. Alessandro Tosi, University of Pisa)
- Conference speakers:

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

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

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)

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

Enriching the View of Bruges, crowdsourcing project (Alexander Soetart, City of Brugge)

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); Ismo Malinen (Museovirasto), Frank Golomb (United Archives), Frederik Temmermans (IMEC and Vrije Universiteit Brussels)

- Conference Conclusions
- Pre-view Visit of the exhibition at the Museo della Grafica, dedicated to artistic and photographic representations of Golf
- Partner meeting to discuss ongoing projects and activities.

The presentations delivered by the speakers in the conference were published by Photoconsortium in the Citizen Heritage website: <https://www.citizenheritage.eu/multiplier-events/Pisa/>

Wednesday June 29th

Morning Transfer to the city of Macerata
13.00-15.00 Lunch Meeting with representatives from the University of Macerata and the School Museum
15.00-17.00 Tour of the city of Macerata

Thursday June 30th

10.00-12.00 Guided tour of the School Museum
12.00-13.00 Lunch
13.00-15.00 Presentation of the educational project by the museum and the University of Macerata
Student presentations of research and exhibitions related to educational heritage
15.00-17.00 Cultural activity: visiting the Sferisterio Arena and the Pallazzo Buonacorsi
20.00 Network dinner

Friday July 1st

9.00-11.00 Partner evaluation
Partner meeting to review the formalities of EC reporting and to start discussing the programme of the exchange week in UK, hosted by partner Harlaxton College



Second round table event part 2 – Live in UK - October 2022

Topic: educational heritage and (cultural) sustainability.

Program:

10th October 2022

19.15: Welcome reception at Harlaxton Faculty in the Van der Elst Room

11th October 2022

09.15: Meet in the Schroeder Lounge for a guided tour of the Manor

11.30: Meet with Ian Walsh for a Tour of the Walled Garden

13.30: Visit to Belton House

19.00: Evening meeting in the Van der Elst Room with Harlaxton Faculty

12th October 2022

9.00 – 12.00: The Queens Green Canopy tree Planting Ceremony.

13.00: Visit to Creswell Crags with Dr Emily Stammitti and students from her Sacred Architecture class.

16.00: Free time to work, relax or explore

18.00-19.00: Banquet Dinner served in the Great Hall

13th October 2022

09.30: Tour of St Wulfram's Church and the Chained Library

13.30: Partner meetings in the Beckett Seminar Room

16.00: Time for work and relaxation

19.15: meeting in the Van der Elst Room for a Heritage talk from Abi Morgan and a farewell drink

14th October 2022

Checkout and departure



First student exchange – Live in UK - October 2022

Topic: Oral and visual educational heritage and increase of cultural competences.

Program:

Monday, October 10, 2022

1530: Please have your coach driver go through the main gates up into the Front Circle, where we will be waiting to welcome you! On arrival we will check you in and show you to your accommodation for the week.

1800 - 1900: Dinner served in the Refectory 1915: Please join Harlaxton College Students for a House Competition activity

Tuesday, October 11, 2022

0800 - 0900: Breakfast served in the Refectory 0915: Meet in the Schroeder Lounge for a guided tour of the Manor 1130: Meet with Ian Walsh for a Tour of the Walled Garden

1200 - 1330: Lunch served in the Refectory

1330: Depart for a visit to Belton House

1800-1900: Dinner served in the Refectory

1900: Head to the Sports Hall to watch or get involved with this evening's student activities

Wednesday, October 12, 2022

0800 - 0900: Breakfast served in the Refectory

9am - 12pm: The Queens Green Canopy tree Planting Ceremony. More details to follow.

1200 - 1330: Lunch served in the Refectory

1400: Talk by The Lord-Lieutenant of Lincolnshire, Mr. Toby Dennis with students from West Grantham Academy, followed by a letter writing project to the new King, Charles II

1600: Free time to work, relax, explore and prepare for the Banquet

1800-1900: Banquet Dinner served in the Great Hall

Thursday, October 13, 2022

0800 - 0900: Breakfast served in the Refectory

0930: Depart for a tour of St Wulfram's Church and the Chained Library

1200 - 1330: Lunch served in the Refectory

1330: Visit to West Grantham Academy

1600: Time for work and relaxation

1800-1900: Dinner served in the Refectory

1915: Please join Harlaxton Students for Games night in The Bistro.

Friday, October 14, 2022

8am - 9am: Breakfast served in the Refectory.

1000: Check out from rooms, turn in keys to Reception and collect packed lunches for onward journeys.



Second student exchange – Live in Belgium – October 2022

Topic: Oral and visual educational heritage and increase of cultural competences.

Program:

Monday October 17th

Around 15.00: Arrival in Leuven
meeting point: train station

15.00-16.00: Discovering Leuven
City rally using the app 'Actionbound'

16.00-18.00: Reception at the Leuven Town Hall by
the town's 'aldermen' for education,
Mrs. L. Wadera
Private tour of the gothic town hall



Leuven City Hall

Tuesday October 18th

10-12.30: Guided tour of historic Leuven:
Saint Peter's college – foundation of the university – university hall - university
library – Saint-Peter's church

12.30-14.00: free lunch in Leuven

14.00-16.00: Beer and chocolate tasting workshop

Wednesday October 19th

10.00-12.00: teaching activities at Heilig Hartinstituut – students involved in project activities on
heritage in the chapel and English classes

12.00-13.00: Lunch at the Via Via travel café

13.30-15.30: visit of the Abbey 'Park'

Thursday October 20th

9.30-11.00: visit of the modernistic chapel at the Heilig Hartinstituut

12.00-14.00: canoeing down the river 'Dyle' with students from Heilig Hartinstituut and French
students from Le Mans.



Conclusions on learning from each other

The events mentioned on the previous pages had positive impact and also posed challenges in expanding our cooperation network:

0. Although the restrictions caused by the Covid-pandemic were at first seen as a set-back, because we had to reorganize the live events as virtual or hybrid ones due to travel restrictions, the overall effect is considered positive because of several reasons.

First, it enabled us to even expand the network further. Where live events were originally aimed at involving local partners in each hosting country, with virtual events we had the possibility to involve not only local but international partners, either as expert speakers and interested audience. This enabled us to open up the event to other interested parties, locally or across borders. Everybody who showed an interest in the topics was able to join virtually so to participate in the event and contribute to its results

Secondly, it forced us to think creatively and with an open-mind about digital accessibility of discussion events: how to organise the event at best how to promote it and invite participants, how to manage registrations of external partners and attendees, , how to define and maintain a relevant program, how to handle the virtual discussion among participants and encourage profound reflections and exchanges,.... We had to think about all these aspects so to make sure the event had added value for the core partners and all external participants.

Last but not least, hosting and running online or hybrid events was a challenge that produced valuable experience. Albeit most of the project partners are teachers, and thus already challenged by the Covid pandemic to run classes online, events of this kind are different from lessons with the classroom. A lot of knowledge and expertise was in facts derived from this experience that enriched the digital skills and capacities of project partners.

1. The events also enabled each partner to strengthen their own local network. Because each country was responsible for their own event, they had to reach out to their own networks to find expert speakers, good practice examples, connections to ongoing events,.... For instance, in Italy the live event was linked to a conference on citizen heritage and the opening of the new museum. In Belgium, the event was linked to the annual, Flemish national heritage week and in the UK there was a link for partners and students to the Queens' Green Canopy Initiative, a national heritage activity supported by royal family. This made the events even more rich and inspiring.
2. Overall, the events enabled us to test the quality of our network and look for new angles of cooperation with other partners. Hence, new project ideas, inspiration for own activities or cooperations between specific partners were established and will be followed up in the near future.
3. Though all partners have a very different focus, putting our expertise together clearly created an added value for our own organisations and a deeper mutual understanding of the different aspects involved in educational heritage. The educational institution learned to understand the variety of educational heritage better, were amazed by the richness and depth of activities that can be developed with this heritage and enjoyed the opportunity to talk to experts on heritage all over Europe. The heritage services on the other hand got a more profound insight into aspects important when developing educational activities for secondary and higher education students and increased their understanding of digital tools that can be used for this. The networking organisations finally, were enriched by the other organisations and expanded their network, often with institutions that they hadn't previously met or worked with.

3.2.2. Working with each other

In this cooperation trajectory, we didn't only learn from each other, but we also worked together intensively.

This 'working together' took place under different forms though, of which we will elaborate some below:

- Together we made a number of tangible products that show the results of our cooperation.
- We 'celebrated' the partnership at different occasions and created personal bonds.
- We involved as many different levels at our home institutions as we could.
- We used students and Interns wherever we could.
- We used the project to develop the cooperation as we went along and to create strong bonds between the partners

3.2.2.1 Creation of tangible products

In the course of this cooperation, we developed three tangible products together: a vision document, E-books on good practice examples and a co-creational trajectory.

The vision document was created in the fall of 2022 during a number of online meetings. Development was coordinated by the Photoconsortium and the KUL, but input was given by all partners. We used several methodologies to develop this vision.

Next to the vision document, we developed a number of E-books using the tool 'Book Creator'.

The content shared by all participants throughout the I² project was compiled into e-books on the website [Book Creator - Love Learning - Book Creator app](#). We created about 40 e-books, divided into two topics: *Educational Activities* and *Good Practice Examples*.

For the *Educational Activities*, it primarily introduces innovative pedagogic activities that involve heritage with the goal of integrating heritage into the educational field in a more vivid and appealing way. The *Good Practice Examples*, include all the inspirational guidelines on how other organizations utilized heritage in their profession.

We created e-books on the following topics:

EDUCATIONAL ACTIVITIES	
book nr	title
22	Cultural speed dating event
21	How to set up heritage exhibition
20	Actionbound search
19	Garden of eden
18	Living Angels
17	Lino cutting
16	Cooking pancakes
15	Creating podcasts
14	Merge photos
13	School at war
12	Convent becomes school: roleplay
11	Convent becomes school: Scholastic role
10	Convent becomes school: boardgame
9	An Ar-tist
8	The memory of our school
7	Heritage corner
6	Europe – united in diversity
5	Cultural heritage detective

GOOD PRACTICE EXAMPLES	
book nr	title
18	Heritage service on campus
17	AISHE
16	Walk with Leuven city guide
15	Citizen Heritage
14	Belton House
13	Saint wolfram's church
12	Digital transition
11	Faro
10	Museum Paolo and Ornella Ricca
9	Queen's green canopy
8	Repurposing buildings
7	Cherished
6	Walled garden
5	Reusing cultural content
4	Playground circles
3	City library
2	Slim erfgoed
1	What do historic houses teach us?

4	School oral history
3	Remember me- Mash photography workshop
2	Curator of your own school museum – Il patrimoniere
1	Make heritage flow on wikipedia

Through these e-books, we hope to deliver a tangible outcome to our audience with inspiring examples to help them get fresh ideas for future heritage-related activities. We also hope to present some educational activities for teachers, schools, and other stakeholders to use in their pedagogy and make the learning process more engaging using heritage.

Finally, we also developed a co-creational trajectory. That is the document you are going through at the moment. We developed it to illustrate how co-creational cooperation between schools and heritage organisations can be set up and developed. With this document we especially hope to inspire others.

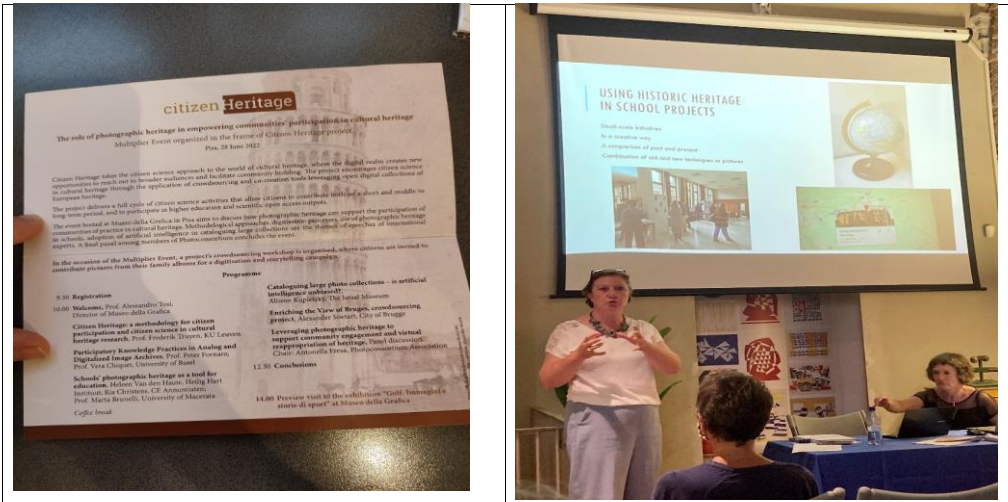
3.2.2.2 Celebrating the partnership

Cooperation during an international project, is often hard work, but we also took the time to promote our partnership and put our cooperation in a positive spotlight.

We especially did this during three events: at a conference for citizen heritage in Italy, during a heritage week for educational heritage in Belgium, within the framework of the opening of the new school museum in Macerata and during the Tree planting ceremony of the Queens green canopy initiative in the UK

Conference for citizen heritage in Italy

The live round table event in Italy coincided with the conference for citizen heritage organised by Photoconsortium. At this conference we proudly presented our cooperation and explained what we did together



The event in Belgium ran parallel to the Flemish heritage week, which focused on educational heritage in 2022. Here we took the occasion to present the educational activities at the HHH for external heritage experts.



The live round table in Italy also put the renewed school museum in Macerata in the spotlight. All experts received an extensive tour of the new museum before its official opening. During the visit, the criteria have been illustrated that oriented the new museum set-up towards the creation of friendly environments and contents accessible to all visitors. Regarding the historiographical choices underlying the arrangement of the new exhibits, the museum offers a chronological route illustrating the history of the Italian school from 1861 Unification up to the 1970s, as well as diverse thematic focuses. Specific insights are dedicated, for example, to the evolution of the material school culture such as the history of school desks, schoolbags, and school equipment in general. In addition, in-depth analysis of history of education and teaching methodologies is offered: for example, about the ideological aims and educational tools of fascist education, or about the advent of new educational technologies between Sixties and Seventies, and so on.



In the afternoon meeting, the group of partners had the opportunity to deal firsthand with a group of university students (university trainees, volunteers, and graduating students) who took part in the arrangement of the new exhibition. In particular, the students explained how they who contributed to create digital contents and tools such as QR codes and the digital timeline being projected within the new museum path.



Other students carried out their thesis research on the creation of new tools for inventorying museum objects: the same tools were used during the arrangement of the new exhibition areas and were applied to the creation of the related topographical inventories. Finally, a group of volunteers was involved in the creation of posts, stories and reels on social media (Facebook and Instagram) for the communication and enhancement of the museum's school collections. The activities carried out with students during the phases of refurbishment of the new museum made it possible to develop an educational and laboratory model that will be applied, in the coming years, with students of History of education and Heritage education courses with the aim to renovate academic teaching and turn the museum into an effective laboratory for the professionalization of future educators and museum operators.



Finally, also during the live event in the UK, partners and students attended the tree planting ceremony of the Queens green canopy initiative. This is a nationwide initiative to mark the Platinum Jubilee of the belated Queen Elisabeth and to restore Britain's natural heritage by planting trees all over the country. At the moment, the UK inhabitants have created a living legacy with over a million trees planted in her Majesty's name across the nation. A special role was given to the Belgian students who attended the exchange in Harlaxton in so far that they actively took part in the tree planting ceremony and planted a tree on Harlaxton grounds together with the headmaster of Harlaxton college and the representative of the King Sir Toby Dennis, Lord Lieutenant of Lincolnshire.

Link: <https://queensgreencanopy.org/about-us/>



3.2.2.3 Working at different levels

During the execution of our cooperation partnership, some unforeseen cooperations at different levels were created

First of all, ties between the different **universities** in this project were intensified. Though our consortium only involved one institute of higher education at the start, the University of Macerata, by the end, cooperation between three institutions was established: through the Photoconsortium representatives of the KUL were involved in the development of a vision document and due to the changes in the consortium, Harlaxton college (with clear links to the University of Evansville in the US) was integrated into our cooperation. Thanks to the live events for instance, it became clear that the heritage library at Harlaxton college could benefit from the expertise of the heritage services at CEAH and MAC or that the links between Harlaxton college and the University of Lincoln would be interesting in a follow-up research project.

Also at the level of involving **students**, extra cooperations were set up. During the student exchange in the UK for instance the students of HHH worked together with local students from the West Grantham Church of England Secondary Academy (<https://www.wgacademy.org.uk/7456-2/>) and the students of Harlaxton college organised social activities such as a football match and a treasure hunt for the visiting students from Belgium.

Finally, **interns** were involved at different activities in this cooperation:

- Interns of the University of Macerata performed research activities on heritage within the framework of this project and the possibilities to create internships for these students at Belgian institutions such as the CEAH and EHH were discussed.
- At the CEAH also students from the social studies program of the KUL (supervised by Mr. Fred Truyen) were actively involved in creating the tangible products of this project.
- International students of the UCLL, located on the same campus as the HHH, were involved in the student exchange activities in Belgium.
- At the EHH an intern was involved in the round table event in Belgium

Involving additional parties and creating these unforeseen bonds provided a remarkable extra value and dynamics to the original cooperation and again made us aware of the different layers that can be connected at all our institutions.

3.2.2.4 Working within the partnership

This project certainly intensified the connections between our partnership and we organised some activities that were specifically aimed at getting to know each other:

A kick-off meeting was organised for all participants in this cooperation. Due to Covid-restrictions this kick-off unfortunately had to take place virtually, but it nonetheless was an opportunity to make acquaintances. We also took sufficient time to introduce the different institutions and persons involved in the project activities which later enabled us to work efficiently and avoid misunderstandings

After the kick-off, several other online meetings were organized as long as physical encounters were not allowed.

Once we were able to meet physically, every round table event also included a partner meeting at which the evolutions of the project were discussed and evaluated. And sufficient time for informal networking during dinners and cultural activities was allowed.

In Belgium specifically, cooperation between the partners situated in Heverlee and Brussels was intensified. There were extra meetings between CEAH and HHH at least every month and even when the other partners were not yet able to visit, EHH came to Heverlee to get acquainted and talk to the representatives of CEAH and HHH.

Also internally, extra meetings were set up. At the educational institutions for instance this created new networks between teachers who previously didn't work together. The extra value of an international cooperation in school activities was clearly visible and motivated teachers as well as students for heritage activities. Extra teaching

materials were developed, activities with incoming student groups were created and project-based activities were introduced in the curriculum.

We think this approach was beneficial because it resulted in several new educational approaches and even a possible follow-up project on heritage education(see below).

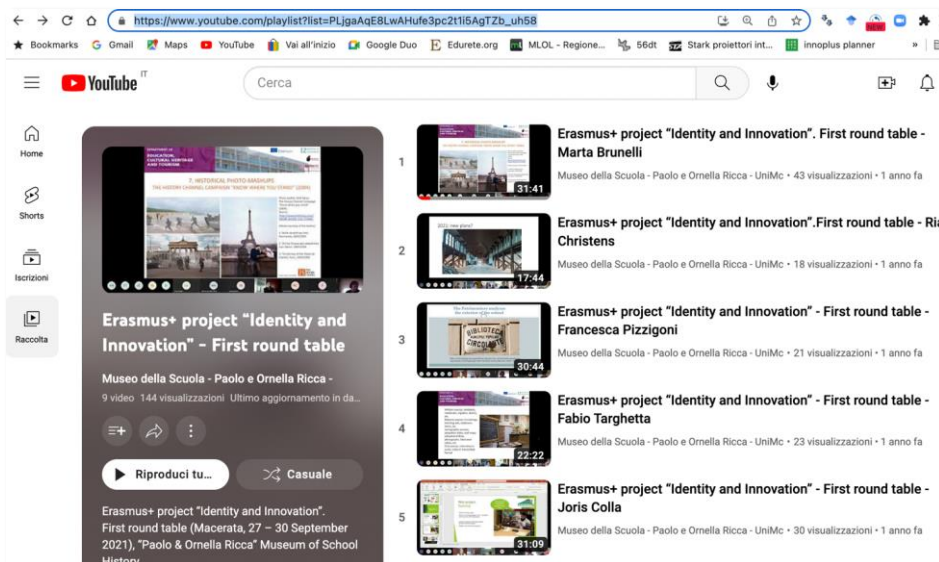
4 Communicating together

During our cooperation, of course we also communicated on our project and its evolutions and results. Amongst others, we used the following means of communication:

- We developed a blog that provides a chronological overview of the activities in the project
[I² – Innovation and identity \(wordpress.com\)](https://www.wordpress.com)
- Next to this blog, we also posted regular updates on the Photoconsortium blog, which reaches an audience of
[I² Identity and Innovation | Photoconsortium Association](https://www.photoconsortium.com)
- We posted updates in several newsletters of our partners, e.g. in the 'Angelus' of the CEAH
- We posted updates on the facebook and Instagram accounts of our partners, e.g. of the school exchanges on the HHH facebook and Instagram pages.



- Video-recordings of the online Roundtables have been uploaded on our Youtube channels, such as the channel of the "Paolo and Ornella Ricca" School museum:
https://www.youtube.com/watch?v=WFNqQvYl3hM&list=PLjgaAqE8LwAHufe3pc2t1i5AgTZb_uh58



We created posts on all partner sites

- Macerata: [Università di Macerata: I²: Identity and Innovation \(unimc.it\)](https://www.unimc.it/)
- Macerata: [Paolo & Ornella Ricca Museum website: I²: Identity and innovation](https://www.museo.della.scuola.it/)
- EHH: ["IDENTITY AND INNOVATION" ERASMUS+ PROJECT – European Historic Houses](https://www.european-historic-houses.org/)
- CEAH: [Projects — Cultural Heritage Annuntiaten Heverlee \(cultureelerfgoedannuntiatenheverlee.be\)](https://cultureelerfgoedannuntiatenheverlee.be/)

- We uploaded the results of our project on the project blog and on the European Erasmus+ Project Results Platform (EPRP):

Link: <https://erasmus-plus.ec.europa.eu/projects>

- We also appeared in a number of local posts:
 - On the site of the Grantham Academy: <https://www.wgacademy.org.uk/7456-2/>
- We presented the project at several external events:
 - At the annual international fair of the HHH – May 28th 2022
 - At a Flemish Networking moment 'Erfgoed in de les' – November 24th 2022
 - At the VI Excellence Week about "Internationalization of teaching and research in educational system", organized by the Department of Education, Cultural Heritage and Tourism of the University of Macerata – 16th-20th May 2022
 - At an international conference on citizen heritage – June 2nd 2022
 - At an information evening for parents of students involved in the exchange to the UK – November 9th 2021
 - For a delegation of the Belgian National Agency for Erasmus+ - September 8th 2022

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INTERNAZIONALIZZAZIONE DELLA DIDATTICA E DELLA RICERCA NEL SISTEMA FORMATIVO (2022)

Dal 16 al 20 maggio 2022 si terrà la VI Settimana di Eccellenza "Internazionalizzazione della didattica e della ricerca nel sistema formativo".
Le iniziative si terranno in presenza ma sarà possibile seguirle online nel (cortile, Teatro) del Museo della scuola "Paolo e Ornella Ricca" per informazioni 314uguest@unimc.it

Scarica il programma

**9^a SETTIMANA DI ECCELLENZA
INTERNAZIONALIZZAZIONE
DELLA DIDATTICA E DELLA RICERCA
NEL SISTEMA FORMATIVO
MACERATA, 16 - 20 MAGGIO 2022**

ARTICOLI RECENTI

Dal 3 al 7 ottobre la VI Settimana di Eccellenza

Dal 16 al 20 maggio la VI Settimana di Eccellenza

Seminario TricToc "Educazione e tecnologia. Prospettive e criticità"

Seminario internazionale "Il Diritto alla Qualità di Vita: riflessioni e prospettive per comunità inclusive"

VI Settimana di Eccellenza: informazioni per i partecipanti



Venerdì 20 maggio

ORE 9.30-12.30
PIATTAFORMA TEAMS / CANALE MUSEO DELLA SCUOLA "PAOLO E ORNELLA RICCA"

Seminario di alta specializzazione per studenti e dottorandi unimc
IL PATRIMONIO STORICO-SCOLASTICO EUROPEO COME MOTORE DI INTERNAZIONALIZZAZIONE E SCAMBIO DI BUONE PRATICHE DIDATTICHE: I PROGETTI ERASMUS

Apertura dei lavori
Marta BRUNELLI
/ UNIVERSITÀ DEGLI STUDI DI MACERATA

Ria CHRISTENS
/ GEA-CULTURAL HERITAGE ANNUNTIATEN
HEVERLEE, BE
Heritage education based on the school heritage. Case-studies between the school and the university
Siemen WITTEBOLLS
Matisse MOERMANS
Cyrus VANDERSCHOOT
Sam DIERICKX (leadership Leen ALAERTS)
/ UCLL-University Colleges Leuven-Limburg, BE

ORE 11.00-11.30
Pausa

Joris COLLA
/ KADOC-Documentation Centre on Religious Culture and Society of the Katholieke Universiteit Leuven, BE
Silmerfgoed: A platform for Educational Heritage

5. Continuation of the partnership

Although the international project has come to a close in December 2022, the cooperations created in this project will be continued. In the past year, we have become aware of the benefits that we have for each other: sharing our different angles, activities and expertise can be interesting in the long term and therefore, the partners have decided to continue the cooperation and look for extra funding to do so.

At this moment, we are exploring funding opportunities under KA2 Cooperation partnerships and are planning to write a new project, this time with a focus on educational heritage and intergenerational learning.

We are also looking for additional partners to expand our network, e.g. the IES Lancia, a secondary school in Leon, Spain, has shown extensive interest in our activities on educational heritage.

Regardless of this new funding opportunity, the partners will continue to work together and share their activities with each other to see where further cooperations are possible. CEAH and HHH will continue to develop educational activities on heritage and the networks of EHH and Photoconsortium will continue to be used. We also plan additional visits to the new museum in Macerata once it has been completed.