



ARCHTECH PROJECT

A.2.1 ArchTech for Youth Workers



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Executive Summary

The Work Package (WP) 2: The ArchTech Modular Training for Youth Workers offers five training modules designed to raise awareness of the key principles of the ArchTech project.

Based on a specific knowledge framework, these modules will be adaptable to the diverse learning contexts of trainees, considering their competencies, skills and sociocultural situation. This WP2 will explore how architectural heritage contributes to shaping the urban experience in European cities, providing youth workers with valuable information and resources to engage youth groups (aged 16-35) with the project's core concepts, methods and tools. In addition, it will improve the digital skills of youth workers, focusing on the creation and functionality of mobile applications. So we can say that the ArchTech Modular Training for Youth Workers aims to train youth workers from all over Europe, improve their skills in heritage preservation and encourage civic participation among young people. By implementing these training modules, the Project envisages greater community engagement in cultural heritage.

Introduction

This report is part of Work Package 2: ArchTech Modular Training for Youth Workers. Its purpose is to provide an overview of the work package, detailing the training modules, objectives, target groups and responsibilities of the partners to ensure effective collaboration on the project.

The main section describes the structure, visuals, functionalities and content of each module, includes the rationale for the selected content and a standardised approach to each module's structure, design, visuals, online features, reference style and self-assessment tools (such as quizzes), ensuring a cohesive and engaging learning experience.

Specific Objectives of WP02:

- **Specific Objective 1:** To train youth workers with new topics and training materials to enrich their practices.
- **Specific Objective 2:** That youth workers discover the European dimension of local built heritage, consolidate new knowledge and promote the protection of built heritage.
- **Specific Objective 3:** To offer comprehensive interdisciplinary training to support youth workers in incentivizing young people in European Built Cultural Heritage as a lever for civic participation and social inclusion.





- **Specific Objective 4:** Youth workers become familiar with digital data collection and documentation of heritage buildings, as well as with the development of culturally oriented mobile applications.

Target group

The target group of this project are people involved in urban planning, heritage planning and conservation, disadvantaged youth and technological advancement and awareness campaigns; through:

- Youth-focused and youth-led non-governmental organizations.
- Public authorities and municipalities at local, national and European level.
- Universities and educational institutions.
- SMEs and startups established by young people.

Training Modules

A2.1 Decide on the structure of the whole online training and of each section; a set of lessons within, their outline, graphics, functions and content; division of work to partners.	Virtual activity	01/09/2024	30/11/2024	UNIVERSITA TA MALTA (E10209037 - MT)	C.I.P. CITIZENS IN POWER (E10153633 - CY)	2 380,00	R2.1 – 1 Internal report, outlining the structure, graphics, functions, content of all modules, and division of work to partners. Justification of the module training's content [M3]
A2.2 Desk-Research that will lead to the development of the first training module on Built heritage (1) and, heritage buildings in partner cities (2).	Virtual activity	01/10/2024	30/11/2024	UNIVERSITA TA MALTA (E10209037 - MT)	DRAMBLYS (E10101786 - ES)	7 650,00	R2.2 – Training Modules 1 & 2: "Build heritage as a lever for civic participation and inclusion" and "Heritage Buildings in Partner Cities" [M3]
A2.3 Research on how to record building-related data, user-friendly for youth without any background knowledge, concluding to material that will be useful for YWs	Virtual activity	01/11/2024	31/12/2024	C.I.P. CITIZENS IN POWER (E10153633 - CY)	INNOVATION HIVE (E10248033 - EL)	8 670,00	R2.3 – Training Module 3: "How to record building related data to support youth workers in familiarizing their youth groups with data collection and documentation of heritage buildings using a digital data recording form [M4]
A2.4 Research to construct the 4th module on How to create a "Buildings alert!" mobile app, focusing on the functional specifications of this type of apps, complemented by a selection of DIY application builders and their descriptions.	Virtual activity	01/12/2024	31/01/2025	C.I.P. CITIZENS IN POWER (E10153633 - CY)		3 910,00	R2.4 – 4th Module: "a step-by-step guide through the development of a mobile application aiming to instigate timely intervention to the rescue of endangered buildings and to encourage similar future initiatives" [M5]
A2.5 Develop a learning framework composed of lesson plans to support peer-to-peer learning among youth workers and their daily practices in working with youth audiences, including disadvantaged ones.	Virtual activity	01/01/2025	28/02/2025	Applicant - SUCCUBUS INTERACTIVE SARL (E10143209 - FR)	DRAMBLYS (E10101786 - ES)	11 350,00	R2.5 – A learning framework composed of lesson plans to be applied in local pilots with youth audiences, while focusing on how ArchTech will address the involvement of vulnerable Youth [M6]

More specifically, WP2 proposes the following set of training modules:

Module 1 (University of Malta and Klemka)

European heritage built as a lever for civic participation and social inclusion: This module will explore how the project's fundamental concepts can promote social integration and a sense of belonging among young people. It will focus on the following themes: built heritage





as a constituent part of European cultural identity; its potential to both manage and harness diversity among young people; the impact of culture-related youth work on the wider community, including culturally diverse and vulnerable social contexts; contemporary methods of preservation and/or rescue of buildings in case of danger.

Module 2 (University of Malta & Klemka)

Heritage buildings in partner cities: Provides an overview of the architectural heritage of the participating cities, including the main architectural styles and representative heritage buildings (approx. 12 per country, up to 60 in the 5 partner countries) built between 1850 and 1960. The content of this module will be further processed in WP3 to feed the digital guided tours.

Module 3 (Citizens in Power and Hive of Innovation)

How to record building-related data: a module to support youth workers in familiarizing their youth groups with data collection and documentation of heritage buildings using a digital data registration form.

Module 4 (Citizens in Power)

How to create a "Building Alert!" mobile app: A step-by-step guide to developing a mobile app that aims to instigate timely intervention for the rescue of endangered buildings and encourage similar initiatives in the future.

Module 5 (Ludicius & Klemka)

Pilot the "Building Alert!" mobile app: A learning framework comprised of lesson plans to be applied in local pilots with youth audiences, while focusing on how ArchTech will address the engagement of vulnerable youth.

Partner Responsibilities

Joint Responsibilities and Collaboration

- **Database Structure and Coordination:** All partners will participate in an online discussion shortly after the kick-off meeting to finalize the database structure and item types.





- **Creation of Content in English:** Original training materials will be created in English, with all partners contributing to Modules 1-3, particularly in the generation of initial content.

This division of responsibilities ensures that each partner contributes their specific expertise while collaboratively supporting the overall objectives of the project.

University of Malta

- **Database Creation and Management:** Lead the creation of a database to host the materials collected for Modules 1 and 2, with the support of Dramblys.

- **Module 1 Outline:** Develop the structure and outline for Module 1, establishing fundamental content standards.

- **Module 2 Template:** Design a comprehensive template for Module 2 that includes categories for building-related information, such as:

- Year of construction
- Architectural style
- Key Uses and Stakeholders
- Historical significance
- Current condition and condition

- **Heritage Buildings Content Selection and Curation:** Collaborate with Dramblys to select up to 12 heritage buildings in Malta for Modules 1 and 2, ensuring that all relevant data is collected and organised for the modules.

- **Content Expertise:** Provide subject matter expertise for Modules 1 and 2, ensuring that all information is accurate and aligned with project objectives.

- **Translation:** Translate all training materials into Maltese, once the original English content has been completed.

Klemka

- **Database Support:** Assist the University of Malta in the creation and configuration of the database to host content from Modules 1 and 2.

- **Module Support:** Support the development of content for Modules 1 and 2 by collaborating with the University of Malta on data collection and database entry.

- **Heritage Building Selection and Content Curation:** Work together with Malta to identify up to 12 representative heritage buildings in Spain for Modules 1 and 2.

- **Content Expertise:** Support Malta in developing accurate and relevant content for Modules 1 and 2.





- **Guidelines for Vulnerable Groups:** Provide guidance for engaging multicultural and vulnerable youth groups, focusing on inclusion within training modules.
- **Translation:** Translate all training materials into Spanish.

CIP

- **Module 3 and Module 4:** Lead the process of collecting and entering data into the database for Modules 3 and 4.
- **Data Collection Form:** Create a detailed form for data related to specific Module 3 buildings, with fields to document architectural details and relevant historical and current data.
- **Mobile Application Data:** Research, collect and process information about mobile applications relevant to the project, supporting integration within the Module
- **App Creation Section:** Develop all app builder functionality for Module 4, integrating technical descriptions and design specifications to support module implementation.
- **Heritage Building Selection and Content Curation:** Identify up to 12 representative heritage buildings in your country for Modules 3 and 4, collaborating with InnoHive on Module 3 and supervising Module 4 independently.
- **Content Expertise:** Ensure that data for Modules 3 and 4 is accurately represented in the database, working closely with InnoHive for Module 3.
- **Translation:** Translate all training materials into Greek.

Ludicius

- **Module 5 Development:** Oversees data collection, template completion, and content entry for Module 5.
- **Inclusive Guidelines:** Create horizontal guidelines to support the participation of users with specific learning differences (SLDs).
- **Heritage Building Selection and Content Curation:** Collaborate with Dramblys to identify up to 12 heritage buildings relevant to Module 5.
- **Content Expertise:** Work with Dramblys to ensure the accuracy and completeness of the content in Module 5.
- **Translation:** Translate all training materials into Portuguese.





InnoHive

- **Module 3 Support:** Assist the CIP in collecting, organizing, and verifying content for Module 3.
- **Heritage Building Selection:** Select up to 12 heritage buildings within their location to contribute to the content of Module 3.

Guideline for Training Module Format

The guide justifies the content selected for each module and sets out a standardised approach to module structure, design, visuals, online features, reference style and self-assessment tools, ensuring a cohesive and non-overlapping learning experience. Authors should consider:

- **Relevance and Practice:** Select content that is directly applicable to real-world contexts and is aligned with students' goals. Avoid excessive theoretical information unless it directly supports practical skills.
- **Clarity and Conciseness:** Write content in clear and concise language. Avoid jargon and technical terms unless necessary and provide explanations or glossaries when using specialized terms.
- **Cohesion between Modules:** It must be ensured that the content does not overlap with other modules unless it is necessary for reinforcement. Collaborate with other module developers to prevent redundancy.
- **References and Citations:** A consistent APA reference style should be adopted and clear citations should be provided for external sources, further reading, and any material adapted for the module.

Training Module Structure

COVER

Module Name, Logo, Disclaimer.

PRODUCT DATA SHEET

Include basic information about the deliverable, such as project number, project acronym, project title, output name, authors, contributors, reviewers (if any), approved by, abstract,





keywords, citation format, copyright information, revision history, statement of originality, and disclaimer.

Table of Contents

LIST OF ABBREVIATIONS

CHAPTER 1: Module Overview

Suggested Character Count: 800-1000

Each module should begin with a clear and concise introduction that sets the context for the learning objectives and expected outcomes. This helps target groups understand the purpose and scope of the module from the very beginning.

CHAPTER 2: Learning Objectives

Suggested Character Count: 500-800

This chapter should clearly state what participants will be able to understand or do after completing the training. Learning objectives should be specific, measurable, achievable, relevant, and time-bound (SMART).

CHAPTER 3: Contents

Suggested Character Count: 30,000 - 40,000

This is the main body of the module, where the training material is presented. It should include text, images, videos, interactive elements, and other multimedia resources.

Content should be divided into manageable sections or submodules, each focused on a single topic and including relevant information, resources, and examples. It organizes content in a logical sequence, gradually increasing in complexity to help students build on prior knowledge effectively.

Summaries and Reviews

Suggested Character Count: 300-500

At the end of each section or module, include a summary or review to reinforce key concepts and provide a brief review of the material covered.





CHAPTER 4: Activities and Exercises

Suggested Character Count: 6,000-8,000

To enhance learning, modules should include activities and exercises that allow participants to apply new skills. Interactive exercises can significantly improve retention and comprehension, encouraging the active participation of learners.

Summaries and Reviews

Suggested Character Count: 300-500

At the end of each section or module, include a summary or review to reinforce key concepts and provide a brief summary of the material covered.

CHAPTER 5: Evaluations

Suggested Character Count: 2,000-2,500

This chapter includes assessments used to measure participants' understanding and retention of the material. Assessments can take a variety of forms, such as quizzes, exams, or hands-on assignments. In addition, self-assessment tools, such as reflective questions or exercises, should be included at the end of each module or section to reinforce learning.

CHAPTER 6: Resources and References

Suggested Character Count: N/A

Provide additional resources, references, and recommended reading to support learning and offer participants additional relevant content. Each module should include at least 12 resources to deepen the study.

CHAPTER 7: Conclusion and Summary

Suggested Number of Characters: 500-800

Conclude with a summary that reinforces key points, ensuring students retain essential information. This may also include practical steps or recommendations for further exploration of the topics covered.





Publication Guidelines

Visual Elements

To ensure a cohesive and accessible design, all modules will follow a standardized template.

Consistency in headings, subheadings, font styles, and spacing is key. Chosen for its readability, Calibri addresses specific accessibility needs, such as dyslexia and low vision, with a design that improves clarity.

Headings

Each chapter will use Title 1 (make sure you have modified the titles to Calibri).

Each subchapter will use Title 2 (make sure you have modified the titles to Calibri).

Each subsection will use Heading 3 (make sure you've modified the titles to Calibri).

Key considerations about the source include:

- **Proper font weight:** Improves visibility without overwhelming the user (Calibri 12 for text, Calibri 20 for Title 1, Calibri 16 for Title 2, Calibri 14 for Title 3).
- **Character Spacing and Height:** Improves readability, especially for users with low vision.
- **Sufficient line height:** Reduces eye strain.
- **Recommended Document Spacing:** Line spacing: 1.5 for most text.
- **Paragraph Spacing:** 6-12 points before and after paragraphs to visually separate them.
- **Bullet Points and Numbered Lists:** 6 points of space before and after each element.

For color contrast, WCAG standards (minimum 4.5:1 for text) will be applied to ensure accessibility for visually impaired users. For more information on WCAG 2.1, see the W3C WCAG Guidelines.

Visual Aids

Integrate relevant images and infographics to improve understanding and engagement.

Images should be of high quality, clear, and aligned with the content of the module.

For each chapter, a cover page must be prepared.





Use of Color

Apply a minimalist and accessible color scheme that improves readability. The colors should align with the visual identity of the course, but distracting elements should be avoided.

Accessibility Considerations

Make sure all visual elements are accessible, including alt text for images and adequate contrast for readability. This ensures that the module is inclusive for all students.

Features

Interactive Elements

It includes interactive features such as clickable tabs, collapsible content or multimedia (videos, animations) to facilitate active learning.

Navigation Aids

Provide a clear navigation structure, including breadcrumbs, menus, and progress indicators, to guide students through the module.

Hyperlinks and Integrated Resources

Use hyperlinks to external resources and supplemental reading when appropriate, but avoid overwhelming students with excessive external links.

Mobile Compatibility

It is necessary to ensure that the design and functionalities of the module are compatible with mobile and responsive devices, allowing students to access the content on various devices.





Quality Checklist

Quantitative KPIs

Number of references and resources	Min.: 60
No. of training modules	Objective: 5 modules
No. of pages per module	Min.: 30 pages
Number of pages and number of KPIs addressed (e.g. related to structure; content; aesthetics; relevant and attractive to target groups) and analysed in the Assessment Report by the Quality Management Leader.	Min.: 12 pages Min.: 8KPIs
Degree of satisfaction of youth workers in local pilot training	Objective: Receive feedback that exceeds 7/10
Level of satisfaction of the partners with the transnational meeting	Objective: Receive feedback that exceeds 8/10
Translated versions of training modules	Target: 4 translated versions

Qualitative Key Performance Indicators

Pedagogical Indicators

- Have the principles been followed to develop educational materials for the target groups?
 - Are the learning objectives clear?
 - Have the cognitive, metacognitive, emotional, psychoemotional, social, and value domains been taken into account in a balanced way?
 - Is the participant's self-development promoted?





Contents

- Does the content serve the educational objectives of the project/program? Does it satisfy the educational interests and educational levels of your target groups?
 - To what extent are the knowledge and skills acquired related to the local/national needs and realities of the Cultural and Creative Industry (CCI) sector?
 - Is the content scientifically sound?
 - Does the content include a selection of relevant and interesting information that will pique interest and facilitate the participation of target groups with the material?
 - Is the information, materials, exercises, tasks, etc., aimed at the needs of all (relevant) learners?
 - Is there sufficient explanation and detail on how the information presented serves the educational, research or professional practice objectives of the target groups?
 - Is the link between the material presented and its application and/or relationship to the environment, society, technology and everyday life explicitly established?

Language

- Is the language of the text understandable (following the principles of Easy to Understand)?
 - Is the terminology used adequately explained?
 - Are there any grammatical, syntax, spelling, or other language errors?

Structure

- Is the educational and/or training material structured in such a way that all learning objectives are progressively achieved?
 - Is the material developed in a coherent way and grouped according to sub-themes and themes?
 - Is the continuity of the educational material provided planned and ensured?
 - Does the material include sections where information is provided through interactive presentations or media, or following Edutainment approaches?
 - Is a bibliography included in the deliverable that is in line with international standards?
- Is there a list of resources with hyperlinked material that directs the reader to additional information or tools?





Aesthetics

- Is the material designed and presented in an attractive manner and therefore welcoming to the target audience?
 - Are symbols, images, iconography, tables and graphs, infographics, and other visual elements presented according to a common color scheme/theme?
 - Is the font used easy to read? This is especially important if the end users are populations with disabilities or populations with learning difficulties or differences.

Illustrative Material

- Is there an adequate correlation between the text and the illustrative material?

Technological Media

- Are the technological solutions and electronic tools provided for the end-user and other stakeholders easy to learn and use?
 - Does the electronic tool provided follow all relevant Web Content Accessibility Guidelines (WCAG), with information presented in User-Friendly and Easy-to-Understand Principles? Are accessibility tools provided?
 - Is the electronic tool or electronic educational material suitable for the needs and practices of your direct end users?
 - Is the e-tool or electronic educational material provided made available to everyone as an Open Access Educational Resource?

