# ARCHTECH
# EMPOWERING YOUTH TO REDISCOVER EUROPE'S ARCHITECTURAL LEGACY

## 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

youth & cultural heritage

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CITIZENS IN POWER

KlemΗa CoLAB

L-Università ta' Malta

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# Deliverable Factsheet

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| Author(s): | Angelo Marco Luccini (Ludicius) |
| Contributor(s): | Erna Pulaj (KlemKa CoLAB) |
| Reviewer(s): | Heather McNamara (UM) |
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| Abstract: | This framework enables youth workers to utilise built heritage for social integration, civic participation, and digital empowerment, particularly among marginalised youth. Through interactive lesson plans, digital documentation, and the creation of a "Buildings Alert!" app, participants gain tools to foster inclusion, teamwork, and civic pride. Combining cultural education and technology, it equips young people to become active stewards of their heritage and communities. |

**Statement of originality**

This deliverable contains original, unpublished work except where indicated otherwise. Acknowledgement of previously published material and the work of others has been made through appropriate citation, quotation or both.

**Disclaimer**

# Partnership

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## All Partner Logos

## Revision History

| Version | Date | Revised by | Revision |
|---|---|---|---|
| V1 | | | |
| V2 | | | |

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# List of Abbreviations

**The following table presents the acronyms used in this document.**

| Abbreviations | Description |
| --- | --- |
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# Executive Summary

This learning framework equips youth workers to use built heritage as a tool for social integration, civic participation, and digital empowerment, especially targeting vulnerable and marginalised youth.

Structured in three units, it covers: (1) the role of heritage in fostering identity, inclusion, and community pride; (2) practical and digital methods for documenting heritage sites, empowering youth through hands-on activities and digital literacy; and (3) the creation of a "Buildings Alert!" mobile app, enabling real-time reporting and protection of endangered sites through civic technology.

The approach is participatory, blending theoretical knowledge, interactive exercises, and digital innovation. Real-world case studies and activities foster empathy, teamwork, and active citizenship.

By integrating cultural education with digital tools, the framework empowers young people to become stewards of their heritage, strengthening social cohesion and revitalising communities.

# CHAPTER 1: Module Overview

European built heritage (encompassing historic buildings, monuments, landscapes, and archaeological sites) serves as a tangible link to the continent's rich cultural identity and collective memory. However, the preservation and meaningful engagement with this heritage face growing challenges: urbanisation, neglect, ecological threats, and a lack of public awareness. These issues are particularly acute in communities with fewer opportunities, where youth are often disconnected from cultural assets and civic life.

Recognising the transformative potential of heritage for fostering inclusion, civic pride, and economic revitalisation, this framework aligns with European Union initiatives such as Creative Europe, the European Heritage Label, and European Heritage Days, which aim to safeguard and celebrate cultural heritage while promoting youth engagement and social cohesion.

**Framework Structure and Pedagogical Approach**

The framework is built on four training modules[1] and is organised into three comprehensive units, each comprising interactive lesson plans, multimedia resources, and participatory activities.

The pedagogical approach is rooted in experiential learning, combining theoretical knowledge with hands-on exercises, group discussions, real-world case studies, and digital innovation. The content is sequenced to gradually build learners' understanding and skills, moving from foundational concepts to advanced digital tools and civic technology applications.

**Unit 1: Built Heritage as a Tool for Social Integration and Civic Participation**

This unit equips youth workers with the knowledge to leverage built heritage for social integration and civic participation. It explores:

- The dual nature of heritage (tangible and intangible) and its role in shaping European identity.
- Key concepts such as historic context, character, and integrity.
- The social, economic, and cultural significance of iconic European heritage sites (e.g., Acropolis, Colosseum, Alhambra).
- How heritage fosters remembrance, intercultural dialogue, and a sense of belonging, especially among youth.
- The importance of diversity and inclusion, highlighting barriers faced by marginalised groups and the five levels of inclusion, from invisibility to a culture of inclusion.

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[1] ArchTech R2.2 Training Modules 1 & 2: "Build heritage as a lever for civic participation and inclusion" and "Heritage Buildings in Partner Cities", 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" and R2.4 Training Module 4: "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"

- The role of youth work in reducing stereotypes and promoting equity, using heritage as a bridge for intercultural understanding.

Interactive activities such as "Heritage Mapping Walks" and "Heritage Story Circles" engage youth in exploring their local environment, sharing personal stories, and reflecting on the diverse meanings of heritage. Case studies, such as the Parque Minas de Rio Tinto project in Spain, demonstrate how non-formal education and site-based activities can empower marginalised youth, foster identity, and promote active citizenship.

**Unit 2: Digital Documentation and Youth Empowerment**

This unit introduces youth workers and their groups to the principles and practices of heritage documentation, emphasising the integration of traditional and digital methods. Key components include:

- The rationale for documentation as a means to preserve collective memory, support restoration, and raise community awareness.
- Traditional techniques (sketching, photography, oral histories) and modern digital tools (mobile apps, 3D scanning, GIS mapping).
- The use of a standardised digital recording form ensures accurate, consistent, and accessible heritage data collection.
- The empowerment of youth through digital literacy, teamwork, and civic responsibility positions them as active stewards of local heritage.

Hands-on exercises involve completing digital documentation forms, role-playing as heritage investigators, and peer-reviewing each other's work. Scenario-based quizzes and group simulations reinforce problem-solving and critical thinking skills. The unit also highlights the challenges of digital documentation, such as technical barriers and the need for accessible tools, and provides practical solutions to overcome them.

**Unit 3: Civic Technology and the "Buildings Alert!" Mobile App**

Recognising the power of civic technology in democratizing heritage protection, this unit guides participants through the creation of a "Buildings Alert!" mobile app using no-code platforms (e.g., Adalo, Glide, Thunkable). The app enables real-time reporting, mapping, and sharing of endangered heritage sites, fostering community-driven preservation and digital activism.

Key learning outcomes include:

- Understanding the role of civic technology in enhancing citizen engagement and transparency.
- Exploring app features such as geolocation, notifications, user-generated content, and social media integration.
- Developing digital literacy and co-design skills among youth, making heritage protection accessible and meaningful.
- Fostering a sense of ownership, agency, and connection to community heritage.

The unit emphasises participatory design, encouraging youth to move from passive observers to proactive creators and advocates. By leveraging digital tools, the framework bridges generational and cultural gaps, making heritage engagement relevant and exciting for contemporary youth audiences.

**Impact and Good Practice Examples**

Throughout the framework, real-world examples illustrate the transformative impact of heritage projects on individuals and communities:

1. The SO-CLOSE project uses digital storytelling to enhance social cohesion between migrants, refugees, and host communities.
2. The Young Voices-Ancient Wisdom initiative connects youth to European heritage through interactive storytelling and museum engagement.
3. Heritage revitalisation efforts in Huete, Spain, demonstrate how community-driven projects can generate economic opportunities, civic pride, and positive social change.

These examples underscore the importance of inclusive, collaborative, and innovative approaches in heritage education and youth work.

**Conclusions and Next Steps**

The learning framework offers a flexible, adaptable model for integrating heritage into youth work at the local, regional, and European levels. By combining cultural education, digital innovation, and participatory methods, it empowers youth workers to:

● Foster social integration, dialogue, and active citizenship through heritage projects.
● Equip young people with digital and civic skills for the 21st century.
● Engage marginalised and vulnerable youth in meaningful, community-based activities.
● Promote sustainable preservation and revitalisation of Europe's built heritage.

Participants are encouraged to integrate documentation activities into their programs, utilise ArchTech handouts and digital tools, and collaborate with local heritage organisations. Ongoing feedback, assessment, and follow-up ensure continuous improvement and real-world impact.

# CHAPTER 2: Learning Objectives

By the end of this module, youth workers will be able to:

1. **Understand and Articulate the Value of Built Heritage**

   ● Define tangible and intangible built heritage, providing clear examples from European and local contexts.
   ● Explain how built heritage shapes European cultural identity, collective memory, and community cohesion.
   ● Discuss the social, cultural, and economic significance of heritage sites, including their role in fostering a sense of belonging and civic pride among youth.

2. **Promote Inclusion and Diversity through Heritage Projects**

   ● Identify the dimensions of diversity and the barriers to inclusion faced by marginalised youth in heritage contexts.
   ● Describe the five levels of inclusion and evaluate strategies for moving towards a culture of inclusion in youth work.
   ● Design and implement heritage-based activities that intentionally foster intercultural dialogue, empathy, and participation among diverse youth groups.
   ● Critically reflect on case studies (e.g., Parque Minas de Rio Tinto, SO-CLOSE project) to extract actionable strategies for promoting inclusion and active citizenship.

3. **Apply Contemporary Methods for Heritage Documentation**

   ● Being informed of and, whenever possible, demonstrating proficiency in both traditional (e.g., sketching, photography, oral histories) and digital (e.g., mobile apps, 3D scanning, GIS mapping) documentation techniques.
   ● Accurately complete a standardised digital recording form for heritage sites, ensuring consistency and accessibility of collected data.
   ● Empower youth to participate in documentation activities, thereby strengthening their digital literacy, teamwork, and civic responsibility.
   ● Evaluate the benefits and challenges of digital documentation, proposing solutions to technical and accessibility barriers.

4. **Develop and Implement Civic Technology Solutions**

   ● Understand the concept of civic technology and its role in democratizing heritage protection and community engagement.
   ● Use no-code platforms (such as Adalo, Glide, or Thunkable) to co-design a prototype of the "Buildings Alert!" mobile app, enabling real-time reporting and mapping of endangered heritage sites.
   ● Integrate features such as geolocation, notifications, and user-generated content to enhance app usability and impact.

- Foster digital activism and community-driven preservation, positioning youth as proactive stewards of their heritage.

## 5. Facilitate Participatory and Experiential Learning

- Lead interactive activities (e.g., Heritage Mapping Walks, Story Circles, Community Heritage Challenge) that connect youth with their local built heritage and encourage personal storytelling and group reflection.
- Guide youth teams in brainstorming and presenting community-based heritage initiatives, with a focus on inclusion, creativity, and real-world impact.
- Assess learning outcomes through group discussions, scenario-based quizzes, peer feedback, and hands-on exercises.

## 6. Evaluate and Reflect on Practice

- Develop indicators to measure the impact of heritage communication and inclusion actions within youth projects.
- Critically assess the effectiveness of implemented strategies and adapt approaches based on feedback and observed outcomes.
- Document and share successful practices and lessons learned with peers and the broader community.

# CHAPTER 3: Content

## Unit #1: Built Heritage as a Tool for Social Integration and Civic Participation

## Introduction

### Slide 1: Module Overview

1. This module equips youth workers with knowledge and skills to use built heritage for:

   ● Social integration
   ● Civic participation
   ● Fostering a sense of belonging among young people

2. Explores the built heritage's role in European cultural identity, diversity management, and community impact.

### Slide 3: Why Built Heritage?

● Enriches lives: Drives cultural and creative sectors
● Enhances social capital: Promotes social cohesion and community pride
● Economic value: Supports sustainable tourism and revitalises urban/rural areas
● EU Support: Initiatives like Creative Europe[2], European Heritage Label[3], and European Heritage Days[4] safeguard and celebrate heritage.

### Slide 4: Learning Objectives

By the end of this module, you will be able to:

● Define built heritage and give examples
● Explain how built heritage shapes European cultural identity
● Discuss the impact of youth work related to culture on communities
● Identify contemporary methods for preserving built heritage and ways to contribute to conservation.

### Slide 5: Module Structure & Format

1. Duration: approximately 90 minutes
2. Format: Lecture, group discussion, case study analysis
3. Materials: Whiteboard, markers, case study handouts, and slides.

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[2] https://culture.ec.europa.eu/creative-europe
[3] https://culture.ec.europa.eu/cultural-heritage/initiatives-and-success-stories/european-heritage-label
[4] https://www.europeanheritagedays.com

## *Slide 6: Getting Started – Icebreaker Activity*

## Icebreaker:

- Share in pairs: "A heritage site or building that's meaningful to you and why."
- Take notes and share them in pairs (2')
- All pairs join and share their findings (5')

## *Slide 7: Key Takeaway*

Understanding and appreciating built heritage helps:

- Strengthen European identity
- Preserve our shared cultural legacy
- Empower youth to engage with their local surroundings.

# PART 1: Built Heritage and European Cultural Identity

## Slide 1: Tangible and Intangible Heritage

1. Tangible Heritage:Physical artefacts and structures-monuments, sites, buildings-that serve as visible reminders of a culture's past and present.
2. Intangible Heritage:Non-physical traditions and practices-rituals, festivals, stories-associated with built heritage

## Slide 2: What is Built Heritage?

- Definition:Built heritage refers to tangible, immovable cultural assets-buildings, monuments, landscapes, and archaeological sites-that reflect the history, culture, and traditions of a society.

- Significance:It is a crucial part of our collective memory and shapes both cultural identity and community.

## Slide 3: Key Terms in Built Heritage

- Historic Context:The setting in which a heritage asset is located, including both tangible and intangible aspects.
- Historic Character:The unique qualities and features that give a place its identity, including architecture, materials, and cultural associations.
- Historic Integrity:The wholeness and intactness of a heritage asset, reflecting its original design and values.

## Slide 4: Typologies of Built Heritage

- Historic Buildings:Structures of unique architectural or historical value, often with significant interiors and gardens.
- Historic Localities:Urban enclaves made up of groups of significant buildings and streetscapes.
- Historic Landscapes:Cultural landscapes shaped by the interaction of people and nature over time, such as parks and gardens.

## *Slide 5: Examples of Significant European Heritage Sites*

- Acropolis (Athens, Greece): Symbol of ancient Greek civilisation.



- Colosseum (Rome, Italy): A Testament to Roman engineering.

- Eiffel Tower (Paris, France): Icon of French innovation.



- Tower of London (UK): Historic fortress and royal palace.

Tower of London
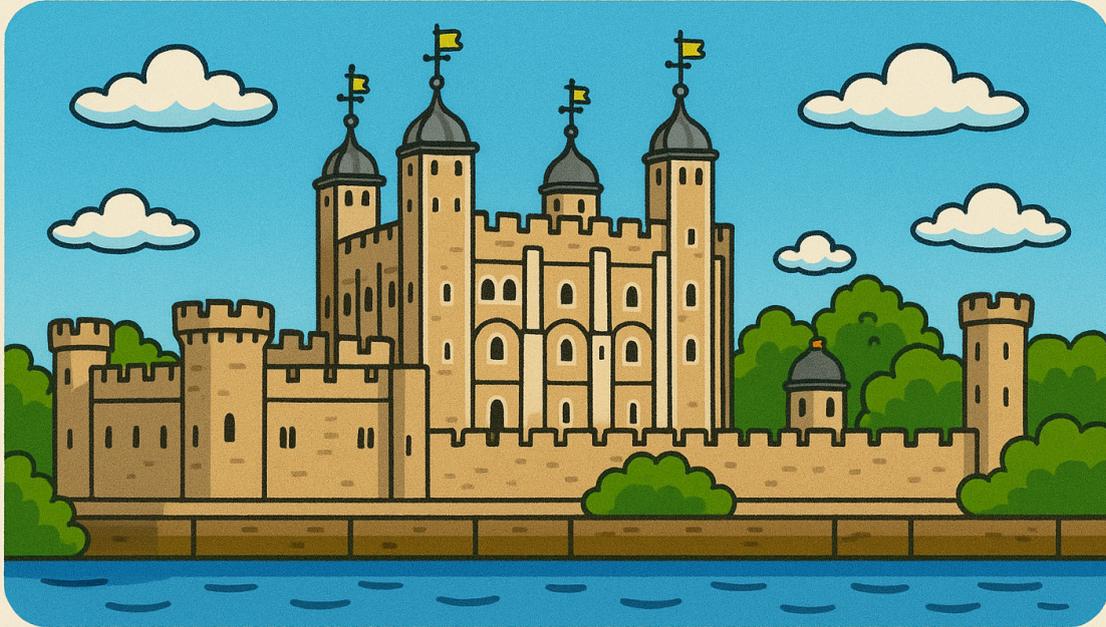
- Alhambra (Granada, Spain): Masterpiece of Islamic architecture.

## Slide 6: Cultural and Historical Significance

- Physical Manifestation:Built heritage is a tangible link to the past, helping us understand the evolution of cultures.
- Community Value:Sites host events and educational programmes, preserving traditions and promoting cultural exchange.
- Economic and Social Benefits:Heritage sites attract tourism, offer educational opportunities, and stimulate local economies.

## Slide 7: Built Heritage and Identity

- Symbol of Shared History:Heritage sites reinforce cultural identity and foster belonging.
- Collective Memory:Landmarks embody a community's traditions, achievements, and experiences.
- Dynamic Connection:Heritage evolves with society, allowing communities to reinterpret their identity through adaptive reuse and new narratives.

### Slide 8: Fostering Remembrance, Understanding, and Dialogue

1. Remembrance:Heritage sites serve as reminders of historical events and traditions.
2. Understanding:Preserving and interpreting heritage deepens knowledge of cultural roots.
3. Dialogue:Heritage sites are platforms for intercultural exchange, promoting mutual respect and European unity.

### Slide 9: Activity – Group Discussion

**Question**:

How does built heritage influence your personal and collective identity?

Discuss with your group and share examples from your own experience.

- 1' of individual reflection
- 2' of sharing in pairs
- 4' of sharing in foursomes (two pairs together)
- 5' of collective sharing

### Slide 10: Key Takeaways

- Built heritage is integral to European identity and community.
- It bridges the past and present, fostering belonging and dialogue.
- Youth engagement with heritage strengthens social cohesion and cultural understanding.

### Slide 11: Minds on fire!

**Question**:

Which of these is NOT an example of tangible built heritage?

A) Historic church
B) Traditional festival
C) The Colosseum
D) Medieval castle
E) I don't know

(B is the correct answer as a festival is an intangible heritage)

## Slide 12: Minds on fire! - Follow-up activity (Part 1/3)

Hidden stories and fun facts behind some of the world's most famous buildings.

Guess which famous buildings lie behind these curious stories

1. St. Mark the Evangelist was a first-century Jesus follower who lived and preached in Alexandria, where he established the Church of Alexandria. Seven centuries after his death, 2 merchants stole his body to "save it from the muslims" and smuggled it out as pork meat. Once they reached home, a new basilica was built, famously known as Basilica di San Marco. Where is it?

   a. **The Vatican**
   b. **Naples**
   c. **Venice.**

   (C is the right answer)

## Slide 13: Minds on fire! - Follow-up activity (Part 2/3)

2. In the 19th century, one of the most iconic architectural pieces in Paris was considered by a group of intellectuals (including the architect of the Paris Opera, Charles Garnier and writer Guy de Maupassant) as "horrible", "useless" or a "tragic street lamp". Which monument is being referred to?

   a. **The Eiffel Tower**
   b. **Arc de Triomphe**
   c. **The Pompidou Centre**

   (A is the correct answer)

## Slide 14: Minds on fire! - Follow-up activity (Part 3/3)

3. Which opera house opened 10 years after the scheduled date and 1357% over budget

   a. **Vienna State Opera**
   b. **La Scala**
   c. **Sydney Opera House**

   (C is the correct answer)

## Slide 15: Minds on Fire! – Follow-up activity

**Questions**:

- **In what ways can built heritage foster dialogue between communities?**

In particular, think about heritage which's current use fosters education, research, culture and community cohesion (examples: Academy of Athens, Dépostito del Agua (SP), Faneromeni School (CY), le Lieu unique or la Forge des Batignoles (FR). What is the role of these kinds of buildings in creating ties between community members (overcoming prejudice, creating a rendezvous space in our busy schedules)? What about those buildings that hold a historical background (such as the Santa Maria Addolorata Cemetery in Malta or the Victorian Lines in Malta)? Certain historical heritage is related to events that include war, invasion, etc, where points of view clash and opinions are divided. What is their contribution to community dialogue?

- **How might the preservation of a local heritage site impact your sense of belonging?**

  Think of the built heritage in your city that makes you proud. What aspects of it evoke the sense of belonging? Past use, historical context, current use? From the leaflets, choose one building whose preservation and current use impresses you. Share with the rest of the group.

For both questions

- 1' of individual reflection
- 2' of sharing in pairs
- 4' of sharing in foursomes (two pairs together)
- 5' of collective sharing

## *Slide 13: How to Get Involved*

## Participate in the ArchTech pilot activities!

Complementary ways of getting involved

- UNESCO World Heritage List:Explore and learn about global heritage sites.
- European Heritage Days:Participate in events celebrating architectural heritage.
- Local Heritage Organisations:Engage with groups preserving and promoting local heritage.

## *Active Learning Activity*

Youth workers can implement this activity to engage youth

**"Heritage Mapping Walk"**

Youth explore their local area (or use images/maps if an in-person walk isn't possible), identify built heritage sites, and discuss how these places contribute to their sense of identity and community. Each participant marks a site on a shared map and shares a personal or community story connected to it.

## *Slide 1: Heritage Mapping Walk*

1. Explore your local area or use the provided images/maps

2. Identify buildings, monuments, or sites that represent local heritage
3. Mark each site on a shared map
4. Share a story or feeling connected to one site

## *Slide 2: Why This Activity?*

- Encourages observation and discovery
- Connects personal experience to local and European identity
- Builds confidence in sharing and valuing diverse perspectives

## *Slide 3: Visual Material Suggestion*

- Map of the local area with pins or stickers
- Photos of well-known and lesser-known heritage sites
- Youth marking locations or sharing stories in small groups

# PART 2: Leveraging Diversity Among Young People

## Slide 1: Introduction to Diversity and Inclusion

1. Diversity:The variety of cultural expressions, identities, and backgrounds within a society (e.g., language, beliefs, ethnicity, gender, sexuality, education, experience).
2. Inclusion:Ensuring all individuals are welcomed, valued, and have equal opportunities to participate and thrive.

## Slide 2: Introduction to Diversity and Inclusion (ctd.)
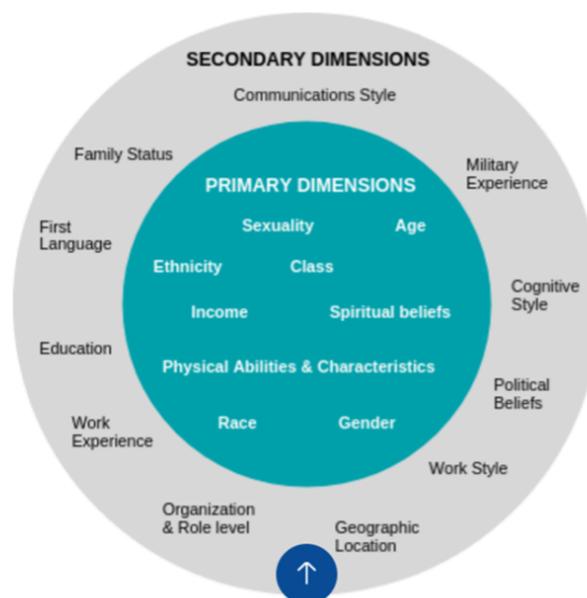


Quote:"Diversity is being asked to the party, inclusion is being asked to dance." (Vernā Myers)

## Slide 3: Why Foster Diversity and Inclusion?

- Benefits in Society:
    - Peaceful coexistence and social harmony
    - Improved creativity, critical thinking, and problem-solving
    - More equitable and educated communities
- Barriers:
    - Discrimination, stereotypes, and implicit bias
    - Feelings of not belonging, especially among marginalised youth

## Slide 4: The Five Levels of Inclusion

- Invisible: Diversity overlooked, subtle discrimination
- Awareness: Recognition of equal opportunities, but limited action
- Intentional Inclusion: Policies and interventions for equity

- Strategic Inclusion: Systemic efforts to remove barriers
- Culture of Inclusion: Everyone valued, systemic recognition and safeguarding of all identities

**Five levels of inclusion** [1]
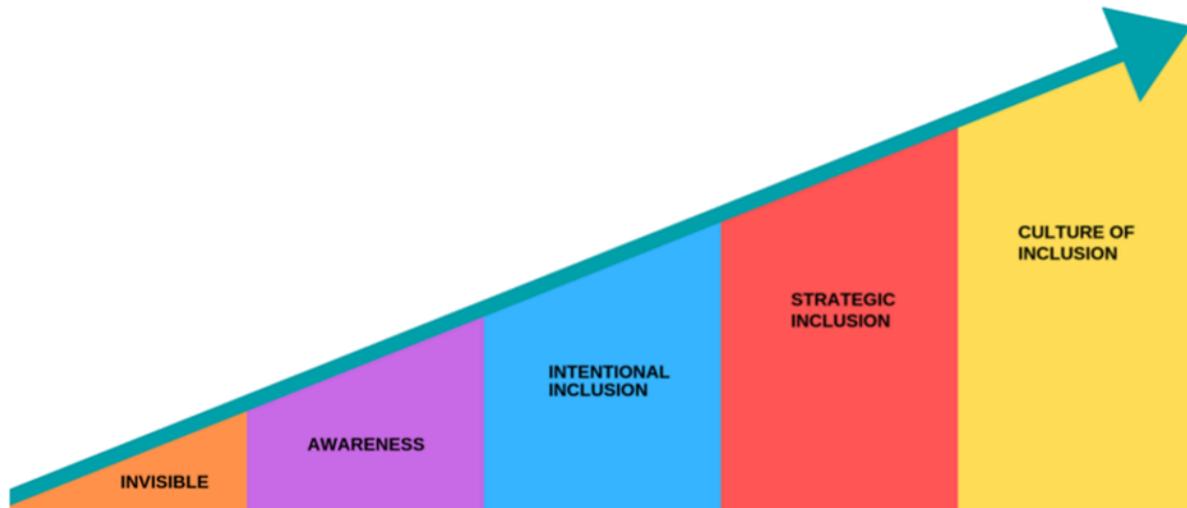


## Slide 5: The Role of Education and Youth Work

1. Early diversity education reduces stereotypes and exclusion.
2. Youth work can intentionally promote inclusion, especially for those at risk of marginalisation.
3. Heritage is a powerful tool to foster diversity, interculturality, and belonging.

## Slide 6: Heritage as a Tool for Inclusion

- Identity Link: Heritage reflects moments or elements that communities are proud of or identify with.
- Common Memory: Interpreting heritage creates shared identity and ethical behaviour.
- UNESCO: Heritage projects build knowledge, critical thinking, and a sense of belonging among youth.

### *Slide 7: Inclusion in Practice – Case Study: Parque Minas de Rio Tinto*



### *Slide 8: Inclusion in Practice – Case Study: Parque Minas de Rio Tinto (ctd.)*

- Location: Huelva, Spain – one of the world's oldest mining areas.
- Project: Collaboration between Unidos por lo Alto Association and the University of Huelva.
- Target Group: Marginalised and at-risk youth (immigrants, low-income, seasonal workers).
- Approach: Non-formal education, leisure activities, site visits, and reflection sessions.

### *Slide 9: Outcomes of the Rio Tinto Project*

- Increased Awareness: Youth learned about local heritage and its impact on community life.
- Stronger Identity: Developed emotional and identity-related links to their town.
- Empowerment: Gained critical thinking, problem-solving, and active citizenship skills.
- Action: Participants became more aware of how their actions affect community prosperity.

### *Slide 10: Heritage to Foster Identity, Inclusion, and Active Citizenship*

1. Integration: Heritage helps marginalised youth connect with their community.
2. Active Citizenship: Encourages young people to take initiative in community life.
3. Research Evidence: Heritage projects improve interethnic friendships and inclusion in schools and communities.

## Slide 11: Minds on Fire!

**Question:**

Which statement best reflects the role of heritage in inclusion?

- A) Heritage can foster a sense of belonging for all
- B) Heritage only benefits those with local roots
- C) Heritage is irrelevant to social inclusion
- D) Heritage should be preserved only by experts
- E) I don't know

(A is the correct answer)

## Slide 12: Key Takeaways

1. Diversity and inclusion are multidimensional and essential for thriving communities.
2. Heritage projects can empower marginalised youth and foster active citizenship.
3. Youth workers play a vital role in leveraging heritage for social integration and inclusion.

## Slide 13: Homework – Case Study Analysis

Questions to analyse the Rio Tinto case study:

- What strategies promoted inclusion and identity?
- How could these strategies be applied in your context?

For both questions

- 1' of individual reflection
- 2' of sharing in pairs
- 4' of sharing in foursomes (two pairs together)
- 5' of collective sharing

## Slide 14: Homework – Designing Inclusive Heritage Projects

- Task (in groups of four):Design a heritage-based activity that promotes inclusion for young people in your community.

- Consider:

  o How will you ensure all voices are heard?
  o What barriers might you face?
  o How will you measure success?

### Slide 15: Homework

**Questions**:

- How can heritage projects help young people from different backgrounds feel included?
- What challenges might you face in using heritage to foster inclusion?

For both questions

- 1' of individual reflection
- 2' of sharing in pairs
- 4' of sharing in foursomes (two pairs together)
- 5' of collective sharing

### Active Learning Activity

Youth workers can implement this activity to engage youth:

### "Heritage Story Circles"

Youth form small groups and each shares a short story about a tradition, festival, or place from their own or their family's background. The group then discusses what these stories reveal about inclusion, diversity, and shared heritage.

### Slide 1: Heritage Story Circles

1. Form small groups
2. Each person shares a story about a tradition, festival, or place from their background
3. Listen actively and discuss similarities and differences

### Slide 2: Why This Activity?

- Fosters empathy and understanding
- Highlights the diversity of heritage experiences
- Builds group cohesion and respect for inclusion

### Slide 3: Visual Material Suggestion

- Photos of multicultural festivals and diverse youth groups
- Illustrations of traditional celebrations from different cultures
- Circle of chairs with youth engaged in storytelling

# PART 3: Impact on the Broader Community

### Slide 1: The Role of Culture in Youth Work

- Culture shapes how young people relate to each other and their communities.
- According to the United Nations, culture forges identity, strengthens ties, and promotes peace and sustainable development.
- Youth engagement in heritage:

  o Safeguards cultural assets.
  o Fosters appreciation for diversity.
  o Encourages active participation and peaceful coexistence.

### Slide 2: Social Cohesion and Civic Pride Through Youth Participation

- The European Union values social cohesion: fostering a common vision and sense of belonging while appreciating diversity.
- Heritage projects bring together people from different backgrounds, creating trust, tolerance, and empathy.
- These activities help reach young people with fewer opportunities (refugees, migrants, minorities, LGBTQ+, disabled, etc.) and connect them to civic life.

### Slide 3: Good Practice Example – SO-CLOSE Project

- Aim: Use Europe's heritage of forced migrations to enhance social cohesion between migrants, refugees, and host communities.
- Outcomes:

  o Digital heritage applications.
  o Virtual exhibitions and story maps.
  o Increased visibility of migrant experiences and narratives.

- Impact: Promoted empathy, dialogue, and integration.

## *Slide 4: Good Practice Example – SO-CLOSE Project (ctd.)*



https://so-close.eu/

https://cordis.europa.eu/project/id/870939/reporting
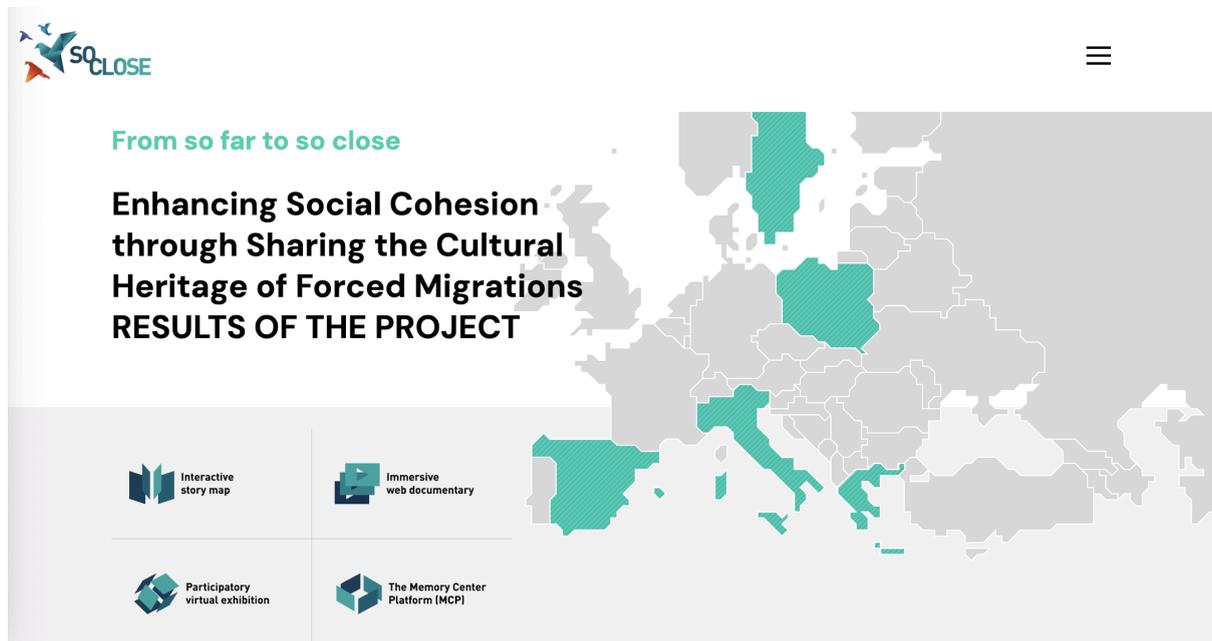
## *Slide 5: Good Practice Example – Young Voices-Ancient Wisdom*

- Aim: Foster a sense of belonging to the EU and attract youth to the Museum Centre of Thracian Art.
- Results:
    - Interactive storytelling guides.
    - Increased youth interest in history, diversity, and tolerance.

- Impact: Strengthened connection between young people and European heritage.

https://ehl-bureau.eu/wp-content/uploads/2024-Call-for-Projects-Awarded-Projects.pdf

## *Slide 6: Civic Pride Through Heritage Preservation*

- Civic pride is often tied to historical events, cultural elements, and heritage buildings.
- Shared pride leads to community well-being and a sense of belonging among diverse populations.
- Studies show that when heritage deteriorates, so does civic pride-revitalisation of heritage sites rejuvenates towns and spirits.

## *Slide 7: Built Heritage and Communities with Fewer Opportunities*

- Heritage is more than a 'sense of place'-it's about shared memory, narrative, and meaning.

- Economic benefits:
    - Renovation creates jobs and boosts tourism.
    - Especially vital for rural areas facing depopulation and a lack of services.

- Social inclusion:
    - Heritage revitalisation increases community participation and cohesion.

## Slide 8: Good Practice Example – Recovery in Huete, Spain

- Background: Huete suffered from depopulation and deteriorating heritage.
- Action: Fundación Huete Futuro led efforts to restore and promote local heritage.
- Achievements:
    - Recovered architectural sites.
    - Secured institutional and civil participation.
    - Engaged youth in heritage actions.
    - Generated tourism and local entrepreneurship.

- Impact: Positive social change, increased local engagement, new jobs, and innovation

## Slide 9: Minds on Fire!

**Question**:

Which two of the following questions are social benefits of heritage preservation?

      A) Increased isolation
      B) Increased civic pride
      C) Reduced economic activity
      D) Enhanced social cohesion
      E) I don't know

(B and C are the correct answers)

## Slide 10: Key Takeaways

1. Youth engagement in heritage projects builds social cohesion, civic pride, and economic opportunity.
2. Heritage revitalisation is especially impactful for communities with fewer opportunities.
3. Good practice examples show the power of collaborative, inclusive heritage work.

## Slide 11: Homework – Brainstorming Community-Based Heritage Initiatives

Brainstorm ideas for heritage projects that could strengthen your local community:

- How can you involve young people and marginalised groups?
- What challenges and opportunities do you foresee?

For both questions:

- 1' of individual reflection
- 2' of sharing in pairs
- 4' of sharing in foursomes (two pairs together)
- 5' of collective sharing

## *Slide 12: Minds on Fire!*

## Question for group discussion.

Context: The Black Lives Matter movement has brought back to attention the way artwork, statues, buildings and entire cities were built by slave work in the US or Europe, such as Port Sunlight garden outside Liverpool, The Horta Houses and the Train Station of Antwerp in Belgium, followed by statues of enslavers, or streets, squares or scholarships named after them.

We claim that built heritage is a tool for integration for immigrant communities; however, at the same time, we ask immigrants to take them on as their identity when their construction has meant the stripping of colonial resources and the loss of many lives.

In the light of protests and a heated public debate, many statues have been taken down. However, should buildings have the same fate?

Divide the participants into two groups (one in favour of demolishing such buildings and one against). Debate by addressing, among others, the integration argument. Allow to debate to go on for 20-30 minutes, then have the groups switch sides.

## *Slide 13: Homework*
Questions:

- How can youth participation in heritage projects strengthen community ties?
- What challenges might rural communities face in preserving their heritage?

For both questions

- 1' of individual reflection
- 2' of sharing in pairs
- 4' of sharing in foursomes (two pairs together)
- 5' of collective sharing

## *Active Learning Activity*

Youth workers can implement this activity to engage youth:

## "Community Heritage Challenge"

Youth teams are presented with examples of different current uses of preserved heritage in the participating countries. They will receive the leaflets as backup reminders. Suggested buildings:

1. Santa Maria Addorada Cemetery (MT)
2. Victoria Lines (MT)
3. Academy of Athens (GR)
4. Presidential Mansion (GR)
5. Kapodistrian University (GR)
6. Centro de Interpretació de Agua (SP)
7. Palacio Fontecha (SP)
8. School of Faneromeni (CY)
9. Power Station Building (CY)
10. Rialto Theatre (CY)
11. Le Lieu Unique (FR)
12. La Forge des Batignolles (FR)

Ask them to discuss which project they find more innovative, interesting, and beneficial for the community.

Youth teams brainstorm and design a simple project to use a local heritage site for community benefit (e.g., an open day, art project, or clean-up). Each team presents their idea, focusing on how it would foster social cohesion or civic pride, especially for disadvantaged groups.

## *Slide 1: Community Heritage Challenge*

1. In teams, brainstorm a project using a local heritage site for community good

2. Consider activities like open days, art installations, or clean-up events

3. Present your idea to the group

## *Slide 2: Why This Activity?*

- Promotes teamwork and creativity

- Links heritage to real community impact

- Empowers youth to see themselves as agents of change

## Slide 3: Visual Material Suggestion

- Youth groups planning or presenting in front of a heritage site

- Before-and-after images of community projects

- Visuals of group brainstorming (post-its, flipcharts, drawings)

# PART 4: Contemporary Methods of Building Preservation

## Slide 1: Introduction to Building Preservation

- Preserving built heritage maintains cultural identity and historical continuity.
- Combines traditional techniques with modern technologies and community engagement.
- Preservation activities range from routine maintenance to extensive restoration, ensuring authentic character and context

## Slide 2: Why Preserve Historic Buildings?

- Cultural Value: Tangible record of collective identity and history.
- Educational Value: Offers immersive, hands-on learning.
- Economic & Environmental Value:
    o Drives tourism and investment.
    o Adaptive reuse reduces environmental impact and revitalises communities.

## Slide 3: Technological Innovations in Heritage Preservation

- 3D Modelling, VR & AR:
    o Create detailed digital models for documentation and immersive visitor experiences.

- Laser Scanning & Photogrammetry:
    o Provide precise 3D models for condition assessment and restoration.

- Building Information Modelling (BIM):
    o Enables detailed planning and analysis.

- Drones & Sensors:
    o Monitor environmental conditions and detect threats to sites

## Slide 4: The Role of Digital Technologies

- Documentation:
    o Digital archiving preserves records for future generations.

- Education & Engagement:
    o Mobile apps and social media allow communities to share stories and data.

- AI in Restoration:
    o Predicts original configurations and suggests reconstructions.

- Disaster Resilience:
    o Digital records safeguard heritage if physical structures are lost.

## *Slide 5: Community-Driven and Participatory Methods*

- Community Involvement:
  - o Participatory planning aligns conservation with local values and needs.
  - o Volunteer programmes for site maintenance and interpretation.

- Empowerment:
  - o Communities act as stewards, fostering ownership and responsibility.

- Activities:
  - o From consultation to co-decision making in restoration projects.

## *Slide 6: Challenges of Preserving Built Heritage Using Community Resources*

- Awareness:
  - o Lack of appreciation can lead to neglect or damage.

- Funding:
  - o Financial constraints limit restoration efforts; reliance on grants can be inconsistent.

- Logistics:
  - o Remote locations and poor infrastructure complicate preservation.

- Balance:
  - o Collaboration between communities and professionals is key to meaningful, technically sound outcomes.

## *Slide 7: Adaptive Reuse and Sustainable Preservation*

- Adaptive Reuse:
  - o Repurposing historic buildings for new uses while retaining their character.
  - o Revitalises communities and links the past with the present.

- Sustainability:
  - o Reduces waste and environmental impact compared to demolition and new construction.

## *Slide 8: The Role of Technology in Public Engagement*
- Immersive Experiences:
  - o VR/AR tours make heritage sites accessible to all.

- Social Media & Apps:
  - o Increase awareness and allow global audiences to engage.

- Digitisation:
  - o Protects fragile artefacts and increases accessibility for education and research.

## Slide 9: Minds on Fire

## Question:

Which technology is commonly used for creating digital models of heritage sites?

- A) 3D printing
- B) Typewriters
- C) Laser scanning
- D) Televisions
- E) I don't know

(C is the correct answer as Laser scanning is standard for digital models)

## Slide 10: Key Takeaways

- Modern preservation blends technology, community participation, and sustainability.
- Digital tools enhance documentation, engagement, and resilience.
- Community involvement is essential for meaningful, lasting heritage conservation.

## Slide 11: Homework – Tech Demo & Group Simulation

- Tech Demo:
  - Brief presentation or video showing digital documentation or VR tour of a heritage site.

- Simulation:
  - In groups, plan a preservation project using both traditional and digital methods.
  - Consider community involvement and potential challenges.

## Slide 12: Homework

Questions:

- There is a common perception that young people are not very much interested in heritage (as they often find it boring), but rather in electronic devices. Do you agree with this statement?
- In case you agree or partially agree, how would you say technology can make built heritage more appealing or even accessible to young people?
- What are the main challenges your community might face in preserving local heritage?

For both questions

- 1' of individual reflection
- 2' of sharing in pairs
- 4' of sharing in foursomes (two pairs together)
- 5' of collective sharing

## *Active Learning Activity*

Youth workers can implement this activity to engage youth

### "Tech for Heritage Workshop"

Youth experiment with simple digital tools (e.g., taking 360° photos, using free 3D modelling apps, or virtual tours) to document or reimagine a heritage site. They discuss how technology can make heritage more accessible and engaging for everyone.

### *Slide 1: Tech for Heritage Workshop*

1. Use smartphones or tablets to take 360° photos or short videos of a heritage site
2. Try out a free 3D modelling or virtual tour app
3. Share your digital creations with the group

### *Slide 2: Why This Activity?*

- Introduces practical digital skills
- Shows how technology can preserve and share heritage
- Makes heritage accessible and fun for all youth

### *Slide 3: Visual Material Suggestion*

- Youth using phones/tablets to capture heritage sites
- Screenshots of 3D models or virtual tours
- A collage of digital and physical heritage experiences

# Conclusions

### Slide 1: What Have We Learned?

1. Built heritage is integral to European identity and community life
2. Heritage projects foster inclusion, dialogue, and civic pride
3. Youth work with heritage can drive social cohesion and economic revitalisation
4. Contemporary preservation blends technology, community participation, and sustainability.

### Slide 2: Integrating Heritage into Youth Work

- Use heritage as a catalyst for social integration and active citizenship
- Encourage young people to explore and value their local and European heritage
- Apply participatory and innovative methods in heritage projects.

### Slide 3: Activity

Question:

- What is one action you will take to integrate built heritage into your youth work?

For the question

- 1' of individual reflection
- 2' of sharing in pairs
- 4' of sharing in foursomes (two pairs together)
- 5' of collective sharing

### Slide 4: Next Steps

1. Integrate documentation activities into your youth programmes
   a. Use ArchTech Handouts and perform the suggested activities to test yourself.
   b. Use ArchTech Handouts and perform the suggested activities to engage youth in built heritage documentation.

2. Online resources and EU heritage initiatives
3. Feedback forms to improve future sessions
4. Plan for follow-up to discuss real-world application.

# Annex: Unit 1 Handouts

The following Handouts will be given to the participants:

From R2.2 Training Module: "Built Heritage as a Lever for Civic Participation and Social Inclusion"

- PART 1: Built Heritage and European Cultural Identity
- PART 2: Leveraging Diversity Among Young People
- PART 3: Impact on the Broader Community
- PART 4: Contemporary Methods of Building Preservation

From the slides of this document, and available in the related presentation

- Key Takeaways slides

  - slide 10 in PART 1,
  - slide 12 in PART 2,
  - slide 10 in PART 3,
  - slide 10 in PART 4,

- Homework slides

  - slide 12 in PART 1,
  - slides 13, 14, 15 in PART 2,
  - slides 11, 13 in PART 3,
  - slides 11, 12 in PART 4,

Two heritage buildings handouts per pilot.

## Unit #2: How to record building-related data to support youth workers in familiarising their youth groups with data collection and documentation of heritage buildings using a digital data recording form

## Introduction

### Slide 1: Module Overview

1. Introduction to the session
2. The importance of youth in heritage preservation
3. Today's focus: knowledge, skills, and digital tools for documenting heritage buildings

### Slide 2: Why Document Heritage?

- Heritage connects us to our past and shapes our identity
- Youth play a vital role in safeguarding the cultural legacy
- Digital tools make documentation accessible and impactful

### Slide 3: What Will You Learn?

- Understand what cultural heritage is and why it matters
- Recognise threats to heritage buildings
- Learn documentation techniques and digital tools
- Master the digital recording form
- Empower youth to become heritage ambassadors

# Empowering Youth to Rediscover Europe's Architectural Legacy

## *Slide 1: Overview*

1. Why documentation matters for heritage preservation
2. Traditional and modern documentation methods
3. The role of digital tools in empowering youth

## *Slide 2: Why is Documentation Important?*

- Creates a permanent record for future generations
- Supports preservation and restoration efforts
- Raises community awareness and appreciation
- Empowers youth to become active heritage stewards

## *Slide 3: Traditional Documentation Methods*

- Sketching architectural features and layouts
- Taking photographs with cameras
- Writing detailed descriptions and historical notes
- Collecting oral histories and community stories

## *Slide 4: Modern Digital Documentation Methods*

- Mobile apps for data collection and sharing
- Digital forms for standardised information
- 3D scanning and photogrammetry for detailed records
- GIS mapping for location-based documentation

## *Slide 5: Benefits of Digital Tools*

1. Simplifies and speeds up documentation
2. Ensures accuracy and consistency
3. Makes information easily shareable and accessible
4. Engages tech-savvy youth in heritage projects

## *Slide 6: Youth Empowerment Through Digital Documentation*

- Encourages leadership and teamwork
- Builds digital literacy and project management skills
- Fosters a sense of ownership and civic responsibility
- Connects youth with local heritage and community

## *Slide 7: Summary*

- Both traditional and digital methods are valuable
- Digital tools make documentation more accessible
- Youth workers play a key role in guiding and empowering young people

### *Slide 8: Minds on Fire!*

## Question 1:

What does cultural heritage include?

- A) Only monuments and museums
- B) Only tangible artefacts such as buildings and sculptures
- C) Both tangible and intangible elements, including traditions and languages
- D) Only historical sites recognised by UNESCO

(C is the correct answer)

### *Slide 9: Minds on Fire!*

## Question 2:

According to UNESCO, what is one key criterion for a building to be considered a heritage site?

- A) It must be built using only traditional materials
- B) It must be owned by the government
- C) It must have outstanding universal value
- D) It must be older than 500 years

(C is the correct answer)

### *Slide 10: Minds on Fire!*

## Question 3:

What is one challenge associated with digital documentation?

- A) It is always accessible and easy to use
- B) It can be expensive and require technical expertise
- C) It does not provide accurate records
- D) It is only useful for ancient heritage sites

(B is the correct answer)

### *Slide 11: Minds on Fire!*

## Question 4:

What is the main function of the Digital Recording Form introduced in this module?

- A) To standardise the documentation of heritage buildings using structured data collection
- B) To replace physical heritage sites with digital copies
- C) To serve as an alternative to UNESCO World Heritage recognition

D) To collect financial donations for heritage conservation

(A is the correct answer)

## *Slide 12: Homework!*

**Heritage Documentation Exercise (1/2)**

- Participants will be divided into teams and given a sample heritage building case study.
- They will be required to accurately complete the digital data recording form based on the provided information.
- The group with the most comprehensive and accurate documentation wins.

## *Slide 13: Homework!*

**Heritage Documentation Exercise (2/2)**

Participants will annotate

- Name and location
- Architectural details (style, materials, period of construction)
- Historical significance
- Current condition and potential threats
- Photos and sketches
- Ownership and accessibility details
- Policy features and protective status

## *Slide 14: Homework!*

**Role-Playing Exercise: Heritage Investigator**

- Each participant will be assigned a role, e.g. historian, architect, community leader, or preservation officer.
- They will learn about a heritage site using the digital recording form and present findings from their specific perspective.

## *Slide 15: Homework!*

**Peer Review and Feedback (1/2)**

Filled-in digital recording forms will be shared among participants, and constructive feedback will be provided to peers, pointing out accuracy, completeness, and room for improvement.

## *Slide 16: Homework!*

**Peer Review and Feedback (2/2)**

Questions:

- What were the simplest and most challenging sections of the digital recording form to complete?
- How can this process of documentation be improved for increased efficiency and accuracy?
- How does the application of this form assist in cultural heritage preservation?

For each question

- 1' of individual reflection
- 2' of sharing in pairs
- 4' of sharing in foursomes (two pairs together)
- 5' of collective sharing

## *Slide 17: Homework!*

**Scenario-Based Quiz (1/2)**

The participants will receive different sets of scenarios of heritage documentation problems to select from. They must select the most suitable action depending on what they are aware of.

Example Scenario:

- A heritage building is highly valued culturally, but its architectural components are deteriorating due to environmental factors.

## *Slide 18: Homework!*

**Scenario-Based Quiz (2/2)**

Question

- Based on the digital recording template, what would be the priority items to record?

    A) Former owners' history regarding the building
    B) Structural condition of the building, material of construction, and evident damage
    C) The total number of visitors last year
    D) The cost of past renovations

(B is the correct answer)

## *Active Learning Activities*

Youth workers can implement these activities to engage youth

**"Heritage Detectives: The Lost Records Hunt"**

Available at p.22 of R2.3

**"Time Travellers: Heritage Then & Now"**

Available at p.23 of R2.3

**"Monument Guardians: Adopt & Preserve"**

Available at p.24 of R2.3

**"Snap & Sketch: The Heritage Chase"**

Available at p.25 of R2.3

**"Fact or Fake? Heritage Detectives"**

Available at p.26 of R2.3

**"Clash of Eras: The Great Heritage Debate"**

Available at p.27 of R2.3

# Conclusions

### *Slide 1: Key Takeaways*

1. Heritage documentation preserves our shared history
2. Both traditional and digital methods are essential
3. Youth engagement strengthens community and civic pride
4. Digital tools streamline and empower the process

### *Slide 2: Your Role as a Youth Worker*

- Guide and inspire young people in heritage projects
- Foster digital and civic skills
- Promote awareness and responsibility for cultural preservation
- Connect with local heritage organisations and communities

### *Slide 3: Next Steps*

- Integrate documentation activities into your youth programmes
    - Use ArchTech Handouts and perform the suggested activities to test yourself: Chapter 5 Assessments.
    - Use ArchTech Handouts and perform the suggested activities to engage youth in built heritage documentation: Chapter 4 Activities & Exercises

- Hands-on practice with the digital recording form
- Encourage youth to explore and document local heritage sites
- Share findings with the wider community
- Continue learning and collaborating for heritage preservation

# Annex: Unit 2 Handouts

The following Handouts will be given to the participants:

From R2.3 Training Module: "How to record building-related data to support youth workers in familiarising their youth groups with data collection and documentation of heritage buildings using a digital data recording form"

- Chapter 1: Module Overview
- Chapter 2: Learning Objectives
- Chapter 3: Content (a part from the "DIGITAL RECORDING FORM TEMPLATE")
- DIGITAL RECORDING FORM TEMPLATE (pp.17-20)
- Chapter 4: Activities & Exercises
    - Pages 22-27
- Chapter 5: Assessments


Two heritage buildings handouts per pilot.

## Unit #3: How to create a "Buildings alert!" mobile app

# Introduction

### Slide 1: Module Overview

- Introduction to "Buildings Alert!": a mobile app for safeguarding endangered heritage.
- This module guides you through app creation, from concept to prototype—no coding required.
- Focus: Increase youth civic participation, digital literacy, and successful cultural activism.

### Slide 2: Why Create a "Buildings Alert!" App?

- Heritage is more than old stones—it's identity, creativity, and community.
- Threats:
  - Urbanisation,
  - neglect,
  - ecological change,
  - public indifference.
- Digital tools empower everyone—not just experts—to act and preserve what matters.

### Slide 3: What Will You Learn?

- Understand civic technology's role in heritage protection.
- Explore app features: reporting, mapping, notifications, and sharing.
- Gain hands-on experience with no-code app builders (Adalo, Glide, Thunkable).
- Develop skills in digital activism, user engagement, and community documentation.

### Slide 4: Module Structure

- Step-by-step guidance: from idea to prototype.
- Interactive activities and real-world scenarios.
- Peer collaboration and creative challenges.
- Reflection and feedback to reinforce learning.

# Understanding Civic Technology and Cultural Heritage

### Slide 1: What is Civic Technology?

- Digital tools that enhance citizen engagement, transparency, and public participation (UNESCO, 2011).
- In heritage: enables communities, not just experts, to monitor, document, and advocate for cultural assets.

- Examples:
    - Mobile apps,
    - interactive maps,
    - crowdsourcing platforms,
    - social media campaigns.

## Slide 2: Why Civic Tech for Heritage?

- Traditional: Experts/institutions decide what to protect.
- Civic tech: Empowers communities to participate directly.
- Democratizes heritage protection; involves youth as active stewards.
- Preserves memory through civic participation.

## Slide 3: The Power of "Buildings Alert!"

- Empowers youth to:
    - Report endangered buildings in real time.
    - Raise local awareness.
    - Trigger timely interventions.
    - Build a living digital archive.
- Addresses neglected sites, vulnerable buildings, and the lack of real-time alerts.

It fosters a bottom-up approach.

## Slide 4: Why Do We Need a "Buildings Alert!" App?

- Heritage = Living record of identity, resilience, creativity (Council of Europe, 2017).
- Threats: Urbanisation, ecological degradation, neglect, and public indifference.
- Every lost building is a story erased from memory.
- Urgency: Need fast, innovative, inclusive tools for protection.

## Slide 5: What Can a Mobile App Do in Heritage Protection?

1. Real-time alerts and documentation.
2. Immediate user feedback.
3. Interactive learning: maps, photos, case studies.
4. Access to expert insights and citizen contributions.
5. Increases ownership, influence, and awareness.

## Slide 6: Why Youth? Why Co-design?

- Youth as co-creators foster digital empowerment.
- Builds digital literacy and cultural awareness.
- Fosters connection to community and heritage.

"Digital documentation techniques can be an effective way to preserve and spread cultural heritage, as well as encourage the participation of youths in heritage management." (Hassani, 2015)

## Slide 7: Key Functionalities of "Buildings Alert!"

- Report Feature: Upload photos, add descriptions, and pin GPS location.
- Interactive Map: Live view of reported sites, zoom/explore, create "heritage tours."
- Push Notifications: Real-time alerts, milestones, official updates.
- Social Media Integration: Share reports, maps, and stories.
- Admin Interface: Moderators validate reports, coordinate with authorities.

## Slide 8: Turning Features into Engagement

- Transforms passive anxiety into proactive ownership.
- Makes heritage protection accessible, fun, and meaningful.
- Connects youth action to real-world preservation outcomes.

## Slide 9: Technical Components Needed

- Database: Stores photos, text, and GPS data (e.g., Firebase, Airtable).
- Backend: Processes and organises data, validates reports, and updates the map.
- Frontend: User interface; intuitive, fun, accessible.
- Geolocation: Tags locations, maps risk zones.
- Notifications: Sends alerts, promotes participation.

## Slide 10: Making Tech Accessible

- Visual, user-friendly platforms for building apps without code.
  - No-code tools (Adalo, Glide, Thunkable) allow app creation without programming.
  - Focus on UI/UX for accessibility and enjoyment.
- Enable quick prototyping and participatory tech solutions.
  - Ideal for youth, educators, and community groups.
- Geolocation and notifications make the app interactive and engaging.

## Slide 11: Comparing No-Code Platforms

| Platform | Best For | Strengths (✔️) | Limitations (⚠️) | Skill Level 🌱 |
|---|---|---|---|---|
| Adalo | Real-time civic apps | ✔️ Visual UI builder<br>✔️ Push notifications<br>✔️ Android/iOS support | ⚠️ Some features paid<br>⚠️ Limited offline use | Intermediate |
| Glide Apps | Fast prototypes, data-based apps | ✔️ Easy setup via Google Sheets<br>✔️ Media uploads | ⚠️ Limited interactivity<br>⚠️ Paid for advanced | Beginner |

| Thunkable | Interactive apps with logic | ✔️ Conditional logic ✔️ Android/iOS support | ⚠️ Steeper learning curve | Intermediate |
|---|---|---|---|---|
| AppGyver | Scalable, professional apps | ✔️ Full-featured ✔️ Free ✔️ API integration | ⚠️ Requires technical understanding | Advanced |

## Slide 12: How to Choose the Right App Builder? (1/2)

- Match platform to project goals and user skills.
- Glide: Fast prototyping, easy for beginners.
- Adalo/Thunkable: More features, scalable apps.
- AppGyver: Advanced, for highly technical teams.

## Slide 13: How to Choose the Right App Builder? (2/2)

| ADALO | GLIDE APPS | THUNKABLE | APPGYVER |
|---|---|---|---|
| What it does: Build full-featured mobile apps with forms, maps, databases, and push notifications. | What it does: Converts Google Sheets into mobile-friendly apps instantly. | What it does: A visual builder using block-based logic, ideal for interactive apps. | What it does: Enterprise-grade no-code platform for building powerful, scalable web/mobile apps. |
| Best for: Youth-friendly civic apps that need real-time interaction and mobile publishing. | Best for: Simple prototypes and data-driven visualisations. | Best for: Projects that require more control or conditional logic. | Best for: Advanced users or teams creating highly customised apps. |
| Pros: Great design flexibility, easy to use, supports Android/iOS. | Pros: Incredibly fast to set up; supports maps, media uploads, and comments. | Pros: More flexibility than Glide; exportable to Android/iOS. | Pros: Full-featured and free for all users; strong backend/API integration. |
| Cons: Some features require a paid plan; limited offline use. | Cons: More limited interactivity; advanced features may require a paid upgrade. | Cons: Slightly steeper learning curve. | Cons: Requires more technical understanding and setup time. |
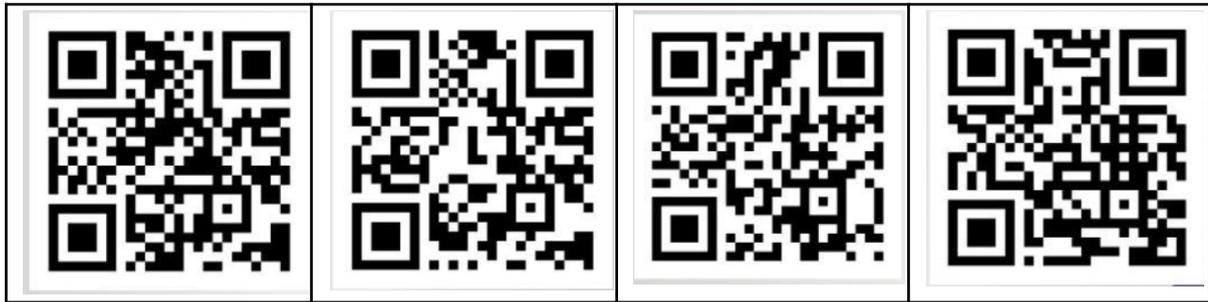
## Slide 14: Summary – From Idea to Impact

- Youth can co-design digital tools for heritage protection.
- No-code platforms make tech accessible.
- Civic tech = digital empowerment + cultural stewardship.
- Your action can save stories for future generations.

### *Slide 15: Minds on Fire!*

## Question 1:

What is civic technology primarily designed to support

- A) Government bureaucracy
- B) Public entertainment
- C) Civic engagement, participation, and transparency
- D) Social media marketing

(C is the correct answer)

### *Slide 16: Minds on Fire!*

## Question 2:

Why is it important to document endangered heritage buildings?

- A) To limit public access
- B) To increase property taxes
- C) To create a digital memory and support future conservation
- D) To promote private ownership

(C is the correct answer)

### *Slide 17: Minds on Fire!*

## Question 3:

Which of the following best describes the aim of the "Buildings Alert!" app?

- A) Promoting architectural competitions
- B) Enabling real-time citizen reporting of at-risk heritage buildings
- C) Collecting taxes on abandoned sites
- D) Replacing traditional museums

(B is the correct answer)

## *Slide 18: Minds on Fire!*

## Question 4:

What makes DIY app builders ideal for cultural heritage projects?

- A) They require advanced coding knowledge
- B) They allow fast, inclusive, and accessible app creation
- C) They only work for entertainment apps
- D) They are designed for business analytics only

(B is the correct answer)

## *Slide 19: Homework!*

### App Prototype Development Exercise (1/2)

- Participants will use a no-code tool (such as Adalo, Glide, or Thunkable) to create a basic prototype of the Buildings Alert! app.
- Their prototype must include a user interface for submitting building reports, a visual map to display collected data, and basic sharing or notification features.

## *Slide 20: Homework!*

### App Prototype Development Exercise (2/2)

Deliverables:
- Report form with photo, location, and condition fields
- Map view showing endangered buildings
- Preview or demo link to the app

Assessment Criteria:
- Technical functionality
- Visual clarity and user-friendliness
- Alignment with civic engagement goals

## *Slide 21: Homework!*

### Role-Playing Exercise: Community Developers

- Participants will role-play as different stakeholders (youth activist, urban planner, digital designer, heritage officer).
- Each will present how their role contributes to co-designing the Buildings Alert! app, using provided building scenarios and simulated feedback from community members.

## Slide 22: Homework!

**Peer Review and Feedback**

Participants exchange app prototypes or forms and provide constructive feedback on:
- Ease of use
- Accuracy of data fields
- Visual accessibility
- Civic relevance and engagement potential

## Slide 23: Homework!

**Self-Reflection**

Participants will answer the following reflective questions (written or video format):

- What part of the app-building process did you enjoy the most?
- What was the most challenging feature to design or understand?
- How has this experience shaped the way you see your local environment and heritage?
- What would you do differently if you built the app again?

## Slide 24: Homework!

**Scenario-Based Quiz**

Scenario: You are notified of a decaying structure in your neighbourhood. It has no official heritage status but is important to your community. What is your first action in the app?

- A) Report the structure using GPS, images, and description fields
- B) Wait until it becomes a UNESCO site
- C) Send a letter to the mayor
- D) Ignore it since it's not listed as protected

(A is the correct answer)

## Active Learning Activities

Youth workers can implement these activities to engage youth

**"Digital Futurists: The App Design Challenge"**

Available at p.22 of R2.4

**"NOP Game: Not Our Problem?"**

Available at p.23 of R2.4

**"Heritage Hackers: The Spy Mission"**

R2.5 – Training Module 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"

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Available at p.24 of R2.4

**"App Stats Survivors"**

Available at p.25 of R2.4

# Conclusions

### Slide 1: Key Takeaways

- Gained practical skills to design a no-code civic tech app for heritage protection.
- Explored the urgent need for youth-led documentation and action.
- Understood technical basics: databases, geolocation, mapping, notifications.
- Critically evaluated and used DIY app builders.

### Slide 2: More Than Just an App

- Buildings Alert! is a tool for civic innovation and youth empowerment.
- Your actions help record the past, influence the present, and shape the future of cultural preservation.
- Digital activism can turn virtual engagement into real-world impact.

### Slide 3: Next Steps & Your Role

- Integrate documentation activities into your youth programmes
  - Use ArchTech Handouts and perform the suggested activities to test yourself: Chapter 5 Assessments.
  - Use ArchTech Handouts and perform the suggested activities to engage youth in built heritage documentation: Chapter 4 Activities & Exercises
- Prototype your own Buildings Alert! app using no-code tools.
- Engage your community—invite peers to participate and share.
- Reflect: How can you use digital tools to protect what matters to you?
- Stay curious, creative, and active in cultural stewardship.

### Slide 4: Thank You & Stay Connected

- Your journey as a digital heritage steward starts here.
- Share your ideas, prototypes, and stories with the community.
- For resources and support, visit the project website.

# Annex: Unit 3 Handouts

The following Handouts will be given to the participants:

From R2.4 Training Module: "How to create a 'Buildings alert!' mobile app"

- Chapter 1: Module Overview
- Chapter 2: Learning Objectives
- Chapter 3: Content
- Chapter 4: Activities & Exercises
    - Pages 22-25
- Chapter 5: Assessments

Two heritage buildings handouts per pilot.

# CHAPTER 4: Conclusion and Summary

This training module empowers youth workers to harness built heritage as a catalyst for social integration, civic participation, and the digital empowerment of young people, with a particular emphasis on engaging vulnerable and marginalised youth. Through a structured, interactive curriculum, the module demonstrates how heritage can be transformed from static monuments into dynamic resources for community building, identity formation, and active citizenship.

The framework is divided into three core units.

The first unit introduces the concept of built heritage, distinguishing between tangible (buildings, monuments, landscapes) and intangible (traditions, festivals, stories) elements. It emphasises the role of heritage in shaping European cultural identity, fostering a sense of belonging, and promoting dialogue across diverse communities. Activities such as "Heritage Mapping Walks" and "Story Circles" encourage youth to connect personal experiences with local and European history, building empathy and mutual understanding.

The second unit focuses on documentation skills, blending traditional techniques (sketching, photography, oral histories) with modern digital tools (mobile apps, digital forms, 3D scanning, GIS mapping). Youth are taught to use a standardised digital recording form, making the process accessible and engaging. This approach not only preserves collective memory but also develops digital literacy, teamwork, and civic responsibility among participants. The module includes hands-on exercises, peer feedback, and scenario-based quizzes to reinforce learning and critical thinking.

The third unit introduces civic technology through the development of a 'Buildings Alert!' mobile app using no-code platforms. This tool enables youth to report, map, and share information about endangered heritage sites in real time, democratizing heritage protection and fostering digital activism. By participating in the co-design and use of the app, young people gain practical digital skills and see themselves as proactive stewards of their communities.

Throughout the module, real-world case studies, such as the Parque Minas de Rio Tinto project in Spain and the SO-CLOSE initiative, illustrate the transformative potential of inclusive, community-driven heritage projects. These examples show how heritage engagement can foster social cohesion, economic revitalisation, and a stronger sense of civic pride, especially in communities facing marginalisation or depopulation.

## Key Takeaways

- Built heritage is integral to European identity, community cohesion, and economic vitality.
- Heritage projects, when inclusive and participatory, empower marginalised youth and foster active citizenship.
- Digital tools and civic technology make heritage documentation and protection accessible, engaging, and impactful.

- Youth workers play a pivotal role in guiding young people to become heritage ambassadors and community leaders.

## Actionable Steps and Recommendations

- Utilise the ArchTech handouts and suggested activities to reinforce learning and promote real-world application.
- Integrate heritage documentation activities into youth programs using both traditional and digital methods.
- Encourage youth to participate in local and European heritage initiatives and to use digital tools for documentation and advocacy.
- Foster inclusive environments where all youth voices are heard, especially those from marginalised backgrounds.
- Establish feedback and follow-up mechanisms to assess impact and support ongoing engagement.

This way, youth workers and educators can transform heritage sites into living classrooms and empower the next generation to safeguard and celebrate their cultural legacy.

# References

ArchTech R2.2 Training Modules 1 & 2: "Build heritage as a lever for civic participation and inclusion" and "Heritage Buildings in Partner Cities"

ArchTech R2.3 Training Module 3: "How to record building-related data to support youth workers in familiarising their youth groups with data collection and documentation of heritage buildings using a digital data recording form"

ArchTech R2.4 Training Module 4: "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"

Hassani, F. (2015). Documentation of cultural heritage: Techniques, potentials, and constraints. ISPRS - International Archives of the Photogrammetry, Remote Sensing and Spatial Information Sciences, XL-5/W7, 207–214. https://doi.org/10.5194/isprsarchives-XL-5-W7-207-2015