



Website

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*Civil engagement, integration and better management of the national intangible heritage to raise awareness of European common values - EU context, perspectives and active citizenship*

## METHODOLOGICAL FRAME

## SUMMARY



Co-funded by  
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## Foreword

InTrace Project (2023-1-RO01-KA220-HED-000156121) is an Erasmus + KA 220-HED Cooperation partnerships in higher education project.

The six project partners are responsible for all materials produced in this project - Universitatea Transilvania din Brasov (RO); University of Warsaw (PL); University of Zagreb (HR); University of the Azores (PT); University of West Attika (GR) and Foundation PAX Rhodopica (BG).



Funded by the European Union. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the ANPCDEFP. Neither the European Union nor the ANPCDEFP can be held responsible for them.

The InThrace project focuses on intangible cultural heritage as an essential factor of the national and European identity. The project's prime concerns are the preservation of intangible heritage, its better integration into urban and suburban contexts, and promotion through tourism. Intangible heritage is perceived as vital for fostering civic engagement, social cohesion, and an inclusive European identity. The project uses the UNESCO definition, according to which intangible heritage includes traditions, performing arts, social practices, rituals, and traditional craftsmanship as critical for maintaining cultural diversity and facilitating intercultural dialogue.

The primary goals of InThrace include: 1. supporting interpretation, conservation, and sustainable management of intangible heritage within urban environments and community life, and 2. enhancing civic engagement and awareness of shared European values and identity.

The consortium comprises five European universities: Transylvania University of Brasov, Romania; University of Warsaw, Poland; University of West Attica, Greece; University of Zagreb, Croatia; University of the Azores, Portugal; and one Bulgarian foundation: Pax Rodopica. The project's target audience primarily includes academics, university educators, researchers, and students. Still, it also encompasses museum representatives, cultural event organizers, pre-university educators, heritage management institutions, governmental departments, professional unions, and related organizations.

Key deliverables are: 1. A comprehensive training pack, including a handbook, manual, and integration model for intangible heritage; 2. A guidebook for coaches; 3. An accessible digital platform and e-library; and 4. A widespread promotional campaign aimed at raising awareness about the intangible heritage's social and cultural importance.

For this Frame and project development, a comprehensive needs analysis was conducted through qualitative interviews with 18 professors and six focus groups with 43 academic professionals. The findings manifested widespread support for introducing intangible heritage into university curricula for civic responsibility, cultural sensitivity, and active heritage preservation. It was established that although many institutions offer courses in intangible heritage, there is great variation in provision and integration across universities, revealing the need for more widespread implementation.

Educators emphasized the necessity of practice-based experiences, case studies, digital media, and multidisciplinary approaches for effectively teaching intangible heritage.

The study highlights intangible heritage as playing a key role in consolidating national and European identities through encouraging common values, pride in culture, and intercultural understanding. The inclusion of heritage themes in education curricula is likely to develop a stronger sense of connection to cultural heritage, raise appreciation of cultural diversity, and encourage active citizenship.

Among the difficulties of integrating intangible heritage into education and public life are impressions of lack of relevance to younger generations, potential misrepresentation or commodification, and the challenge of reconciling traditional heritage with modern values. Educators suggested interactive, multidisciplinary, and technologically supported methods, including gamification and digital storytelling, to overcome these difficulties. In addition, digital communication tools, such as community-building applications and gamification features, were favored to more effectively engage students and enhance participation rates for heritage-themed courses.

The InThrace project is structured around five phases for the effective implementation of the project. During the first phase, background documents like a methodological framework, dissemination strategy, and quality assurance plan will be prepared by partners. During the second phase, training package materials and the website of the project will be developed. During the third phase, a dedicated digital platform and trainers' guide will be developed to host and distribute project resources. During the fourth phase, piloting and testing of the materials will be carried out, and finally, feedback from the piloting phase will be used to inform revisions and a large-scale digital promotional campaign.

The InThrace Training Pack will be composed of an extensive handbook, a practical manual, and a general intangible heritage (IH) management model. The eleven-chapter handbook will address legislative frameworks, sustainable tourism, marketing strategies, contemporary challenges, and ethics. Summaries, conclusions, and recommended further readings will be provided in each chapter. Real-time case studies, real-life examples, and interviews with experts will be offered in the manual, providing applicable knowledge on IH integration.

Piloting will be carried out by academic representatives who will test, evaluate, and provide feedback on project materials through structured evaluation cards and national reports of feedback. The revision process, aided by an expert repository with a track-changes system, will refine material feasibility and participant involvement. A General Piloting Report will synthesize national feedback, guiding final revisions.

Valorization actions include national conferences and social media campaigns, which raise awareness of the intangible heritage's contribution to European identity and civic engagement and ensure broad dissemination and long-term impact.



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