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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

MODEL FOR INTERPRETATION, INTEGRATION & MANAGEMENT OF INTANGIBLE HERITAGE (IH)



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Foreword

The InThrace Project (2023-1-RO01-KA220-HED-000156121) is an Erasmus+ KA220-HED Cooperation Partnerships in Higher Education project. The six partners are responsible for all materials produced in this project. The project's *Manual on Intangible Heritage* is intended to provide active educational content that supports the theoretical framework established by the Handbook. The Manual follows the Handbook's thematic structure in order to convert theoretical concepts into practical learning materials.

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Model for Interpretation, Integration & Management of Intangible Heritage (IH)

Introduction

Intangible Heritage (IH) encompasses the practices, representations, expressions, knowledge, and skills that communities, groups, and individuals recognize as part of their cultural heritage. Preserving and promoting IH is crucial for maintaining cultural diversity and fostering a sense of identity. The enhanced model is structured around three key layers: (1) interpretation, (2) integration, and (3) management of IH. The underlying objectives for layer #1 are to develop a deep understanding and appreciation of IH among students. Layer #2 aims to embed IH into educational frameworks and curricula at various levels of education, and layer #3 seeks to establish sustainable practices for the preservation, documentation, and promotion of IH.

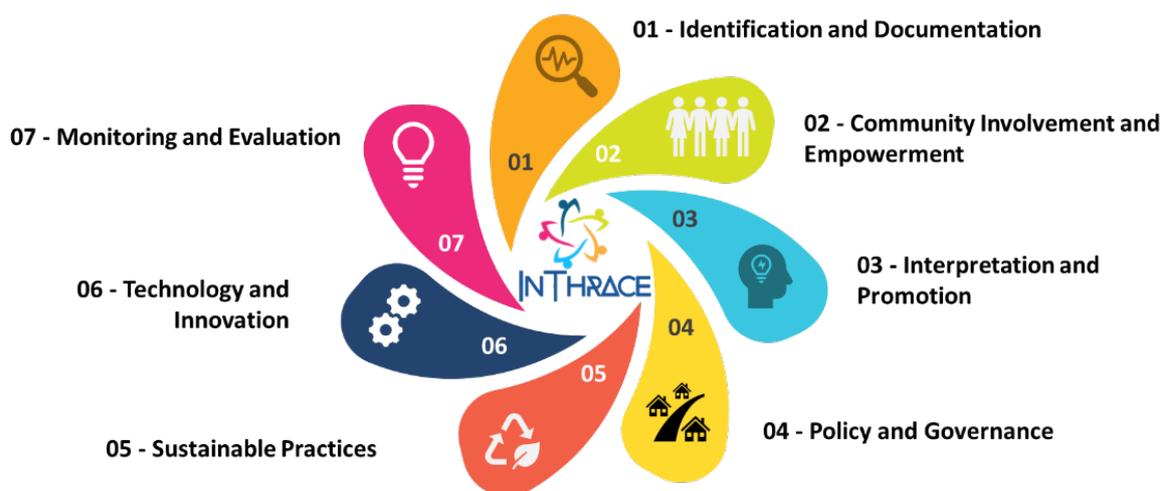
The enhanced model for interpreting, integrating, and managing IH is designed to incorporate advanced technologies and focus on educational applications, particularly targeting students. This model aims to leverage student engagement through interactive learning while ensuring the effective preservation and promotion of IH. The Interpretative Equation Model was integrated into the present model to enhance its capabilities. The interpretative equation is a powerful tool often used in heritage interpretation. It consists of three main components: Knowledge (K), Emotional Impact (E), and Intellectual Connection (I). The equation is typically expressed as:

$$\text{Interpretation} = (K + E) \times I$$

This equation emphasizes that effective interpretation requires knowledge, must evoke an emotional response, and fosters intellectual engagement. When integrating this equation into the enhanced model for IH management, it serves as a guiding principle for developing each component of the model.

Thus, the enhanced model aims to leverage advanced technologies and focus on educational applications to support the preservation, promotion, and management of Intangible Heritage (IH). By incorporating the interpretative equation, the model ensures that IH interpretation is both informative and emotionally resonant, facilitating deeper intellectual connections among students and the broader community, as illustrated in Figure 1.

Figure 1. – Interpretation, Integration & Management of Intangible Heritage Model



The diagram provided serves as a foundational guideline. It comprises seven key components, each represented by a unique color and icon. These components are interlinked, forming a holistic approach to managing IH, and the primary objectives underlying it are:

- To facilitate the interpretation and understanding of IH among students.
- To integrate IH into educational curricula effectively.
- To manage IH in a way that ensures its preservation for future generations.
- To employ advanced technologies to enhance students' engagement and learning experiences.
- To promote students' active participation in preserving and promoting IH.

The methodology integrates one or all the following approaches, varying according to the chapter explored and the educator's perspective.

- **Narrative Techniques:** Storytelling and narratives make IH relatable to students. This can be done through multimedia presentations, documentaries, and oral history projects.
- **Interactive Platforms:** Students can explore different aspects of IH using interactive digital platforms, such as virtual tours, simulations, and games.
- **Contextualization:** Provide historical and cultural context to IH elements to help students understand their significance.
- **Collaborative Learning:** Encourage group projects and discussions to promote peer learning and a deeper engagement with IH.
- **Gamification:** Incorporate gamification elements to make learning IH more engaging and interactive. This can include quizzes, challenges, and rewards for students who actively participate in IH-related activities.
- **Artificial Intelligence (AI):** AI can personalize learning experiences, recommend IH-related content, and analyze student engagement and learning outcomes.
- **Project-Based Learning:** Implement project-based learning initiatives where students can research, document, and present various aspects of IH.
- **Digital Archiving:** Create digital repositories for the documentation and preservation of IH elements, ensuring they are accessible to both students and the broader public.

It provides support and resources to teachers, equipping them with the knowledge and tools needed to teach IH effectively.

The diagram provided earlier (Figure 1) is the foundational structure. Each component will now integrate the principles of the interpretative equation and point to some methodological approaches that can be followed.

Component 1: Identification and Documentation (Dark Yellow)

The objective of component 1 is to conduct thorough research and analysis of IH elements to provide a robust knowledge base (K). To active the Interpretative Equation in this domain, make sure that you can reach the following three levels:

Table 1- Interpretative Equation Model for Component #1

Knowledge (K)	Emotional Impact (E)	Intellectual Connection (I)
Ensure that research is comprehensive, accurately documenting IH elements and providing detailed context.	Ask students to collect stories and personal narratives from community members to incorporate the emotional significance of IH practices into the research.	Encourage students to think critically about how this knowledge can be presented to resonate intellectually with diverse audiences.

To promote the achievement of these three dimensions, the following methodologies can be explored:

- Workshops and Seminars: Organize workshops where communities can share their IH practices with students and educators.
- Participatory Methods: Encourage community members to participate in the documentation and interpretation of their heritage.
- Cultural Exchange Programs: Facilitate exchanges where students can experience IH practices firsthand and interact with cultural bearers.
- Ethnographic Research: Use qualitative research methods such as interviews, participant observations, and document analysis.

Component 2: Community Involvement and Empowerment (Green)

The objective is to promote the involvement of local communities in the IH preservation process to ensure practices are sustained and valued using the Integration of Interpretative Equation will assume the following pathways:

Table 2- Interpretative Equation Model for Component #2

Knowledge (K)	Emotional Impact (E)	Intellectual Connection (I)
Engage community members to share their expertise and understanding of IH through videos, meetings with students, and oral communications.	Facilitate storytelling and cultural expression sessions that highlight the emotional aspects of IH.	Intellectual Connection (I): Create platforms for dialogue where students and community members can explore the meanings and implications of IH, encouraging reflective thought.

To promote the achievement of these three dimensions, the following methodologies can be explored:

- Workshops and Seminars: Organize workshops where communities can share their IH practices with students and educators.
- Participatory Methods: Encourage community members to participate in the documentation and interpretation of their heritage.
- Cultural Exchange Programs: Facilitate exchanges where students can experience IH practices firsthand and interact with cultural bearers.

Component 3: Interpretation and Promotion (Light Blue)

Component three reflects the need for knowledge dissemination. Therefore, its main objective is to ensure IH knowledge is effectively communicated to students and the broader public. The interpretative equation can be actionable in this component in the following manner:

Table 3- Interpretative Equation Model for Component #3

Knowledge (K)	Emotional Impact (E)	Intellectual Connection (I)
Develop educational materials that are factually rich and grounded in comprehensive research.	Use multimedia tools (videos, interactive content) to evoke emotional responses, making the	Design materials that encourage students' critical thinking and intellectual engagement, such as

	information more engaging and memorable.	discussion prompts, reflective questions, case study development, and problem-solving activities.
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To promote the achievement of these three dimensions, the following methodologies can be explored:

- Educational Resources: Develop presentations, multimedia content, and digital platforms that present IH knowledge in engaging formats.
- Publications: Encourage academic publications and student projects on IH topics to disseminate research findings.
- Online Platforms: Use websites, social media, and online forums to reach a wider audience and promote IH awareness.

Component 4: Policy and Governance (Yellow)

Component 4 focuses on developing and implementing governance frameworks and policies that support the sustainable management and protection of IH. The interpretative equation can be actionable in this component in the following manner:

Table 4- Interpretative Equation Model for Component #4

Knowledge (K)	Emotional Impact (E)	Intellectual Connection (I)
Create governance frameworks based on research into IH practices, ensuring policies are well-informed and data-driven.	Incorporate case studies and examples that connect emotionally with students, fostering empathy and a personal connection to IH where policy and governance influence is present.	Develop assignments and projects requiring students to research and apply European and national legislation, encouraging more profound intellectual engagement and critical knowledge.

To promote the achievement of these three dimensions, the following methodologies can be explored:

- Workshops and Stakeholder Engagement: Collaborate with local communities, experts, and policymakers to gather qualitative and quantitative data on IH practices.
- Experiential Learning: Encourage fieldwork to study IH governance impacts on communities. Develop simulations of policy-making sessions to provide practical, hands-on experience.
- Case-Based Teaching: Provide curated case studies that show successes and failures in IH governance to build emotional and intellectual connections. Incorporate cross-disciplinary perspectives (law, sociology, anthropology) to enrich understanding.

Component 5: Sustainable Practices (Orange)

The fifth component integrates sustainable practices into IH management to ensure long-term preservation.

Table 5- Interpretative Equation Model for Component #5

Knowledge (K)	Emotional Impact (E)	Intellectual Connection (I)
Implement sustainable practices based on comprehensive knowledge of the IH elements and the communities that practice them.	Highlight all initiatives' long-term emotional and cultural benefits of sustainable IH practices.	Encourage innovative thinking that connects traditional practices with modern solutions, fostering a sense of responsibility and intellectual curiosity among students.

To promote the achievement of these three dimensions, the following methodologies can be explored:

- Long-Term Impact Narratives: Highlight how preserving IH has positively influenced community identity and well-being. Use storytelling techniques to make abstract benefits of IH sustainability relatable and impactful.
- Innovative Education Strategies: Include case studies of IH practices successfully adapted to modern sustainable development models (e.g., eco-tourism, renewable energy use in traditional crafts).
- Interdisciplinary Integration: Include guest lectures or panels with experts from diverse fields to inspire cross-disciplinary approaches.

Component 6: Technology and Innovation (Dark Blue)

Component six foresees fostering technology and innovation in interpreting and promoting IH.

Table 6- Interpretative Equation Model for Component #6

Knowledge (K)	Emotional Impact (E)	Intellectual Connection (I)
Encourage using a broad knowledge base as a foundation for creative projects. Encourage students to develop creative projects (e.g., films, artworks, performances) that reinterpret and reimagine IH practices.	Design projects using technology and innovation to convey information and evoke strong emotional responses make IH more impactful and memorable. Use design thinking methodologies to generate new ideas for promoting and preserving IH.	Promote projects that challenge students to think critically about IH, integrating their emotional experiences with their intellectual understanding. Establish innovation labs or hubs where students, educators, and community members can collaborate on IH-related projects.

To promote the achievement of these three dimensions, the following methodologies can be explored:

- Integration of Technology: Use digital tools (e.g., GIS for mapping IH resources, virtual reality for cultural site preservation simulations) to enhance intellectual engagement. Create digital archives of IH practices to support evidence-based governance.
- Technology-Enhanced Engagement: Create digital repositories and knowledge-sharing platforms that serve as living archives for IH.
- Artificial Intelligence (AI): AI can personalize learning experiences, support design thinking, recommend IH-related content, and analyze student engagement and learning outcomes.

- Gamification: Incorporate gamification elements to make learning IH more engaging and interactive. This can include quizzes, challenges, and rewards for students who actively participate in IH-related activities.

Component 7: Monitoring and Evaluation (Pink)

A comprehensive evaluation and monitoring system should be in place to ensure the model's success. This includes:

- Student Feedback: Regularly collect feedback on students' learning experiences and engagement with IH content.
- Teacher Assessments: Evaluate the effectiveness of teacher training programs and the integration of IH into curricula.
- Impact Studies: Conduct impact studies to assess the long-term effects of the model on IH preservation and student learning outcomes.
- Technology Reviews: Continuously update the technological tools and platforms to ensure they remain effective and relevant.
- Feedback Loops: Regularly gather feedback on how well the knowledge (K), emotional impact (E), and intellectual connection (I) components are being balanced and utilized.

The enhanced model for interpreting, integrating, and managing Intangible Heritage provides a comprehensive framework for preserving and promoting IH through education. By incorporating advanced technologies and focusing on student engagement, this model ensures that IH is preserved, actively celebrated, and understood by future generations. Implementing this model will require collaboration among educators, cultural experts, and technologists, but the potential benefits for students and the broader community are immense. Through considering the interpretative equation in the enhanced model for the interpretation, integration, and management of Intangible Heritage, this framework ensures a comprehensive approach that is not only informative but also emotionally and intellectually engaging. This model provides a robust foundation for preserving and promoting IH in a way that resonates deeply with students and communities, ensuring that cultural heritage remains vibrant and relevant for future generations.

Application Example to Chapters

Application Example Chapter 1: Overview and Understanding of Intangible Cultural Heritage (ICH)

The first step to study intangible cultural heritage (ICH) in field settings involves defining its conceptual structure and boundaries and its essential role in forming collective identity. The preservation of intangible cultural heritage stems from historical and ideological practices that choose specific traditions for protection and transmission. Heritage exists in a state of ongoing negotiation because communities through their agency perform and recognize heritage while cultural politics shape this process. The study of ICH enables researchers to understand how communities construct their shared identity throughout historical periods. The application aims to develop a unified pedagogical framework that leads students through an organized reflective study of ICH and its function in identity formation. This application applies the model for the interpretation, integration, and management of ICH to the chapter "Overview and Understanding of Intangible Cultural Heritage".

A. Initial activities by component

1. Identification and Documentation (Component 01)

- **Application:** Understanding the basic concepts of ICH and its metacultural construction through definitions and the study of identity and continuity.
- **Pedagogic Activities:**
 - Introduce core concepts like **heritage**, **intangible heritage**, and **collective identity**.
 - Discuss the timelines and infographics on stages of ICH definition and recognition.
 - Storytelling workshops/ Group discussions connecting family practices to broader cultural heritage.
 - Reflective tasks on what students recognize as heritage in their communities.
 - Group debates on whether certain practices qualify as ICH applying Lenzerini's (2011) constitutive factors.
 - Example: Students create illustrated heritage profiles of local traditions, applying ICH criteria and community recognition principles.

2. Community Involvement and Empowerment (Component 02)

- **Application:** Emphasize on the role of raising the awareness that ICH is inseparable from the communities that recognize, perform, and transmit it.
- **Pedagogic Activities:**
 - Group discussion on self-identification and community-based heritage.
 - Facilitate interviews with local tradition bearers and elders or group storytelling sessions involving community guests.
 - Stakeholder mapping to evaluate power relations in ICH transmission

Example: Students conduct a participatory mapping project with locals (residents) to identify important heritage expressions and their respective custodians.

3. Interpretation and Promotion (Component 03)

- **Application:** Enhance students' capacity to understand and share ICH through methods that combine academic excellence with social accountability, highlighting its role in collective identity formation and intercultural dialogue.
- **Pedagogic Activities:**
 - Conduct case studies of various categories of ICH that can be identified in communities (different levels: urban, ethnic, national, European).
 - Analyze examples of ICH interpretation in museums, textbooks, and tourism social media channels.
 - Facilitate storytelling circles where students share or reinterpret local ICH elements.
 - Invite ICH practitioners to participate in classroom dialogue or co-create material with students.

- Design social media campaigns or interactive platforms (e.g., web pages, digital exhibits) promoting ICH respectfully.

Example: Students co-create a digital exhibition on a regional ICH element (e.g., traditional storytelling, seasonal festivity), integrating narrative, imagery, and identity-based analysis to promote cultural awareness.

4. Policy and Governance (Component 04)

- **Application:** Introduce students to frameworks, conventions, and participatory governance mechanisms relevant to ICH safeguarding.
- **Pedagogic Activities:**
 - Assign students to study by groups UNESCO and Council of Europe charters (e.g., Faro Convention) and to review national heritage legislation.
 - Develop policy briefs proposing legal recognition of underrepresented heritage.
 - Simulate national commission sessions on ICH inscription

Example: Students draft a policy recommending inclusive mechanisms for marginalized ICH communities.

5. Sustainable Practices (Component 05)

- **Application:** Emphasize how ICH contributes to community resilience through sustainable practices.
- **Pedagogic Activities:**
 - Explore ICH links to urban development, green economy, and community engagement.
 - Study sustainable models for ICH-based tourism and case studies on endangered practices and solutions in urban and suburban areas.

Example: Students propose a seasonal festival plan preserving craft authenticity while supporting eco-tourism goals in urban context.

6. Technology and Innovation (Component 06)

- **Application:** Empower students to use digital tools and creative methods for studying and recording and sharing ICH as it represents a living cultural heritage that shows diverse identities. The goal extends beyond preservation because it aims to make ICH accessible to all while ensuring its transmission from one generation to the next throughout communities and regions.
- **Pedagogic Activities:**
 - Introduce students to digital repositories (e.g., Europeana, UNESCO ICH lists) that collect oral history, crafts, and festive traditions.
 - Facilitate student-led digital storytelling projects capturing family or regional heritage.
 - Develop multimedia interviews with community members discussing the meaning of local ICH in their identity..
 - Organize a collaborative digital exhibition on local/regional ICH.

- Have students analyze how digitized heritage representations shape perceptions of identity and inclusion.

Example: Students design a virtual museum tour highlighting regional ICH expressions (e.g., crafts, oral histories), integrating local language, narrative context, and community voices to support cultural continuity.

7. Monitoring and Evaluation

Key Steps	Details	Examples
Objectives	-A deep understanding of ICH definitions, categories, and distinctions. -recognition of ICH as a mechanism for collective identity formation. -awareness of ICH's role in sustaining cultural diversity.	- <i>increase by 70% the number of students who can correctly distinguish between tangible and intangible heritage in assessments.</i>
Indicators	Set measurable indicators for Knowledge, Emotional Impact, and Intellectual Connection.	- <i>Number and quality of student outputs (e.g., heritage profiles, digital exhibits).</i> - <i>Frequency and depth of student-community interaction.</i> - <i>Improvement in knowledge scores and critical interpretation of ICH.</i>
Tools	Select tools like surveys, assessments, and feedback loops to evaluate outcomes.	- <i>Surveys and peer feedback forms; reflective journals and storytelling logs; rubric-based evaluations and concept maps; observations and teacher notes.</i>
Timeline	Establish milestones for progress tracking (weekly, monthly, or end-of-project).	- <i>Mid-term feedback, peer evaluation</i> - <i>Final presentations and reflective submissions</i>

B. Monitoring Progress

Components	Monitoring Activities	Examples
Knowledge (K)	- Track student understanding of heritage definitions and theoretical foundations.	- Quizzes on IH theoretical foundations and identity models.

Emotional Impact (E)	- Monitor engagement with communities and emotional responses through reflection logs or storytelling.	- Students submit reflection journals after interviewing ICH practitioners or analyzing case studies.
Intellectual Connection (I)	- Evaluate critical thinking, problem-solving, and comparative reasoning skills through project outputs and innovative ideas.	- Assess projects, policy proposals, and critical essays created by students.

C. Evaluation

The evaluation assesses the overall effectiveness and impact of pedagogic activities, ensuring student understanding and community relevance.

Evaluation Criteria	Focus Areas	Methods
Relevance	Do activities reflect identity formation and metacultural reflection principles?	Stakeholders feedback, final project review.
Effectiveness	Are the pedagogical objectives (K + E) × I met?	Pre/post assessments, concept mapping, digital portfolios
Sustainability	Can student outputs support real-world ICH preservation?	Project viability review, community validation.
Impact	Are outcomes innovative, empathetic, and inclusive?	Students testimonials, peer feedback, cross-evaluation, storytelling synthesis, platform usage.

D. Feedback and Continuous Improvement

Results from monitoring and evaluation are used to adapt pedagogical strategies. For example:

- Low E scores → integrate more immersive or participatory storytelling.
- Weak I outcomes → scaffold critical analysis tasks and peer debate.
- Sustainability issues → invite expert panels or case study reviews.

This ensures dynamic, inclusive, and responsive ICH education aligned with the model's interpretative and identity-centered goal

M&E Framework Applied to the Figure's Components

- Component 01 (Knowledge): Assess comprehension of ICH definitions, distinctions, and classification frameworks

- Component 02 (Stakeholder Engagement): Track the quality of student interaction with communities and awareness of cultural roles
- Component 03 (Critical Thinking): Assess how well students present intangible cultural heritage content in ways that are accessible, respectful, and represent diverse perspectives (*i.e.*, cultural sensitive formats, including community voices)
- Component 04 (Governance & Policy): Evaluate the understanding and the applicability of ICH-related policies.
- Component 05 (Sustainability): Analyze student proposals addressing the continuity of ICH practices and community benefit.
- Component 06 (Collaboration): Track group project collaboration outcomes.
- Component 07 (Innovation): Measure the creativity and feasibility of student-proposed tools and solutions.

Integration of the Framework

Using all components of the Enhanced ICH Model, the approach emphasizes:

1. Knowledge Development: A conceptual clarity of ICH and identity layers.
2. Emotional Connection: The stakeholders' voices are respected and students develop empathy.
3. Intellectual Engagement through metacultural awareness and critical application.

Application Example Chapter 3: Categorization of Intangible Cultural Heritage (ICH)

Categorization of intangible cultural heritage is essential for understanding, documenting and preserving cultural diversity. This chapter explores UNESCO's five ICH domains and critiques the limitations of overly rigid frameworks. Pedagogical applications should challenge students to critically engage with the classification systems, identify their gaps, and propose inclusive alternatives rooted in local realities.

A. Initial activities by component

1. Identification and Documentation (Component 01)

- **Application:** Develop foundational knowledge of UNESCO ICH categories and explore real-world classification challenges.
- **Pedagogic Activities:**
 - Introduce UNESCO's five domains and the proposed additions (culinary arts, music).
 - Analyze examples where classification is ambiguous.
 - Assign group work to classify local ICH elements using multiple dimensions..
 - Use role-playing: students act as heritage experts trying to categorize new ICH submissions.

Example: Students analyze a national case (*i.e.*, Romanian Caroling - colindatul) and decide how it fits into multiple UNESCO categories.

2. Community Involvement and Empowerment (Component 02)

- **Application:** Center community voices in categorization efforts and uncover locally meaningful ICH dimensions.
- **Pedagogic Activities:**
 - Invite community members or artisans to class to describe their practices in their own terms.
 - Students conduct interviews: “How would you categorize your tradition and why?”
 - Compare expert frameworks with community classification systems.
 - Organize mapping workshops with locals using Fredheim & Khalaf’s model.

Example: Students co-create a cultural map with locals using community-defined ICH categories.

3. Interpretation and Promotion (Component 03)

- **Application:** Enhance students' critical and intellectual engagement with ICH categorization.
- **Pedagogic Activities:**
 - Case study debates: UNESCO vs. local cultural frames.
 - Develop promotional materials reflecting multidimensional ICH identities.
 - Comparative reflection essays: “Can we create alternative classification systems?”

Example: Students reinterpret a festival’s meaning using multiple categorization models.

4. Policy and Governance (Component 04)

- **Application:** Evaluate the governance implications of classification frameworks.
- **Pedagogic Activities:**
 - Research national ICH registration policies.
 - Simulate cultural boards making classification decisions.
 - Propose policy changes to allow for hybrid categories.

Example: Students draft policy briefs suggesting reforms for more inclusive classification.

5. Sustainable Practices (Component 05)

- **Application:** Link classification challenges to the sustainability of heritage.
- **Pedagogic Activities:**
 - Investigate how oversimplified classification leads to heritage loss.
 - Identify 'at risk' ICH due to poor classification and develop rescue plans.
 - Design digital twin models for complex ICH documentation.

Example: Students design a multi-domain digital twin for a disappearing weaving tradition.

6. Technology and Innovation (Component 06)

- **Application:** Use technology to overcome classification limitations.

- **Pedagogic Activities:**

- Explore AI-based ICH classification models.
- Create digital exhibits allowing multi-tagging of ICH.
- Organize hackathons for classification tools.

Example: Students use generative AI apps to classify intangible heritage in their region and compare to UNESCO classification.

7. Monitoring and Evaluation

Develop a plan to assess how well students understand, critique and apply ICH categorization frameworks.

Key Steps	Details	Examples
Objectives	Understand ICH categories, their limits	80% of students apply dual frameworks (UNESCO + alternative) by end of term.
Indicators	Set measurable indicators for Knowledge, Emotional Impact, and Intellectual Connection.	<i>Quality of ICH mapping; originality of alternative systems; engagement with communities</i>
Tools	Select tools like surveys, assessments, and feedback loops to evaluate outcomes.	<i>-Rubric for classification assignments; post-project peer feedback</i>
Timeline	Milestones for progress tracking (ongoing and end-of-project).	<i>- Mid-term presentations -end-of-course digital heritage exhibit</i>

B. Monitoring Progress

Components	Monitoring Activities	Examples
Knowledge (K)	Track conceptual understanding of ICH dimensions	Quizzes on UNESCO categories and challenges.
Emotional Impact (E)	Measure community empathy and respect	Reflection logs after community interviews
Intellectual Connection (I)	- Evaluate creative reinterpretations of ICH	Group debates, reclassification proposals, policy critiques

C. Evaluation

Evaluation Criteria	Focus Areas	Methods
Relevance	Did activities critically address categorization frameworks?	Case study reflections + stakeholder interviews
Effectiveness	Were knowledge and creativity developed?	Comparison of pre/post-test ICH categorization skills
Sustainability	Can proposed frameworks improve heritage continuity?	Assessment of student proposals in relation to real-world practices
Impact	Were students empowered to question and co-create?	Student testimonials; community partner feedback

D. Feedback and Continuous Improvement

Results from monitoring and evaluation are used to adapt pedagogical strategies. For example:

- Analyze rubric outcomes and community feedback to identify component weaknesses
- Adjust teaching strategies: e.g., if creativity is low, integrate more tech tools; if emotional engagement is weak, increase fieldwork
- Facilitate iterative cycles of reflection and redesign

Application Example Chapter 4: Explaining Tourism Heritage Value and Impact on Culture, Economy, and Society - Croatia

Understanding the value and impact of tourism on heritage is crucial for striking a balance between cultural preservation, economic development, and social sustainability. This chapter introduces the key dynamics linking heritage—both tangible and intangible—with tourism and its multifaceted consequences. Applied pedagogically, it enables students to critically analyze heritage as a social product, a cultural identity marker, and an economic asset. The following pedagogic activities are proposed to explore these issues and to foster informed, reflective, and locally relevant practices.

A. Initial Activities by Component

1. Identification and Documentation (Component 01)

Application: Foster students' capacity to differentiate and categorize various forms of heritage: tangible and intangible, movable and immovable.

- **Pedagogic Activities:**

- Conduct mapping exercises to identify local heritage types (architecture, folklore, crafts, etc.).
- Assign fieldwork tasks to photograph and document tourist-oriented heritage sites or practices.
- Introduce analytical tools for assessing authenticity and commodification in tourism contexts.
- Example: Students create a visual typology of local heritage elements categorized by their tourism exposure and community value.

2. Community Involvement and Empowerment (Component 02)

Application: Emphasize local agency in defining and managing heritage in the context of tourism.

- **Pedagogic Activities:**

- Facilitate workshops with community members to gather perceptions of tourism impacts.
- Encourage interviews with residents or stakeholders about benefits and challenges of heritage commodification.
- Support students in co-designing surveys with community partners.
- Example: Students design participatory heritage maps that contrast community-valued heritage with tourist-attracted ones.

3. Interpretation and Promotion (Component 03)

Application: Equip students to critically assess how heritage is interpreted and represented for tourists.

- **Pedagogic Activities:**

- Analyze tourist brochures, websites, and social media content for narratives and omissions.
- Debate the tension between historical accuracy and marketable storytelling.
- Develop alternative interpretative materials from community-informed perspectives.

- Example: Students redesign a promotional leaflet for a local site, integrating inclusive and sustainable narratives.

4. Policy and Governance (Component 04)

Application: Introduce students to the role of institutions and regulatory frameworks in managing heritage tourism.

- **Pedagogic Activities:**

- Review UNESCO World Heritage guidelines and national tourism policies.
- Simulate municipal heritage council meetings to decide on tourism project proposals.
- Evaluate real-world conflicts between development and conservation.
- Example: Students draft a mock policy brief advising a municipality on managing overtourism in a heritage zone.

5. Sustainable Practices (Component 05)

Application: Promote models of sustainable tourism that preserve heritage and empower local economies.

- **Pedagogic Activities:**

- Study international examples of eco-cultural tourism, agro-heritage trails, or slow tourism.
- Propose sustainability indicators for tourism development in a local setting.
- Discuss the environmental footprint of mass tourism and mitigation strategies.
- Example: Students propose a low-impact tourism route linking heritage sites with local producers and storytellers.

6. Technology and Innovation (Component 06)

Application: Utilize digital tools for interpreting, promoting, and managing heritage in tourism frameworks.

- **Pedagogic Activities:**

- Explore VR/AR applications for heritage storytelling and preservation.

- Design interactive tourism apps or digital exhibitions incorporating community voices.
- Introduce students to heritage GIS mapping and data visualization.
- Example: Students co-create a (plan for a) mobile app that guides users through a heritage trail with embedded oral histories.

7. Monitoring and Evaluation (Component 07)

Develop a Monitoring and Evaluation (M&E) plan with clear objectives, indicators, and timelines to track how students engage with heritage tourism themes, including the social, economic, and cultural impacts of tourism on heritage.

Key Steps	Details	Examples
Objectives	Assess student understanding of heritage types, tourism impact, and sustainable development	<i>Students articulate how tourism affects heritage sites and local communities in presentations or written reports</i>
Indicators	Number of evaluated heritage elements; depth of tourism impact analysis; use of inclusive perspectives	<i>Student case studies include stakeholder mapping, impact reports, and ethical tourism proposals</i>
Tools	Surveys, reflective journals, stakeholder feedback, assessment rubrics	<i>Peer reviews of promotional materials; feedback from community representatives; concept mapping</i>
Timeline	Structured over the course: heritage identification (early), community analysis (mid-term), final proposals (end)	<i>Mid-term draft evaluations; final pitch presentations or project showcases</i>

B. Monitoring Progress

Monitoring involves continuous assessment of pedagogic activities to ensure alignment with the learning goals of Chapter 4, particularly critical thinking, civic engagement, and sustainability.

Components	Monitoring Activities	Examples
Knowledge (K)	Track understanding of heritage categories, tourism typologies, and preservation frameworks	Quizzes on UNESCO principles; field notes from heritage site visits
Emotional Impact (E)	Gauge empathy toward host communities and marginalized voices in heritage tourism	Student reflections on local interviews or experiences of community displacement
Intellectual Connection (I)	Assess ability to generate strategic and ethical tourism solutions	Analysis of over-tourism problems; proposals for slow or community-based tourism

Tools for Monitoring:

- Surveys and post-visit feedback forms
- Reflection journals and self-assessments
- Stakeholder commentary
- Peer reviews and observational rubrics
- Focus group discussions with local partners

C. Evaluation

The evaluation ensures pedagogic activities lead to a holistic understanding of tourism's impact on heritage and fosters meaningful community-oriented outputs.

Evaluation Criteria	Focus Areas	Methods
Relevance	Do student activities address real-world heritage-tourism challenges?	Evaluation by local experts, NGOs, or municipal stakeholders

Effectiveness	Are interpretative equation principles (K + E × I) applied successfully?	Pre/post knowledge tests; critical essays; digital portfolios
Sustainability	Are student proposals viable, community-sensitive, and future-oriented?	Sustainability scoring rubric; stakeholder endorsement
Impact	Are the outputs creative, inclusive, and ethically grounded?	Public presentations, peer voting, and long-term community interest

Tools for Evaluation:

- Rubrics for critical project assessment
- Pre- and post-tests on heritage and tourism impact
- Stakeholder interviews and feedback
- Final reflections and presentations
- Group self-evaluation and peer critiques

D. Feedback and Continuous Improvement

- Revise project formats if students overlook host communities' voices or focus only on economic tourism benefits (E).
- Adapt teaching strategies if analysis lacks depth or diversity of perspectives (I).
- Strengthen interdisciplinary engagement if heritage is framed narrowly in promotional terms (K).

M&E Framework Aligned to Components

Component 01 (Knowledge): Evaluate ability to distinguish between types of heritage and understand their touristic potential.

Component 02 (Empowerment): Monitor engagement with local communities and integration of their perspectives.

Component 03 (Interpretation): Assess creativity and accuracy in heritage narratives for tourism.

Component 04 (Governance): Review awareness of policies and governance issues in tourism planning.

Component 05 (Sustainability): Evaluate environmental and social feasibility of student proposals.

Component 06 (Innovation): Measure digital fluency and design thinking in tourism tools.

Component 07 (Evaluation): Review critical thinking and reflexivity in project assessments.

Integration of the Framework

By applying the interpretative equation ($K + E \times I$) to Chapter 4 activities, students are guided to:

1. **Develop Knowledge** – Identify and analyze the links between heritage, tourism, and sustainability.
2. **Foster Emotional Engagement** – Understand community experiences, inequalities, and vulnerabilities in tourism settings.
3. **Strengthen Intellectual Connections** – Create inclusive, strategic, and future-oriented heritage tourism models.

This approach prepares students to critically engage with the cultural, economic, and political dimensions of heritage tourism and encourages them to act as responsible and innovative heritage professionals.

Application Example Chapter 5: Managing ICH Conservation and Presentation - Croatia

Conservation and presentation are fundamental to the safeguarding of Intangible Cultural Heritage (ICH). These processes ensure that ICH practices are transmitted, revitalized, and sustained through inclusive education, community engagement, and coordinated governance. This chapter introduces key principles and practices that support responsible, participatory, and long-term approaches to ICH management. The following activities are proposed to explore and apply these concepts in educational settings:

A. Initial Activities by Component

1. Identification and Documentation (Component 01)

Application: Ground students in knowledge-building and technical recording of ICH practices.

- **Pedagogic Activities:**
 - Teach methods of inventorying, documentation (e.g. ethnographic methods, interviews, audiovisual tools).
 - Invite students to document a local ICH element through photo, video, and interviews.
 - Analyze the differences between documentation for national registers and community archives.

Example: Students conduct and analyze video interviews with traditional bearers, producing a mini digital ethnography for a class exhibit.

2. Community Involvement and Empowerment (Component 02)

Application: Encourage students to co-create with communities in safeguarding processes.

- **Pedagogic Activities:**
 - Organize participatory mapping workshops where students map ICH practices with community input.
 - Simulate multi-stakeholder meetings about the safeguarding of a threatened ICH element.
 - Promote intergenerational knowledge exchange with tradition bearers.

Example: Students facilitate a youth-elder dialogue in a local community to gather knowledge about a specific ritual or seasonal event.

3. Interpretation and Promotion (Component 03)

Application: Train students to accurately interpret and promote ICH in formal and informal settings.

- **Pedagogic Activities:**
 - Review successful and problematic interpretation practices in museums or tourism.
 - Design visitor-friendly educational materials (booklets, panels, digital apps) about local ICH.
 - Host a mock press conference for launching an ICH interpretation center.

Example: Students develop interpretation panels for a hypothetical local ICH exhibition, including narratives and visuals.

4. Policy and Governance (Component 04)

Application: Introduce governance models and registration practices (e.g., UNESCO, national registers).

- **Pedagogic Activities:**
 - Study case laws and conventions (e.g., UNESCO 2003, Faro Convention).
 - Create mock applications for inscription into a national ICH register.
 - Role-play governmental and expert commissions deciding on ICH safeguarding priorities.

Example: Students write a nomination form and proposal for a local ICH tradition to be included in the national register.

5. Sustainable Practices (Component 05)

Application: Link ICH safeguarding with sustainable community development.

- **Pedagogic Activities:**
 - Study the impact of ICH tourism and discuss over-commercialization.
 - Design a sustainable festival plan that highlights community traditions and environmental care.

- Assess traditional crafts' potential for local green economies.

Example: Students draft a business model for a sustainable, locally-owned craft cooperative based on traditional weaving.

6. Technology and Innovation (Component 06)

Application: Utilize digital tools to support ICH documentation, education, and promotion.

- **Pedagogic Activities:**
 - Explore digital archiving tools and ethical issues in virtual preservation.
 - Organize a hackathon to build apps for participatory heritage mapping.
 - Develop AR/VR experiences that transmit ICH stories to younger generations.

Example: Students design a mobile app that allows tourists to discover ICH sites in a region with geolocated stories and QR code interactions.

7. Monitoring and Evaluation (Component 07)

Develop an M&E plan with clear objectives, indicators, and timelines to track progress on ICH safeguarding goals

Key Steps	Details	Examples
Objectives	Assess knowledge of conservation, transmission, and promotion processes	<i>Increased student ability to design inclusive safeguarding plans following initial assessment</i>
Indicators	Number of documented ICH elements, quality of student-community collaborations	<i>Peer feedback, evaluation rubrics, digital outputs, increased number</i>
Tools	Surveys, self-assessments, stakeholder feedback, portfolio reviews	<i>Post-session surveys, quizzes, project-based evaluation</i>
Timeline	Structured by learning stages: initial research, mid-term analysis and refinement, final presentations	<i>Mid-point peer review and final public presentation with community reps</i>

B. Monitoring Progress

Monitoring involves continuous assessment of activities, ensuring that managing ICH conservation and presentation activities are on track.

Components	Monitoring Activities	Examples
Knowledge (K)	Assess grasp of safeguarding tools, legal frameworks, and documentation methods	Quizzes on UNESCO/Faro frameworks; analysis of national ICH registers
Emotional Impact (E)	Track empathy and connection to communities through direct interactions	Reflection logs after community meetings
Intellectual Connection (I)	Evaluate creative and critical applications of knowledge	Assessment of festival plans, digital exhibitions, or policy proposals

Tools for Monitoring:

- Surveys and feedback forms
- Reflection journals
- Observation grids during presentations and discussions
- Stakeholder commentary
- Direct observation

C. Evaluation

The evaluation assesses the overall effectiveness and impact of pedagogic activities, ensuring alignment with ICH conservation and presentation goals.

Evaluation Criteria	Focus Areas	Methods
Relevance	Are conservation practices taught aligned with real-world ICH processes?	Project practices reviewed by ICH experts or community reps

Effectiveness	Are interpretative equation (K + E × I) principles achieved?	Pre/post-assessments, concept mapping
Sustainability	Are proposed safeguarding methods viable long-term?	Community validation, scenario testing
Impact	Do students engage innovatively, inclusively, and critically with ICH?	Portfolios, stakeholder interviews, public exhibitions

Tools for Evaluation:

- Surveys and feedback forms, rubrics
- Reflection personal journals
- Pre- and post-assessments
- Stakeholder commentary
- Final presentations

D. Feedback and Continuous Improvement

- Adjust project formats if documentation lacks stakeholder understanding and local voices (E).
- Adjust teaching methodologies if students struggle with engagement (I).
- Increase cross-disciplinary involvement when ICH management lacks depth (K).

M&E Framework Aligned to Components

- **Component 01 (Knowledge):** Assess quality of ICH documentation and research.
- **Component 02 (Empowerment):** Track student interaction and co-creation with communities.
- **Component 03 (Interpretation):** Evaluate inclusive and respectful interpretive strategies.
- **Component 04 (Governance):** Examine understanding of legal and policy frameworks.
- **Component 05 (Sustainability):** Review long-term viability of student proposals.
- **Component 06 (Innovation):** Measure use of tech and design thinking in ICH safeguarding.
- **Component 07 (Evaluation):** Review robustness of monitoring tools and reflections.

Integration of the Framework

By aligning pedagogic activities with Chapter 5's principles and the interpretative equation, this approach enables:

1. **Knowledge Development** – Legal, cultural, and methodological clarity.
2. **Emotional Connection** – Deep student engagement with ICH bearers and local contexts.
3. **Intellectual Engagement** – Real-world application of sustainable and participatory safeguarding.

This framework cultivates ethically aware, methodologically equipped, and community-responsive students ready to co-create the future of ICH conservation.

Application Example to Chapter 8 of the Handbook Part 3. Mechanisms for Preserving Intangible Cultural Heritage

The essential pillar of the international level is the UNESCO 2003 Convention for the Safeguarding of Intangible Cultural Heritage, which provides a worldwide framework to identify, document, and conserve ICH. It encourages state parties to take institutional and legal measures to safeguard heritage. State parties to the Convention have to make inventories of their ICH and submit periodic reports on their actions. Such worldwide recognition also enhances consciousness and encourages worldwide cooperation to conserve endangered traditions.

National regulations are the next tier of ICH protection. Some EU Member States have enacted legislation to protect ICH through listing heritage, providing funding, and supporting research and documentation. The legal frameworks generally follow international recommendations and fit into local contexts. For instance, some countries have developed policies that integrate ICH into curricula at schools to transmit it to generations to come. The governments also offer funding for heritage preservation that can be utilized to sponsor museums, centres of culture and research.

The heart of ICH preservation is community engagement. Local communities are custodians of heritage and play a central role in transmitting knowledge, practices, and traditions. Community-led initiatives like festivals, workshops, and documentation projects help to ground preservation in living practice. Communities often engage with governments and NGOs to gain access to resources and technical input to create replicable models of heritage conservation.

Both the state and the local communities have the capacity to engage in formal and informal education initiatives that allow raising awareness of ICH's value to pass it to generations to come. Formal education institutions, festivals, and workshops often become platforms to teach and learn. Formal education institutions can integrate ICH into curriculums to provide learners with an opportunity to engage with traditions firsthand. Community storytelling and apprenticeships are also significant informal education initiatives that allow passing down traditions.

Probably the most spectacular exemplifications of the preservation of ICH are the numerous celebratory festivals, which not only showcase ICH but also increase its practice and make it accessible to communities. They also offer scope for cross-cultural conversation and dialogue. Festivals can host visitors, generate economic value, and provide platforms to artisans, performers,

and other practitioners of culture. Such festivals have a propensity to bring together diverse communities with a common heritage and a sense of unity.

With the advancement of technology new opportunities for the nurturing of ICH emerged. Today digital archiving preserves ICH for generations to come. Digital platforms also increase access and global visibility. Online databases, virtual museums, and interactive platforms make it possible to access and learn about ICH anywhere in the world. They also offer comparative and research possibilities without leaving home, thus dismantling borders and prejudices both nationally and internationally. However, making such access universally available involves bridging digital divides and fostering digital literacy.

Activity

Provide a case and ask students to decide which tier of institutional protection will best protect the ICH. Students need to provide explanation of the nature of protection, justification of their approach and discuss the practical implications from taking such decision.

Components	Monitoring Activities	Examples
Knowledge (K)	- Assess whether students understood the different layers of preserving ICH and whether they can apply them in selected case.	- Case studies for the exemplification of tiers of ICH protection mechanisms.
Emotional Impact (E)	- Evaluate the argumentation why students select a particular solution to the discussed case.	-Development of real case study from students' homeland.
Intellectual Connection (I)	-Solutions students propose for the protection of ICH.	- Videos created by students in relation to the case study.

Evaluation Criteria	Focus Areas	Methods
Relevance	Did the case studies students choose to align with the existing measures of ICH protection?	- Selection, discussion and justification for the application of a particular measure of ICH protection.

Effectiveness	To what extent did students apply the theoretical concepts in the real cases with the appropriate methods?	- Continuous assessment on the steps followed to finalise the case study of the promotional plan for ICH.
Sustainability	Are the proposed suggestions on promotion activities sustainable for the real-world ICH case study that students choose to present?	- Real world cases with photos and videos and or posters created by students related to specific approaches towards heritage protection.
Impact	Do students' suggestions promote innovative/creative/alternative ways of promoting ICH of an area under study?	- Students evaluate the projects of other teams. -Feedback from questionnaires collected on what needs to be further done

Application Example Chapter 10: Ethical Considerations in Intangible Cultural Heritage (ICH)

Ethical considerations are crucial in preserving, interpreting, and promoting Intangible Cultural Heritage (ICH). These considerations ensure that ICH practices are respected, communities are empowered, and the heritage is preserved authentically. Under this chapter, various activities can be promoted to address and highlight ethical issues surrounding ICH. Below are some key activities:

A. Initial activities by component

1. Identification and Documentation (Component 01)

- **Application:** This represents foundational understanding and innovative ideas.
- **Pedagogic Activities:**
 - Introduce core ethical concepts like **authenticity, cultural appropriation, and community consent.**
 - Use brainstorming sessions to encourage innovative ideas for ethical frameworks respecting ICH practices.
 - Example: Students ideate ways to balance cultural preservation and economic development.

2. Community Involvement and Empowerment (Component 02)

- **Application:** Highlight the role of communities and stakeholders in ICH preservation.
- **Pedagogic Activities:**

- Host **role-playing sessions** where students represent stakeholders (local communities, governments, NGOs).
- Facilitate **interviews** or virtual meetings with community representatives to understand lived experiences.
- Example: Analyze how ethical considerations affect **stakeholder dynamics**.

3. Interpretation and Promotion (Component 03)

- **Application:** Foster intellectual engagement and ethical analysis.
- **Pedagogic Activities:**
 - Conduct **case studies** of ethical dilemmas in ICH, such as cultural misappropriation.
 - Use debates to explore multiple perspectives on ethical decisions.
 - Example: Students critically examine UNESCO frameworks and local governance in ICH.

4. Policy and Governance (Component 04)

- **Application:** Analyze ethical policies and governance models for ICH.
- **Pedagogic Activities:**
 - Assign students to research **international and national policies** (e.g., UNESCO 2003 Convention).
 - Develop mock **policy guidelines** addressing ethical concerns in ICH management.
 - Example: Students draft sustainable and ethical policies for cultural festivals.

5. Sustainable Practices (Component 05)

- **Application:** Link ethical considerations with sustainability in ICH practices.
- **Pedagogic Activities:**
 - Explore the **long-term impacts** of unethical practices on ICH sustainability.
 - Design projects on sustainable solutions, integrating technology and traditional methods.
 - Example: Students create sustainable tourism models that respect cultural integrity.

6. Technology and Innovation (Component 06)

- **Application:** Encourage teamwork and utilize IT-tools to address ethical challenges.
- **Pedagogic Activities:**
 - Facilitate **collaborative group projects** where students design ethical frameworks using modern tools like digital archives.
 - Introduce **collaborative mapping** tools (GIS) to identify vulnerable ICH sites and propose ethical solutions.
 - Example: Develop a digital repository that ethically archives oral traditions.
 - Organize **hackathons** or idea competitions where students propose innovative tools (e.g., apps, VR/AR) to preserve ICH ethically.

- Encourage students to innovate methods for **community-led governance** of ICH.
- Example: Students propose a blockchain-based platform to credit ICH contributors fairly.

7. Monitoring and Evaluation

Develop an M&E plan with clear objectives, indicators, and timelines to track progress on ethical considerations in ICH activities.

Key Steps	Details	Examples
Objectives	Define specific goals (e.g., understanding ethical frameworks, promoting community participation).	- Increase awareness of cultural appropriation issues by 70% over a semester.
Indicators	Set measurable indicators for Knowledge, Emotional Impact, and Intellectual Connection.	- Number of students engaging with stakeholders. - Quality of ethical frameworks proposed.
Tools	Select tools like surveys, assessments, and feedback loops to evaluate outcomes.	- Post-session surveys, peer evaluations, and rubric-based assessments.
Timeline	Establish milestones for progress tracking (weekly, monthly, or end-of-project).	- Mid-term reviews and final presentations to evaluate understanding and outputs.

B. Monitoring Progress

Monitoring involves continuous assessment of activities, ensuring that ethical considerations and pedagogic goals are on track.

Components	Monitoring Activities	Examples
Knowledge (K)	- Track student understanding of ethical principles through formative assessments.	- Quizzes on UNESCO frameworks and ethical dilemmas.
Emotional Impact (E)	- Monitor engagement with communities and emotional responses through reflection logs or storytelling.	- Students submit reflection journals after meeting ICH practitioners or analyzing case studies.
Intellectual Connection (I)	- Evaluate critical thinking and problem-solving through project outputs and innovative ideas.	- Assess mock policy proposals, group debates, or ethical toolkits created by students.

Tools for Monitoring:

- Surveys and feedback forms
- Student journals and self-assessments

- Direct observation (class participation, discussions)
- Focus groups for qualitative insights

C. Evaluation

The evaluation assesses the overall effectiveness and impact of pedagogic activities, ensuring alignment with ethical ICH goals.

Evaluation Criteria	Focus Areas	Methods
Relevance	Did the activities align with ICH's ethical considerations?	- Stakeholder interviews and final project reviews.
Effectiveness	To what extent were knowledge, emotional impact, and intellectual connections achieved?	- Pre- and post-assessments to measure student growth.
Sustainability	Are the proposed ethical frameworks and solutions sustainable for real-world ICH preservation?	- Analyze student proposals and align them with community needs.
Impact	How did the activities promote empathy, innovation, and a critical understanding of ICH ethics?	- Student testimonials, feedback from stakeholders, and tangible project outcomes.

Tools for Evaluation:

- Rubrics for project assessment
- Pre- and post-tests
- Stakeholder feedback (e.g., communities involved in ICH)
- Final reflections, presentations, or portfolio reviews

D. Feedback and Continuous Improvement

- Use monitoring and evaluation results to identify strengths and weaknesses in pedagogic activities.
- Adjust teaching methodologies, content, or tools to align with ethical ICH principles.
- Example: Increase community engagement if low emotional connection (E) scores exist.

M&E Framework Applied to the Figure's Components

- Component 01 (Knowledge): Evaluate understanding of ethical concepts through research outputs and assignments.
- Component 02 (Stakeholder Engagement): Monitor how students engage with ICH communities and reflect on interactions.

- Component 03 (Critical Thinking): Assess innovative solutions and critical analyses proposed during projects.
- Component 04 (Governance & Policy): Evaluate the applicability of student-drafted governance frameworks.
- Component 05 (Sustainability): Analyze the long-term impacts of proposed ethical solutions.
- Component 06 (Innovation): Evaluate the creativity and cultural accessibility of student-designed digital tools for ICH promotion and transmission.

Integration of the Framework

The pedagogic activities become dynamic, interdisciplinary, and student-centered by systematically aligning the seven components of the figure to ethical considerations in ICH. This approach ensures:

4. **Knowledge Development** – Ethical foundations are well understood.
5. **Emotional Connection** – Stakeholders’ voices are respected.
6. **Intellectual Engagement** – Critical, innovative, and sustainable solutions are fostered.

This reference framework ensures ethical principles are taught holistically while empowering students to engage thoughtfully and innovatively with ICH.

Application Examples of Case Study

Case Study Chapter 1 “Junii Braşovului (The Lads of Brasov) Parade – Identity and Intangible Cultural Heritage”

The Junii Braşovului Parade, held annually in the historic district of Şcheii Braşovului, exemplifies how intangible cultural heritage serves as a living phenomenon that is continually recreated and transmitted by the community. Recognized by locals as a core element of their identity, the ritual combines pre-Christian initiation practices with Christian traditions, offering continuity between past and present while reinforcing both local and national belonging. In line with UNESCO’s definition of intangible cultural heritage, the Junii tradition exemplifies how practices sustain social cohesion and cultural diversity, but also highlights the fragility of living heritage in the face of globalization and commercialization.

Components	Monitoring Activities	Examples
Knowledge (K)	<ul style="list-style-type: none"> - Assess whether students understand the living, evolving nature of the Junii tradition and its role in preserving Romanian and European identity. - Check their ability to connect rituals (e.g., mace throwing, trumpet outing) to broader UNESCO ICH categories (festive events, performing arts, oral traditions). 	<ul style="list-style-type: none"> - Comparative analysis of Junii with other UNESCO-listed rituals (e.g., Lads’ Dances in Romania). - Essays on how Junii embody “identity continuity” (UNESCO, 2003).

Emotional Impact (E)	<p>Evaluate students' recognition of community involvement as the heart of ICH safeguarding.</p> <p>- Observe emotional engagement with how Junii resisted cultural oppression (Austro-Hungarian and Communist periods).</p>	<p>- Participation in the Junii Parade and reflective journals or identifying similar events from students' homeland and make these reflective journals.</p> <p>- Interviews with community members or event participants on identity and belonging.</p>
Intellectual Connection (I)	<p>- Test students' ability to critically propose safeguarding and promotion strategies aligned with UNESCO/EU frameworks.</p> <p>- Assess integration of concepts like authenticity vs. adaptation and ICH as a human right.</p>	<p>- Designing sustainable cultural tourism strategies based on the case study.</p> <p>- Drafting a policy brief advocating for Junii's inscription on the UNESCO ICH List.</p>

Evaluation Criteria	Focus Areas	Methods
Relevance	<p>Does the Junii case align with ICH definitions (UNESCO 2003) and with EU cultural policies (Faro Convention, Creative Europe)?</p> <p>Does it reinforce multi-level identity (local, national, European)?</p>	<p>Social media campaigns that link Junii with the EU motto "United in Diversity."</p> <p>Mapping Junii practices to UNESCO's five ICH categories.</p>
Effectiveness	<p>To what extent do students integrate theoretical concepts (self-identification, continuous re-creation, authenticity, identity)?</p> <p>Do their analyses recognize Junii as both heritage and living practice?</p>	<p>Assessment grids that check for the use of UNESCO and Lenzerini's five constitutive factors of ICH.</p> <p>Peer evaluation of proposed safeguarding plans.</p>

Sustainability	<p>Do proposed solutions balance preservation with adaptation to modern contexts (e.g., digital archiving, tourism)?</p> <p>Are the practices resilient against over-commercialisation?</p>	<p>Critical evaluation of tourism strategies against UNESCO's safeguarding principles.</p> <p>Group projects designing educational modules for schools about Junii.</p>
Impact	<p>Do students propose innovative ways of transmitting Junii (digital tools, intercultural exchanges)?</p> <p>Is there a reflection on Junii's contribution to European cultural cohesion?</p>	<p>Students evaluate each other's proposals through questionnaires.</p> <p>Simulation of an EU/UNESCO panel assessing Junii for international recognition.</p>

Case Study Chapter 2 and 6 Fado, Portugal

Lisbon's Fado is a living musical tradition recognised for its emotional depth, poetic lyrics, and distinct performance etiquette, typically in Casas de Fado with Portuguese and classical guitar accompaniment. Its UNESCO inscription in 2011 amplified global interest but also introduced pressures around "staged authenticity" and over-commercialization. The policy landscape for safeguarding places communities at the centre (UNESCO 2003 Convention), with national frameworks in Portugal (e.g., Matriz PCI, DGPC coordination) guiding documentation, transmission, and curation. The challenge is to welcome visitors and sustain livelihoods without diluting artistic integrity or eroding community agency.

Local practice remains intergenerational and community-led, especially in neighbourhoods such as Alfama, Mouraria and Bairro Alto, where amateur and professional *fadistas* coexist. The ritual "**Silêncio que se vai cantar o Fado**" underscores the genre's affective intensity and shared respect. Museums (e.g., Museu do Fado), festivals, education initiatives and curated tourism products complement venue-based transmission, while digital tools (AR/VR, interactive storytelling) offer reach without overexposure when developed under community curation.

Components	Monitoring Activities	Examples
Knowledge (K)	<p>- Track student understanding of ICH safeguarding and authenticity through Fado (e.g., etiquette, transmission, venue curation) using short concept checks tied to UNESCO 2003 principles and Portugal's PCI logic.</p>	<p>- Create student teams to answer targeted questions on safeguarding vs. commercialization, community agency, and venue etiquette; assign each team one Fado component (performance, audience role, place).</p> <p>- Track mastery of policy frameworks (UNESCO 2003; national PCI instruments) and their practical translation into Casas de Fado operations.</p>

		- Team exercises culminate in an advertising/promotion mini-plan explicitly addressing authenticity risks and mitigation.
Emotional Impact (E)	- Students work on lyrics from Fado and assess the emotional dimension of fado	- Students present communication campaigns based on Fado or analogous ICH from their own hometowns to build empathy with performing communities. - Develop real mini-cases (photo/audio snippets, venue ethnography) to articulate the affective dimension of the “Silêncio...” ritual and audience etiquette.
Intellectual Connection (I)	- Evaluation of solutions provided by students to promote the diffusion, the safeguarding, and value-added activities around music heritage.	- Teams propose concrete outputs (venue briefings, route maps, capacity rules, digital micro-interpretation) and defend choices against authenticity criteria. - Cross-evaluate other teams’ cases using argument-based rubrics on safeguarding, inclusivity, and feasibility. - Critically assess mock apps/videos for whether they extend or substitute live practice, and whether curation remains community-led.

Evaluation Criteria	Focus Areas	Methods
Relevance	Do the essays/campaigns align with marketing and communication for ICH promotion while preserving authenticity (e.g., etiquette, capacity, community curation)?	Student-designed questionnaires for different audience segments (locals, first-time visitors). Mock social media campaigns emphasizing etiquette and listening culture. Posters/one-pagers for venue briefings (“How to experience Fado respectfully”).
Effectiveness	To what extent did students apply theoretical concepts (UNESCO 2003,	- Continuous assessment of the steps from scoping →

	PCI, authenticity vs. staging, community agency) in real Fado contexts with appropriate methods?	safeguarding plan → promotional mix → implementation roadmap.
Sustainability	Are proposed promotional actions sustainable (do they protect live practice, avoid overexposure, and enhance intergenerational transmission)?	- Use real-world evidence (photos, venue maps, micro-interviews) and student-produced explainer media tied to specific neighborhoods/venues
Impact	Do the suggestions innovate responsibly (e.g., digital layers that respect live performance; routes that redistribute flows away from hotspots)?	- Peer debate with scoring on authenticity, inclusivity, and feasibility; incorporate feedback from questionnaires to iterate the plan.

Case Study Chapter 4 Pico Vineyards, Azores (Portugal)

Pico Island’s Vineyard Culture Landscape (UNESCO, 2004) shows how traditional basalt-walled plots—currais (stone currais)—mediate between people and a harsh Atlantic volcanic setting, sustaining identity, livelihoods, and ecological resilience. Heritage-led (eno)tourism has grown around the Wine Museum, the Pico Wine Cooperative, and curated routes, bringing opportunity but also challenges: seasonality, pressure on sensitive sites, and the need to maintain authenticity while demand rises.

Pico is the second-largest island of the Azores (“The Triangle” with São Jorge and Faial), settled circa 1460; agriculture, woad dyeing, and later viticulture shaped its economy. After the 19th-century vine disease and decline, the Pico Island Wine Cooperative (1949) helped recover grape varieties and practices. The Landscape of the Pico Island Vineyard Culture gained UNESCO World Heritage status in 2004, boosting visibility and enotourism linked to the “currais” system—stone walls that protect vines, retain moisture, and mitigate exposure.

Recent years have seen strong tourism growth: the Azores recorded over 509,000 overnight stays in September 2024 (+8.2% year-over-year), and Pico posted a 22.7% increase in passenger arrivals, surpassing 81,000 visitors in 2024, which has catalyzed investments in hospitality, infrastructure, and guided vineyard experiences. The task now is balancing destination growth with the conservation of a fragile cultural landscape.

Components	Monitoring Activities	Examples
Knowledge (K)	Track student understanding of safeguarding & authenticity applied to Pico’s vineyard landscape (curcrales, capacity/etiquette, on-site interpretation) via short checks and progress rubrics.	Form teams to address cultural landscape, local economic value, and sustainability; each team focuses on (a) currais, (b) museum/cooperative, or (c) enotourism product. Track mastery of concepts: UNESCO cultural landscape,

		<p>authenticity, carrying capacity, and flow management.</p> <p>Teamwork culminates in a promotion mini-plan with risk mitigation (seasonality, hotspot pressure, safeguarding).</p>
Emotional Impact (E)	Evaluate students' recognition of community involvement as the heart of UNESCO heritage safeguarding.	<ul style="list-style-type: none"> - Campaigns anchored in grower stories and savoir-faire (walls, pruning), building community pride and visitor empathy. - Real mini-cases (photo/video/audio) to convey the sensory feel of the black-basalt terroir and seascape.
Intellectual Connection (I)	- Test students' ability to critically propose safeguarding and promotion strategies aligned with UNESCO/EU frameworks.	<ul style="list-style-type: none"> - Propose concrete outputs (route maps, visit briefings, capacity rules, digital micro-interpretation), defending choices against authenticity/sustainability criteria. <p>Cross-evaluate teams with rubrics for community agency, feasibility, and environmental impact.</p> <p>Critically assess whether apps/videos extend interpretation without substituting the lived, community-led experience.</p>

Evaluation Criteria	Focus Areas	Methods
Relevance	Do essays/campaigns align with marketing & communication for ICH in	Student-designed questionnaires for different

	Pico's enotourism (authenticity, visitor etiquette, flow redistribution)?	audience segments (locals, first-time visitors). Mock social media campaigns emphasizing etiquette and listening culture. Posters/one-pagers for venue briefings ("How to experience Fado respectfully").
Effectiveness	To what extent did students apply theory (UNESCO cultural landscape; currais; capacity; local value chain) in real contexts?	Continuous assessment of steps: diagnosis → safeguarding plan → promotional mix → route/implementation.
Sustainability	Do proposed actions protect authenticity and promote intergenerational transmission (shoulder/off-season, diversified experiences)?	Real-world evidence: photos/routes/interviews; integration with the Cooperative, Museum, and producers.
Impact	Do suggestions innovate responsibly (low-impact digital content, routes easing hotspots, practical workshops)?	Peer debate scoring authenticity, inclusivity, and feasibility; iterate using questionnaire feedback.

Case Study Chapter 6 Central Macedonia - Chalkidice, Greece

The example of the Holy Convent of the Annunciation of the Mother of God, which is the Patriarchal and Stavropegic Dependency of the Holy Monastery of Simonopetra on Mount Athos, near the town of Ormylia, mentioned in the MANUAL, WP2 INTHRACE, is a case study where students can work in order to initiate entrepreneur activities.

Professors may organise activities for students who will work for similar activities such as the one described in the Manual. This is a good example for sustainable development that can involve the whole local community.

The case study in short: The sisterhood cultivates olive groves and orchards in harmony with the laws of nature and the environment's ecosystem. Harvesting is done by hand and traditional methods are followed to ensure the excellent quality of the products, which have been awarded in international food quality competitions.

The nuns preserve the traditional arts, as they operate workshops of icon painting, wood carving, embroidery, weaving, mosaics, pebbles, etc. They use the new technological means to spread the activities of the monastery and make their products available via the website.

<https://www.ormyliamonastery.com/el/>

<https://www.facebook.com/esopolion>

<https://www.ormyliamonastery.com/el/shop/>

Components	Monitoring Activities	Examples
Knowledge (K)	- Students develop a business plan that incorporates sustainability,	- Lectures from multidisciplinary fields

	marketing and entrepreneurial activities.	
Emotional Impact (E)	- Students work on case studies that connect traditional crafts with sustainability.	- Create podcasts -Case studies on sustainable ways to promote an area and its local traditions.
Intellectual Connection (I)	- Evaluation of solutions provided by students to enhance an area's sustainability while marketing this area and its ICH.	- Teamwork essays for the initiation of a mock sustainable business associated with local traditions and production -Traditional and social media use to illustrate sustainable examples

Evaluation Criteria	Focus Areas	Methods
Relevance	Do the students' case studies align with ICH sustainability?	- Stakeholder interviews and final project reviews.
Effectiveness	Did students make connections with the community involved within the vicinity that ICH traditions revive?	- Pre- and post-assessments to measure student growth.
Sustainability	Real-world cases' presentation for ICH sustainable activities	- Real cases from different communities.
Impact	Do students' ideas take into consideration sustainable measures for ICH of the case studies presented?	- Student testimonials and questionnaire feedback.

Case Study Chapter 7 Peripheries Phocis, Voiotia, Greece

The wider region of the Peripheries of Phocis and Voiotia is known for its proximity to the ski resort on Mount Parnassos. However, the area is rich in history and culture that needs to be further promoted based on marketing and communication issues discussed in the theoretical part of the handbook.

Components	Monitoring Activities	Examples
Knowledge (K)	- Assess whether students understood main concepts and whether they can apply them in case studies.	- Case studies for the implementation of an advertising campaign.
Emotional Impact (E)	- Evaluate to which level students are engaged with the communities from	-Development of real case studies from students' homeland.

	where they choose to work the case studies.	
Intellectual Connection (I)	-Solutions students propose for the promotion of ICH.	- Videos created by students in relation to the case study.

Evaluation Criteria	Focus Areas	Methods
Relevance	Did the case studies students choose to align with marketing and communication campaigns for the promotion of ICH?	- Social media campaigns created by students to promote the ICH of the case study they choose.
Effectiveness	To what extent did students apply the theoretical concepts in the real cases with the appropriate methods?	- Continuous assessment on the steps followed to finalise the case study of the promotional plan for ICH.
Sustainability	Are the proposed suggestions on promotion activities sustainable for the real-world ICH case study that students choose to present?	- Real world cases with photos and videos and or posters created by students related to specific communities and their heritage traditions.
Impact	Do students' suggestions promote innovative ways of promoting ICH of an area under study?	- Students evaluate the projects of other teams. -Feedback from questionnaires collected on what needs to be further done

Case Study Chapter 7 Eastern Macedonia - Thrace, Greece

The historical region of Eastern Macedonia and Thrace in northeastern Greece is celebrated for its outstanding natural beauty and significant cultural heritage. This heritage includes natural monuments such as the Evros and Nestos deltas and wetlands. Its intangible cultural heritage encompasses gastronomy, customs, and traditions, including carnivals, reunions, and various arts like distinctive music and dance, along with musical instruments such as the “zurna,” highlighting the area's historical continuity and religious traditions. Special emphasis is placed on the religious culture, upheld through beautiful churches adorned with Byzantine-style icons. The region's architecture,

unique and steadfast over time, has become a source of admiration and attraction for visitors from around the globe.

The Eastern Macedonia and Thrace region boasts deep historical roots, featuring a rich natural landscape and cultural heritage. The residents actively support and promote their heritage; however, despite their efforts, many vital actions are still necessary to adequately promote the area and its intangible cultural heritage in gastronomy, folklore, costume, architecture, navigation, archaeology, and music and dance traditions. Local organisations are undertaking numerous initiatives to showcase the cultural heritage and encourage young people to remain in their communities. Nevertheless, residents express concerns regarding urban sprawl, particularly towards Alexandroupolis, desertification of the province, and the gradual decline of agricultural production. For instance, such initiatives could include projects aimed at protecting, restoring, and promoting monuments and archaeological sites (e.g., Philippi, Abdera), as well as elements of traditional cultural heritage through the promotion and repurposing of historical monuments. Integrated routes linking archaeological sites, attractions, and architectural monuments into a cohesive cultural tourism network are also recommended. In this context, it is crucial to support businesses engaged in research, technological development, and the production of entertainment and cultural software, along with creating digital content tools and developing commercial entertainment software for international markets, incorporating domestic cultural content.

Furthermore, case studies and experiential educational courses could be developed for students under the guidance of academic instructors to assist them in organising a promotional campaign for the area.

Components	Monitoring Activities	Examples
Knowledge (K)	<ul style="list-style-type: none"> - Creation of students' teams for answering questions and working on real case studies scenarios. -Track students' progress of concepts related to marketing and promotion through the case studies. 	<ul style="list-style-type: none"> - Team work exercises as part of a big project for the initiation of an advertising campaign.
Emotional Impact (E)	<ul style="list-style-type: none"> - Presentation of communication campaigns for intangible heritage activities from case studies of students' own homeland in order to increase students' engagement with communities. 	<ul style="list-style-type: none"> -Development of real case studies from students' homeland.
Intellectual Connection (I)	<ul style="list-style-type: none"> - Students' suggestions on project outputs of the cases presented by their team -Students' evaluation with arguments of the case studies presented by other teams. -Critical thinking on ideas for the implementation of awareness raising campaigns. 	<ul style="list-style-type: none"> - Assess the framework of mock, mobile applications or videos created by students in relation to the case study they choose to present.

Evaluation Criteria	Focus Areas	Methods
Relevance	Did the essays align with marketing, communication campaigns for the promotion of ICH?	<ul style="list-style-type: none"> - Questionnaires created by students for different target groups -Mock campaigns on social media -Creation of posters.
Effectiveness	To what extent did students apply the theoretical concepts in the real cases with the appropriate methods?	- Continuous assessment on the steps followed to finalise the case study of the promotional plan for ICH to measure student growth.
Sustainability	Are the proposed suggestions on promotion activities sustainable for this real-world ICH case study that was presented?	- Real world cases with photos and videos and or posters created by students related to specific communities and their heritage traditions.
Impact	Do students' suggestions promote innovative ways of promoting ICH of an area under study?	<ul style="list-style-type: none"> - Students evaluate the projects of their costudents' teams in an open discussion debate in class. -feedback from questionnaires collected on what needs to be further done

References

- UNESCO (2003). Convention for the Safeguarding of the Intangible Cultural Heritage.
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Website

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INTHRACE

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



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