

# TRAME

TRACCE DI MEMORIA

DEAR COLLEAGUES,

Here is our 3rd newsletter on the project TRACCE DI MEMORIA – TRAME (2020-1-IT02-KA201-079794), from ERASMUS+ programme, co-funded by the EU commission.

We are happy to inform you that we began our research of best practices for the TRAME Manual for teachers and educators. More than 20 successful international and national projects were interviewed by our partner organisations in Italy, Hungary, Serbia, Poland and Turkey. We would like to thank all of the institutions and professionals who participated in this research and shared their experiences and results with the TRAME team.

Evaluation of the research is in progress but we are gladly sharing with you the very first impressions, compiled by KÖME – Association of Cultural Heritage Managers from Hungary, coordinator of the O1-TRAME Manual for teachers and educators. The impressions are given as short answers to an important question:

WHAT CONCLUSIONS AND INSPIRATIONS DID YOU GAIN  
FROM YOUR RESEARCH?

„...heritage practices could be possible anywhere and with anybody!

Teachers are leaders.”

„heritage is a much wider field than what we felt.”

„In Hungary most of the programs for secondary school students happen within the framework of a special governmental voluntary program called

IKSZ (school community service), instead of during school time.”

„Education programs should put heritage in bigger context.”

„It's worth dedicating more attention to the education of young people regarding heritage, both national and international.”

„The connection to the school curricula shouldn't be important in the involvement of the secondary school students in heritage interpretation. They can be more inspired through their personal interests.”

„The most interesting thing is how passionate the people organising the projects are, and how the different activities are having an impact and improving the lives of migrant families.”

„Multidisciplinary studies are very important.”

„We gained a lot of inspirations from the rich variety of methodologies that are used by educational institutions and cultural heritage sites.”

„The actual amount of time heritage educators invest in these students and programs is huge and inspiring.”

„For Turkish team, we all noticed that how active NGOs are in the field of cultural heritage, while public institutions even the ones which are solely responsible for this field, have no sound policies on how to deal with cultural heritage education. Policies are a must. NGOs should lead governmental

institutions.”

„Most of the Italian projects about migrations are connected to modern migrations.”

„I think that for future activities, it is important to apply project based learning where students are given a task or problem that they should deal with on their own to the greatest extent.”

„Heritage can be taught to high school students in a very creative way.”

„If pupils are happy to participate and enjoy themselves, they learn much more than in a “normal lesson”

## TRAME WORKSHOPS

During the past month we prepared a workshop for students of School for design (Belgrade, Serbia) and Liceo Ginnasio Statale “Pilo Albertelli” (Rome, Italy), designed to educate them on the values of cultural heritage, identity and migrations. These values are best exemplified in the story „[The adventure of Zoilos and Annias](#)”, compiled by the students and professors of the Liceo Ginnasio Statale “Pilo Albertelli” and published by the magazine Archeostorie.



TRAME WORKSHOP AT SCHOOL FOR DESIGN (BELGRADE, SERBIA)

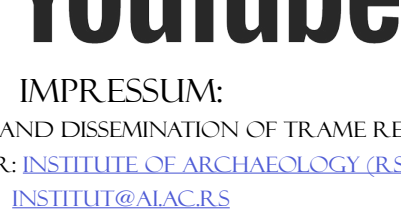
## A WORD OF GRATITUDE TO OUR FRIENDS

We would also like to use this opportunity to thank our friends from the media, above all the [Original Magazine](#) of the Novak Djokovic Foundation, the [Archeostorie Magazine](#) and the Radio Television of Serbia. Thank you for helping us spread the word about TRAME and sharing its values.



TRAME GUEST APPEARANCE AT ŠARENICA (NATIONAL TELEVISION OF SERBIA)

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IMPRESSUM:

WP2 – PROMOTION AND DISSEMINATION OF TRAME RESULTS  
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