



Cultural Heritage for digital, societal,
and environmental transformation

Deliverable D3.1

Survey on the Impact of Digital Cultural Content on Democracy and Civic Engagement in Higher Education contexts

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1. Foreword

The present document illustrates the work carried out by the Michael Culture Association (MCA) with its members and the strategic partnership of ENCATC¹, the European network on cultural management and policy.

Supporting heritage institutions in the digital transition is the core mission of both Michael Culture and ENCATC. In this context, the two networks conducted a desk analysis about the impact of digital cultural content on democracy and civic engagement in education, collecting feedback from their members and external stakeholders.

The need to explore this topic emerged from the experience of several MCA's EU-funded projects — such as CrowdHeritage, CrowdSchool, and others² — that combined participatory practices, digital cultural heritage, and educational stakeholders. These initiatives demonstrated the potential of digital heritage to play a pivotal role in civic life, fostering inclusive narratives and active citizenship.

2. Approach

Digital technology has revolutionised multiple sectors, enabling unprecedented levels of interdisciplinarity among GLAMs (Galleries, Libraries, Archives, and Museums) and the humanities. It has significantly enhanced accessibility to cultural content and provided immersive, interactive experiences that simulate real-world scenarios. These experiences allow learners to engage with diverse perspectives, fostering empathy, critical thinking, and informed decision-making—key components of democratic participation.

Moreover, digital tools contribute to the development of new models of knowledge production. They offer innovative ways to visualise and analyse data, leading to fresh insights and transforming teaching methodologies, affecting the speed and intensity of learning. By reshaping how cultural heritage is represented and reproduced, digital technologies make it more engaging and accessible.

However, this transformation raises critical questions: Does digital cultural heritage democratise knowledge or create new barriers between those who can access and interpret it and those who cannot? While digital tools support learning, the human element—interaction, warmth, and contextual understanding—remains essential. Educators must strike a balance between leveraging digital innovation and preserving the personal touch that fosters meaningful learning environments. Digital cultural heritage also enhances interdisciplinary education by increasing awareness, sensitivity, and conceptual development. By increasing awareness, sensitivity, and the development of new concepts, digital tools can transform the educational landscape. Yet, its integration must be accompanied by effective pedagogical strategies to ensure a holistic, human-centred approach to learning.

This leads to key questions: What are the dynamics between digitised cultural heritage, higher education, and civic participation? What are the effects on democracy, diversity, inclusion, and social sustainability?

¹ <https://encatc.org/>

² See the list at https://michael-culture.eu/european-project/?_eu_project_theme=education.

Addressing these questions - that cover several areas - requires a focused analysis of scientific literature, policy documents, and case studies from relevant projects and initiatives. For this reason, MCA and ENCATC strategically partnered to collect meaningful data and resources to support researchers and heritage professionals dealing with the subject matter.

3. Data collection

Between August 1 and September 6, 2025, and again from October 13 to 21, 2025, MCA and ENCATC disseminated a questionnaire to targeted communities. The aim was to collect bibliographic references, examples of good practices, initiatives, and relevant research or case studies.

The identified stakeholder communities included:

- Cultural heritage professionals from the MCA network
- Academics affiliated with ENCATC
- Educators from the Europeana Education Group
- Additional experts reached through personal professional contacts

The final objective of this data collection is to make publicly available an organised corpus of resources that enables researchers and heritage professionals to:

- Explore how the integration of digital resources and tools in school and university curricula influences students' understanding of democratic principles, civic responsibility, and engagement—including representation of different ethnicities, cultures, genders, and socio-economic backgrounds
- Analyse the educational effectiveness of digital cultural resources in enhancing learning outcomes, critical thinking, cultural awareness, and empathy among students

This foundational work sets the stage for the subsequent sections of the report, which will delve deeper into the collected resources (the whole corpus is in Annex I) and the main findings.

4. Data collection

We received 26 replies from 17 countries, 6 of them outside the European Union. All of them come from qualified researchers, academics, heritage professionals, and educators, from the public, private and non-profit sectors.

The collected resources - organised per typology and geographical coverage in Annex I of this report - range from the projects focused on digital cultural heritage to the education policies to formal and non-formal learning, and provide a rich and diverse landscape of initiatives, projects, and tools that demonstrate the transformative potential of digital cultural heritage (DCH) in fostering democratic values, civic engagement, and inclusive education across Europe and beyond.

These examples span EU-funded projects, national and international initiatives, crowdsourcing campaigns, and innovative tools, demonstrating the versatility and impact of digital cultural heritage in higher education and beyond. Moreover, even though some resources do not focus primarily on digital cultural heritage but on related topics like, for instance, the green transition, they have been

included in the collection because the approach they depict may be of inspiration for more specific further initiatives and projects.

The collected resources can be grouped in the following cluster topics:

1. Enhancing Accessibility and Inclusion through Technology

Projects such as 5Dculture and painTERaction exemplify how digital tools can make cultural heritage accessible to learners with visual, intellectual, or physical impairments. 5Dculture developed 3D models tailored for inclusive education, while painTERaction focuses on intuitive software for learners with disabilities, promoting integration and participation. The **Iconotouch** initiative in Réunion (France) further illustrates how mobile, offline digital tables can bring heritage education to underserved areas, including rural schools and community centres, reducing cultural divides and fostering democratic participation.

2. Promoting Civic Engagement through Storytelling and Co-Creation

Digital storytelling emerges as a powerful method for engaging students with civic themes. The **Kotor Legends – Teuta** project in Montenegro digitises regional legends to promote intercultural dialogue and civic responsibility among youth. Similarly, **APPasseggio nella storia** in Italy used digital walks during the pandemic to connect students with local heritage and civic memory. In Greece, the **Evros – borders, security, army** project integrated AI tools and digital storytelling to explore national history and contemporary civic issues, encouraging critical thinking and digital responsibility.

3. Curriculum Integration and Teacher Empowerment

Several initiatives focus on embedding DCH into formal education. Latvia's **Digital Library Masterclasses** train educators to create lesson plans using national heritage resources, which are then piloted and shared publicly. The **Women Science Teachers** network combines cultural heritage with STEAM education, empowering female educators and promoting inclusive narratives.

4. Fostering Critical Thinking and Media Literacy

Projects like **Watching Videos Like a Historian** and **Teaching with Europeana** equip students with tools to critically assess audiovisual heritage and historical narratives. These initiatives support media literacy, historical thinking, and civic awareness, using Europeana's vast digital collections.

5. Innovative Learning Formats and Emerging Technologies

The **ReInHerit Toolkit**, for instance, developed by the University of Florence, showcases AI-based applications for museums that enhance visitor engagement and learning. The toolkit has been recognized by the European Heritage Hub for its ethical and inclusive design.

6. Policy and Strategic Frameworks

Greece mandates annual citizenship actions in schools focused on cultural heritage, supported by official curricula and teacher guides. National policies in Nepal, such as the **Digital Nepal Framework** and the **Education Policy 2020**, emphasize the integration of ICT and digital heritage in education to promote civic engagement and inclusion. These frameworks align with broader goals of social sustainability and democratic participation. The **European Identity & Heritage Living Lab**, promoted by ARQUS, supports collaborative research and education to address future societal challenges through heritage and democratic culture.

A **bibliographic collection** of articles, books, and reports illustrates the variety of the approaches and impacts of the inclusion of digital cultural heritage in education.

The analysis of resources gathered in Annex I reveals a dynamic and evolving landscape in which digital cultural heritage (DCH) plays a pivotal role in shaping democratic engagement, inclusive education, and civic responsibility within higher education and beyond. The diversity of projects, tools, and policies demonstrates that DCH is not merely a repository of historical content, but a transformative medium for learning, participation, and innovation.

5. Data collection

We are grateful to the following researchers and professionals who contributed to the data collection with their suggestions and ideas:

1. [Onyinye Jane Achukwu](#), Nigeria, Wiki Loves Names - Founder
2. [Stan Alexandru](#), Germany, N2 Digital Innovations, R&D Lead
3. [Karina Bandere, Latvia](#), Latvia, National Library of Latvia, Head of Digital Development Department
4. [Flavia Bruni](#), Italy, researcher at University of Chieti/Pescara, Department of literature, arts and social sciences
5. [Francesco Fermanelli](#), Italy, Coordinator of Screen To Soul srl
6. [Dhruba Prasad Ghimire](#), Nepal, chairperson oxfordcollege.com.np
7. [Vassiliki Giannou](#), Greece, 2nf General lyceum of Evosmos - Upper secondary History teacher
8. [Amélie Grondin, Réunion](#) (France), iconothèque historique de l'océan Indien (Digital Mediator)
9. [Christine Hveding](#), The Netherlands, Business Development Coordinator, Education at Europeana
10. [Alba Irollo](#), The Netherlands, Europeana Foundation, Research Coordinator
11. [Marinos Ioannides](#), Cyprus, UNESCO Chair on Digital Cultural Heritage at the Cyprus University of Technology
12. [Christo Kaftandjiev](#), Bulgaria, professor at the Sofia University
13. [Hatice Kirmaci](#), Turkey, founder of Women Science Teachers
14. [Evangelia Kontopidi](#), Greece, Computer Science Teacher at Varvakeio Model Junior
15. [Evangelos Kyriakidis](#), Greece, director at Heritage Management Organisation
16. [Jan Lässig](#), Switzerland, Aargauer Kunsthaus, Mediation specialist, digital projects
17. [Paolo Mazzanti](#), Italy, Assistant Researcher at MICC - Media Integration and Communication Centre, University of Florence
18. [Valentina Mignosa](#), Italy, Ca' Foscari University of Venice, Fixed-term Researcher (RTD-A)
19. [Maria Teresa Natale](#), Italy, Associazione culturale GoTellGo, President
20. [Milica Popovic](#), Montenegro, Cultural centre "Nikola Djurkovic" Kotor
21. [Rebecca Shelley](#), Greece, Heterotopia - co-founder, co-chair
22. [Albert Sierra Reguera](#), Spain, Cultural Heritage Agency of Catalonia. Innovation Manager
23. [Maria Sliwinska](#), Poland, ICIMSS
24. [Olga Terenetska](#), Greece-Ukraine, Europeana and Erasmus+ KA1 educator researcher
25. [Luis Teixeira](#), Portugal, Assistant Professor at School of Arts, Catholics University at Porto/Portugal

26. [Eirini Tsara](#), Greece, Directorate of Primary Education of Arcadia, Consultant of Education

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Annex 1: List of the resources

We are grateful to the following researchers and professionals who contributed to the data collection with their suggestions and ideas:

DIGITAL CULTURAL HERITAGE PROJECTS

EU funded projects

- **5Dculture** (<https://5dculture.eu/>) was a project (2023-2024) funded under the Digital Europe Programme that delivered high-quality 3D content on topics related to the Europeana collections (fashion, archaeology, historic buildings and cityscapes). A particular effort was given to the creation of 3D models on Iberian archaeological artifacts tailored both to students of various ages and for people with visual and intellectual impairments.
#digitalculturalheritage #3D #europeana #accessibility #younglearners
- **ARSTEAMapp**: Fostering Scientific Vocations through Augmented Reality about European Cultural Heritage <https://arsteamapp.webnode.ro/>. ARSTEAMapp was Erasmus+ funded project (2022-2025). It addressed the challenges of improving the teaching of STEAM disciplines in the 12-16 age group, designing an innovative way to establish connections between these disciplines in a meaningful and viable way with the educational context. The ARSTEAMapp application can be downloaded here:
<https://play.google.com/store/apps/details?id=com.ITACA.MonumentosAr&pli=1>. **#digitalculturalheritage #augmentedreality #steam #younglearners**
- The **Axon project** is a digital database of Greek historical inscriptions hosted by Ca' Foscari University (Venice). It is a valuable digital research platform connected to higher-education. The Axon Project aims to offer a digital selection of Greek inscriptions of all types, chosen based on their historical significance, from the origins of the polis to 31 BC. Axon is a database of Greek historical inscriptions hosted by Ca' Foscari University (Venice), a valuable research platform connected to higher-education. <https://open.unive.it/axon/>.
#digitalculturalheritage #research #accessibility
- **Crowdheritage** (<https://crowdheritage.eu/en>, 2018-2020) is an open platform that supports the organisation of online crowdsourcing campaigns for the enrichment and validation of cultural heritage metadata. The platform is mainly used by cultural heritage organisations across Europe and beyond who wish to improve the quality of their collections and engage different target audiences in the process in a playful way. The enriched data can then be published in Europeana, the European portal for cultural heritage, thus improving the searchability and usability of digital collections. The platform is also used by the educational community as well as in the context of citizen science initiatives.
The use of the platform encourages people to work directly with digitised cultural heritage from across Europe, improves the quality and discoverability of online cultural heritage material, and raises awareness of online collections, including among non-English speakers.
#digitalculturalheritage #europeana #crowdsourcing #accessibility
- **Crowdschool** (<https://www.crowdschool.eu/>). Erasmus+ project 2020-2023) aimed at enhancing the learning experience of students using the repositories of digital cultural heritage, in particular Europeana. CrowdSchool provided educational partners with a unique

opportunity to experiment, prototype, and share the results of new ideas based on creative collaborations with local and international cultural professionals.

The training model proposed by the CrowdSchool project involves teachers, cultural heritage professionals and students into annotation campaigns of digital collections. In particular, students are involved in the content selection phase and to transmit the acquired knowledge and competences to younger pupils. This allowed:

- Acquiring Key Competences, through a creative and critical thinking approach; Promoting co-creation and collaboration of teachers/children with cultural heritage organisations;
- Increasing awareness of the European teachers' community on the relevance of creative and critical thinking capacity, using an interdisciplinary approach combining science and humanities.

#digitalculturalheritage #europeana #criticalthinking #teachers

- **ReInHerit** (<https://www.reinherit.eu/>; <https://reinherit-hub.eu/>) Digital Hub) is an Horizon 2020 project (2021-2024) that aimED to reshape communication, collaboration, and innovation exchange among museums and cultural heritage sites. It proposes a new model of sustainable heritage management through the creation of a dynamic European network of professionals, researchers, and institutions. The ReInHerit Digital Hub hosts training materials and digital tools for conservation, digital engagement, youth participation, and sustainable tourism.

Within the project, the MICC – Media Integration and Communication Center (University of Florence) developed the ReInHerit Toolkit, a set of AI-based open-source interactive applications. The toolkit uses Artificial Intelligence and Computer Vision to enhance visitor engagement and learning, adopting a *user-centered* and *Bring-Your-Own-Device* approach.

Apps Documentation: [Digital Tools for Museums and Cultural Heritage](#)

Project Factsheets and Best Practices:

- [Digital Transition, Emerging Technologies and the Cultural Heritage Sector](#)
- [Co-creative design of Digital Tools for Museums using Smart Interaction and Playful Approach](#)
- [ReInHerit Toolkit Development: Open Source & User-Centered Approach](#)
- [Ethical Aspects and Scientific Accuracy of AI/CV-based tools](#)
- [Reaching Young People: youth friendly museums](#)
- [Training Curriculum and Syllabi](#)

#digitalculturalheritage #sustainability #heritagemanagement #younglearners

#engagement

- **Watching Videos Like a Historian** was an Erasmus+ project (2022-2025) project led by Euroclio. The aim was to create a toolkit that would help students to critically approach and assess audio and visual sources and develop their media literacy and critical thinking skills. Many of the use cases used audiovisual heritage from Europeana or EU screen. Description: <https://pro.europeana.eu/project/watching-videos-like-a-historian-watchlikeahist>.

Outcomes: <https://euroclio.eu/projects/watching-videos/>

#digitalculturalheritage #criticalthinking #younglearners #europeana

Cyprus

- The Holistic documentation of the last existing Trawler in Cyprus: www.elambousa.eu -

<https://unescochair-dch.net/eLambousa>

- The Fikardou Project. Holistic Documentation of a Medieval Village in Cyprus: <https://unescochair-dch.net/eFikardou>
- The holistic documentation of the medieval Castles and Towers of Cyprus: <https://unescochair-dch.net/3R13sKo>

#digitalculturalheritage #3D #storytelling

Italy

- The **Venice Centre for Digital and Public Humanities (VeDPH)** is part of the Department of Humanities of Ca' Foscari University of Venice. It supports the development, accessibility and dissemination of research and teaching in the Digital (DH) and Public Humanities (PH) by facilitating exchange and coordination between existing experiences and by inspiring new projects. The VeDPH researchers carry out projects on the intersection of digital cultural heritage and digital public history, and on digital public archaeology; both clusters of projects aim at fostering methods for engaging new audiences, facing the global societal challenges, and perpetuating the collective memory. More info at <https://www.unive.it/pag/39287/>.
#culturalmemory #digitalculturalheritage #engagement #research

Nigeria

- **Wiki loves names project.** Africans attach a lot of importance to the names they bear; both individual names and names of their communities. There are varied reasons for this. The names are so valued that in the case of community names, any attempt to change it without the agreement of the entire community always led to crisis. Most names are derived from their forefathers, rivers/streams, deities, hills, markets and other landmarks while families and individuals usually take their names after family members, fore fathers, market days and known heroes and heroines, among other important institutions.
There are over thousands of African names not captured anywhere and they are going into extinction and this will be worse if it is not captured now to present them to the future generations unborn. The project intends to close the gap between the ancient names and the younger generation and in the same time solve the problem of low participation of contributors in Wikitónary as an online educational resource,
Project page: https://meta.wikimedia.org/wiki/Wiki_Loves_Names.
#storytelling #crowdsourcing #younglearners #citizenship #culturalawareness

Spain (Catalunya)

- **Els ulls de la història. Una mirada immersiva sobre el patrimoni català** is a project promoted by the Catalan Agency for Cultural Heritage. It addresses education on some important monuments of Catalunya through the didactic experience, a free resource, aimed at first and second cycle secondary schools and created to bring heritage into the classroom. This educational proposal offers innovative learning experiences adapted to the new curriculum, which highlight cultural heritage as a tool to better understand the present by connecting Catalan monuments with current reality. Moreover, Espai Moja, a Living Heritage space that invites visitors to travel through time and discover the richness of a cultural heritage.
<https://patrimoni.gencat.cat/ca/ullsdelahistoria>
#digitalculturalheritage #storytelling #younglearners

United Kingdom/Italy

- The University of Oxford and the Sicily Regions (namely, the museums) cooperated to **map all ancient inscriptions**. The map is available at <http://sicily.classics.ox.ac.uk/museums>.
#digitalculturalheritage #research #accessibility
- Florence 4D is a research collaboration between the University of Exeter and the University of Cambridge, funded by the Getty Foundation. The goal is to discover our urban-scale mapping and modelling platform to experience the potential of new digital technologies to transform how we study Renaissance Florence, contextualizing artworks within an evolving urban environment and through its immensely rich social and cultural record. More info at: <https://florence4d.org/s/florence4d/page/home>.
#digitalculturalheritage #storytelling #research

EDUCATION & TRAINING INITIATIVES

International level

- **Women Science Teachers** (<https://www.womensencteachers.com/>) is an education portal for collaborating science teachers, especially female teachers. This group is dedicated to empowering women educators in science, technology, engineering, arts, and mathematics (STEAM). The educational materials often combine cultural heritage and knowledge with STEAM disciplines, like in the Flowers of Europe initiative (<https://www.womensencteachers.com/flowersofeurope>), Anatolian scientists (<https://www.womensencteachers.com/historyofscienceinanatolia>), Digital traces of Anatolia (<https://sites.google.com/view/digital-traces-of-anatolia/home?authuser=0>) or Sky Patterns : Hipparchus' Stars Bridge (<https://sites.google.com/view/sky-patterns-hipparchus-stars-/home>).
#digitalculturalheritage #curricula #younglearners #steam #culturalmemory

EU level

- **ActGreenStory** (<https://actgreener.net/>) was an Erasmus+ project (2022-2024) that used narrative-driven learning models to develop innovative education methodologies and training for green skills, with the use of digital storytelling and creativity. Using a holistic approach, it empowered teachers towards achieving greener behaviors and shape at the same time the tomorrow's climate action change makers along with the engagement of their families. ActGreenStory was supported by studies indicating its efficacy in improving communicative and digital competences, particularly relevant for inspiring behavioural change.
#curricula #younglearners #storytelling #teachers #younglearners
- **Edu4AI** (Artificial Intelligence and Machine Learning to foster 21st century skills in secondary education) was an Erasmus+ project (2020-2022) who produced:
 - a pedagogical **framework**, good practices and guidelines for introducing AI in secondary education
 - a technical **tutorial** for teachers for introducing AI in secondary education.

#curricula #teachers #younglearners #AI

- Europeana Masters Trainers is an initiative that aims at training educators to use Europeana's vast digital cultural heritage resources. The program's goal is to embed digital cultural heritage in school curricula, thereby fostering a shared European identity and promoting digital literacy among students. Born in 2024 from the collaboration between European Schoolnet and Europeana, the initiative implemented a diverse set of activities at a local, national and international level in several countries and reached more than 3,200 educators. More info at <https://pro.europeana.eu/post/reaching-teachers-and-learners-through-reuse-of-cultural-heritage>.

#digitalculturalheritage #europeana #teachers #younglearners

- The initiative **Teaching with Europeana** supported teachers from across Europe and beyond in creating learning scenarios in order to foster the use of cultural heritage materials from Europeana and Historiana in their classrooms. Some examples that support educators in analysing cultural memory and contemporary challenges:

- "Coffee for thought", learning scenario, <https://teachwittheuropeana.eun.org/learning-scenarios/coffee-for-thoughts-ls-gr-705/>
- "Epidemias en Europa", implementation of a learning scenario, <https://teachwittheuropeana.eun.org/stories-of-implementation/implementation-of-epidemias-en-europa-soi-gr-407/>
- "Great famine in Greece 1941-1944", learning scenario, <https://historiana.eu/learning-activity/famine-in-greece>
 - "Witch hunt: the dark side of early Europe" Historiana <https://historiana.eu/ea/view/dc4135f5-e040-4421-9b37-77c32d985d72/>
- "Implementation of 'Dragon Tales in Europe'", story of implementation, <https://teachwittheuropeana.eun.org/stories-of-implementation/soi-type-of-education/soi-formal-edu/implementation-of-dragon-tales-in-europe-soi-gr-243/>

#digitalculturalheritage #storytelling #younglearners #teachers #citizenship #culturalawareness

- The Heritage Management Organisation (Greece and USA) and HOGENT University (Belgium) cooperate in the implementation in a range of **learning paths** - from smaller campaigns to summer schools to full semesters - focusing on the use of **digital tools for the heritage management**. These programmes aim at answering the needs of students and young professionals and equipping them with technological, soft and future-proof skills . <https://heritagemanagement.org/training/summer-schools/digital-tools-for-heritage-management/>

#digitalculturalheritage #heritagemanagement #culturalawareness #steam #sustainability
Brazil

- In partnership with IBM, the Pinacoteca de São Paulo developed **Voice of Art - A Voz da Arte**, an **AI-powered guide** that answers visitor questions about artworks. This initiative has increased museum attendance and demonstrates how AI can make art more approachable and provide a richer, more personalized educational experience.

#AI #digitalculturalheritage #engagement #storytelling

Denmark

- Selection of courses for teachers and educators at the crossroad between art and education given by the **National Gallery of Denmark**.

https://www.skoletjenesten.dk/soeg/tilbud/alle?search_api_fulltext=statens%20museum%20for%20kunst

Specifically, the teaching platform SMK.Connect (<https://connect.smk.dk/>) provides inspiration and tools for working with art and aesthetic learning processes at schools and youth education institutions throughout Denmark. The platform contains teaching courses, tasks and exercises that strengthen creativity and activate the museum's digitized collection in close dialogue with students' local roots and life world.

#digitalculturalheritage #storytelling #younglearners #teachers #culturalawareness #museum

Greece

- **Evros – borders, security, army.** The Varvakeio Model Junior High School in Athens delivered a project that integrates **digital cultural heritage and AI tools into secondary education**, using the region of Evros (Greece's North-Easternmost area) and its historic and strategic significance as a starting point.

Students explored history through a combination of digital storytelling, coding, and creative media production, from interactive narratives where heroes and heroines of the 1821 Greek Revolution “spoke” in the first person, conveying foundational values and beliefs to today's youth; audio testimonies that highlighted the educational applications of voice cloning and its potential risks; avatars, videos, and illustrations to enrich student presentations; StoryMaps, to document monuments, museums, and sites of cultural and military heritage (<https://arcg.is/h0O841>).

Through these activities, the project enhanced cultural awareness by linking national history and local heritage with contemporary civic issues, fostered critical thinking about democracy, security, and digital responsibility, particularly through modules on cybersecurity and digital threats. Furthermore, the project encouraged creativity, empathy, and civic engagement by connecting historical struggles for freedom with current societal challenges.

#digitalculturalheritage #AI #curricula #culturalmemory #citizenship #younglearners

Ireland

- The Hunt Museum in Limerick is currently creating educational content using a gamified approach on top of the digital 3D content available within the **3D Big Data to Enrich the European Data Space for Cultural Heritage** project (3DBigDataSpace, <https://3dbigdataspace.eu/>).

#3D #gamification #digitalculturalheritage #europeandataspace

Previous work from Hunt museum would also be very relevant in the promotion of citizenship and national cultural memory. More info at

<https://www.huntmuseum.com/schools/>

#culturalmemory #citizenship #younglearners

Italy

- **APPasseggio nella storia (Walking through history).** During the pandemic, when the social activities suffered severe limitations, the digital resources used by the APPasseggio association to create cultural walks in the city of Rome were used for outdoor education initiatives at a secondary school (I.C. Visconti). (<https://www.appasseggioblog.it/appasseggio-nella-storia-buona-pratica-di-didattica-diffusa-in-tempo-di-pandemia/>).

#culturalmemory #citizenship #younglearners #storytelling

Latvia

- **Integrating Digital Cultural Heritage Resources into Teaching – Digital Library for the Learning Process. Masterclass for Educators with the resources of the Digital Library of Latvia.** Objective: To familiarise teachers with the Digital Library of Latvia (digitalabiblioteka.lv) and to support them in creating subject-specific teaching materials that integrate its cultural heritage resources into their lessons.

Outcome: Using the skills, knowledge, and inspiration gained, teachers create their own lesson materials that incorporate Digital Library resources. These materials are piloted in their classrooms, refined based on feedback, and ultimately published on Digitalabiblioteka.lv for wider use in the educational community.

This use case demonstrates how a national digital cultural heritage platform and its tools are actively integrated into educational settings — from curriculum analysis and teacher training to classroom application and public dissemination — and explores the role of both human expertise and digital infrastructure in enhancing teaching across school levels.

Another masterclass for educators, **Digital Library for the Learning Process**, focusing on integrating Latvia's digital cultural heritage resources into teaching practice will be held in Autumn 2025. Both masterclasses are implemented within the project **Empowering communities: strengthening media literacy and heritage awareness in Latvia's regional communities** funded by the Federal Foreign Office of Germany.

#digitalculturalheritage #curricula #younglearners #teachers #library #culturalawareness

Montenegro

- **Kotor Legends – Teuta. Reviving Adriatic Heritage through Digital Storytelling and Youth Engagement by the Cultural centre "Nikola Djurkovic", Kotor.** Kotor Legends – Teuta is a cross-border cultural initiative that collects, digitises, and reinterprets legends about Queen Teuta from Montenegro, Albania, Croatia, and Italy. The project combines a digital archive (open-access, multilingual), a multilingual children's picture book, and interactive youth workshops in schools and libraries. By merging heritage with digital storytelling, it empowers children and young people to engage with shared cultural narratives, develop critical thinking, and strengthen empathy across borders.

This initiative addresses education by introducing digitised heritage into classrooms through creative projects and digital tools. It fosters Democracy by encouraging civic responsibility, intercultural dialogue, and reflection on diverse cultural identities. Finally, it advances Inclusion by providing access across socio-economic backgrounds, languages, and communities, ensuring that cultural heritage is shared, not confined.

Relevance to Education, Democracy & Inclusion:

Education: Encourages critical thinking, digital literacy, and cultural awareness through hands-on digital projects and storytelling.

Democracy: Promotes intercultural dialogue and civic responsibility by connecting students with heritage across borders and perspectives.

Inclusion: Ensures access to heritage in multiple languages, supporting diversity of ethnicity, gender, and socio-economic background.

#digitalculturalheritage #curricula #younglearners #teachers #library #culturalawareness #criticalthinking #accessibility

The Netherlands

- The University of Applied Sciences, Rotterdam, organises in December every year, within the Immersive Tech Week, **hackathons for students**. The format features three challenges relating to topics of societal relevance. more info at <https://www.hogeschoolrotterdam.nl/go/immersive/save-the-date-hackathon-immersive-tech-week-rotterdam/>.
#immersivetechnologies #storytelling #hackathon #younglearners

POLICIES

Greece

- In Greece it is mandatory for all schools to organise at least one active citizenship action per school year focused on cultural heritage. The official act, the **Curriculum on Active Citizenship** (https://act.digitalschool.gov.gr/wp-content/uploads/2024/11/energos_politis.pdf) is integrated with the **Teacher's guide, Actions to Enhance Active Citizenship** (https://act.digitalschool.gov.gr/wp-content/uploads/2025/02/odigos_ekpedeutikou_2025-02.pdf).
#curricula #younglearners #citizenship #policy

Nepal

- The following references and initiatives from the Nepalese context illustrate, all together, how digital resources, cultural heritage, and education intersect with democracy, inclusion, and civic participation:
 - **Council for Technical Education and Vocational Training** (CTEVT). National authority for TVET, responsible for policies, curricula, and accreditation in vocational education. <https://ctevt.org.np/>.
 - **Technical and Vocational Education and Training Policy**, 2012. Strategic framework for skill development and workforce employability. Expands access to skills and vocational pathways, including digital resources. https://unevoc.unesco.org/wtdb/worldtvetdatabase_npl_en.pdf.
 - **Education Policy of Nepal**, 2020. It highlights the integration of ICT and digital resources in curricula to enhance teaching, learning, and civic engagement.

- The **Digital Nepal Framework** (2019) by the Government of Nepal highlights digitisation across culture, education, and governance to promote civic engagement.
- **National Employment Policy** (2015)—Links skills development with employability and labour market integration.

#curricula #younglearners #citizenship #policy #digitalculturalheritage

GROUPS AND LIVING LABS

Europe

- The **European Identity & Heritage Living Lab** is promoted by ARQUS, the European University Alliance with the objective of working towards the common goal of contributing to the development of solutions to the challenges facing Europe in the future through education, research and innovation and promoting Europe's role as a model for sustainable progress and democratic culture. More info at <https://arqus-alliance.eu/our-communities/arqus-living-labs/european-identity-and-heritage-living-lab/>.
#criticalthinking #citizenship #democracy

Italy

- **AIPH**, the Italian Association of public history (<https://aiph.hypotheses.org/>), carries out several initiatives inspired to the democratic values that cultural heritage can vehiculate; in particular, it set up since 2020 a working group analysing the relationship between games and history and how videogames in particular can support the diffusion of history and cultural values. More info at: <https://aiph.hypotheses.org/il-gruppo-di-lavoro-su-storia-e-gioco>.
#engagement #gamification #storytelling #younglearners

USA

- **Virtual reading group at Hannah Arendt Center for Politics and Humanities at Bard college** (<https://hac.bard.edu/programs/vrg/>). The mission of the Hannah Arendt Center at Bard College is to create and nurture an institutional space for bold, risky and provocative thinking about the political world in the spirit of Hannah Arendt. The virtual reading group offers all the possibility to explore Arendt's books and critical thinking in depth.
#criticalthinking #citizenship

TOOLKIT, TOOLS, APP AND SOFTWARE

EU level

- **AI4Culture Platform, Empowering Cultural Heritage through Artificial Intelligence**, is a platform that provides open-source AI tools and resources for the cultural heritage sector. It

serves as a hub for educators and cultural professionals to find and share tools for tasks like transcribing historical documents and enhancing digital images, making historical data more accessible for educational use. Website: <https://ai4culture.eu/>.

#AI #digitalculturalheritage #upskilling

- **ReInHerit project**
 - The **AI-Based Toolkit** developed by MICC–UNIFI within the ReInHerit project has been selected as a case study and good practice by the European Heritage Hub, as an example of responsible and inclusive AI applications in the museum sector
<https://www.europeanheritagehub.eu/document/ai-based-toolkit-for-museums-and-cultural-heritage-sites/>
#AI #museum #toolkit
 - **The Museums + AI Network – Toolkit.** An international initiative to foster critical reflection on AI, ethics, and museums. The *Museums + AI Toolkit*, curated by Goldsmiths University of London, provides practical frameworks for responsible AI development in cultural contexts. The Italian edition (2024) includes Italian case studies – among them *Strike-A-Pose* and *Face-Fit* from *ReInHerit* - and freely downloadable practical sheets.
<https://themuseumsai.network/toolkit/>.
#AI #museum #toolkit
- **European Heritage Hub Educational Study Kit:** a practical toolkit for tomorrow's heritage leaders with the objective of bridging the gap between academia and the evolving needs of the labour market (2025). With a reference to digital literacy:
<https://www.europeanheritagehub.eu/document/european-heritage-hub-educational-study-kit-a-practical-toolkit-for-tomorrows-heritage-leaders/#:~:text=By%20showcasing%20best%20practices%2C%20innovative%20approaches%2C%20and%20peer,universities%2C%20this%20kit%20shall%20supplement%20cultural%20heritage%20education.>
#AI #museum #toolkit #futureproofskills

France (Réunion)

- **Iconotouch** (iconotouch.org) is a digital tool developed by the [Iconothèque historique de l'océan Indien](http://iconothèque historique de l'océan Indien) (IHOI). Funded by the French Ministry of Culture, it has already received multiple awards for its innovative and versatile approach to heritage education. At its core, Iconotouch is an interactive digital table designed to make heritage collections accessible through playful learning. It offers workshops, games, and activities directly linked to school curricula across various disciplines, all based on historical photographs preserved by the IHOI. One of its strongest assets is mobility and accessibility: it functions entirely offline, which makes it adaptable to multiple contexts. A school library, a rural museum, a community center, or even a fire station can all become spaces of heritage discovery. This flexibility allows Iconotouch to bring the museum into places that usually lack access to cultural institutions, fostering inclusivity and democratic participation in heritage. For the European heritage community, Iconotouch resonates with key priorities: Digital innovation in education: linking heritage with formal and informal learning. Equity of access: reducing cultural divides between urban and rural areas.
 Mobility of tools and ideas: creating opportunities for transnational circulation of methods and resources.

Youth engagement: empowering the younger generation to connect with history through creative and interactive means.

#accessibility #culturalmemory #digitalculturalheritage

Italy

- **paINTeraction** is a software created by Atlas Onlus and Screen to Soul. Designed primarily for the education, inclusion and integration of people with disabilities, paINTeraction's goal is to make its use accessible and natural to everyone. More info at <https://www.screentosoul.com/>.
#accessibility #culturalmemory #digitalculturalheritage #software
- **Hidden Trento 900** is a public history and digital humanities project, supported by Fondazione Cassa di Risparmio di Trento e Rovereto and created by the Fondazione Bruno Kessler, the University of Trento, Fondazione Museo Storico del Trentino, Soprintendenza per i beni e le attività culturali of the Trento autonomous province. It produced the **Hidden Trento app** with four paths dedicated to history of the city in the modern age, particularly at the time of fascism. The digital platform implements a new georeferenced historical map of the city and offers a route in three languages to discover unpublished details in the monumental, urban and historical-artistic fields. More info at: <https://isig.fbk.eu/en/projects/detail/hidden-trento-900-the-city-at-the-time-of-fascism/>
#app #digitalculturalheritage #engagement #history #storytelling

STUDIES

international

- The European Commission's Directorate-General for Education, Youth, Sport and Culture (DG EAC) committed to Visionary Analytics, in partnership with KEA European Affairs, a **comprehensive study and peer learning initiative that aims to explore and promote effective models of school-culture collaboration**. The project focuses on how participatory artistic and cultural experiences can be designed and implemented to enhance young people's democratic attitudes and their readiness to engage in civic life. The initiative is expected to be finished by July 2027. More info at: <https://www.visionary.lt/spotlight/strengthening-civic-engagement-through-school-and-culture-collaborations/>.
#curricula #democracy #criticalthinking

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