RUR∭TAGE
Heritage for Rural Regeneration

Summer schools and master programme reports

Call: H2020-SC5-2016-2017
Number: 776465

1. Table of Contents

2.   Background Information

Table 1: technical Information

Project Full title		Rural regeneration through systemic heritage-led strategies	
Project Acronym		RURITAGE	
Grant Agreement No.		776465	
Coordinator		University of Bologna (UNIBO)	
Project start date and duration		June 2018 – August 2022 (51 months)	
Project website		www.ruritage.eu	
Deliverable Nr.	6.5	Summer school reports and Master programmes	
Deliverable due date		31/07/2022	July 2022 (month 50)
Deliverable submission date		31/07/2022	July 2022 (month 50)
Work Package No		WP6	
Work Package Title		Exploitation and Up-scaling	
Responsible		UNIBO	
Author(s)		Hanna Elisabet Åberg (UNIBO)	
Contributor(s)		Claudia de Luca (UNIBO), Anna-Maria Saarela (Savonia UAS), Rosa Tamborrino (POLITO), Mesut Dinler (POLITO), Giulia Mezzalama (POLITO), Pelin Bolca (POLITO), James Donlon (WestBic)	
Reviewer(s) (if applicable)		Name, surname; name, surname Acronym of organisation	
Status:		Final (F)	=
		Draft (D)	
		Revised draft (RV)	
Dissemination level:		Public (PU)	=
		Confidential, only for members of the consortium (CO)	

Table 2: Revision History

D	Deliverable
WP	Work Package
M	Month
RHH	Rural Heritage Hub
RM	Role Model
R	Replicator
SIA	Systemic Innovation Area
CNH	Cultural and Natural Heritage
…	

3.   Introduction

This deliverable summarises the results and outcomes from the Task 6.4 "Building new skills for innovative management of CNH". Within this task, two summer schools took place and a yearly Professional Master Programme was established.

The aim of this task was to build new skills for innovative management of cultural and natural heritage. The objective has been to share the broad knowledge gained throughout the project time with practitioners and students. The targeted practitioners are mainly working within the field of heritage, rural development, or at regional/municipal authorities, while aimed students are at higher academic level with diverse skill sets.

Unfortunately, the Covid-19 pandemic was a significant hinderance to the efficient realisation of this task as originally foreseen. The first editions of the Summer Schools and the Professional Master Programme were foreseen in 2020. Due to the pandemic's effects, the Summer Schools were postponed until it was possible to meet in presence (2022). Initially the Grant Agreement foresaw two Professional Master Programmes. However, whilst the Programme was established and ready for delivery, it did not take place in either 2021 or 2022. Foremost, the implementation of the programme was highly affected by the Covid-19 pandemic and regulations at national level and within the university framework.

The Summer Schools successfully took place during the first half of 2022. The first summer school - *Heritage-based regeneration at regional level: learning from practice*- took place in May in Kuopio Finland arranged by the Savonia University of Applied Science, targeted practitioners already working with e.g., planning or heritage. With an applied approach, the summer school developed on the opportunity-driven innovation areas: landscape, local food, art & festival, and pilgrimage. The overall aims were the following: i) To learn from other regional development projects throughout Europe; ii) To take part and learn from practical experiences and reflect on how they could be further adopted to your own local context. The second summer school - *CULTURAL HERITAGE in CONTEXT, DIGITAL TECHNOLOGIES for THE HUMANITIES* - arranged by Politecnico di Torino took place in June 2022 and targeted master and PhD students. With a focus on collaborative digitalisation of heritage, participants developed skills through collaborative digital projects in heritage knowledge co-shaping for regional development with the aim of engaging local stakeholders. Students were provided with a real-life case where they got to discuss the role of local communities and multiple stakeholders in determining the value of heritage and for developing co-built heritage-led knowledge on local areas.

The two schools engaged a total of 28 students coming from 3 EU countries (Italy, Finland, and Hungary) and 10 beyond (USA, Thailand, Brazil, China, India, Philippines, Turkey, Norway, Saudi Arabia). Students were engaged in different ways through the programmes, working partially on their own projects and on real-life case studies. When receiving the answered survey from participants there was an overall positive understanding of what students gained through the Summer School. Approximately 77% of the answers confirm that the programmes had helped to increase the students' knowledge of CNH. Almost 90% precent (88%) rated their overall experience as very good. As a whole, the two summer schools managed well to achieve their aim to transfer knowledge built through the RURITAGE project from two completely different perspectives. Participating students indicated that they were satisfied with their participation and had gained experiences that that they had not foreseen.

Beyond the project, the UNIBO team together with partners are planning on developing and delivering further training activities. As the detailed structure and content of the Professional Masters Programme, inspired by the

RURITAGE project, is developed, the programme will be available for further exploitation after the project timeframe.

Similarly, the Summer School is anticipated to continue as an annual event, led by Politecnico di Torino, building on their successful track record of delivering heritage-based Summer Schools in conjunction with international partners, and including the contributions and learning s from the RURITAGE project into the future.

4. Professional Master Programme

The Professional Master Course on 'Heritage-led sustainable strategies for rural regeneration' was established and open to all interested in further learning about how to regenerate rural areas through heritage. The course was jointly organized by Alma Mater - the University of Bologna and the Politecnico di Torino. RURITAGE partners had an active role in the Master implementation as either teaching in dedicated modules or as hosts for the students for training and internship opportunities. The Professional Master course would support practitioners with the necessary skills for innovative management of CNH in rural areas. The Master would follow different modules, based on the different phase of rural/urban regeneration approach (e.g. diagnosis, visioning, programming, implementing and monitoring), including an e-learning distance module for ensuring a homogeneous knowledge level of understanding among the students, during the face-to-face stage.

Initially the Grant Agreement foresaw two Professional Master Programmes with at least 25 participants. However, the Programme did not take place in either 2021 or 2022 for several reasons. Foremost, the implementation of the programme was highly affected by the Covid-19 pandemic and travel restrictions resulted in its postponement during that time. At the same time, following promotion of the programme, there were a total of 51 applicants. However, only 8 of these were deemed eligible based on the criteria set out for the Professional Master.

4.1   Organisation for programme 2021/2022

Delivered by	Alma Mater Studiorum - University of Bologna
Dates	February 2022-Nov 2022 (intended dates)
Overall aim	The overall objective was to set up a second level Professional Master course to provide practitioners with the skills for innovative management of CNH in rural areas. This would over time lead to increase competences and skills on heritage management for regeneration in rural areas in Europe and beyond.
Target group	Practitioners, civil servants, employees of NGOs, or municipality/regional workers.

Full programme overview

The master programme curriculum is divided into three parallel phases. Firstly, there are traditional teaching divided into 8 modules (see Table 1 for full overview). The teaching modules were planned to either take place on site during four weeks in Bologna or Turin, Italy, or pre-recorded material available online. Secondly, students would attend a series of workshops arranged in cooperation with the UNESCO Psiloritis Geopark and the Natural and History Museum on Crete, Greece. Practical and group activities will be carried with the help of digital tools and serious games together with the University of Plymouth and the Centre for Systems Solutions (CRS). Site visits

and discussion with local stakeholders would be organised as well in order to provide the participants with direct full experience about rural regeneration through CHN valorisation. Lastly, students would take part in a secondment/internship in an institution or association. Here the student would have the possibility to implement skills acquired during the programme. The institution and topic will be chosen in agreement with the participants with the support from the responsible universities. In case the participant is already working both in a public or private body, it is possible to substitute the secondment with a project work to be developed during the working hours.

Curriculum Professional Master's programme - Heritage for Rural Regeneration: for students enrolled a.y. 2022					
Teaching modules					
Teaching modules	CFU (in presence/online)	Hours (in presence/online)	Module responsible	Module teachers	Site
Rural regeneration	4/2	32/16	UNIBO	UNIBO, NMBU & POLITO	Bologna, Italy
Module content	The first part of the module will be dedicated at building a common understanding of the concepts of rural regeneration. Thus, the module will start with the definition of "rural area", highlighting its characteristics, main challenges and opportunities. Then, "rural regeneration" will be introduced as mix of policies and approaches aiming to the social, economic and community (re)development of a rural area, counteracting phenomena such as decline, depopulation and abandonment. After explaining the RURITAGE approach to regeneration based on the 6 SIAs (Systemic Innovation Areas), the second part of the module will provide data and examples about of successful rural regeneration. A specific focus will be dedicated to the main threats that the COVID-19 crisis is posing to rural areas, but also how these challenges can be turned into opportunities for rural development and regeneration in the future. Finally, the modules will aim at providing the participants with tools and methods for developing sustainable rural regeneration strategies in different rural contexts.				
Cultural ecosystem services & sustainability	3/0	24/0	UNIBO	UNIBO & POLITO	Bologna, Italy
Module content	This module will focus on the concept of ecosystem services for sustainable planning. The module will first introduce the ecosystem services framework with specific attention dedicated to present ecosystem-based planning approaches already implemented or under development for rural and urban sustainable development and transition. The active role of cultural ecosystem services in the rural regeneration process will be deeply analysed providing instruments and tools to assess, protect and enhance them in rural areas. Case studies around Europe and beyond will used as a mean to better understand the current situation and to provide knowledge to transfer them to other rural communities.				
Digital humanities	4/1	32/8	POLITO	TECNALIA	Turin, Italy
Module content	The course is an introduction to the Digital Humanities and how they can be applied for the improvement of the understanding of tangible and intangible cultural heritage as an important resource of local territories. It presents methodologies and digital tools for identifying cultural				

	natural heritage in the context of their territories and presenting its features with rich visual materials and creating historical and cultural narratives. The teaching includes a general presentation and a practice to experience the tools. It deals with the use of digital approach in accessing and analysing cultural information in an historical perspective and enhancing links among places, landscapes, cultural experiences and public facilities in a rural region. Participants will be able to recognize a range of different local and traditional specificities, research heterogeneous documentation, and link each other in a coherent and dynamic vision of cultural identities, collective memories and opportunities of sustainable development (from the present to the past, and the future). The course will provide practical experiences based on the exploring and implementing the Ruritage ATLAS.				
ICT for CNH management	3/0	24/0	POLITO	University of Plymouth	Turin, Italy
Module content	This module focuses on digital platforms for heritage regeneration and integrated tools for mapping, monitoring, assessing, supporting and spreading. The learning objectives are equipping participants with skills to use a database considering its interoperability, knowledge on the implementation of FAIR data principles on a platform, understanding the digital conditions of the digital platform designed for cultural and natural rural heritage and for the use of different users, knowledge on the implementation of the User Experience Design considering opportunities and limitations. The course content will cover digital platforms for heritage regeneration, integration of digital tools in an interactive digital platform for mapping, monitoring, assessing, supporting and spreading, co-monitoring practices and Apps, interoperability of data and databases, selection of the correct tools according to the appropriateness to the needs of the project, customization of digital tools for cultural and natural rural heritage, implementation of User Experience Design in a platform.				
Impact assessment for rural regeneration	3/1	24/8	POLITO	POLITO & CARTIF	Turin, Italy
Module content	This course focuses on the assessment of impacts of regeneration processes related to rural-urban relationships, involving both socio-economic and environmental resources. The ecosystem services connected to the above processes are analyzed and evaluated with reference to the "total economic value" of a resource, which includes a large taxonomy of both use and non-use values. Impact assessment involves the understanding and selection of appropriate Key performance Indicators (KPI) and the reference of a universal set of 17 Sustainable Development Goals (SDGs), 169 targets to be achieved by the year 2030. The UN 2030 Agenda for Sustainable Development highlights the importance metrics and indicators have for decision-making. To improve decision-making process in complex and dynamic contexts, such as those related to rural regeneration, there is a need to include public participation and have fully integration of socio-economic and environmental issues. The course will deal with this topic and will present a toolkit of most advanced methods and approaches for supporting decisions related to regeneration processes, including Multicriteria spatial decision support systems.				
Tourism & marketing strategies for rural regeneration	3/0	24/0	POLITO	BITN	Bologna, Italy
Module	The rural culture destination as creation of unitary offer of value added. From the analysis to the				

content					
	tourist offer. Private and public local institution and Touristic Advisor. Destination Analysis in the perspective of tourism. The course will touch on: Heritage; Environmental sustainability; Natural, Art and traditions, Food and wine, Hand craft; Trend of tourism trades and trend demand; The cultural traveller – Needs and spending capacity (National and international); Positioning before and after; Destination vision; Tourism services and quality stakeholders; Transport infrastructures; Tourism infrastructures; Territorial infrastructures; Prioritisations of travel and tourism; Affinity of the human community for travel and tourism; Competitive Analysis Strategy Development; How to empower the destination positioning; SWOT; The role of the tour operator; and Strategic Communication and Marketing. It will also touch on Tourism infrastructure in rural areas, creation of a tourist reception network and the widespread hospitality system.				
Business canvas for rural regeneration	0/3	0/24	WestBIC	Savonia University Applied Sciences	Online
Module content	Module objective: Adapting the participative Business Model Canvas Approach to maximise the potential from Cultural and Natural Heritage in Rural Regions. Introduction to Business Model Framework; Orientation to CNH Business Model Canvas; A technical approach to CNH – Instructions to Business Model Canvas' Creation; Understanding the content of Business Model Canvas; Business Model Analysis Tool; Co-creation methods for Business Model Preparation; Service Design: Understanding the End-user; Value Proposition Thinking – Examples; Applying the CNH Business Model Canvas to a regional level; Assessment of CNH Business Model Canvas. The module will make use of examples of CNH Business Model Canvas & Practical cases from the RURITAGE Replicators.				
Sustainable development within the framework of UNESCO	0/3	0/24	UNESCO	UNESCO	Online
Module content	The United Nations Organization for Education, Science and Culture (UNESCO) is a specialized agency of the United Nations within its overarching objectives of the building of peace, eradication of poverty, sustainable development and intercultural dialogue through education, sciences, culture, communication and information. The work of the Organization is being implemented and leveraged through the involvement of its different Sectors, Field Offices, Designated Sites, Category I and II Centers, UNESCO Chairs and Networks. The course will look at various UNESCO's programmes and activities related to rural development. This will include the following topics: UNESCO's contribution to Sustainable Development Goals Focus on selected SGDs, including GOAL 4: Quality Education, GOAL 13: Climate Action and GOAL 15: Life on Land SDGs and UNESCO designated sites: UNESCO Global Geopark Programme, Man and Biosphere Programme and World Heritage sites				
Subtotal	20/10 CFU	160/80 Hours	-	-	-

Tabel 1. Professional Master's programme teaching modules.

Workshop activities: Co-creation and local development plans for rural regeneration		
Workshop	Workshop host	Workshop description
Landscape connect	University of Plymouth	The Landscape Connect sessions will explore the use of participatory methods and tools and how they can be used to engage with local

session		communities and stakeholders. The assessment of cultural ecosystem services and the link with Landscape Character Assessment (LCA) will be examined using such tools. The importance of understanding stakeholders' needs and requirements when selecting appropriate tools will also be considered. As the selection of the correct tools can enable researchers, practitioner and communities to create narratives, data and strategies that allow them to understand both local and global issues.
		The tools used during the sessions allow stakeholders to move through their landscape and record their values in a format that can be used to underpin local economic and social development plans (including regional planning policies and local urban plans).
		Case Studies will be used to demonstrate how such tools can support the UN Sustainable Development Goals (SDGs) such as SDG 11 "Sustainable Cities and Communities and SDG 15 "Life on Land"
		Session One: Introduction to Landscape Character Assessment (LCA)
		The session will provide a broad understanding of the concept of LCA and an overview of the European Landscape Convention. It will also discuss the idea of cultural ecosystem services and how such services may be assessed and mapped.
		Session Two: Overview of Stakeholder Engagement Tools
		The session will review current approaches to stakeholder engagement and identify current tools available and critically assess their benefits. This session will be followed by a half day field exercise using engagement tools.
Rural development activities and resilience raise at Psiloritis UNESCO Geopark	National History Museum of Crete	This workshop will contain several parts. First of all, there will be a three-hours course, focuses on successful WebGIS applications that have been created in order to visualize and promote the physical and cultural heritage of rural areas. Main objective is the understanding of visualization principles and the modern technologies to approach them.
		Secondly, the course will focus on the rural characteristics of the Psiloritis UNESCO Global Geopark, its natural and cultural heritage as well as on the activities developed so far to establish a geopark, develop geo-touristic products and support local economy and businesses. Furthermore, it will address activities undertaken by the partner of geopark the Natural History Museum of the University of Crete to raise awareness on natural risks and climate changes and strengthen the resilience of its inhabitants.
		This session will also include a field trip.
RURITANIA	Centre for Systems Solutions	Ruritania Game was designed by the Centre for System Solutions (CRS) in cooperation with UNESCO, Replicators, and UNIBO as part of the EU Horizon 2020 project RURITAGE. It was co-developed and further used by project partners across Europe to engage local stakeholders -that is, teachers, policymakers, and business owners in discussions about how to sustainably approach revitalisation and address other local challenges. Playing Ruritania Game helped these stakeholders find common ground and develop a joint incentive to act, thus accelerating local actions. While exploring solutions in a simplified reality, stakeholders were able to build connections and get motivated to take action towards a common cause. The universal version of Ruritania Game contains a compilation of good practices collected from all SIA areas. Development projects for Ruritania (the name of a fictional area created in the game) represent good practices implemented in the 6 Systemic Innovation Areas (SIAs) and

		constituting a European model of heritage-led rural development. The Ruritania Game can be easily personalized and sold to companies or municipalities willing to implement the stylized game in their contexts.

Tabel 2. Professional Master's programme interactve workshops

Course project/ Internship					
The participants will attend a secondment in one institution or association were to implement the skills acquired during the programme. The institution and topic will be chosen in agreement with the participants, after a meeting with the director.					
Subtotal	20 CFU	500 Hours	-	-	-

Tabel 3. Professional Master's programme course internship/secondment.

The teachers participating to the Professional Master's programme provide a wide knowledge base. They consist of academics within relevant fields, for example planning, environment, heritage, and architecture, as well as experts from highly considered institutions in this space; e.g., UNESCO.

Course responsible
Alma Mater - University of Bologna (UNIBO)
Politecnico di Torino (POLITO)
Course teachers
Alma Mater - University of Bologna (UNIBO)
Politecnico di Torino (POLITO)
Savonia University Applied Sciences
TECNALIA
University of Plymouth (UoP)
Norwegian School of Landscape Architecture (NMBU)
University of Crete (UoC)
UNESCO
CARTIF
Centre for Systems Solutions (CRS)
Borghi Italia Tour Network-BITN
WestBIC

Tabel 4. Overview of foreseen teaching staff.

Promotion and Dissemination of Professional Master Programme

Given the challenges in reaching students during the Covid-19 pandemic, the responsible institutions (UNIBO and POLITO) ensured a planned dissemination strategy. Besides a well-thought-through social media campaign, there was an Info session dedicated to interested applicants, and brochures were handed out both virtually and in person by the project's academic partners.

Social media campaign

During the months before the application deadline, the RURITAGE social media channels (foremost on Facebook) regularly posted updates to draw attention to the programme. There was one campaign that introduced all eight modules that would take place within the programme (see Figure 1). Another campaign introduced the teachers

to draw attention to the diversity of expertise during the course (see Figure 2 and 3).

RURITAGE
PROFESSIONAL MASTER'S PROGRAMME

HERITAGE- LED SUSTAINABLE STRATEGIES FOR RURAL REGENERATION

Module VI
Business canvas for rural regeneration

- Introduction to Business Model Framework
- Orientation to CNH Business Model Canvas
- A technical approach to CNH – Instructions to Business Model Canvas' Creation
- Understanding the content of Business Model Canvas
- Business Model Analysis Tool

Lecturers
- James Donlon - Course Responsible (WestBic)
- Anna-Maria Saarela (Savonia University)
- Tuomo Eskelinen (Savonia University)

APPLICATIONS CLOSE NOVEMBER 15TH 2021

Figure 1. This figure shows how the programme modules were introduced on social media.

RURITAGE
PROFESSIONAL
MASTERS PROGRAMME

"Chief of the Section for Earth Sciences and Geo-Hazard Risk Reduction and Secretary of the International Geoscience and Geoparks Programme. Before that he was the Chief of the Executive Office of the Natural Sciences Sector at UNESCO and science advisor in the cabinet of the Director-General of UNESCO. Kristof started his career in the Research and Development Department of the Ministry of Agriculture and Fisheries of Flanders and worked as a diplomat representing the Flemish Government to UNESCO, the OECD and the Council of Europe. He obtained a degree in bioscience engineering at the University of Ghent. "

Kristof Vandenberghe
Chief of UNESCO's Section for Earth Sciences and Geo-Hazard Risk Reduction and Secretary of the International Geoscience and Geoparks Programme,

RURITAGE
PROFESSIONAL
MASTERS PROGRAMME

"Architectural engineer and PhD in architecture, Angela Santangelo is currently Junior assistant professor of Urban and Regional Planning at the University of Bologna (UNIBO), where she teaches Territorial Planning and Urban Planning Techniques. She has 7 years research experience in urban planning and sustainable development. She has been working in several European projects, such as H2020 RURITAGE, H2020 SeeRRI, H2020 SHELTER, as well as Erasmus+ projects and territorial cooperation projects".

Angela Santangelo
Junior assistant professor of Urban and Regional Planning, UNIBO

Figure 2 and Figure 3. These two figures are examples of how teachers were introduced on social media.

Info session

In October 2021, the project set up an info session for interested applicants. During the session, the responsible institutions (UNIBO and POLITO) presented the programme and potential learning outcomes (see Figure 4). The interested potential participants asked questions about the programme, application procedures and the possibility of scholarships.

Figure 4. The figure shows an example of the dissemination material used for the info session.

Brochure

During summer 2021, the project designed a printable brochure about the Professional Master's Programme see Figure 5 and 6). The brochure was distributed online to academic partners and sister projects for them to further disseminate and share the programme overview.

Figure 5 and Figure 6 show the back and front of the brochure.

Application process

A suitable application process was put in place but unfortunately the implementation of the programme was highly affected by the Covid-19 pandemic. During the application timeframe, both during late winter 2020 and 2021, the pandemic situation was still very severe. Although the programme was adapted and offered with online teaching modules to try and address this situation, the application number was still highly affected in 2021. By 2022, following the reinstatement of the programme in its original format, the cumulative number of applicants was reassuringly high (51) including many international applicants. However very few students from this cohort were actually eligible, as it was registered as a *Professional* Master's programme it required a second level master's degree from students attending it. Although this was clearly stated in the dissemination material and during the application process on UNIBO's website, this may not be an internationally understood type of degree. The minimum number of students to run a viable programme was 15 to start a course at the University of Bologna. As only 8 applicants already had a second cycle master's degree and were therefore eligible for the programme, it was not possible to run the programme on this occasion. This will be reviewed further as part of future exploitation, which will be detailed in the overall Exploitation Plan.

Ambition beyond the RURITAGE Project Timeframe

This section takes into consideration the RURITAGE Exploitation strategy (deliverable 6.1), and activities planned beyond the RURITAGE timeframe, building on the project's success, with relevant partners planning to develop and deliver training activities especially targeting professionals.

As the detailed structure and content of the Professional Masters Programme, inspired by the RURITAGE project, is already developed, the Programme will be available for further exploitation after the project timeframe. All materials developed through the RURITAGE project will continue to be available as open access for non-commercial use, provided there is sufficient acknowledgment of authorship of the works. The contents and teaching approaches developed within the professional master course could lead to new permanent programmes offered by partners universities, contributing at creating a future generation of CNH managers.

Nevertheless, the structure of the Master is currently under review, with the professional master programme probably not being the best option for the kind of training the consortium wanted to share, taking into consideration the identified needs of the target audience during the project. This will be further evaluated during the next phase of activities.

Over time, this would ensure that the project continues to build new skills for innovative CNH management in rural areas, contributing to increasing local employment and competitiveness   and creating a branding strategy for enhancing visibility and attractiveness.

5. Summer Schools

Two Summer schools were organised within the project lifetime. Due to the Covid-19 pandemic, the timing of these was postponed until near the end of the project.

5.1 Report on Summer School organised at Savonia University of Applied Science 2022, Kuopio in Finland

Delivered by	Savonia University of Applied Sciences
Dates	10th – 12th May 2022
Overall aim	The programme was devoted to practices within the opportunity-driven innovation areas: landscape, local food, art & festival, and pilgrimage. The overall aims were the following: • To learn from other regional development projects throughout Europe • To take part and learn from practical experiences and reflect on how they could be further adopted to your own local context • To exchange knowledge, experiences, and further network for future opportunities
Target group	Practitioners, regional development institutions, RDI staff of universities of applied sciences, representatives of project pilots
Participants	6 number (3 men, 3 women) of participants including speakers who attended the event as attendees, with students from 4 of countries (Norway, Hungary, Saudi Arabia, Finland)

During the Summer School, interactive discussions and workshops were facilitated that everyone was able to apply lessons learnt to her/his own areas and surroundings back home (Appendix. Programme of the RURITAGE summer school). After a long period of time, quality time with colleagues and new contacts was rewarding to benchmark, reflect, learn, relax and most of all gain more understanding of different cultures and amazing possibilities for further collaborations.

Figure 7. During the Summer School days interactive discussions and workshops were facilitated that everyone was able to apply lessons learnt to her/his own areas and surroundings back home.

Figure 8. Traditional culture-nature-heritage Finnish evening at Rauhalahti Jätkänkämppä smoke sauna was an authentic environment for exchange of knowledge, experiences and further network for future opportunities among all participants.

Full programme overview

Each day was focused on 1-2 opportunity driven SIAs. On the first day, we concentrated on *local food* as a driver for rural regeneration by learning both the regional cases from the RURITAGE project as well as developments from Savo region, especially as the Region of Gastronomy 2020-21. On the second day, there were examples of projects and developments related to *Pilgrimage and Landscape*. On the last day, we focused on the topic *arts and festivals* as a driver for rural regeneration.

During the social activities, the focus was to exchange knowledge, experiences and further network for future opportunities in relaxed and unique surroundings of lakes and forests of the Savo region by visiting traditional culture-nature-heritage Finnish evening at Rauhalahti Jätkänkämppä smoke sauna and the Puijo tower overlooking the Lakeland region.

Table with speakers, topics and days

TUESDAY 10TH MAY	Local food as a driver for rural regeneration
Kick off for Summer School Event Introduction to multidisciplinary regional CNH co-creation from Ruritage framework perspective	Alma Mater - University of Bologna (UNIBO), Italy
European Region of Gastronomy	Savonia UAS, Finland
Branding the Savo region as a food province	Savonia UAS
FoodE – Think Global, Eat Local	Alma Mater - University of Bologna (UNIBO), Italy
Local Food Plan of "Mariñas Coruñesas e Terras do Mandeo" Biosphere Reserve	Marinas Corunesas Biosphere Reserve, Spain
The RURITAGE contribution to Local Food development in Magma Geopark as driver for local economy	Magma UNESCO Geopark, Norway
Workshop: regional projects and co-creational discussions (Interactive session for participants)	Alma Mater - University of Bologna (UNIBO), Italy

WEDNESDAY 11TH MAY	Landscape & Pilgrimage as a driver for rural regeneration
Title of lecture	Presenter
European tradition, Nordic history, Norwegian Culture and at the same time a very personal experience – St. Olav ways - the pilgrim paths to Trondheim	National Pilgrim Center from the RurAllure project, Norway
Project's Role Model 11. Austrått and Ørland landscape, Norway	Norges Miljø- og biovitenskapelige universitet (NMBU), Norway
St. Olav ways - the pilgrim paths to Trondheim / Finland	Sant Olof Waterway, Finland
Lakeland 2 & Sustainable Tahko	Savonia UAS, Finland
Project introduction: Outdoors North-Savo	Savonia UAS, Finland

Workshop: regional projects and co-creational discussions (Interactive session for participants)	Savonia UAS, Finland

THURSDAY 12TH MAY	Art & festivals as a driver for rural regeneration
Title of lecture	Presenter
UNESCO Global Geopark Geo-Naturpark Bergstraße-Odenwald (Germany): Nature Art	Geo-Naturpark UNESCO Geopark, Germany
Festival of Ripe San Ginesio, Borgofuturo	Borgofuturo, Italy
Creative Regions to Creative Europe – project cases, New Bauhaus, Road map for creative industry	Savonia UAS, Finland
Reshaping the city through arts and events	ANTI Contemporary Art Festival, Finalnd
Workshop: regional projects and co-creational discussions (Interactive session for participants)	Savonia UAS, Finland

Table 1. Savonia Programme overview.

Dissemination material

Promotion of the event was started early March 2022 first through RURITAGE website and afterwards sharing the information in social media accounts of the project, such as LinkedIn, Facebook, as well as individual some platforms. Also, advertisement was run by the communication unit of Savonia UAS as well as some adult students (200) of Savonia UAS reached by their tutoring teachers. Also, individuals ending emails to some selected professional networks, such as lecturer colleagues of nationwide group of tourism, hospitality and food as well as targeting some cultural heritage organisations such as the Finnish Heritage Agency.

Figure 9 Examples of LinkedIn postings and the similar ones were added to Facebook.
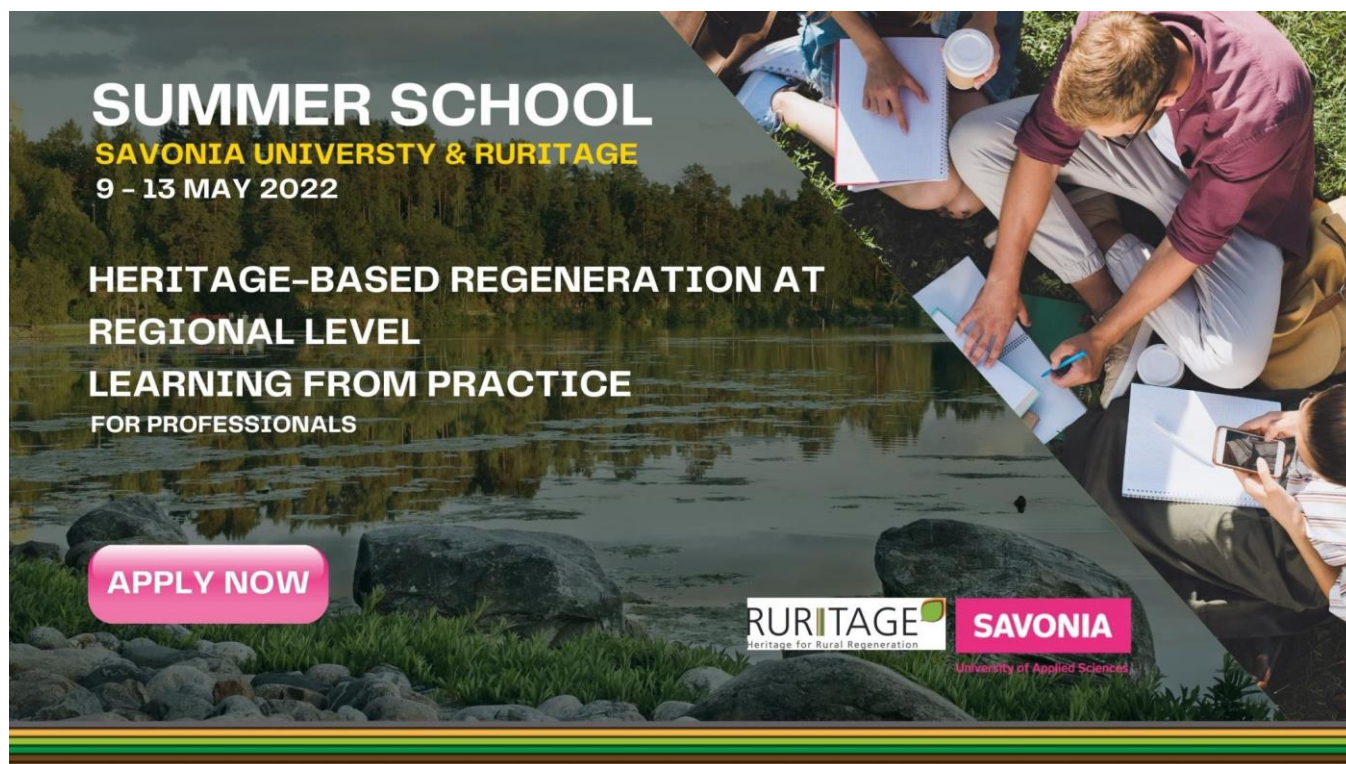
Figure 10. Examples of LinkedIn postings and the similar ones were added to Facebook.

Summer school outcome and feedback

The outcomes of the summer school are summarised below. Besides this, participants were given a survey at the end of the summer school to understand how their skills increased through their participation.

Overall outcomes

The participants produced during the workshops some possible ideas for future projects and collaborations by using Padlet on Wednesday 11th May and using Flinga on Thursday 12th May. Both Padlet and Flinga are on-line based tools for collecting ideas. Participants first worked individually and afterwards in smaller groups of three or four people. All questions prepared for Padlet and Flinga were related to collecting ideas, summarizing and innovating new developments in regions.

Figure 11. The participants produced during the workshops some possible ideas for the future projects and collaborations by using Padlet on Wednesday 11th May.


*Figure 12 and Figure 13 Outputs of two different groups of workshop participants.*
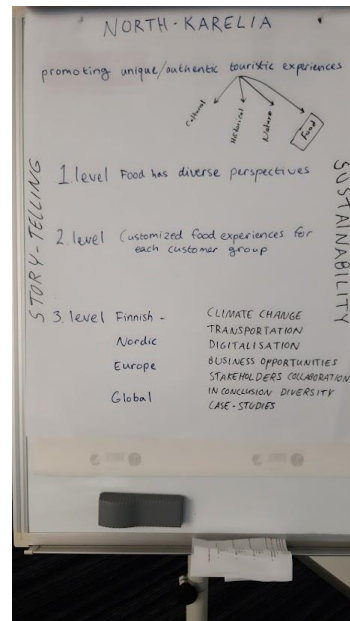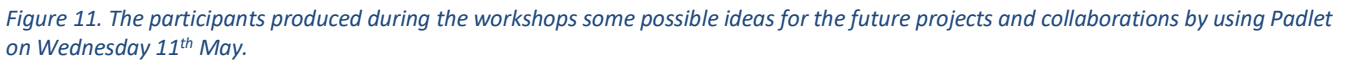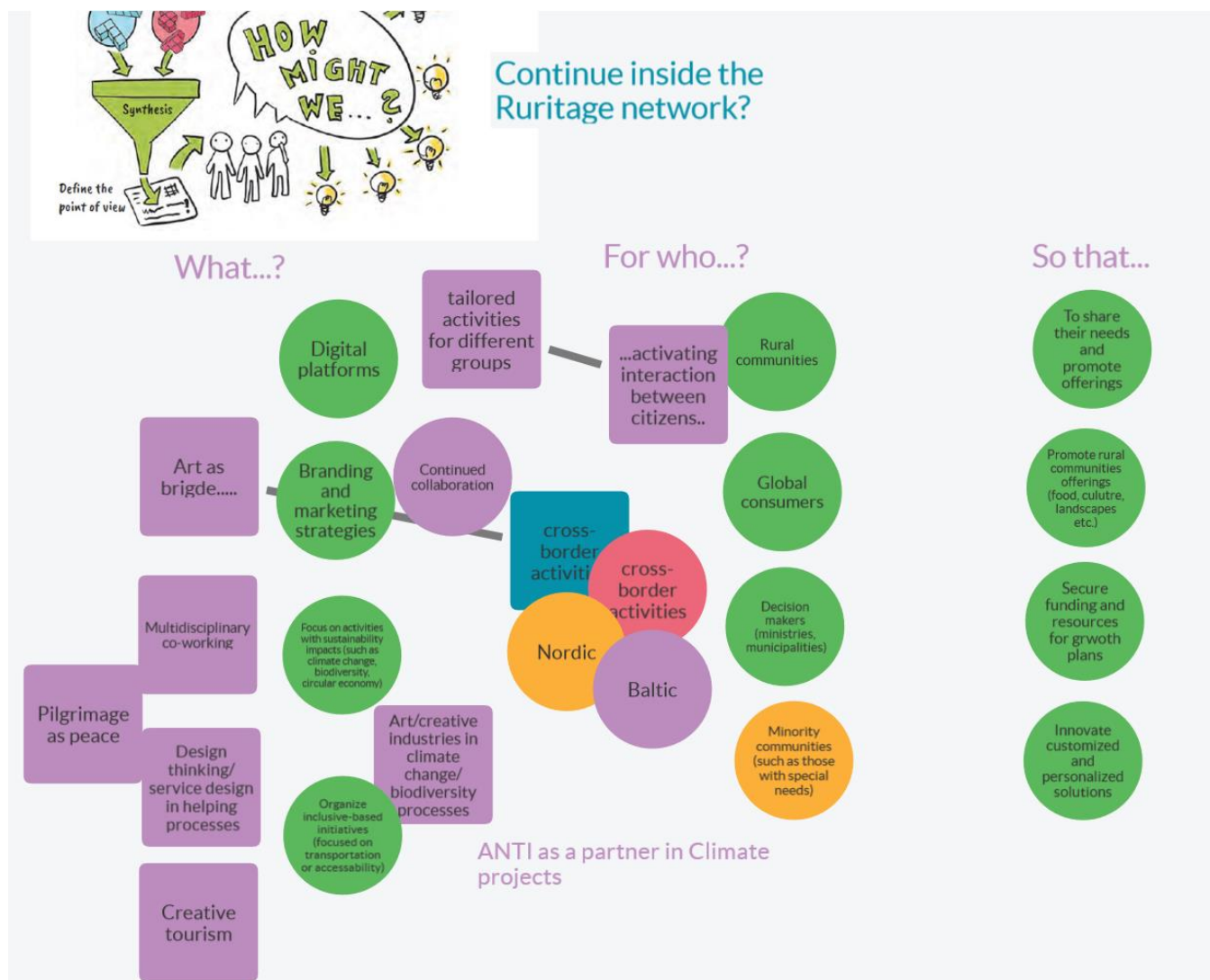
Figure 14. The participants produced during the workshops some possible ideas for the future projects and collaborations by using Flinga on Thursday 12th May.

Ambition beyond the RURITAGE project timeframe

The event was a great success among those limited participants who actively attended during the days and there was s change to go deeper in every thematic topic. Sometimes, it can be even more fruitful and useful to measure the quality of the outcomes than the quantity of participants as during the days more understanding was gained by active communication, networking and sharing the ideas for the regional future developments. Also, several new project ideas were created by realizing that sometimes international projects topics can be turned into a regional project or vice versa.

Comment from organiser

Networking with different kind of practitioners was needed especially after covid-19. However, unfortunately, there was a lot of people (12) cancelling their travels after registration; no visa received early enough, lack of funds and/or time.

5.2   Report on Summer School organised at Politecnico di Turino 2022, Turin in Italy

Delivered by	Politecnico di Torino, Interuniversity Department of Regional and Urban Studies and Planning (DIST)
Dates	26th June – 2nd July 2022
Overall aim	The intensive international summer school program aims to equip participants with skills to build **collaborative digital projects** in heritage knowledge co-shaping for regional development with the aim of engaging local stakeholders. The research training has a focus on **large-scale and composite cultural natural heritage sites** in rural territories with the diversity of heritage resources including *archaeological sites, cultural landscapes, cultural routes, geoparks, rural landscapes*. Participants explore how to shape and co-build information, data formats and digital tools for cultural natural heritage conceptualization, characterisation, representation and management. In addition, they discuss **the role of local communities and multiple stakeholders** in determining the value of heritage and will develop projects for co-building heritage-led knowledge on local areas. Methodologies and Digital tools are used to experience user engagement processes in European regions and beyond.
Target group	Academic participants such as under-degree students, master's and Ph.D. students, and early-stage researchers.
Participants	The program attracted 22 participants from 8 countries: USA, Italy, Thailand, Brazil, China, India, Philippines, and Turkey consisting of 14 females, and 8 males in total during 7 seminar days.

Figure 15 and Figure 16. During the International Summer School week, lessons, workshops, discussions, and collaborative group work were facilitated to achieve the program's learning objectives.

Figure 17 and Figure 18. The opening dinner and closure buffet provided an enjoyable atmosphere to ensure interaction and future collaborations among participants and organizers.

Full programme overview

The first day opened the program with a digital scavenger hunt through UNESCO Sites of Turin as an ice-breaking activity and followed by an opening dinner. The intensive program was based on lectures, workshops, and group work that started on Monday and continued to Friday. The general structure divided the mornings dedicated to lectures and workshops, and afternoons for group working slots. The lectures and workshops organized with the contribution of different RURITAGE partners concentrated on Cultural Natural Heritage themes linked to Digital Collaborative Engagement methods. In the afternoons, the participants had the opportunity to work in parallel groups on three different case studies: Migrants hospitality in Asti Province and Crete Psiloritis UNESCO Global Geopark as RURITAGE Role Models, and Nubian archaeological site in Egypt as a part of the UNESCO Campaign.

The overall aims of the summer school were to develop a critical approach to digital tools for Cultural Natural Heritage knowledge in multi-scale composite contexts, to create links among heritage types, contextualising relations, conceptualising and characterising heritage assets, creating narratives, building information, to experience collaborative and participatory processes for engaging local stakeholders with digital tools to enhance CNH as a driver of empowerment and resilience, to apply collaborative digital tools for heritage knowledge and management (co-mapping and co-building methodologies, digital surveying, gamification..)

Title of lecture	Presenter
Sunday June 26th	
Welcome by running a scavenger hunt through UNESCO sites in Turin	
Welcome reception, Aperitivo and Dinner	Summer School Committee
Monday June 27th	
Digital Collaborative Engagement Regenerating Cultural Natural Heritage Opening Speech	Politecnico di Torino DIST University of Bologna Cotsen Institute of Archaeology, University of California, Los Angeles

Lesson: *Ruritage Resource Ecosystem collaborative engagement in a digital and heritage-led holistic knowledge*	Politecnico di Torino DIST
Lesson*: Rural heritage as a driver for sustainable growth*	University of Bologna
Lesson: *Archives, Memory and Landscapes: digital places as locus for storage and evocation of cultural memory*	Cotsen Institute of Archaeology, University of California, Los Angeles
Lesson: *Collaborative digital mapping: Tangible and Intangible Cultural Natural Heritage Ruritage Atlas*	Politecnico di Torino DIST
Cultural Natural Heritage Collaborative Workshop: Introduction	Cotsen Institute of Archaeology, UCLA Los Angeles
Cultural Natural Heritage Collaborative Workshop: Case studies presentations	Cotsen Institute of Archaeology, UCLA Los Angeles PIAM Progetto Integrazione Accoglienza Migranti University of Crete and Psiloritis Geopark
Workshop: *Collaborative digital mapping: Tangible and Intangible Cultural Natural Heritage Ruritage Atlas*	Politecnico di Torino DIST

Tuesday June 28th	
Lesson *Community engagement for Local participation in heritage shaping in rural territories*	University of Bologna
Lesson *Stakeholders engagement in Digital Platform for Heritage*	UNESCO, Paris
Workshop *Experiencing and Implementing Collaborative Digital Tools*	UNESCO, Paris
Workshop *Experiencing and Implementing Collaborative Digital Tools*	UNESCO, Paris
Collaborative Teamwork on case studies	
UNESCO World Heritage Sites	UNESCO, Paris
Visiting Castello del Valentino UNESCO site	Tour Guide staff of the Politecnico di Torino
Wednesday June 29th	
Lesson The Value of Digital Knowledge Exchange	UNESCO, Paris
Lesson Serious game: narrative shaping RURITANIA	Center for System Solutions (CRS)
Workshop Collaborative Serious Game Creation	Center for System Solutions (CRS)
Collaborative Teamwork on case studies	
Thursday June 30th	
Lesson: *Monitoring Platform: Rural Heritage-led Regeneration*	CARTIF

Assessment	
Lesson: *Collaborative distributed software platform for Cultural Natural Heritage*	Politecnico di Torino, DIST
Lesson*: Collaboration to support community initiatives around Cultural Heritage and Landscapes*	Cotsen Institute of Archaeology, UCLA Los Angeles
Lesson: *Participation in Cultural Natural Heritage for societal wellbeing*	Politecnico di Torino, DIST
Collaborative Teamwork on case studies	
Friday - July 1st	
Lesson: *Introduction to Digital Surveying and Co-creation: Landscape Connect*	University of Plymouth
Workshop: *Landscape Connect: Parco del Valentino*	University of Plymouth
Lesson European Cultural Routes: Enhancing Rural Heritage	Council of Europe
Collaborative Teamwork on case studies	
Saturday – Departure Day July 2nd	
Preparing presentation of final outcomes	
Presentation of the final outcomes	
Final evaluation and certification	

Table 2. Programme overview of POLITO summer school.

Dissemination material

Promotion of the event was started in mid-April 2022 first through Summer School and RURITAGE website and followed by dissemination through the official communications sent by POLITO university departments mailing lists, sharing them on social media accounts of the project, such as LinkedIn, Facebook, Instagram, Twitter as well as individual platforms. In addition, individual communications were sent by the teaching committee and organizers to reach their own international networks, students, and colleagues. Besides, UNESCO contributed to promoting the program by targeting local stakeholders and related cultural institutions. UNESCO also contributed to promoting and disseminating the results by creating contents (posts and articles) for RURITAGE official social media channels (Instagram, Facebook).

Figure 19. Instagram post on Summer School welcoming in Turin
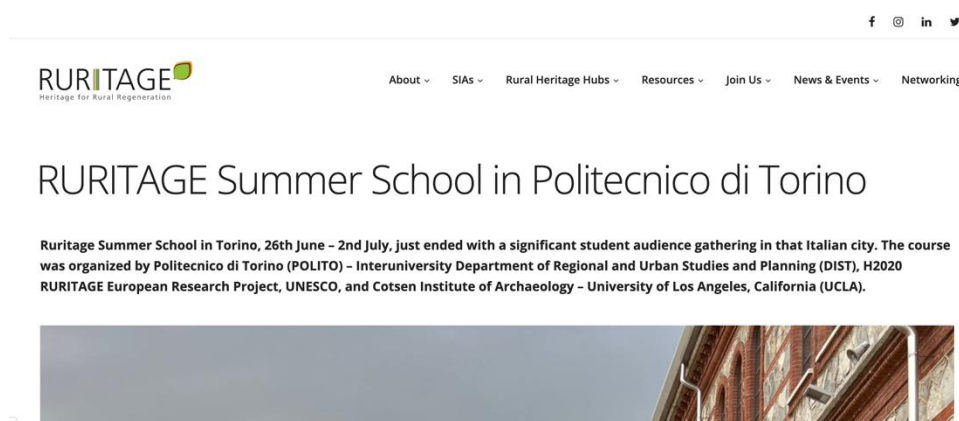
Figure 20. Article on RURITAGE website.

Summer school outcome

In total 22 participants worked in three multidisciplinary groups, each one focusing on different case studies on Psiloritis Geopark, Migration Hospitality of Asti, and Nubian Village. Three outcomes were exhibited to the teaching committee and local stakeholders of each case study on Saturday and discussions were held to critically examine the contents, ideas, and opportunities for future developments.

On the first day of the summer school, a survey was given to participants to understand their expectations, profiles, and level of knowledge. A second survey was sent after the summer school to measure the impact of the program, to understand how the participants' skills increased and how the program has helped to improve CNH knowledge and use of digital tools.

Overall outcomes

The participants worked in three groups, each one focused on a specific case study mentioned before. The common approach of working groups was to identify the challenges, aims and potential solutions to enhance the

Cultural Natural Heritage of the site by engaging local stakeholders and by using diverse digital tools. Accordingly, the Psiloritis Geopark group's focus was on ''Intangible Cultural Heritage as a Tool for Rural Regeneration''. They mainly concentrated on intangible values of the site such as traditions, untold histories, myths and so on. Their main outcome was producing a story map, co-creating an interactive map, and identifying possible attributes by using ArcGIS StoryMap, ArcGIS Survey 123, and Online ArcGIS tools.

The Asti Migrant Association group focused on fostering social cohesion through heritage knowledge exchange in a multicultural and multigenerational rural context by filling the communication gap between temporary communities of migrants and local communities and ensuring both parties' access to Natural Cultural Heritage as a basic human right. Their final outcome was "ACTION Asti Cohesive Digital HeriTage Hub for Inclusive COmmuNity", a multi-sided digital platform designed to fulfil different stakeholders' needs throughout different levels of users' engagement.

The third group working on Nubian Village concentrated on intangible values of the site by identifying the challenges, stakeholders, and aims, and by collecting their contents under the title ''Digital Nubia: The Voice of Memory''. Their approach directed them to create a prototype website including a video game, timeline, 3D reconstruction of the site, and glossary consisting of diverse historical documents such as photographs, articles, diaries, and so on.
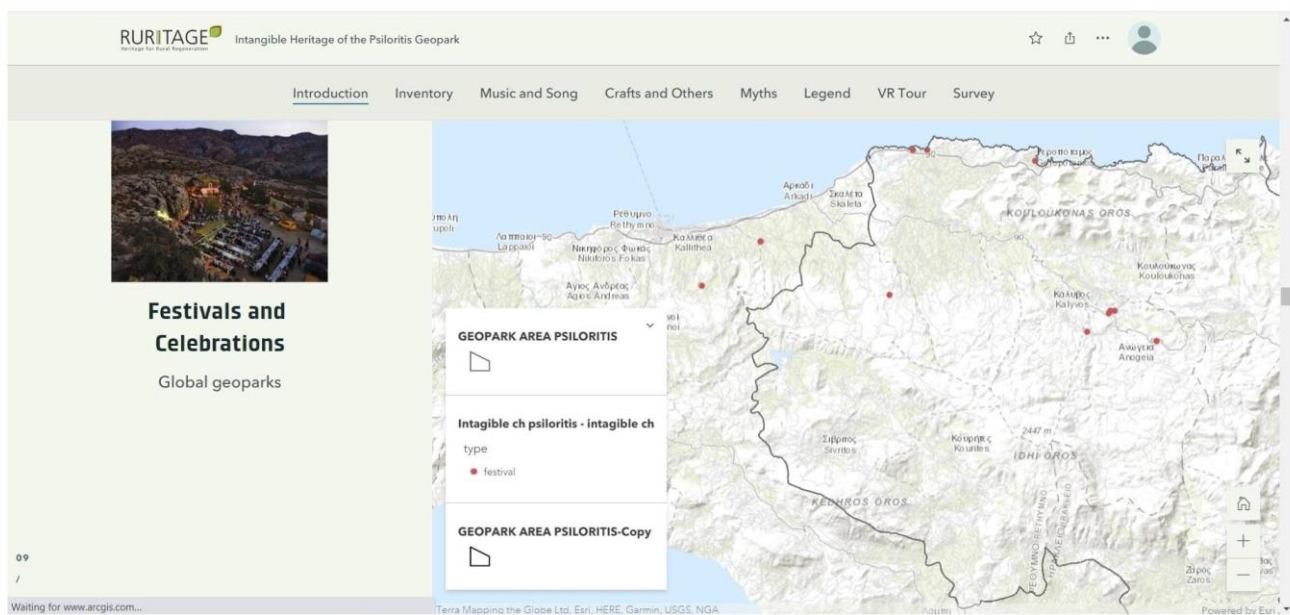

Figure 21. The first group's outcome, the story-map entitled ''Intangible Cultural Heritage as a Tool for Rural Regeneration''

Figure 22. The second group's outcome, a prototype multisided platform entitled ''ACTION Asti Cohesive Digital HeriTage Hub for Inclusive COmmuNity''


Figure 23. The last group's outcome, a prototype website entitled ''Digital Nubia: The Voice of Memory''

Comment from organiser

The program received great interest. The POLITO team finally received **41 applications from 18 different countries** (Algeria, Brasil, China, Egypt, Finland, France, Germany, Hungary, India, Iraq, Italy, Nigeria, Pakistan, Philippines,

Thailand, Turkey, Ukraine, Switzerland). Two applicants were already involved in the Ruritage project: one from Finland who already attended the Savonia SS, and another one from Italy that had followed several online Ruritage events.

In the end 22 participants from 8 countries attended the event. In some cases, registered participants had to cancel their participation due to the international travel restrictions during the covid-19 circumstances (mainly from non-European countries to Europe), limited funds of extra-European applicants, or visa problems. In addition to that due to the recent Covid-19 infection increase, we had to convert some of the planned in-presence activities into remote or hybrid modality.

The lessons, workshops, and active contributions of RURITAGE partners provided a fruitful working place for brainstorming and exchanging ideas on rural regeneration, cultural natural heritage, and the usage of collaborative digital tools. The multicultural and multidisciplinary participations were another value. The creation of an international network including non-European participants was a great opportunity to gather different points of view in a single stage. The outcomes demonstrated the sustainability of the ideas developed during the group work.

Summer School Ambition beyond the RURITAGE project framework

At the Politecnico di Torino, the structure and format are already in place for hosting annual international heritage-based Summer Schools in the theme of Cultural and Natural Heritage, with a proven track record spanning four successful annual events in conjunction with international partners, including the University of California Los Angeles (UCLA), the highest-ranked public university in the USA. The addition of the RURITAGE thematic to this successful Summer School series has further enhanced this offering to the target audience

Building on this success, as part of the RURITAGE collective Exploitation Plan, led by POLITO, it is envisaged that this approach will be maintained with the addition of the RURITAGE inputs for knowledge, teaching and case studies, featuring the RURITAGE paradigm and useful tools. Agreement will be reached with the valuable resource of relevant KFPs, Rs and RMs for teaching, case studies and other roles for the future editions.

The Summer School will be included in the collaborative project activities and promotion through the RURITAGE network that will continue after the project timeframe, reaching target groups with a promotional strategy and social media campaign utilising the strong international network developed during the lifetime of the project.

To facilitate participation and to adapt to educational trends, using latest technologies, the Summer Schools will also experiment with novel teaching approaches to facilitate in-presence, remote and multi-locational modalities where feasible.

In the medium/long term, there may be potential for further extending the Summer School, with its transformation into a longer programme with additional credits. The future vision could see the emergence of an Executive Master Programme targeting practitioners and scholars in the field aimed at increasing their practical knowledge and skills. This will be evaluated as part of the further exploitation plans.

5.3   Student feedback from both summer schools

The active exchange of knowledge between the participants, teaching committee, and local stakeholders has helped to ensure an interactive brainstorming on European and non-European case studies and backgrounds in a single place. This provided an international atmosphere to examine different perspectives, ideas, and knowledge

by creating critical discussions among the participants. In addition, the multidisciplinary profiles of the participants put together the experts with skills in digital tools and cultural natural heritage notions.

During the programme in Turin, two surveys were sent to participants in order to understand the impact of the program. The first one was sent before the start of Summer School, the second one was sent after the conclusion. During the programme at Savonia, Finland, a survey was sent out to participants after the summer school had ended. The answers suggest that the program was successful among participants as approximately 77% of the answers confirm that the program has helped to increase their knowledge of CNH. In the case of the summer school arranged by Polito, students also confirmed that the knowledge increased for usage of digital tools. 88% of them rated their overall experience as very good.

Students from the programme arranged by Polito answers mainly highlighted how the program was instructive, especially in the use of digital tools for cultural and natural heritage management. In particular they recognised that collecting, organizing, analysing and disseminating information in a collaborative way was useful. At the same time, the students from the summer school in Savonia focused on how the programme had contributed to applying CNH heritage as a tool for regeneration, especially from a tourism perspective. Students were able to take part and learn from practical experiences and reflect on how they could be further adopted to their own local context. During the days there was active exchange knowledge, experiences, and further network for future opportunities.

Students were asked to give an example of *how they'll apply what they learned in this course in a territory and/or further studies on cultural and natural heritage*. A third of students replied that they would use the course(s) for future research related with case studies, especially stating that they will apply new digital tools (for the ones on the course on digitalisation). As seen in Figure 7, these respondents listed ways and tools to map heritage such as Arcgis/gismap, storymap and geomap.

Figure 24. Wordcloud based on the answer on how students apply what they learned in this course in a territory and/or further studies on cultural and natural heritage.

Students were asked to give (up to three) examples where the learning will help to regenerate your/a territory with CNH. The students that participated to the summer school in POLITO mentioned once again digital tools and solutions for mapping and regenerating areas. They also touched upon perspectives on historic housing, architecture, and conservation (see Figure 8 for overview). An example of this is the following answer: *The course helps provide many examples of how to regenerate the territory for example through the rural heritage hub which will make the engagement process become more effective. The digital tools such as the storymap and gismap will provide a better database for heritage which could be both tangible and intangible.* In Savonia on the other hand, there was a greater focus on tourism and business opportunities in rural areas for regeneration: *Learning about food, landscape, art and festival trends: the summer school provided great insights and learnings about Nordic projects and traditions that can be marketed in other geographic region.*

Figure 25. Wordcloud based on the answer to give (up to three) examples where the learning will help to regenerate your/a territory with CNH.

As a whole, the two summer schools managed well to achieve their aim to transfer knowledge built through the RURITAGE project from two completely different perspectives. The students that participated indicated that they were content with their participation and had experienced that they gained what they had foreseen.

6. Annex I. Participant survey

Students were provided with a survey after the course to evaluate their learning outcomes and the course in general. This would respond to if the students developed and built new skills for CNH management.

General questions

- Where do you come from?
- Rate your overall experience of the course (from very good to very poor)
- One learning objectives of this summer school was to increase knowledge of *please insert*. Did the course meet these learning objectives? (from high knowledge increase to no knowledge increase)
- One learning objectives of this summer school was to increase skills of *please insert*. Do you think that your skills on this improved? (from high increase of skills to no increase of skills)
- How did this course develop your knowledge of CNH management? (open ended)

To measure impact of learning - open-ended questions

- Give an example of how you'll apply what you learned in this course in your/a territory and/or further studies on CNH.
- Give (up to three) examples where the learning will help to regenerate your/a territory with CNH.

7. Annex II. Detailed schedule for the summer schools

Savonia summer school

Heritage-based regeneration at regional level: learning from practice

Photo: European Region of Gastronomy 2020-21

Kuopio, Finland on 9th-13th of May 2022

Language: English
Duration: 3 days
Credits: n/a
Fee: Programme & catering is free of charge, travel & accommodation cost are paid by a participant
Ruritage website – Summer School 10 – 12 May 2022
Registration: https://link.webropolsurveys.com/S/5FC8D8820521E38F
Travel arrangements: See the link - https://blogi.savonia.fi/savoniacampusexperience/

The 3-day Summer School event "*Heritage-based regeneration at regional level: learning from practice*" is arranged within the H2020 funded RURITAGE project by Savonia University of Applied Sciences. During course you will be introduced to the RURITAGE methodology supporting rural areas to co-develop through their local heritage. The course is devoted to practices within the opportunity-driven innovation areas: landscape, local food, art & festival, and pilgrimage. Based on these areas, we will have several lectures from pilots in the RURITAGE project that have successfully regenerated their area through these innovation areas. Savonia will give lectures based on their expertise on local development, especially as the Region of Gastronomy 2020-21. The idea is that you will be able to apply lessons in your own areas and surroundings back home.

Target group

Practitioners, such as private sector actors, companies in the field of tourism, hospitality, outdoors, art & festival, regional development institutions, RDI staff of universities of applied sciences, representatives of project pilots.

Learning objectives

- To learn from other regional development projects throughout Europe through landscape, pilgrimage, local food, and art & festival perspective as a driver
- To take part and learn from practical experiences and reflect on how they could be further adopted to your own local context
- To exchange knowledge, experiences, and further network for future opportunities

Schedule

May 9th	Arrival day

Room: H222, PIKO meeting facility, 2nd floor

May 10th	Local food as a driver for rural regeneration	
Time	Title of lecture	Presenter
09:00-9:15	Opening ceremony of the Summer School Event Welcome to Savonia	Savonia UAS
9:15-9:30	Kick off for Summer School Event Introduction to multidisciplinary regional CNH co-creation from Ruritage framework perspective	University of Bologna (UNIBO)
9:30 – 9:50	Getting to know each other	All participants networking
9:50-12:00	**SAVO region session: Local food**	**Savonia UAS**
9:50-10:00	European Region of Gastronomy	Savonia UAS
10:00-10:20	Branding the Savo region as a food province	Savonia UAS
10:20-10:40	**Coffee break & networking**	**H222, PIKO meeting facility**
10:40-12:00	RM/R case study/-ies of volunteering project partners	University of Bologna (UNIBO)
12:00-13:00	**Lunch**	Antell Restaurant Round
13:00-16:00	**RURITAGE session: Local food**	University of Bologna (UNIBO)
13:00-13:50	RM/R case study/-ies of volunteering project partners	Marinas Corunesas Biosphere Reserve
13:50-14:40	Local food enhancing working RURITAGE	Magma UNESCO Geopark
14:40-15:00	**Coffee break**	**H222, PIKO meeting facility**
15:00-16:00	Workshop: regional projects and co-creational discussions (Interactive session for participants)	University of Bologna (UNIBO)
16:00-16:30	Wrap-up	Savonia UAS

16:30	Transport to Rauhalahti Jätkänkämppä	
17:00-21.00	Traditional Culture-Nature-Heritage Finnish Evening	
21:00	Departure to city center	

Room: H222, PIKO meeting facility, 2nd floor

May 11th	Landscape & Pilgrimage as a driver for rural regeneration	
Time	Title of lecture	Presenter
9:00-12:00	**RURITAGE session: Landscape & Piligrimage**	University of Bologna (UNIBO)
9:00-9:50	RM/R case study/-ies of volunteering project partners	National Pilgrim Center in Norway
9:50-10:40	RM/R case study/-ies of volunteering project partners	Norweigan (NMBU)
10:40-11:00	**Coffee break**	**H222, PIKO meeting facility**
11:00-12:00	RM/R case study/-ies of volunteering project partners	Sant Olof Waterway
12:00-13:00	**Lunch**	**Antell Restaurant Round**
13:00-16:00	**SAVO region session: Landscape & Piligrimage**	**Savonia UAS**
13:00-13:30	Lakeland 2 & Sustainable Tahko	Savonia UAS
13:30-13:45	Project introduction: Outdoors North-Savo	Savonia UAS
13:45-14:30	**Coffee break & networking**	**H222, PIKO meeting facility**
14:30-16:00	Workshop: regional projects and co-creational discussions (Interactive session for participants)	Savonia UAS
16:00-16:30	Wrap-up	University of Bologna (UNIBO)
16:30-18:00	City sightseeing by bus - transport to harbour	Kuopio city center
18:00-20:00	Summer activities on a lake	Kuopio Harbour

Room: H222, PIKO meeting facility, 2nd floor

May 12th	Art & festivals as a driver for rural regeneration	
Time	Title of lecture	Presenter
9:00-12:00	**RURITAGE session: Art and festival**	University of Bologna (UNIBO)
9:00-9:50	RM/R case study/-ies of volunteering project partners	Geo-N UNESCO Geopark

9:50-10:10	**Coffee break**	**H222, PIKO meeting facility**
10:10-11:00	RM/R case study/-ies of volunteering project partners	Festival of Ripe San Ginesio, Borgofuturo
11:00-12:00	Interactive session	University of Bologna (UNIBO)
12:00-13:00	**Lunch**	Antell Restaurant Round
13:00-16:00	**SAVO region session: Art and festival**	**Savonia UAS**
13:00-13:15	Creative Regions to Creative Europe – project cases, New Bauhaus, Road map for creative industry	Savonia UAS
13:15-13:45	Reshaping the city through arts and events	ANTI Contemporary Art Festival
13:45-14:30	**Coffee break & networking**	**H222, PIKO meeting facility**
14:30-16:00	Workshop: regional projects and co-creational discussions (Interactive session for participants)	Savonia UAS
16:00	Wrap-up of the event	University of Bologna (UNIBO)
16:30	Transport to Puijo Peak	
17:00-20:00	Dinner at Puijo Peak	
20:30	Departure to city center	

Polito Summer School

CULTURAL HERITAGE in CONTEXT, DIGITAL TECHNOLOGIES for THE HUMANITIES

**Digital Collaborative Engagement.
Regenerating Cultural Natural Heritage**
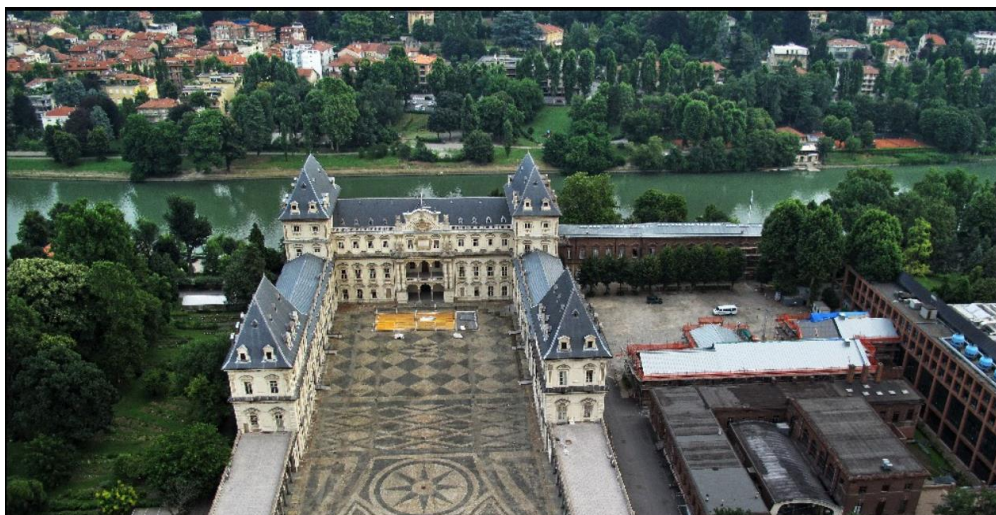
Castello del Valentino, Turin

UNESCO World Heritage Site

Turin, Italy on 26th June - 2nd July 2022

Language: English
Duration: 7 days
Credits: 2 CFU
Fee: 300 EURO, including the program & lunches, opening dinner, and closure buffet & accommodation. Travel costs are paid by participants
Ruritage website - Summer School 26 June - 2 July 2022

Registration: digitalhumanitiesforculturalheritage.polito.it

Schedule in local Turin time CET

June 26th	Arrival day
Time	
2:30 pm – 5.00 pm	Welcome by running a scavenger hunt through UNESCO sites in Turin
5:00 pm – 7:00 pm	Welcome reception, Aperitivo, with Summer School Committee

June 27th	Monday	
Time	Title of lecture	Teacher
08:30 am – 09:30 am	Digital Collaborative Engagement Regenerating Cultural Natural Heritage Opening Speech	Rosa Tamborrino, Politecnico di Torino DIST Simona Tondelli, University of Bologna, RURITAGE Coordinator Willeke Wendrich, Cotsen Institute of Archaeology, University of California, Los Angeles

09:30 am - 10:15 am	Lesson *Ruritage Resource Ecosystem collaborative engagement in a digital and heritage-led holistic knowledge*	Politecnico di Torino DIST
10.15 am - 11.00 am	Lesson *Rural heritage as a driver for sustainable growth*	University of Bologna
11:00 – 11:15	Break	
11:15 am – 12:00 am	Lesson *Archives, Memory and Landscapes: digital places as locus for storage and evocation of cultural memory*	Cotsen Institute of Archaeology, University of California, Los Angeles
12:00 am - 12:45 pm	Lesson *Collaborative digital mapping: Tangible and Intangible Cultural Natural Heritage Ruritage Atlas*	Politecnico di Torino DIST
12.45 pm – 02:00 pm	Lunch Break	
2:00 pm – 2:30 pm	*Cultural Natural Heritage Collaborative Workshop: Introduction*	Cotsen Institute of Archaeology, UCLA Los Angeles
2:30 pm – 04:30 pm	*Cultural Natural Heritage Collaborative Workshop:* Case studies presentations	Cotsen Institute of Archaeology, UCLA Los Angeles PIAM Progetto Integrazione Accoglienza Migranti University of Crete and Psiloritis Geopark
04:30 pm 06:30 pm	Workshop *Collaborative digital mapping: Tangible and Intangible Cultural Natural Heritage Ruritage Atlas*	Politecnico di Torino DIST

June 28th	Tuesday	
Time	Title of lecture	Teacher
08:30 am – 09:30 am	Lesson *Community engagement for Local participation in heritage shaping in rural territories*	University of Bologna
09:30 - 10:30	Lesson	Politecnico di Torino DIST
10:30 am - 10:45 am	Break	
10:45 am – 11:45 am	Lesson *Stakeholders engagement in Digital Platform for Heritage*	UNESCO, Paris

11:45 am - 12.45 pm	Workshop *Experiencing and Implementing Collaborative Digital Tools*	UNESCO, Paris
01:00 pm – 02:00 pm	Lunch break	
02.00 pm – 03.00 pm	Workshop *Experiencing and Implementing Collaborative Digital Tools*	UNESCO, Paris
3:00 pm – 6:00 pm	Collaborative Teamwork on case studies	
06:00 pm - 06:15 pm	UNESCO World Heritage Sites	UNESCO, Paris
06:15 pm - 07:00 pm	Visiting Castello del Valentino UNESCO site	Tour Guide staff of the Politecnico di Torino

June 29th	Wednesday	
Time	Title of lecture	Teacher
08:30 am - 09:30 am	Lesson *The Value of Digital Knowledge Exchange*	UNESCO, Paris
09:30 am - 10:30 am	Lesson *Serious game: narrative shaping RURITANIA*	Center for System Solutions (CRS)
10:30 am – 10:45 am	Break	
10:45 am 01:00 pm	Workshop *Collaborative Serious Game Creation*	Center for System Solutions (CRS)
01:00 pm – 02:00 pm	Lunch break	
2:00 pm – 6:30 pm	Collaborative Teamwork on case studies	

June 30th	Thursday	
Time	Title of lecture	Teacher
08:30 am - 09:30 am	Lesson *Monitoring Platform: Rural Heritage-led Regeneration Assessment*	CARTIF
09:30 am – 10:30 am	Lesson *Collaborative distributed software platform for Cultural Natural Heritage*	Politecnico di Torino, DIST
10:30 am – 10:45 am	Break	
10:45 am – 11:45 am	Lesson *Collaboration to support community initiatives around Cultural Heritage and Landscapes*	Cotsen Institute of Archaeology, UCLA Los Angeles
11:45 am - 01:00 pm	Lesson *Participation in Cultural Natural Heritage for societal wellbeing*	Politecnico di Torino, DIST

| 01:00 pm – 02:00 pm | Lunch break | |
| 2:00 pm – 6:30 pm | Collaborative Teamwork on case studies | |

July 1st	Friday -	
Time	Title of lecture	Teacher
08:30 am - 09:30 am	Lesson *Introduction to Digital Surveying and Co-creation: Landscape Connect*	University of Plymouth
09:30 am - 01:00 pm	Workshop *Landscape Connect: Parco del Valentino*	University of Plymouth
01:00 pm – 02:00 pm	Lunch break	
02:00 pm 02:45 pm	Lesson European Cultural Routes: Enhancing Rural Heritage	Council of Europe
02:45 pm – 06:30 pm	Collaborative Teamwork on case studies	

July 2nd	Saturday – Departure Day	
Time	Title of lecture	Teacher
08:30 am – 10.00 am	Preparing presentation of final outcomes	
11:00 am – 11:15 am	Break	
11:15 am – 01:30 pm	Presentation of the final outcomes	
01:30 pm – 03:00 pm	Lunch break	
03:00 pm – 04:00 pm	Final evaluation and certification	