







produced during the visits. Additionally, each partner arranged a detailed program for the study visit to their country and arranged the international travels to the other countries.

The travellers recorded their experiences during the study visits. Examples of suitable documentations were suggested: simple videos made with mobile phones and digital photography as well as descriptive text. The administration and the travellers shared their materials over social media, using their standard channels together with hashtags agreed upon for the entire project. Documented material has been shared between the partners. It has been used both locally within the participant organizations and by the administration in order to develop a digital material on methods for learning living traditions. The administration emphasized that special focus should be directed to how older generations can spread their know-how to younger people.

The administrative language of the project was English. However, as living traditions are based on practical knowledge, where tacit knowledge and body language can be of great importance, the local hosts helped out with interpretation when needed during visits, in order to make sure that the participants could communicate. This experience also gave the participants experience of teaching and learning situations where a common language is lacking. This was in many cases a new situation that seemed to lead to increased self-esteem and self-awareness in a learning situation. Texts and documentation material have in some cases been produced in the local language, and have later been translated and shared between the partners.

In the application stage, we emphasized that the local communities acting as hosts should also benefit from the study visits through possibilities to experience the expertise of the visitors. This is an aspect that has not been fully realized, as due to the Covid19-pandemic we changed up our timeline quite a bit, thus not being able to interact with or arrange local events during the visits the way we intended. Still, we have seen many interesting interactions between visitors and local hosts where exchanges of safeguarding experiences have been shared.

Study visit to Finland on theme Inspiration and Shared Educational Experiences for Safeguarding of Cultural Heritage March 14-17 2022. The program was planned by KulturÖsterbotten, a regional culture organization in Ostrobothnia, Finland. 8 international guests were received through our project, 4 from Latvia and 4 from Norway.

Monday 14.3.2022

Walking tour around the historic campus Kungsgården area and introduction to vocational education in Finland. Presentation of KulturÖsterbotten and our common project. Visit at public sauna Stormlyktan in Molpe. Catered traditional dinner from local restaurant Strand-Mölle. Workshop, sauna, swim in the sea, socializing.

Tuesday 15.3.2022

Presentation of KulturÖsterbotten's exhibition about clinker boat traditions, a current addition to UNESCO's representative list of ICH. Coffee and discussion concerning ICH and safeguarding. Maria Kronqvist-Berg presents the Korsholm main library and crafts market Sommaröhallen. Visit to world heritage site Kvarken archipelago, and information centre World Heritage Gateway Information on archipelago traditions in Ostrobothnia. Walk along the shore in Replot village with a splendid view over Finland's longest bridge Replot bridge, as well as the harbour area full of traditional boat sheds. Visit at Bark – Österbottens barnkultur nätverk, the regional children's culture network that are

experts on cultural heritage pedagogics and “the time travel method”. Free time in Vaasa with suggestions of places/events of interest.

Wednesday 16.3.2022

Visits to local organizations in Vaasa with ICH as their area of interest: 4H, particularly the food school program and sustainability project Spectrum; Österbottens hantverk / Loftet, regional handicraft organization; visit at regional office of Martha-förbundet, a women’s organization with interest e.g. in food and sustainability; presentation and tour of Alma Adult Education Centre, non-formal adult education in Finland

Thursday 17.3.2022

Summery and collection of documentation at KulturÖsterbotten’s office. Meeting with staff of Stundars open air museum, workshops on traditional food. Last details, goodbyes and see you soon!

Study visit to Latvia on theme Exchanging and Experiencing Educational Methods which are Essential for Safeguarding of Cultural Heritage. The program is proposed by 2 partners from Latvia – Jaunpils regional development center Wheel and Coordination Center of Cultural Projects, Kuldīga. 10 international guests were received through our project, 5 from Finland and 5 from Norway.

Visit lasted for 4 days April 25-29 2022 with the following content:

Day 1. Theme Safeguarding Local Traditions.

NGO “Jaunpils regional development center “Wheel”” experience in rural municipality to activate community for learning and safeguarding intangible cultural heritage.

Introduction of project participants to each other. NGO methods developed through the project, short introduction course on guitar learning for beginners. Walk in Jaunpils historical center (medieval castle, church, watermills).

Theme Experience to activate community for learning and safeguarding intangible cultural heritage.

Visit at Jaunpils Craft house, story on weaving tradition through generation and on searching Jaunpils traditional costume at Jaunpils Craft house. Practical activity, with the most ancient weaving technique (as it is considered to be), bracelet weaving. Introduction on basics of weaving by putting together different colours of yarns, counting, and making patterns. Educative movie on wool production “From sheep to textile”

Non-governmental organization Created in Jaunpils (Radīts Jaunpils novadā) public sauna. Introduction on sauna traditions in Latvia.

Discussion at the local museum about experience and skills on safeguarding local heritage. Visiting Viesatas parish NGO Kamenes (Bumblebees) (Jaunpils county), learning experience on involving local people to keep historical memory alive. Visit of local museum created in 2022. Walk on Nature trail near Viesatas river listening spring sounds.

Day 3. Theme Save the Ancient House (Kuldīga). Visit the Restoration centre of Kuldīga. Discussion about used methods. Visit to the old municipality building and local craft’s centre of Kuldīga. visit to the local museum of Kuldīga district and the open collection of the local museum with ethnic exposition. Practical workshop: UNESCO city game “Find the unicorn in Kuldīga” was available for each participant as test of the self-learning tool.

Day 4. Theme Get Inspired by the Neighbours and Nature (Kuldiga). Introduction with the intangible cultural heritage of SUITI, included in UNESCO's List of Intangible Cultural Heritage in Need of Urgent Safeguarding. Experiencing the traditional way of singing and performing music on traditional instrument – pipes. Study visit to the museum, church, castle, ceramics workshop and crafts' center. Discussion about the role of traditional costumes. Role of traditional food. Practical cooking workshop together with locals with baking of traditional pie - sklandrausis and food tasting. Visit to the ceramic workshop with creative activity - decoration of the clay butterflies and therefore learning how traditional crafts can be used for creation of the modern jewellery.

Study visit to Norway on the theme intangible cultural heritage of the coastal areas of the western part of Norway, with emphasis on safeguarding traditional food culture, by development, intersectionality, and inclusion without losing the integrity of the tradition. The program was planned by the Norwegian Society of Rural Women (NSRW) in close cooperation with two of the organization's local chapters; Gossen and Vassenden.

A holistic way 2022

Tuesday, September 6<sup>th</sup> 2022

Welcome to Norway and Møre og Romsdal district.

Visit Gossen, an island outside of Molde, where we spent the day. The participants got insight in how the rural municipality works together to preserve and develop intangible culture.

Presentation of Norwegian Society of Rural Women and our main projects. Kjellaug Urdshals, the leader of the local chapter presented Gossen, and how they locally work with project 1) to teach and transfer practical knowledge to children about traditional food culture, and 2) how to include minority women into their organisation. Visit at Gossen cultural centre, a meeting with the cultural school and a creative stone workshop. Visit SALT, a local business that makes salt. Visit to Løvikremma, a coastal open-air museum in Gossen. Guided tour and food workshop. Sea food meal prepared by members of the chapter Gossen. The meal was on a local beach on Gossen.

Wednesday, September 7<sup>th</sup> 2022

Visit to the Romsdal coastal team in Molde. A presentation of the team and their goal of transferring knowledge about boating culture to younger generations. Everyone got to try rowing on the fjord with a clinker boat. Visit to Romsdalsmuseet, the regional museum in Molde. At the museum we visited «Krona» a new building in the museum where they make folk costumes. The visitors of the museum get to see how the practitioners make folk costumes. Lecture by Camilla Rossing, leader for the Norwegian institute for folk costumes "How to gather information, transfer knowledge and preserve the folk costumes". Guided tour at the museum. Farm visit to a farmer in Hustadvika, a weather-exposed area on the coast. A drive along Atlanterhavsveien, a scenic drive by the coast including a stop on a tourist-trail. A walk along a culture route in Vassenden. A social evening and a meal with the local chapter Vassenden.

Thursday, September 8<sup>th</sup> 2022

Departure to Bud. From Bud we had a boat trip to Bjørnsund, a vacated fishing village. Now it's used as a camp school, to learn children about life by the sea and the heritage from our coastal culture. Presentation on how Bjørnsund campschool works in a practical way to transfer the knowledge of the traditions and habits in Bjørnsund. We got rowing boats and went fishing and took up crab pots.

Workshop on purifying dun from the pea bird nest and was shown how they made liver oil. We also had a guided tour at Bjørnsund with storytelling from the island. Traditional dinner at Bud.

Friday, September 9<sup>th</sup> 2022

Discussions and mountain hiking.

## **4.2. Time schedule & cooperation**

### **4.2.1. Time schedule**

**To which degree did the project meet its planned schedule?**

4. Mostly

**Describe and explain any possible changes from the planned schedule, possible delays etc.**

The Covid19 pandemic totally threw us off the original timeline, which in October 2021 led us to apply for prolongation with a renewed schedule. The new schedule worked out really well. However, with this shift in our timeline we lost some of the benefits we had planned for in the application stage, as we could not connect with local key events for the study visits. All things considered, we feel that the renewed schedule was our best choice in the current situation.

### **4.2.2. Cooperation within the partnership**

**To which degree did the cooperation between the project partners develop as planned?**

5. Completely

**Describe how the collaboration between the project organisations took place compared to the intended plans outlined in the application. How was the communication and how were the meetings carried out? How were the responsibilities and obligations distributed and to which extent were they met by the project organisations?**

The collaboration took place according to plan.

Each partner was responsible for administrating activities in their own area. The coordinating partner KulturÖsterbotten had a special responsibility for the communication and information flow between the partners. Also, the coordinating partner was responsible for communication with and reporting to NordPlus. The main tools for communication within the project administration were Skype/Teams and e-mail.

Each partner arranged a detailed program for the study visit to their country. The organizations were responsible for hosting visits to their own region, including transportation between different activities and sites. Longer domestic travels during the visits were paid for according to agreement. Each partner also arranged the international travels for their own representatives to the study visits in the other countries. The partners agreed that the local hosts supplied suggestions for accommodation and informed the travellers of fees for meals or activities beforehand.

The project administration prepared a questionnaire in advance of the study visits in order to document experiences and insights by the guests. The questionnaire brought focus to the participants' experiences of transmission, that is of how traditional knowledge can be learnt. The

questionnaire was also constructed in order to assist the participants in presenting their experiences to others later on.

The travellers created documentary materials during the study visits. The administration used these documentation materials as the starting point for development work.

The experiences collected from the visits were also used for spreading information about the project and about the study visits in social media as well as for articles and other information material.

The administration has collaborated on creating a catalogue of methods for safeguarding with the documentations as a starting point.

#### **4.2.3 Nordic/Baltic added value**

##### **How do you assess the professional benefits of working together with organisations from other Nordic/Baltic countries?**

5. Significant benefits

**Explain in what way the project has benefitted from contributions from different countries and other educational traditions and approaches. If none or minor professional benefits, please explain why.**

**Describe possible challenges or obstacles of working together in a transnational partnership - and how they have been met.**

**Compare the professional benefits to the personal/general benefits of the partnership. Which of the two was most dominant/significant – and why?**

One of the starting points for the project was that we wished to expand our knowledge of both similarities and differences in safeguarding practices of the intangible cultural heritage in the Nordic/Baltic countries. We set out believing that different ways that knowledge of intangible cultural heritage is seen, developed, worked with and safeguarded in other countries and organizations in the Nordic/Baltic area is an area well worth sharing, exploring and learning from. After the successful realization of the project, we can only establish that this is a valid point and that we have only just scratched the surface within this area.

One result of the project is contacts made between skilful people in various domains of intangible cultural heritage within the Nordic/Baltic region. We have seen fruitful friendships and companionships flourish during the project and have high hopes for further networking and learning from each other at later stages. In addition, culture and friendship are effective and inspiring entrances to further collaborations in various fields. We have already seen spin off effects as a result of contacts made within the project, for example invitations to international workshops.

In our application we stated that in today's globalized society, we believe in the importance of getting to know people and organizations from our neighbouring countries, as we share parts of our history and culture. During the sad events of 2022, this point seems more crucial than ever, and we are truly grateful to have been able to carry our joint project in a manner that has created so many connections between knowledgeable, creative and thrifty individuals in our countries.

The biggest challenges to the partnership have been created by the pandemic with differing policies and regulations between the countries. Also, the unexpected alterations within the sphere of travels,



especially when it comes to cancellations of flights, have created many unwanted situations. However, we have all been aware of this new reality and done our best to work around it.

It is difficult to compare different types of benefits of our collaboration. We have learnt so much, found amazing new inspiration and been able to offer great opportunities for our participants. The participants have different strengths and experiences of working within the field of ICH and have been able to learn and find inspiration from each other. Surely there will be more opportunities to collaborate further in the future, which is so valuable. We have made friends for life, we feel, which is also something to be treasured. On top of that, all our travellers have been truly blown away by the experience during our study visits. The fact that engaged local hosts have created our programs means that we have experienced meaningful activities on a level that none of us expected and none of us are likely to relive, we feel. To lovers of tradition and culture, we have been given exceedingly precious experiences.

### **4.3.Outcomes & impact**

#### **4.3.1. Results and outcomes**

**To which degree did the project achieve the planned results and outcomes?**

4. Mostly

**Describe each developed product, e.g. courses, training materials, methods, publications, study report etc. Outline the content, purpose, target group(s) and/or potential user(s) of the individual product. Explain possible changes from planned products.**

- Catalogue of Methods for Transmitting Intangible Cultural Heritage

The main result of our development work is a digital catalogue of methods for learning living traditions, developed and edited by the administration of the project. The intended users of the catalogue are organizations and individuals with an interest in safeguarding intangible cultural heritage, or simply looking for new ideas for events or organizational activities. We have described our experiences during the project, added documentation materials and ordered it into sections according to the approaches used. The catalogue is freely accessible through the project homepage and through Epale.

- The following manuals have been developed: How to learn about tools, How to read old town, Unicorn game, Instructions of making paper flowers, historical photos as inspiration, Experience trips as safeguarding, How to explore family history and life stories, How to learn basic musical skills, How to bake piparkūkas - Latvian gingerbread, How to clear eider down, How to bake lefse, How to do stone painting, How to teach and transfer food traditions, How to bake rye bread and bread cheese, How to bake sklandrausis, How to do safeguarding as a project, Safeguarding on the local level - Collecting ICH resources under one roof, Making quality films about your organization/activities/events.

These manuals have been made either as preparation for the visits, or as documentations of methods for transmissions encountered during our study visits. They can be used by anyone interested in living traditions and safeguarding and are freely accessible through our homepage.

- Project homepage, [nordplus.kulturosterbotten.fi](http://nordplus.kulturosterbotten.fi)

The homepage of the project is our main platform for collecting and spreading the results of the project and of our development work. Through the homepage freely accessible material is available, including different media such as inspirational photos and videos from the study visits, manuals, descriptions, instructions and questionnaires that can be used when working with ICH. Material from all the participating countries have been added to the homepage: Finland, Latvia and Norway. Thus, we have created a Nordic/Baltic portal for anyone with an interest in safeguarding ICH.

#### **4.3.2. Impact**

**To what extent will the results and outcomes of the project be included in the ordinary activities of the project organisations after the project has ended?**

4. Mostly

**Describe how the results and outcomes achieved will be implemented and included in the ordinary activities of the project organisations – whether it concerns specific products developed or knowledge and ideas gained or experiences from stays abroad. If not, please explain why.**

**Will the project activities be continued, when support from the Nordplus Adult programme is terminated? Describe in what way.**

The catalogue of methods for safeguarding living traditions, including experiences of the network partners, will be used as an inspiration for methodology in coming activities within the organizations. Also, the catalogue will be an inspiration for anyone interested in safeguarding intangible cultural heritage, including our own local volunteers.

The mode of working within the project, to collect materials and insights concerning safeguarding, has inspired the partners – this is something we wish to continue doing. Also, the experiences from the project will be used, e.g. how small workshops can create much enthusiasm among practitioners. As we engage our members and local collaborators in the future, the outcomes of the project including developed materials will provide new experiences for local practitioners and individuals with a passion for upholding traditional culture.

Further networking on multiple levels - local, regional and national - is already considered by administration and participants of the project.

The core of our project is learning from each other and finding inspiration through our study visits. These activities cannot be continued after the end of the current project. However, the experiences we have made during the project will live on and inspire our activities for years to come. We will also keep networking whenever we have the possibility.

#### **4.3.3. Website**

**List below the project homepage/website and other possible homepages/websites where products and project information are made accessible. Describe briefly the materials and products available in the websites listed.**

<https://nordplus.kulturosterbotten.fi/index.php>

- The main homepage of the project, set up by the partners of the administration. Here all information of the project and developed material is freely accessible.

<https://epale.ec.europa.eu/sv/resource-centre/content/safeguarding-intangible-cultural-heritage-through-learning-sichtl>

- The digital catalogue of methods for safeguarding and the final report of the project as a resource through Epale.

<https://www.facebook.com/hashtag/nordplusich>

- The facebook feed for our main hashtag used by the participants of the project.

<https://www.instagram.com/explore/tags/nordplusich/>

- The instagram feed for our main hashtag used by the participants of the project.

<https://www.youtube.com/playlist?list=PLIDmYQCfrNJP9YuH0X3WsWa2HWDdBWVK6>

- Filmed material from the project through a youtube playlist.

<https://svangrum.sofuk.fi/>

- Electronic newsletter of the joint municipal organization Söfuk in Ostrobothnia Finland, reports of the project have been published in issues 6/2020 and 5/22.

<https://epale.ec.europa.eu/lv/blog/sarga-nematerialo-kulturas-mantojumu-macoties>

- Epale- platform for adult learners, description about project partners visit in Latvia.

<http://jaunpils.lv/NVOjaunpilsrac.php>

- Subpage for the project activities on Jaunpils municipality website.

<https://www.tip.edu.lv/lv/pieauguso-izglitiba/jaunpils-re%C4%A3ion%C4%81l%C4%81s-att%C4%ABst%C4%ABbas-centrs-rats>

- Tukums county education board website. Information about Jaunpils regional development center and the project.

<https://www.kurzemesregions.lv/nordplus-projekta-vizite-vasa-somija/>

- Latvia, Kurzeme planning region website. Information about the projects Finland visit.

<https://www.youtube.com/watch?v=bA9H0YmLYro>

- Jaunpils regional development youtube.com/ Jaunpils regionalas attīstības centrs Rats channel. Mention of projects co-financing for the project sound in countryside, for guitar beginners' workshops.

<https://www.youtube.com/watch?v=AwWvyr0YMPPM>

- Jaunpils regional development youtube.com/ Jaunpils regionalas attīstības centrs Rats chanel. Mention of projects co-financing for the project family stories in countryside.

<https://bygdekvinnelaget.no/distriktslag/more-og-romsdal-bygdekvinnelag/nyheter/tur-til-finland-mars-2022>

- The Norwegian league of rural women homepage, information about our visit to Finland.

#### **4.4.Evaluation & dissemination**

##### **4.4.1. Evaluation**

## To what degree has the project been evaluated as planned?

### 5. Completely

**Describe how the evaluation of the project has been carried out and what aspects have been the focus of the evaluation. Also describe the methods used, the target group(s) and the main findings of the evaluation.**

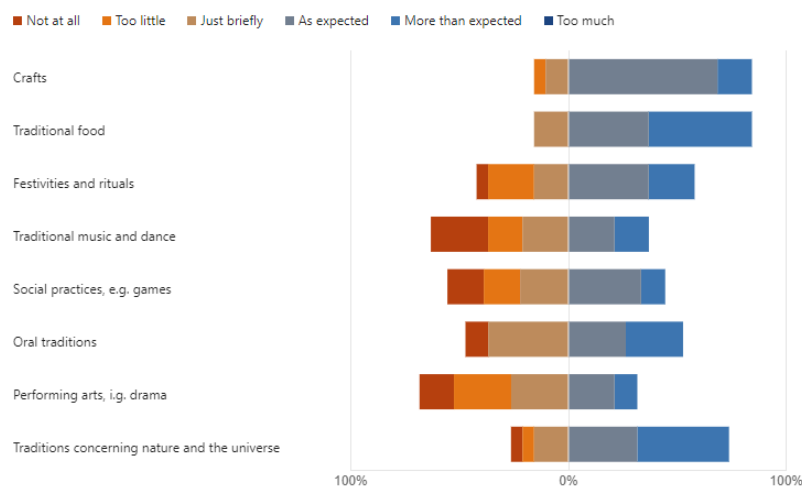
Each study visit has been evaluated through an online questionnaire, where the administrative partners evaluated the overall organization of the visits. We also looked into the quality of the program and activities, focusing on possibilities to share insights in learning and transmitting living traditions. This information was used for improving the study visits of the project as well as for future local activities.

19 participants have participated in the evaluation. Overall: high scores, the experiences in regards to learning about ICH were rated 4,42-4,58 on a scale of 0-5. The results have been discussed during an evaluation meeting for the administration of the project and the results have been shared among the partners.

The evaluation indicates that the participants experienced much information on traditional food and traditions concerning nature and the universe. On the other hand, they would have liked more program regarding traditional music and dance as well as performing arts such as traditional drama. These results are not surprising, since they reflect the area of expertise of partners of the projects. However, they also indicate areas where future addons to the project could be aimed.

#### 5. What domains of ICH did you encounter during your visit?

[Mer information](#)



On our question of thoughts on programs of the study visits in relation to ICH, we received very encouraging answers. Many of the participants state that the visits were engaging and gave new insights. On our question about favourite memories the answers reflect the fact that the programs managed to provide both new experiences and meeting likeminded people. One example: "The people I met, conversations and smiles, nature views, an evening by the sea with a seafood dinner and a swim, a visit to the school, learning to row, fishing, fellowship evenings - there are so many impressions and emotions that it is difficult to choose a few things, the whole visit was fabulous."

8. Share your favorite experience/memory from the visit!

[Mer information](#)

Insikter

Senaste svar

19

Svar

"The day at Björnsund was simply magical! But overall, just the entire progr...

"The people I met, conversations and smiles, nature views, an evening by the...

"A camp school to learn children about the life by the sea and the heritage fr...

Uppdatera



A final evaluation for the entire project was arranged, including information of evaluations from all study visits, and a SWOT-analysis. This gave the project administration the opportunity to learn from and analyse the project process. The SWOT analysis shows that the partners of the project are very positive to the setup and the results of the project. We also see great possibilities for future collaboration. Most of the harmful aspects brought forward have their roots in the Covid19-pandemic that brought on subsequent changes to timelines, program planning and travel arrangements. In the end, we feel that the resilience of the administration was our main asset, that let us successfully go through with our plans, albeit in a modified version.

Apart from evaluating the outcome of the study visits and the methodological catalogue we also reflected on what we have learned considering project management and administration, including the steps of the NordPlus system. The final evaluation also turned out to be a tool for identifying areas of interest for further collaborations in the future.

#### 4.4.2. Dissemination

**To which extent have the results of the project been disseminated as planned?**

4. Mostly

**Describe the main dissemination activities carried out and possible deviations from the planned activities. Please list possible meetings, seminars, conferences, publications, articles (e.g. newspapers and professional magazines) where the project and its results have been presented.**

The target groups for dissemination during the project were both the participants themselves, members/associated persons in the organisations involved and the local communities where the visits took place. After the project, the target groups for dissemination will be even broader and additionally include e.g. other practitioners and organisations within the field, officials within the cultural authorities in the different countries and institutions such as museums, archives and libraries

working with safeguarding intangible cultural heritage. The methodology, results and experiences of the project as a whole can be included in the partnering organizations later work on presentations of and sharing methods from their organisation in seminars as well as in national and Nordic/Baltic networks etc.

The administrative partners created a set up for our final product, a catalogue for methods to safeguard intangible cultural heritage. All administrative members distributed the template and examples to test groups in order to reach the best possible result. The finished product has been distributed within the networks of the partners, as well as published on our websites and through channels such as Epale.

The partners of the project have used established home pages of the participating organizations, communities and local municipalities. The coordinating partner has created a project website under their domain: nordplus.kulturosterbotten.fi. Also, local media has been contacted in order to disseminate information about the project activities.

The hosting partner has prepared basic information for visiting partners that will be used in order to present the study visits to local media and in social media. The social media channels of the project administration have been used for dissemination of project information in order to inspire and display methods, experiences, local traditions, friendships and so on. In addition, we asked participants to use the channels of their organizations/associations/chapters.

The results of each visit have also been shared in local settings, using pictures, short videos made by participants as well as text and possibly even practical insights from the study visit. The reach of the information channels varies from about 35 000 visitors monthly for the website of the Norwegian partners to about 1000 readers monthly for the smaller partners planning to use their monthly municipality newspaper. During the study visits we have used social media to share our experiences, with #nordplusich as our main hashtag. These posts have also widely been shared by the local hosts. We used Epale for the publication of the final report and the methodological catalogue developed during the project.

#### **List of media where the project has been presented:**

<https://nordplus.kulturosterbotten.fi/index.php>

- The main homepage of the project, set up by the partners of the administration. Here all information of the project and developed material is freely accessible.

<https://epale.ec.europa.eu/sv/resource-centre/content/safeguarding-intangible-cultural-heritage-through-learning-sichtl>

- The digital catalogue of methods for safeguarding published through Epale.

<https://www.facebook.com/hashtag/nordplusich>

- The facebook feed for our main hashtag used by the participants of the project.

<https://www.instagram.com/explore/tags/nordplusich/>

- The instagram feed for our main hashtag used by the participants of the project.

<https://www.youtube.com/playlist?list=PLIDmYQCfrNJP9YuH0X3WsWa2HWDdBWVK6>

- Filmed material from the project through a youtube playlist.

<https://svangrum.sofuk.fi/>

- Electronic newsletter of the joint municipal organization Söfuk in Ostrobothnia Finland, reports of the project have been published in issues 6/2020 and 5/22.

<https://epale.ec.europa.eu/lv/blog/sarga-nematerialo-kulturas-mantojumu-macoties>

- Epale- platform for adult learners, description about project partners visit in Latvia.

<http://jaunpils.lv/NVOjaunpilsrac.php>

- Subpage for the project activities on Jaunpils municipality website.

<https://www.tip.edu.lv/lv/pieauguso-izglitiba/jaunpils-re%C4%A3ion%C4%81l%C4%81s-att%C4%ABst%C4%ABbas-centrs-rats>

- Tukums county education board website. Information about Jaunpils regional development center and the project.

<https://www.kurzemesregions.lv/nordplus-projekta-vizite-vasa-somija/>

- Latvia, Kurzeme planning region website. Information about the projects Finland visit.

<https://www.youtube.com/watch?v=bA9H0YmLYro>

- Jaunpils regional development youtube.com/ Jaunpils regionalas attistības centrs Rats chanel. Mention of projects co-financing for the project sound in countryside, for guitar beginners' workshops.

<https://www.youtube.com/watch?v=AwWvyr0YMPPM>

- Jaunpils regional development youtube.com/ Jaunpils regionalas attistības centrs Rats chanel. Mention of projects co-financing for the project family stories in countryside.

<https://bygdekvinnelaget.no/distriktslag/more-og-romsdal-bygdekvinnelag/nyheter/tur-til-finland-mars-2022>

- The Norwegian league of rural women homepage, information about our visit to Finland.

#### 4.4.3. About Nordplus

**How do you evaluate your experience of working with the Nordplus programme? Include both positive and negative aspects, e.g. rules and regulations in the Nordplus Handbook and the Financial Guide, contact with the Nordplus administration, the application and reporting system, the process of grant decision, etc.**

We have greatly enjoyed working with the easily managed unit system. The instructions are very clear and it is easy to keep track of the progression of the project. However, the prolonged time period that the project has been underway have led to changes of personnel within our organizations. Direct contact to the helpful staff at the Nordic Council of Ministers have solved these issues.

### How did you get acquainted with Nordplus?

- X Information meetings
- X National information offices
- X Web
- Advertisement (in newspaper, professional magazines, etc)
- X Colleagues
- Other, specify

**Comments:** The first connections that resulted in this project were established at a NordPlus contact seminar in 2018. We are very grateful for having been given the opportunity to attend and to keep developing our collaboration!

## 5. For publication - Results and outcomes for publication

### 5.1. Outcomes and results

**You are asked to provide a short and publishable description of the main outcomes and results of your Nordplus project in English. Please ensure that the summary is of suitable quality and formatted as a stand alone document to enable direct publication to the general public. The information will be published on nordplusonline.org (project database). The description should cover results, conclusions and impact of the project as a whole and may also include acquired knowledge, experience, competences and skills. The description should also give concrete information on developed products and materials (if any) and give links to relevant websites.**

#### 5.1.1. Summary of project outcomes and results (max 350 words)

The project's theme was safeguarding through learning. Influenced by the UNESCO convention for safeguarding of intangible cultural heritage, our main goal was to look into different methods for safeguarding through learning.

During the project, each partner hosted a study visit as well as brought practitioners along to visit the other organizations. The study visits allowed interested people to interact, see how other people are working in order to safeguard intangible cultural heritage (ICH) and learn from their skills and expertise. We wanted local practitioners to visit the other regions in order to gain experiences and new influences. As a result, the participants found inspiration for new activities within their own organizations.

Our intention was to achieve participatory heritage learning during the study visits. The participants were encouraged not just to watch others practice traditional knowledge, but actively take part. The local hosts were also strengthened in their identity as a tradition expert as they presented their special knowledge to interested and knowledgeable visitors.

Out of these meetings and insights, we created a descriptive material on different methods for safeguarding of ICH. The visits and methods of learning ICH were documented. The documentations were a starting point of our development work. The project administration processed the material in order to describe and to some extent compare methods for safeguarding intangible cultural heritage.



The end result was a methodological collection in the form of a catalogue with references and links to film, photos and text such as step-by-step guides.

We have developed a means for spreading knowledge about safeguarding methods, as the digital catalogue is freely accessible and can be implemented and altered to local settings by all interested agents. The participants in the project have also exchanged experiences, learnt how to describe traditional knowledge for outsiders and gained new insights into methods for transmission and instructing. We have had the good fortune to visit like-minded, create new networks and started rewarding friendships. The future holds splendid opportunities for further collaborations

The experiences from our project have been collected and are freely accessible on our homepage: <https://nordplus.kulturosterbotten.fi>

### 5.1.2. Products and materials

**Please list below possible products and materials developed in the project, e.g. courses, teaching/learning materials, manuals, concepts etc.**

- digital catalogue

The main result of our development work is a digital catalogue of methods for learning living traditions, developed and edited by the administration of the project. The intended users of the catalogue are organizations and individuals with an interest in safeguarding intangible cultural heritage, or simply looking for new ideas for events or organizational activities. We have described our experiences during the project, added documentation materials and ordered it into sections according to the approaches used. The catalogue is freely accessible through the project homepage and through Epale.

- developed manuals

How to learn about tools, How to read old town, Unicorn game, Instructions on making paper flowers, Historical photos as inspiration, Experience trips as safeguarding, How to explore family history and life stories, How to learn basic musical skills, How to bake piparkūkas - Latvian gingerbread, How to clear eider down, How to bake lefse, How to do stone painting, How to teach and transfer food traditions, How to bake rye bread and bread cheese, How to bake sklandrausis, Making quality films about your organization/activities/events, Safeguarding on the local level - Collecting ICH resources under one roof, How to do safeguarding as a project.

These manuals have been made either as preparation for the visits, or as documentations of methods for transmissions encountered during our study visits. They can be used by anyone interested in living traditions and safeguarding and are freely accessible through our homepage.

- project homepage, [nordplus.kulturosterbotten.fi](https://nordplus.kulturosterbotten.fi)

The homepage of the project is our main platform for collecting and spreading the results of the project and of our development work. Through the homepage freely accessible material is available, including different media such as inspirational photos and videos from the study visits, manuals, descriptions, instructions and questionnaires that can be used when working with ICH. Material from all the participating countries have been added to the homepage: Finland, Latvia and Norway. Thus, we have created a Nordic/Baltic portal for anyone with an interest in safeguarding ICH.

### 5.1.3. Websites and links

Please list here the project website(s) and relevant links with information on the project, its results/outcomes and where possible products/materials are made available:

<https://nordplus.kulturosterbotten.fi>

<https://epale.ec.europa.eu/en/resource-centre/content/safeguarding-intangible-cultural-heritage-through-learning-sichtl>

## 7. Expenditure

Granted NordPlus support EUR: 34.380€

### 7.1. Account of costs

Specify how you used the Nordplus support in the three unit cost categories: Project management, implementation and dissemination, transnational meetings and development work. Explain possible deviations from the grant in the comment field below. Please see “Nordplus Adult guide for reporting, documentation of activities and financial management of grants, 2020” for further information. Please attach a detailed account of realized activities and costs by updating your approved budget template (excel-file from your application based on unit costs) with the realized numbers. Please upload the final budget below in 7.2 Attachments

#### Account of costs

EUR - Euro

Realized Nordplus grant (EUR)

Project support

Project management, implementation and dissemination	6000
--	------

Transnational meetings	10380
------------------------	-------

Development work	18000
------------------	-------

Special needs

SUM - Project support	34380
-----------------------	-------

Total	34380
-------	-------

#### Comments to the final account of costs:

Explain in general terms possible deviations from the grant:

### 7.2. Attachments

Please attach your final account of realized activities and costs here. It is a good idea to use the approved budget (excel-file) that you submitted with your application. In case, your grant was reduced by the your grant was reduced by the Nordplus administration, you received a revised

**budget template with your contract. This excel-file can be updated with the realized activities and costs.**

Safeguarding of Intangible Cultural Heritage through Learning

Final account of realized activities and costs, NPAD-2017/10090

	Approved grant, €	Used sum, €	Unit (work days/travellers)
<b>Project management</b>	<b>6000</b>	<b>6000</b>	
KulturÖsterbotten	3000	3000	
Coordination Center of Cultural Projects	1000	1000	
Jaunpils municipality	1000	1000	
Norwegian Society of Rural Women	1000	1000	
<b>Development work</b>	<b>18000</b>	<b>18000</b>	
KulturÖsterbotten	6750	6750	30
Coordination Center of Cultural Projects	2500	2500	20
Jaunpils municipality	2500	2500	20
Norwegian Society of Rural Women	6250	6250	25
<b>Transnational meetings</b>	<b>10380</b>	<b>10380</b>	
KulturÖsterbotten	2520	2520	4
Coordination Center of Cultural Projects	2520	2520	4
Jaunpils municipality	2520	2520	4
Norwegian Society of Rural Women	2820	2820	4
<b>TOTAL</b>	<b>34380</b>	<b>34380</b>	