



PhD in URBAN PLANNING, DESIGN, AND POLICY - 39th cycle

PNRR 118 PC Research Field: CULTURAL HERITAGE AND LANDSCAPE EDUCATION IN THE EUROPEAN PERSPECTIVE: NEW METHODOLOGIES AND DIGITAL TECHNOLOGIES FOR ACCESSIBILITY AND PARTICIPATION

Monthly net income of PhDscholarship (max 36 months)

€ 1195.5

In case of a change of the welfare rates during the three-year period, the amount could be modified.

Context of the research activity

Motivation and objectives of the research in this field

European policies consider cultural heritage and landscape education crucial for training new generations to discover and value shared heritage and spaces, to be active and responsible citizens, to appreciate cultural diversity and the intersection of generations, and to adopt sustainable lifestyles. Besides the access to cultural heritage can be considered as part of the right to actively participate in cultural life (Faro Convention, 2005). The increasing attention paid to the relationships between assets and territories, heritage and culture, between the tangible and intangible components of heritage that has characterized recent decades, has led to a broadening concept of cultural heritage which has accompanied an attempt to construct in Europe a common policy on heritage education. In this regard, the 1998 *Recommendation of the Committee of Ministers concerning heritage education* followed in Italy by the *Piano Nazionale per l'Educazione al Patrimonio* (2015) represented a crucial step forward. In 2000 the European Landscape Convention (ELC) proposed a new approach to the concept of landscape, more open, inclusive and above all focussed on physical and cultural interaction between populations and territories. This vision invites to analyze the heritage in connection with communities and to consider a great variety of territories, including ordinary landscapes and fragile contexts (in environmental or social terms). Moreover, the importance of involving the



	<p>public in landscape interpretation and in monitoring (and formulation) of objectives related to heritage preservation and landscape quality, emerges from the debate concerning the ELC's application. Besides, the emerging theme of education for sustainable development now raises new questions about how heritage education can contribute to achieving the goals set by Agenda 2030. The <i>Piano nazionale per la scuola digitale</i> (2015) promotes use of ICTs in education to produce and share digital content and architectures, furthermore digitization offers relevant opportunities to create a larger accessibility to heritage and to foster participation. According to the <i>European framework for action on cultural heritage</i> (2019) and in line with the goals of the <i>Piano Nazionale di Ripresa e Resilienza</i> of the Ministero della Cultura in terms of digital transformation, inclusion and participation, the aim of the research is to explore the potential of digital technologies for expanding accessibility to cultural heritage, particularly in the context of educational processes that involve (young) citizens through participatory processes and through bottom-up initiatives. Furthermore, the research will also present an opportunity to carry out, 25 years after publication, a survey of the initiatives in implementation of the Recommendation and make a reflection on its ability to generate spillovers to the field.</p>
<p>Methods and techniques that will be developed and used to carry out the research</p>	<p>The lack of systematic monitoring systems and sharing of experiences and methodologies in heritage education within Italian and European institutions makes it difficult to reconstruct state of the art on implementation of the 1998 Recommendation as well as the National Plans for Heritage Education. The candidate, from existing literature and consultation of European portals (e.g., the European Commission website for areas related to Cultural Heritage EU policies and Erasmus +programs) will have to outline the framework of current practices and analyze European directions in heritage education, particularly about three aspects: policies and methodologies for heritage accessibility and participation, and the potential offered by digital technologies.</p>



	<p>He should also identify significant national and European case studies. The candidate will be supported by DASTU Research Structure CLIP Lab (Cultural Landscapes Information and Planning) research experience and methodological knowledge in: cultural landscape knowledge and communication; digital technologies for proximity cultural heritage enhancement in participatory processes; cultural landscape and heritage education methodologies co-design. Through the study of institutional documents and the examination of case studies, the candidate will be able to analyze the methodologies and practices involving communities in educational processes, analyze the communication and consultation processes underlying the actions, examine the stakeholders involved in the processes and their role (schools, local associations, museums, local communities, citizens' groups), and consider the effectiveness of actions, policies, and tools with the goals of expanding accessibility and participation. In addition, the candidate may consider the possible implications of educational processes for the achievement of sustainable development goals in terms of social, cultural, economic, and environmental transition.</p> <p>Concerning the theme of digitization strategies for cultural landscape and heritage education the candidate could consider, as related issues: educating by cultural heritage multimedia; experiencing and sharing new content on local heritage by students and people in general; transmitting local heritage and meanwhile transforming identity value chains; using ICTs to share collective experiences of places; trying to answer the demand to free access educational resources and tools. From the joint analysis of the guidance offered by the policies and the analysis of the solutions proposed by the case studies, the candidate will then be able to develop operational guidelines for expanding the accessibility of cultural heritage in fragile areas and vulnerable communities through educational processes in formal and informal settings.</p>
Educational objectives	The program aims at providing analytical and



	<p>interpretative tools, as well as research/planning/design methodologies, able to produce further advancement in urban studies, territorial policies, and governance with regard in digitizing strategies considering positive and critical aspects. Moreover, the present educational plan promotes an interdisciplinary approach and trains in practices analysis, policy design, oriented and informed analysis and the use of digital tools for research purposes.</p>
<p>Job opportunities</p>	<p>According to its international orientation, the programme intends to train highly qualified researchers and professionals. They are all expected to work worldwide in academic institutions, research centres, public administrations and the private sector in the following fields: spatial planning; design and management of urban and landscape projects; urban policies and urban studies. In the specific case of the theme proposed by this call, Ph.D.s with this profile could also be employed by national and international organizations in research, consulting, and design on heritage communication, heritage access facilitation processes, and co-design with local communities.</p> <p>Ph.D.s could also support a variety of institutions, both public and private, in education and in cultural heritage and landscape enhancement, also through participatory processes. Potentially interested institutions include: territorial entities (Municipalities, Provinces, Regions, Comunità Montane...), entities in charge of the protection of cultural heritage and landscape (Soprintendenze, Park Authorities, Monumental Site Management Authorities, Archaeological Areas...), museums (Museums Educational Services, Ecomuseums, Community Museums...), Educational Staff Training Institutions.</p>
<p>Composition of the research group</p>	<p>12 Full Professors 13 Associated Professors 1 Assistant Professors 55 PhD Students</p>
<p>Name of the research directors</p>	<p>Rossella Salerno; Camilla Casonato</p>

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*Further information is available in the Handbook of the PhD Program on:
<http://www.dastu.polimi.it/index.php?id=1146>*

Additional support - Financial aid per PhD student per year (gross amount)	
Housing - Foreign Students	--
Housing - Out-of-town residents (more than 80Km out of Milano)	--

Scholarship Increase for a period abroad	
Amount monthly	597.76 €
By number of months	6

National Operational Program for Research and Innovation	
Company where the candidate will attend the stage (name and brief description)	Ministero della Cultura, Direzione generale educazione, ricerca e istituti culturali
By number of months at the company	6
Institution or company where the candidate will spend the period abroad (name and brief description)	To be defined
By number of months abroad	6

Additional information: educational activity, teaching assistantship, computer availability, desk availability, any other information

Each phd candidate has a **research budget** available as follows to purchase books and materials, and to finance participation in courses, summer schools, workshops and conferences:



1st year: max 1.624,30 euros

2nd year: max 1.624,30 euros

3rd year: max 1.624,30 euros

Total amount: 4.872,90 euros per student

There are various forms of financial aid both for research and teaching activities. PhD students are encouraged to take part in these activities within the limits allowed by the regulations.