Interreg

Co-funded by the European Union

Italy – Croatia

CAMPUS

Deliverables: D.3.5.1 Lessons in primary and secondary schools D.3.5.2–Guided Tours
Activity 3.5 "Sensibilization activities in primary and secondary schools"

Report on the Po Delta Lessons and Guided Tour activities (P4)

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ABOUT THE PROJECT

The CAMPUS project (Climate Adaptation Plans for UNESCO Sites) is financed by the Interreg Italy-Croatia 2021/2027 Programme under the specific objective 2.1: "Promoting climate change adaptation and disaster risk prevention, resilience, taking into account eco-system based approaches".

CAMPUS is a cross-border project that aims to protect and preserve the Outstanding Universal Value (OUV) of existing UNESCO sites in Italy and Croatia from climate change risks, improving their resilience capacities through international cooperation. The project benefits local authorities, citizens and the tourism sector.

Climate change poses threats to the conservation of UNESCO World Heritage sites, affecting both natural and cultural treasures. CAMPUS aims to develop a cross-border framework for monitoring and adapting to climate change in these sites across Italy and Croatia. By collaborating with public institutions, UNESCO sites, and development agencies, the project will provide tools for assessing vulnerability, creating adaptation plans, and implementing climate-resilient measures like natural-based solutions and building enhancements. Through this cooperation, CAMPUS seeks to raise awareness and safeguard these vulnerable areas from the impacts of climate change.

Project objectives are the following:

- Analyze climate change risks in the targeted UNESCO sites and assess their resilience capacity through a cross-border study that supports informed decision-making by relevant authorities. Additionally, develop a tool for continuous risk monitoring during and after the project;
- Develop Climate Adaptation Plans and specific measures to protect UNESCO sites by involving experts and local communities in participatory workshops and defining shared guidelines for climate change adaptation;
- Test nature-based solutions, restoration interventions and light infrastructure in UNESCO sites, in collaboration with experts and authorities, to safeguard their Outstanding Universal Value (OUV) and ensure their preservation.

The CAMPUS project main outputs include: a Monitoring System Tool for the UNESCO sites; UNESCO Sites Climate Adaptation Plans; Cross-Border Conferences for Climate Adaptation Plans; UNESCO Sites Climate Change Counter Measures.

The project methodology emphasizes cross-border cooperation through strong partnership dimensions, ensuring synergies and competencies exchange. The approach is based on mutual learning where experienced partners support others in developing climate adaptation capabilities.

The project engages several Italian and Croatian public and private entities:

- Municipality of Ferrara (Lead Partner) – Italy
- IUAV University of Venice – Italy (technical and scientific coordination)
- Municipality of Monte Sant'Angelo – Italy
- Po Delta Veneto Regional Park – Italy
- Development Agency of Lika-Senj County (LIRA) – Croatia
- Regional Development Agency of Split-Dalmatia County (RERA) – Croatia

Additionally, the Plitvice Lakes National Park and the City of Trogir are involved as associated partners, ensuring direct involvement of UNESCO site management authorities.

CAMPUS is structured in three work packages: WP1 focuses on climate scenarios and monitoring systems; WP2 develops adaptation plans through Living Labs and stakeholder engagement; WP3 implements concrete solutions including nature-based interventions, building restoration, and awareness activities.

The innovative approach integrates scientific research with participatory planning, ensuring climate adaptation plans are technically sound and socially accepted.

Expected outcomes include a cross-border monitoring system, comprehensive adaptation plans for each site, concrete adaptation measures, and increased climate awareness.

INTRODUCTION

Overview

The Guided Tours (D.3.5.2) represent a key communication and education deliverable under Activity 3.5 "Sensibilization activities in primary and secondary schools" within Work Package 3. The tours, to be held in the targeted UNESCO sites, are scheduled for delivery during Period 5 (months 25-30).

Purpose and objectives

The Guided Tours aim to provide direct, experiential engagement with UNESCO sites for school students, deepening their understanding of the Outstanding Universal Value (OUV) of these heritage sites and raising awareness about climate change impacts and adaptation solutions. Tours serve as interactive educational experiences that complement classroom lessons conducted under Activity 3.5 and foster a sense of stewardship and responsibility for cultural and natural heritage preservation.

Activity

The Po Delta Biosphere Reserve, is member of the MAB UNESCO network since 2015 and it includes 16 municipalities, in the Districts of Rovigo and Ferrara, already part of the two Regional Natural Parks protecting the environments and biodiversity: Ente Parco Regionale Veneto del Delta del Po and Ente di Gestione per i Parchi e la biodiversità - Delta del Po, Emilia-Romagna.

To avoid impacting the school and teachers' academic commitments, in agreement with the teachers, it was decided to organize a field lesson, thus integrating the visit with the lesson on the local area. The Po Delta involved two different schools for the tour visits: a secondary school (15 – 18 years) and a primary school (8 – 10 years).

TOUR VISIT AND IN FIELD LESSON NO.1

TOUR TITLE: I am the Biosphere Reserve. Po Delta, a fragile territory to be preserved and protected.

LOCATION: Po Delta – Land Reclamation Museum of Ca' Vendramin, Taglio di Po (RO)

DATE: 18.03.2026

NO. OF STUDENTS INVOLVED: 23 students

SCHOOL LEVEL: secondary school

INSTITUTE: Istituto di Istruzione Superiore "Cipriani - Colombo", Adria (RO)

TOUR DURATION: 2h



MAIN THEMES COVERED: Po Delta territory and biodiversity, climate changes risks, subsidence, UNESCO MaB programme, Po Delta Biosphere Reserve governance.

DESCRIPTION OF INTERACTIVE ELEMETS AND ACTIVITIES:

The students were able to see and learn about the effects of climate change and human choices on the local area. The lesson and the discussion with the students gave them the opportunity to reflect on issues such as climate change, resilience, biodiversity protection, and human commitment to the conservation of the UNESCO site and sustainable development.


Galaxy S23

FEEDBACK:

The students visited the Ca' Vendramin Land Reclamation Museum, where they received a lesson on the territory and its fragility related to climate change and subsidence. They then took a quiz on the digital platform Kahoot, using their smartphones, as

Teacher feedback and comments

Comments from teachers have been positive. The students were also involved to participate to the MAB Youth Forum MAB UNESCO and this visit was useful as preparatory of the event participation.

TOUR VISIT AND IN FIELD LESSON NO.2

TOUR TITLE: I am the Biosphere Reserve. Po Delta, a fragile territory to be preserved and protected.

LOCATION: Po Delta – Coastal Botanical Garden of Caleri, Rosolina (RO)

DATE: 04.06.2026

NO. OF STUDENTS INVOLVED: 24 primary students

SCHOOL LEVEL: primary school

INSTITUTE: Istituto Comprensivo di Loreo (RO)

TOUR DURATION: 2h

MAIN THEMES COVERED: Po Delta territory and biodiversity, climate changes risks, alien species, UNESCO MaB programme, Po Delta Biosphere Reserve governance.

DESCRIPTION OF INTERACTIVE ELEMETS AND ACTIVITIES:

The students were able to see and learn about the effects of climate change and human choices on the local area. The lesson and the discussion with the students gave



them the opportunity to reflect on issues such as climate change, resilience, biodiversity protection, and human commitment to the conservation of the UNESCO site and sustainable development.

The students visited the Coastal Botanical Garden, where they received a lesson on the territory and its fragility related to climate change and the impacts on plants and animals.



The presence of the blue crab, an alien specie, and the presence of the plover, autochthonous specie, gave the opportunity to the students to reflect on the climate changes and the related risks of loss of biodiversity.

The visit included an experiential moment with an hands-on lab called “the biosphere in a bottle”, which permitted to the students to create a mini terrarium using recycle plastic bottles.

FEEDBACK:

Teacher feedback and comments

Comments from teachers have been positive. The students were very interested in some species as the blue crab, the plover bird (nesting on the dunes of the Botanical Garden visited) and *caretta caretta* marine turtle.

