



GENERATIONAL MAP – MY PLACE

PLACE/COMMUNITY NAME:

Generation	Key actors / people	Knowledge & practices	Strength of connections
Elders (60+)			
Adults (30–59)			
Youth (15–29)			
Children			

Gaps & Opportunities for Intergenerational Learning

- Missing or weak links between generations:
- Possible spaces or activities where generations could meet:



Co-funded by
the European Union



GENERATIONAL MAP – MY PLACE

TRAINER INSTRUCTIONS

GENERAL GUIDANCE TO COMPLETE THE TEMPLATE

Place / Community name: Participants write the name of the rural or remote place chosen as their training case.

Key actors / people:

- Participants identify: people, groups, or informal roles connected to the place examples: elders, families, artisans, farmers, volunteers, youth, children.
- Emphasise that the focus is on people and community, not institutions.

Knowledge & practices

- Participants describe: what each generation knows, practices, or transmits elements of Intangible Cultural Heritage (skills, traditions, stories, rituals, values) that could be relevant for future touristic or community-based development
- Encourage concrete, locally grounded examples.

Strength of connections

- Participants indicate how strongly each generation is connected to others by writing: Strong, Occasional, Weak
- They should specify with which generation the connection exists (e.g. Strong with adults, weak with youth).
- Participants have to give examples for each connection that identifies.

Gaps & Opportunities for Intergenerational Learning

Participants identify:

- Gaps: missing or weak intergenerational connections
- Opportunities: possible spaces, activities, or situations where generations could meet and learn together
- These insights will be used in the following activities of the module.



Co-funded by
the European Union