Heritage Community Continuous Professional Development Course Curriculum

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0.   Preface

In this document a course curriculum is outlined. The course aims to prepare heritage community builders/ or facilitators of community building processes for their roles in heritage community building.

This document is a mix of elements described in other PPS documents. The course curriculum was piloted in Italy in Lecce. The opportunity to organise a course and evaluate it, generated a wide variety of information, presentations, examples and training tools. However, these all were closely related to the location, the heritage it involves and the people to connect with in that situation. Future implementations of such course will include other settings, other people other heritage. That is why the course curriculum described in this document will outline the course design, its philosophy and its goals, but it cannot provide the specific content of future course. To give optimal support to those who will deliver future course though, it is possible to include the examples gathered and developed in the PPS project. The course as presented in this document therefore will offer a generic structure and design, enrich d with a wide variety of possible activities, and inputs, form which course providers will have to make their own selection or form which they may derive inspiration for other useful inputs, and activities.

The curriculum document offers the framework; The tools presented as annexes (Section XI) provide examples, suggestions, and inspiration for trainers and course providers.

I. Introduction

In the last decades heritage went through a conceptual change. It evolved from - object oriented - built heritage, monuments, and tangible heritage to the inclusion of community-oriented values – encompassing intangible heritage and contemporary heritage practices in a holistic view on heritage in a territory rooted cultural landscape.

Therefore, heritage values evolved from a focus on intrinsic value, national/regional identity and pride, to valorisation and regional development, to local value assessment, heritage creation and recognition, civic participation and inclusion. This value change is evident in the Council of Europe Convention on the Value of Cultural Heritage for Society (Faro Convention, CoE, 2005), operating along 4 themes:

1. shared European heritage,
2. social sustainability,
3. regional sustainable development,
4. and learning.

The same line of thoughts appears in recent European recommendations e.g. the European Framework for Action on Cultural Heritage (European Commission 2019).

The European Cultural strategy for the 21st century document (CoE 2018) also describes the new role/value of heritage in society and the related change in roles for heritage professionals: "The concept of cultural heritage has significantly changed in recent decades and its position continues to vary according to the society in which it is located. …. In accordance with the Faro Framework Convention, the recognition of heritage is conceived as a shared responsibility: heritage is no longer limited to those elements officially recognised as such by the national authorities and experts – the protected heritage – but now includes those elements regarded as heritage by the local population and local authorities. This development prompts new, more participatory, and more collaborative management approaches.

These new roles crystallise in one of the key concepts of the Convention: heritage communities (HC). "Heritage communities are self-organised, self-managed groups of individuals who are interested in progressive social transformation of relationships between peoples, places and stories, with an inclusive approach based on an enhanced definition of heritage. With the consideration of heritage as a resource, they work for direct democratic engagement in support of diversity and sustainable heritage-led local development, seeking economic and social conditions favourable to the survival and well being of diverse communities. With their people-centred initiatives and distinctive approach which involves working through the different layers of society, heritage communities create a platform to revisit and redefine relationships to manage their heritage assets and address the societal challenges faced today." (Faro convention, CoE 2005)

These changes in value and roles result in evolving competence needs for all actors involved in cultural heritage: from technical competences and traditional crafts for protection & conservation, to

competences in the fields of history, culture, art, management, interpretation, social science, community development, entrepreneurship, digitisation …

Therefore, the PPS project focuses on the development of emerging competences for professionals, volunteers, and civic society in the light of the new definitions and new roles of cultural heritage. The project seeks its impact on local, grassroot level with 'the people' as its priority. It looks at capacity building of heritage communities as a socio-cultural space for creativity, learning, participation & inclusion. This should happen in a reciprocal process: this is the heritage and how can we engage the people or: this is the people and how can they recognise as meaningful for them?

The person running this process can be called a **'Faro manager'** or a **'heritage community facilitator'** and is the key person PPS is focusing on. He/she is <u>not</u> 'the expert' and may be a professional or a community member or even a small team, … all depending on the situation.

The training curriculum is outlined in this document. In the following sections the curriculum will be described including its philosophy, the target groups of it, the needs to which the curriculum seeks to respond, the goals and competences the course will focus on as well as the action fields and learning activities, followed by sections on assessment, evaluation and validation of learning outcomes.

PPS curriculum structure

II.   Competence oriented learning

The most distinctive features of this approach may be summarized as follows:

- *Meaningful contexts*
  For learning to take place it is recommended to provide or look for meaningful contexts in which learner will experience the relevance the competences to be acquired in a natural way.

- *Room for initiative and creativity*
  To acquire competence(s) learners are given room to take initiatives. It is a vital condition since competence implies taking initiatives, being creative, seeking to fulfil one's own ambitions.

- *Constructive learning*
  The philosophy of competence-based learning has its roots in the social constructivism that pervades our views on learning these days. Learning is conceived as a process of constructing one's own knowledge in interaction with one's environment, rather than as a process of absorbing the knowledge others try to transmit.

- *Cooperative, interactive learning (with peers, teachers and other actors.)*
  The basic idea behind competence-based learning is to help learners develop and construct their own knowledge and seek ways to make optimal use of other people's competence in their own learning itinerary. Co-operation and interaction are both domains of learning, and vehicles of learning.

- *Discovery learning*
  Open learning processes require learning that may be characterized as active discovery learning. This does not imply that learning content should not be made available and accessible. It means that the way of acquiring this knowledge, or these competences, cannot be just a process of providing information, but should always be embedded in a discovery-based approach.

- *Reflective learning*
  Competence based learning requires, apart from a focus on the competences, also an emphasis on the learning processes as such. By reflecting on one's own needs, motivation, approach, progress, results, one develops learning competences/strategies that may be considered meta-competences.

- *Personal learning*
  In the competence-oriented theories learning is conceived as a process of constructing one's own personal knowledge and competences. Information, knowledge, strategies, only become meaningful for a person if they become an integral part of his/her own personal body of knowledge and competences. This implies that learners need to be able to identify with the contexts, the people, the situations, and interests which are included in the learning domains involved.

Active learning in a realistic situation, in which learners have a distinct and valuable role, makes the learning process a worthwhile event with personal results, that will prove to be useful in many other contexts. The processes which lead to competence acquisition involve five basic elements: motivation, room for initiative, action and reflection.

III. Target groups

The course curriculum was developed for people (professionals or volunteers in heritage contexts. It targets social workers, cultural professionals, heritage professionals, adult educators, local authorities, civil society and communities. In the target group four kinds of people are distinguished.

- **Facilitators** prepared to support a participatory approach to cultural heritage and to support the development of co-creative & participative cultural projects involving heritage assets.
- **Adult educators** will be better prepared to exploit cultural heritage assets as a rich learning environment for competence oriented non-formal learning.
- **Policymakers** will become more aware of the role culture and cultural heritage can play in social inclusion issues.
- **Citizens and participants** will gain personal and social competences for a successful engagement in socio-cultural processes and will be able to participate actively in socio-cultural life, strengthening their sense of belonging in the environment they live in.

IV. Needs

To identify the needs of the target groups, the project included several activities. First, an inventory was made of existing heritage communities. In in depth interviews respondents were asked to describe the competence areas they felt were important for heritage community builders and which areas needed more attention. Furthermore, a survey covering similar questions was administered among facilitator in all partner countries. Together this gave an insight in the learning needs of facilitators and of the community members who take part in a heritage community. These sets of needs together form the foundation of the course curriculum. The focus of the course is on the process of community building and the facilitation of active participation and learning within it.

V.   Goals

People Places Stories aims to raise the capacity of society to exploit cultural heritage as an environment and resource for sustainable social development. The project team will develop a competence framework, a curriculum and tools for the professional development of facilitators and multipliers to support all stakeholders involved in heritage community engagement. The project will create a training offer for the development of 'Faro competences': competences that are needed to build and maintain heritage communities to be inclusive and foster a sense of belonging.

VI.   Competences

The PPS approach is the result of a process of finding answers to the following questions:

- What competences do 'facilitators' need to successfully initiate, develop or maintain a heritage community?
- What competences do community members need for (and acquire by) being an active member of a heritage community?

The search led the partners to conclude that a distinction may be made between four categories of relevant competences, each to be further specified in several sub-competences.

I.   Field competences

The field competences of facilitators of heritage communities draws on ideas on the process of community building. This process will differ, according to the context or the stage in which a community has evolved. Although we have presented these competences in a sequence the way we envisage them being used is more likely to be iterative rather than linear. Nevertheless, it can be read as a process which starts with a period of orientation during which a facilitator can help to outline the views and values of distinct groups in a community and an attempt to support these groups separately and together to give meaning to heritage assets and phenomena. In doing so the facilitator will seek to promote a multi-perspective approach that is respectful to different individual and group backgrounds, inclusive to community members and that at the same time relates to overarching European cultural values as well as global values (human rights). To do so the facilitator will help participants to express their personal and collective values in narratives related to heritage in the community. Thus, heritage and the exchange of, and dialogue on its meaning and how this relates to individual or shared backgrounds supports the development of shared narratives or acknowledged narratives. These narratives strengthen a sense of community, of belongingness, and at the same time respectfully illuminate diversity.

1. **To assess views and value preferences of distinct groups in the community**
2. **To run a meaning and value identification process with community members**

3. To analyse a heritage asset/phenomenon with a focus on how it is related to (European) cultural values.
4. To foster the development of a multi-cultural perspective interpretation principle when offering meaning making and value related frames
5. To help participants develop personal narratives to express intercultural and self-transcending values related to heritage in the community.
6. To relate a heritage community (development) initiative to relevant societal issues, perspectives, and ethics
7. To help develop common place/asset-based narratives.

2. Organizational competences, action taking

As far as organizational competences are concerned, the focus is again on this process of community building. Facilitators help heritage communities to approach the process of community building systematically. To guarantee the sustainability of their projects, heritage communities should benefit from an approach to development designed for continuity (in terms of funding, income, staffing, support, members etc.)

This does not only apply to the way a community is set up; it also applies to the way it will be managed once it is operating. Sound procedures, transparent decision making, and accounting are key. In addition to the administrative aspects there needs to be a sense of entrepreneurship, and ability to take initiatives and make things happen. Even if a community decides it will not be profit making, an entrepreneurial attitude is important for sustaining action, for projects and people to flourish. It is also in internal creative processes. This we refer to as intrapreneurship. It includes imagination, identification, or even creation of opportunities.

Then there is the heritage aspect of it all. The facilitator needs to be able to link heritage assets or phenomena to issues, and social and cultural activities in the community, or to help others to identify and articulate such links. For this to happen it is necessary for people to meet each other either face to face or online. A facilitator must be able to establish the structures and processes and environment to allow for meetings, for dialogues and reflections. This process is meant to contribute to the development of a community that includes actors from various backgrounds in multidisciplinary groups. This way an evolving community becomes appealing to various kinds of members/participants thus providing an increasingly rich network of people's experiences, values, and narratives.

1. To help a heritage community to organize its development systematically.
2. To develop and present a viable sustainable work/business plan for heritage community building.
3. To administrate, manage, and account for a heritage community development project.
4. To systematically evaluate the process of heritage community building
5. To create ideas and opportunities, to manage resources, to make things happen (intrapreneurship)
6. To link a heritage asset to the social and cultural activities going on in the community

7. **To establish (digital/on-line and real life) communication, meeting and cooperation structures and processes**
8. **To help form interdisciplinary teams to support communities in integrating heritage into development plans.**

3.   Social competences / participation

Facilitators of heritage community development need social competences to connect to community members, to inspire them and to communicate and cooperate with them.

Whether a facilitator has been contacted by a heritage group, or whether they are searching for and finding relevant stakeholders, individuals and groups, the challenge is to connect to people, to inspire them, and involve them. A heritage community benefits form actively participating members, and vice versa; these members benefit from the community through their active involvement. Active participation implies a level of willingness, of knowledge and skills to feel and be capable of contributing to such an initiative. That is why empowering (potential) members is a key part of the profile of a facilitator. This does not only include the heritage related activities as such, but also the governance that comes with it. Heritage communities gain meaning when the members are not just considered the target group, but primarily the initiators, the owners and the people who take part in governance and share responsibilities together.

Democratic decision-making processes may incidentally reveal conflicts of interest or even lead to difference of opinion, values, conviction, or ethics. Facilitators will need to be competent in moderating the necessary discussions to keep the community an environment in which people feel welcome, respected, and recognized. Facilitators will have to be able to help the members of heritage communities turn dialogues into new ideas, and initiatives. While doing so the community activities, the shared experiences, and the way they are reflected upon turns the community into a learning community the moderation of which will also be one of the important competences of a facilitator. Thus, the facilitator will be able to help the members create a heritage based, or related environment for lifelong learning, and to contribute to it themselves.

1. **To facilitate the identification and mapping of relevant stakeholders and groups**
2. **To (inter)connect, inspire, commit, activate, and empower people in a heritage community development initiative**
3. **To facilitate participatory governance and share responsibilities**
4. **To deal with issues, conflicts of interest, differences of opinion, values, or convictions in an inclusive way**
5. **To moderate brainstorming, decision making, co-operating processes in the community**
6. **To facilitate lifelong learning and development for all actors in a heritage community development initiative**

4.   Personal competences

For a facilitator to be effective, and to have an impact on the development of a heritage community. It is important to have a clear vision and a genuine interest in the place, its people and their stories, but also in the broader context of it, and how heritage action may be meaningful to people. Having a vision is one thing but ensuring that a heritage community shares it with others, inspiring others and sharing goals is another. This requires competences to inspire and energize people. It means you need to be active to activate, to be creative to help people create things, and entrepreneurial to convince people that initiatives are needed to making things move and make things happen. The facilitator needs to be the catalyst, a promoter, a process helper, and a problem solver at the same time.

Besides the actions the facilitator serves as a person who stimulates reflection on value-based issues as inclusion, sensitivities of the past, the presence and the future. To be open to diversity and the mentioned sensitivities the facilitator must be able to be self-analytical and self-critical, as well as open to criticism and feedback of other each from their perspectives. Being open to such inputs becomes meaningful if it leads to redefining the situation, or to other patterns of thought, behaviour and thinking. Adaptivity and flexibility are required to allow for such changes, of course given the overall purpose of developing a community.

The facilitator must be aware of human rights, issues of diversity and inclusion, as well as generic values and ethics. In all the relevant aspects of the community development work the facilitator must be and serve as a model of lifelong learning and development.

1. **To have a clear vision and show a genuine concern and interest in heritage, in people, and in how the two interrelate**
2. **To be creative, energetic, show initiative, entrepreneurship, in developing a heritage community (initiative)**
3. **To reflect, be inclusive, and sensitive to ethical, cultural and value issues related to people and heritage**
4. **To be self-critical and open to feedback from stakeholders and community members**
5. **To be flexible and adaptive, yet aware of the broader goals and perspective of the initiative**
6. **To be committed to human rights principles in local development processes (respect for dignity and multiple identities)**
7. **To be a curious, active, and effective lifelong learner in heritage related competence fields.**

VII. Action fields

The curriculum covers 6 action fields. Each of these fields are elaborated and described in the PPS Guidelines document and visualized on the PPS website: https://pps-eu.org/

The PPS methodology is based on the 6 phases for building and/or improving a heritage community, defined by the team, that are then linked to the actions and abilities of the competence framework.

For each phase the PPS guidelines document offers:
- the competences related to this phase,
- a short description of related actions/activities,
- short description of methods & tools to accomplish the task, including a practical example.
So, to deliver the course outlined in this course curriculum documents it is important to include these guidelines in the preparations of the course as a source of information, suggestions and examples. The guidelines mentioned are also included as annex to this document in the section Course Tools

Stage 1. The start: identify the (type of) community.

Goal: To identify the place, to define the (type of) community we are going to work with, to scan what is there.

What will be the starting point? Which group(s), what area, district, village … are we going to focus on? What is the motivation, drive, common interest, need(s), that move this(ese) group(s)?

Heritage communities may exist or be formed in many different contexts and so it follows that there are different scenarios for action. There is heritage that is urban or rural, heritage that is strongly natural or cultural, more tangible, or more intangible. The approach, used by the PPS partnership has been to build community building scenarios from the perspective of a heritage community's context. In relation to the heritage people value, and according to the various uses they wish to make of it, we have formed three scenarios: community of place, of interest and of practice.

Communities of place
This is a group of people living in a defined area (neighbourhood, district, town, village), bringing people together because of the place they share; where they live, work or relax.
In this context there may or may not (yet) be an 'explicit' heritage asset or common interest binding the community members; they simply 'occupy' the same location with no clear preconceived shared interest or heritage.

This community building scenario might start with the identification of heritage, cultural mapping, value identification, stakeholder identification, … stakeholder engagement, project and action management, communication.

Communities of interest
This is a group of people who share an interest or practice but with no clear reference to tradition or heritage. This group is not necessarily linked to one location (can even be virtual).

This community building scenario might start with a process to identify values and stakeholders, stakeholder engagement, project and action management, communication.

Communities of practice
This is a group of people sharing a (traditional) practice recognised by the participants as part of their cultural heritage. This community building scenario might start with stakeholder identification, stakeholder engagement, project and action management, communication …

Stage 2. Analyse the current situation.

Goal: to bring well-identified elements of the community into the light: governance, structure, sub-groups, networks, STAGE or SWOT analysis, cultural mapping …

Who are the current communities & stakeholders already there? What distinguishes the groups from each other, what do they have in common? How do people relate to local heritage elements? What do they consider as meaningful for their life, what do they want to share? What is personal space, what is common space, what is the binding factor? What has a personal value, what has a common value …?

Stage 3. Build a view, create a vision, set goals.

Goal: to identify the needs of the community concerning participation in society, in cultural life, in sharing values and heritage and use this to develop a vision and to set goals for a heritage community initiative.

What are the needs of the people, regarding participation and wellbeing in the local community? What initiatives should be taken to meet these needs? What role has (the local) heritage in this process? Can the Faro principles inspire us? Who are the stakeholders in this process? How can we set up an open dialogue in this respect? How can we identify and invite people to be part of the community building team?

Stage 4. Build capacity, review skills.

Goal: to raise the capacity of the community to meet the goals they set for this HC initiative: to organise competence development and learning for facilitators, stakeholders, and citizens.

What competences do the facilitators need to build, maintain, and sustain this heritage community? What learning/development goals do we envisage in this project? How do we organise learning for the people involved? Can we link up with school or higher education, can we link up with non-formal adult education?

Stage 5. Engage and expand / be active.

Goal: to activate and engage the stakeholders, to communicate with the (wider) community.

How do we activate the stakeholders? How do we attract attention and communicate/share the vision of the community? How do we make it exciting & inspiring?

Stage 6. Sustain

Goal: To make the community last beyond the initial (project) activities and results.

Sustainability works along 5 lines:
- Building a network of stable relations.
- Finding an institutional home.
- Integration into local/regional policy.
- Developing results of high quality and transferability.
- Entrepreneurship and commercialisation.

How can we establish lasting processes and activities? How can we embed the HC activities in the mainstream social/cultural/economic life of the community? How can we establish a lasting meaning and (added) value for the community?

VIII. Learning activities

To select learning activities to facilitate the process of competence acquisition we return to the philosophy of competence-oriented learning.

Meaningful   *contexts*
Based on that approach it is recommended to select *Meaningful contexts.* This is done by inviting participants to present a real case they are working on and to serve as the one involving peer learners in the heritage community building process that comes with it. So, one or a few of the participants become project leaders, or project owners of a heritage community building project they have introduced, and which will be further elaborated with a small group of fellow participants.

Room for initiative and creativity
In the small group the one having introduced the project explains the context and involves all others in inventing and elaborating the community building plan according to the distinguished phases. Each phase may be considered a distinct, yet integral module of the complete competence acquisition process aimed for. Several techniques and tools for promoting entrepreneurial and creative work are included (design thinking; co-creation, visualisation, expressive technique, brain writing, collaboration model, a viability desirability feasibility model)

Constructive learning
In the course the participants will work on an actual initiative and to plan and where possible present, or even implement that during the course. So, while the time of face-to-face activities and related online activities passes the community building initiative becomes more and more tangible and visible. The proof of the pudding is in the eating, so attempts are made to pilot some of the planned activities on the (other) participants in the course.

Cooperative,   *interactive*   *learning*   *(with*   *peers,*   *teachers*   *and*   *other*   *actors.)*
Although per subgroup one of the participants serves as the project owner/leader, all participants are involved in the various stapes the community building process goes through. They contribute, the discuss, they interview each other, they engage in role play, they pilot and evaluate and thus together they move forward to better plan, better, products, better actions and better results.

Discovery   *learning*
The case introduced by the one who is the project leader, is new to the others, the questions posed by the participants to the one who brough the case sheds new light on the case and thus reveals new aspect to all involved. That way the process of analysing a case, identifying the stakeholders, helping people to connect and articulate their needs and goals, plans and actual community building may be considered a discovery process and be discussed as such, to identify what new issues arise and what new strategies and plans are required to deal with such issues. The discovery process serves as the vehicle that facilitates reflection.

Reflective learning
While making progress in going through the constructive steps of the community building process, the learners are asked to reflect on the learning process they experience. They monitor the progress,

explore the strengths and weaknesses of the learning process, identify specific learning outcomes (both competences and products) and discuss strategies to optimize their learning.

Personal   *learning*
Apart from going through a learning process together also activities are included to help learners to reflect on what they personally gain from this process, which competences they acquired and how these may be integrated in their personal and professional toolkit and how these competences may come in useful in future work or activities. Participants are also led through ideas on what story telling may contribute to community building. The course activities and experiences are also meant to contribute to their own professional, or personal stories. Through these stories and by sharing these stories participants become the author and protagonist of their own personal and professional life stories. This process of meaning making is part of the community building they are learning about, as well as of their own development as a person.

IX.   Assessment and Evaluation

In the competence-oriented approach chosen, the learning activities and assessments are closely linked. The same context, the same setting, and the same tasks that organize the learning process are also the assessment conditions. So, in the course design no isolated events are organized to assess the learning outcomes. The progress and the outcomes are monitored and assessed in the actions the participants plan and implement in response to the cases they are confronted with anyhow.

Apart form observing progress, moments of discussion, reflection and transfer are included to elevate the outcomes and make them more versatile (applicable in other somewhat dissimilar situations).

The fact that the process of facilitating the establishment of a heritage community shows many similarities with the process the course participants themselves are part of, makes in most relevant to reflect on it and evaluate it.

What have we learned
What have I learned
What does that allow me to do
How does that relate to the heritage contexts and issues I am involved
What new strategies doe I have now for the distinct community building steps
Who Could I involve in my further endeavours to facilitate establishing a heritage community
What may be effective strategies to further develop, or extend my competences?

X. Validation

For each of the competence described earlier in this curriculum document a competence reference system was developed. This allow participants to systematically reflect on, and report on the level of competence reached and the next level competences still to be acquired.

This validation and its report provide participants with a means to unambiguously communicate about the level of competence they have. This will be helpful in further professional development, job interviews and career planning.

XI. Course tools

- The online course: https://pps-eu.org/
- The tool kit with good practices examples and suggested actions
- The Course programme of the course in Lecce as an exemplar and inspiration for course facilitators
- The PPS PowerPoint presentations
- The PPS guidelines document
- The PPS Repository
- Interviews with heritage community builders

PEOPLE PLACES STORIES