Frame of reference for the training of youth leaders and rural heritage animators

"Young Citizens in Action for Rural Heritage"

July 2017

CONTENTS

Today, increasing numbers of young people living in rural areas of Europe find themselves socially and civically marginalised. There are various reasons for this, including geographical isolation, rising rural poverty, difficult access to employment and low levels of participation in decision-making processes. Limited capacity for initiatives due to a lack of support also plays a part, as does little interest in their region's resources or assets. Finally, young people are largely unaware of the opportunities these resources can offer for their professional and personal development which is exacerbated by greater difficulties to join international mobility programmes compared to their urban counterparts.

There are, however, many rural youth organisations striving to boost young people's involvement in their communities, but they are facing mounting difficulties to secure this commitment on a long term. A lack of tools and means tailored to their expectations and difficulties is one usual reason, but there is also insufficient knowledge of the resources epitomised by local heritage to get young people involved in local life. At the same time, rural heritage conservation groups are struggling to mobilise young people.

Cultural heritage, whether tangible or intangible, is key to the identity of rural areas and yet it is at risk of disappearing without efforts to pass it on and 'regain' this heritage from the standpoint of younger generations. Yet, this heritage represents a legitimate conduit to foster active European citizenship as well as a source of employment for young people with little or no academic qualifications.

YCARHe (Young Citizens in Action for Rural Heritage) brings together 6 partners (youth and cultural organisations) in 5 countries (Bulgaria, Croatia, France, Greece and Italy) to address these issues in a global and interdisciplinary way. The project chiefly aims to boost a sense of citizenship among young people living in rural areas, but also their personal development and entrepreneurial spirit, using rural heritage as a vehicle for this.

Consequently, YCARHe seeks to:

- Boost the quality and innovation of non-formal learning methods for young people in the field of rural heritage, and foster greater inclusion in citizenship-related educational programmes run by youth organisations.

- Strengthen cooperation between youth organisations and rural heritage conservation groups.

- Develop a transnational and intercultural, non-formal learning programme for European young people living in rural areas, especially those feeling side-lined by society or dropping out of school. This will embolden their involvement in community life, through collective and individual actions for their local heritage.

- Collect, test and disseminate examples of best practice at a European level.

See: "Union APARE-CME, YCARHe lead partner", interview with Céline Lelièvre, Union APARE-CME Director

The **"Young Citizens in Action for Rural Heritage" Frame of Reference** provides non-formal educational guidelines, methods and training activities to reinforce the interest and the commitment of young people to rural heritage, to boost their skills related to heritage and their aptitude to act as European citizens.

TARGET GROUPS

The frame of reference is intended to support any youth or heritage organisation, working in rural areas of Europe, that wants to build the capacity of their staff in the field of youth and rural heritage.

More specifically, target groups are:

- youth workers: any person, whether paid or volunteering, who works with young people (i.e. aged 15 to 30 years' old);
- heritage facilitators/interpreters: any person whose job or hobby is to disseminate knowledge on natural or cultural heritage in a rural area and who wants to develop activities with young audiences.

This Frame of reference is intended to be a benchmark for training youth workers and heritage facilitators seeking to use local rural heritage as an outlet for youth awareness, empowerment and citizenship.

LEARNING OUTCOMES

The purpose of this Frame of Reference is to provide the target groups with a learning plan that promotes greater interest and involvement of young people in the valorisation of local rural heritage. The idea is to develop skills to guide young people from discovering their local heritage to developing a project or any other heritage-related activities and promoting active citizenship. To achieve this, the learning plan comprises 3 main steps, each with specific training goals.

These three steps are complementary and help youth workers provide ongoing support to young people through the following pathway:

- Discovering local rural heritage
  Trainers will learn how to help young people understand what rural Heritage is and identify it. This part includes an introduction to "What is natural and cultural heritage?". Young people should be able to reflect on their cultural identity, identify heritage and tell the difference between tangible and intangible heritage.
  At this stage, one of the main challenges for the trainer/facilitator is how to choose the right tools to arouse young people's awareness and interest for heritage.

- Understanding local heritage

Next, trainers become accustomed to some approaches and tools to help young people better grasp and understand their own heritage and its existing or potential value. This covers subjects such as old and new uses of local heritage, the socio-cultural and economic values of the heritage. This task can be ably supported by heritage Interpretation methods and techniques, using the latest media, to provide a more attractive and experimental appeal for young people, rather than formal, academic methods.

- Supporting citizen-based heritage projects
Finally, facilitators and trainers should be able to help young people exploit their new interest and knowledge in rural heritage for greater, active, involvement in their local communities. Ultimately, this could entail developing their own projects for the benefit of the local community. They will also learn how to nurture and support citizen-based projects fronted by young people, such as how to foster group dynamics, or how to initiate young people in methods to develop projects promoting local heritage. In this way, heritage acts as a driver to cultivate youth initiatives and boost young people's inclusion in the community.

See interview on "Youth and Rural Heritage"

CONTENT

This Frame of Reference provides:

✓ a definition of keywords and key concepts building the pedagogic principles of YCARHe
✓ the YCARHe learning pathway
✓ a toolbox, including a series of activities
✓ a self-assessment tool
✓ literature and useful links

HOW TO USE THE FRAME OF REFERENCE

 ARE YOU A YOUTH WORKER LOOKING TO GET YOUR YOUTH GROUPS INVOLVED IN HERITAGE?

ARE YOU A HERITAGE FACILITATOR WANTING TO DEVELOP YOUR ACTIVITIES FOR YOUNG AUDIENCES?

This frame of reference is for you. It offers you a series of concepts and activities based on a straightforward learning plan. It comprises definitions and activity sheets, illustrated with images and videos, documents and other useful web links to broaden your knowledge.

Based on your knowledge and abilities, your audience and your goals, you'll find a keen interest for specific activities proposed in the frame of reference and can use it for your own needs. The proposed activities target a wide audience of young people and can be tailored to age (15 to 30 years old), different socio-cultural profiles and levels of education.

Obviously, you are not meant to use all the proposed activities, but we recommend you build your own activity programme by following the YCARHe learning plan process and successively present activities from the 3 featured modules. By doing so, you'll take your young people through the process of **DISCOVERY TO ACTION**, using **interactive, entertaining, creative and participatory activities**.

The frame of reference can be directly accessed from the YCARHe website Resource Centre or by downloading the PDF version.

Before starting the YCARHe learning plan and its various activities, it's worthwhile mentioning some key concepts that underpin the YCARHe pedagogical approach.

The YCARHe frame of reference is based on the knowledge and practical experience of the project partners, who have many years' experience in working with young people, or promoting heritage. The partner organisations have delivered numerous practical, non-formal education initiatives geared to young people that foster greater involvement in schemes to enhance and promote rural heritage. Based on their experience and joint observations, there are a certain number of key concepts they believe must be considered when delivering any non-formal educational activity for young people.

By introducing these basic concepts, you will gain a better understanding of the proposed learning strategy.

To begin with, we will look at what we mean by the term, rural heritage, which is the main focus of the YCARHe Project. Then, we will look at the different features of the proposed learning plan and at YCARHe's aim to use the proposed activities to develop active citizenship. Finally, we'll explain why YCARHe gives special attention to heritage interpretation tools and using ICT to 'modernise' young people's image of rural heritage.

Broadly speaking, the concept of heritage identifies the assets that we hand down from one generation to another. Rural cultural heritage therefore represents all tangible and intangible cultural assets passed down through the generations in rural areas. This can be:

- architectural features that reflect ways of life, working habits and arrangements in countryside communities (houses, religious buildings, wash-houses, mills, huts, walls, etc.);
- tangible items, such as clothes, tools, jewellery, etc. demonstrating uses by earlier communities;
- intangible heritage, in many forms, such as musical tunes, dances, tales, rituals, production techniques (farming, live-stock rearing, craft making, etc.), water management methods, culinary traditions, fairs and markets, etc.;
- rural landscapes, and the features comprising them, that are linked to farming by past generations (terraces, hedges, trails, etc.) can be considered heritage;
- and by extension, we can also include genetic heritage linked to farming traditions, such as, for example, types and varieties of heritage vegetables or animal breeds.

Europe's rural history has produced an extremely rich and varied heritage, but the dwindling rural population in the European Union, coupled with changes in rural ways of life and working conditions, is leading to the crucial question of conserving this heritage: Can we systematically conserve it or restore it and why?

To answer these questions, we must look at contemporary functions and uses of heritage.

- firstly, rural heritage represents a present-day testimony of rural life in the past that deserves to be at least partially conserved for memory's sake, knowledge, but also for educating current generations. It can also be an object used to identify a local community and that community's sense of belonging to its local area. Heritage subsequently takes on a community-based social value that must also be considered;
- secondly, rural heritage helps improve the economic appeal of regions, especially for tourism. Sometimes, safeguarding or restoring heritage can help develop certain business sectors (cookery and catering, craft making and agriculture, for example), or because it contributes to cultural events and activities in local areas;
- thirdly, rural heritage can contribute to maintaining the quality of the environment or landscape, such as the role agricultural terraces play in tackling soil erosion, the way wells irrigation channels feed water tables, the role low walls play in stopping encroaching vegetation and abandoned stone huts that now shelter certain animals such as bats, etc.

By considering all these possible uses, plus the social and aesthetic values that the local community or population of a country bestow on it, the case can be made for each and every heritage feature as to whether it is worth conserving or developing it.

Local resources about rural heritage

Stretched public authority resources cannot help conserving all this wealth of rural heritage in terms of public policy. But, action taken by private owners, associations and volunteers can supplement public sector efforts and greatly increase the capacity to enhance European rural heritage in the long-term.

Before developing an educational project focused on the discovery or the restoration of rural heritage, the youth workers can be brought to identify the local actors committed in the knowledge or the saving of this heritage, and to mobilize bibliographical resources, experts or partner organizations in their projects.

- The territory on which the educational project leans is it included in a natural reserve or a protected zone? Is there a public policy for the protection or development of the environment or the heritage? In the answer is yes, there are certainly public or private structures which contribute to this policy and have accessible resources. More specifically, if the aimed heritage is the object of a safeguard measure or a specific protection, there is necessarily an inventory, researches, experts in charge of this protection who will allow to know more about it and to prepare the educational activity.
- Is there a museum, an academy, a public place focused on the valuation of the local heritage? Is it easily accessible for the young people in term of content, supports?
- Is there a professional or voluntary local association in charge of the protection of the heritage? In numerous European rural spaces, organizations, generally voluntary, exist and will be eager to mobilize if they are requested.

See:
Interview on "Rural Heritage" – Matthieu Guary, Eucomis Conseil (France)
Interview on "Heritage and Local development" - Lucija Puljak – President of Udruga Brac Association (Croatia)
"Engaged for architectural heritage" – Interview with Boris Stoimenov and Kubrat Milev, CHI (Bulgaria)

EXPERIENCE-BASED LEARNING - TEAMWORK

If followed in its entirety (i.e. the three modules), the YCARHe method and the proposed learning plan delivers a range of hands-on learning exercises that actively involve beneficiaries in their learning journey. In this way, they build up their knowledge through research and experimentation.
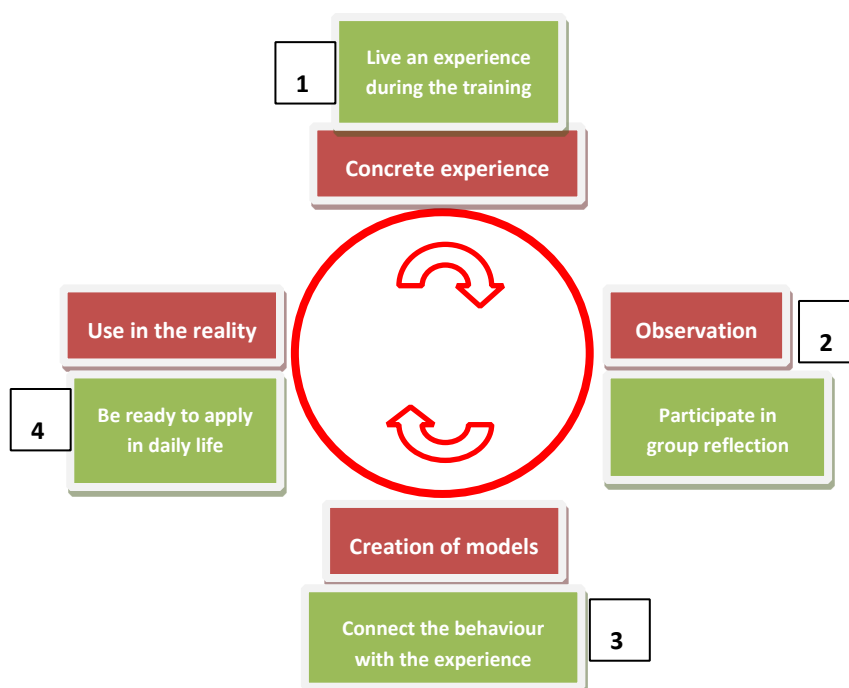
See interview on "Experience-based education" with Daniel Santic, Learning Advisor, Udruga Brac Association (Croatia)

YCARHe mainly exemplifies learning by experience. The proposed learning process is delivered through teamwork and group-based activities. It is the personal involvement/group work combination that contributes to what active citizens will do in the future.

The proposed logical steps

The proposed logical steps are based on a journey of discovery using experience (inspired by Kolb's classic learning model). This allows participants to develop behavioural patterns during activities. It provides live experiences that constantly relate to participants' training needs and the effectiveness of solutions that they can manage independently in their daily lives.

The model comprises 4 steps, forming a learning cycle. Kolb's original learning cycle is marked in red and the equivalent steps for the YCARHe training programme are marked in green:

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                    ┌─────────────────────┐
              1     │  Live an experience │
                    │  during the training│
                    ├─────────────────────┤
                    │ Concrete experience │
                    └─────────────────────┘

┌──────────────────┐         ↻ ↻         ┌──────────────────┐
│ Use in the reality│                    │   Observation    │  2
├──────────────────┤                    ├──────────────────┤
│ Be ready to apply │        ↻          │  Participate in   │
│ in daily life     │                    │  group reflection│
└──────────────────┘                    └──────────────────┘
      4
                    ┌─────────────────────┐
                    │  Creation of models │
                    ├─────────────────────┤
                    │ Connect the behaviour│  3
                    │ with the experience │
                    └─────────────────────┘
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Trainers deliver the practical experience-based learning cycle through activities and exercises that facilitate the personal assimilation process by young people (1). Then, they must reflect on what the group experienced, again by reviewing tools and personal substantiation (2). Only after this step, and for every point in the course, can the trainers present a set of information and depth of content to young people so that they 'anchor' their reviewed experience (3) and develop replicated personal behaviour patterns. Finally, by individually assessing the course, trainees will better grasp and take on board lessons learned in terms of 'testing' what they have experienced. This also heightens their awareness in everyday life (4).

In fact, the active method is characterised by two factors: 1) it does not *transmit* knowledge, but favours *appropriation*; 2) it fosters independent development of young people. Consequently, the process of acquiring knowledge is modelled on appropriation-discovery, rather than transfer-receiving.

The young trainees will then be encouraged to search for answers and solutions using analytical, intuitive and research methods, to actively enhance their knowledge and make full use of their

intellectual capacities, rather than being spoon-fed information to pass on to others. This will enable the trainees to better manage the skills they themselves have helped develop.

Trainees teach themselves how to reach collective solutions through dialogue and cooperation and to ultimately act as citizens. The trainer only intervenes to guide and help the group move towards its goals, working with facilitation processes that do not hamper the group's autonomy and freedom.

Trainers must acquire useful tools to build team-spirit and mutual understanding of the participants and their backgrounds. These processes are prerequisites to starting a training course with a group of young people and are an essential component for the next logical steps in the training programme.

The trainers or facilitators must therefore be able to acquire the necessary skills to:

- manage group dynamics;
- facilitate cooperation and co-creation;
- manage conflicts.

YCARHe provides some activities to develop these aspects. ➔ See Module 3

> See the interview on "Team building" with Guido Spaccaforno, International Unit - AMESCI (Italy).

LEARNING STYLES

Experience-based learning identifies an audience's learning style. By defining each individual's learning style in the group, the trainer can select the right tools to appeal to their young audience and boost their interest in heritage. The frame of reference provides user-friendly tools for a wide audience. Youth workers can then select the tools best adapted to their specific audience.

The methodology to define participants' learning styles helps trainers choose the most appropriate techniques for gathering and presenting information, tailored to the audience's learning style. In addition, the trainees also learn how to attract people's attention. Using David Kolb's learning style inventory (see 'Literature and useful links'), 4 main styles can be identified:

- Convergent learning style – this relies on the learning abilities of abstract conceptualisation and active experimentation. The biggest strength of this approach lies in problem-solving and decision-making. This style works best in situations where there is a single correct answer or solution to a question or problem.

- Divergent learning style – this has the opposite learning strengths from the convergent style. It emphasizes concrete experience and reflective observation. People who have this style relies on observation rather than action. The best approach is a "brainstorming" idea session. The style suggests a preference for socio-emotional experiences over task accomplishment.

- Assimilative learning style - reflects conceptualisation and thoughtful observation. People who have this learning style are focused less on socio-emotional interactions and more on logical ideas and abstract concepts.

- Accommodative learning style - has the strengths of emphasising concrete experience and active experimentation. People with this learning style prefers to do things, carry out plans and tasks and get involved in new experiences. This style is best suited for those will most likely discard the plan or theory.

Based on Kolb's theory, YCARHe provides a questionnaire designed by two management development specialists, Peter Honey and Alan Mumford. Its purpose is to help participants identify their preferred learning style(s), learning 'habits' and experiences.

See "Heritage interpretation or fact-sharing?", Module 2

Obviously, these learning styles simply provide an aid to youth workers, while other features exist to help them choose the tools best adapted to their audience. During the YCARHe workshop in France (Isle-sur-la-Sorgue), the Union APARE-CME presented several examples of specific tools to participants:
- tools adapted to people with disabilities, especially the blind and visually-impaired;
- tools adapted to young children (under 10's);
- tools adapted to young adults in unstable social situations.

ACTIVE CITIZENSHIP

The YCARHe Project seeks to combine citizen-based educational methods with heritage-related learning practices to boost the capacity of young people to develop and deliver collective or individual citizen-based initiatives focused on rural heritage. YCARHe also provides new solutions to support the needs of young people living in rural areas, especially those with less opportunity to develop their sense of citizenship and their own abilities.

The aim is consequently to promote "active citizenship".

What is active citizenship?

Citizenship is about a person being officially recognised as a citizen, i.e. a member of a state, or broadly speaking, a nation. Being a citizen of a nation is tied to a certain number of fundamental values, linked to the rights and obligations pertaining to the specific nation:

- **civic-mindedness**: consists of each person abiding by, and ensuring respect for, laws and rules in force, but also being aware of their obligations to society, i.e. acting in the general interest rather than for individual gain;
- **Civility**: this refers to a respectful attitude to other citizens and the public space;
- **Solidarity**: this corresponds to an open attitude to others that also embodies the principle of fraternity.

The concept of **active citizenship** helps emphasise the fact that a citizen's obligations are not limited to carrying out one's electoral duties and demonstrating minimum respect for aforementioned values. Citizens must effectively put these values, rights and obligations into practice in society. Being part of

community life, getting involved in activities serving the general interest, volunteering, taking part in politics or political organisations are examples of how active citizenship can be undertaken.

Actively exercising one's citizenship may require training and support, especially for younger people. This is the role of education, but also youth organisations which can offer a concrete framework for young people to demonstrate their civic-mindedness, their solidarity, sense of initiative and respect.

See interview with Matthieu Guary, Eucomis Conseil (France) and Guido Spaccaforno, AMESCI (Italy)

HERITAGE INTERPRETATION FOR YOUNG PEOPLE

"*Heritage Interpretation is the art to create a relation between the elements of a heritage site or collection on the one hand and the meaning making and value frame of the visitors on the other. It creates cognitive and emotional links between the visitors and what they can discover in a nature park, a historic site or a museum.*

In 1957, the journalist Freeman Tilden[1], on behalf of the US National Park Service, laid down some general principles and defined heritage interpretation as: an educational activity which aims to reveal meanings and relationships through the use of original objects, by first-hand experience and by illustrative media, rather than simple to communicate factual information.

It is clear that learning nowadays is no longer confined to schools and colleges. Learning happens everywhere. […] Following this trend natural and cultural heritage sites, monuments and museums offer the ideal context for visitors to learn and that interpretation offers ideal techniques to make this learning as meaningful as possible."[2]

Why heritage interpretation?

According to Interpret Europe, the European Association for Heritage Interpretation, "*Good interpretation is always based on first-hand experience and often on personal contact with staff on site. Interpretation does four things:*

- *it provokes visitors' curiosity and interest in what may be an unfamiliar topic or theme;*
- *it relates the site or objects to visitors' own knowledge, experience, background and values;*
- *it reveals the significance of the site or objects which visitors can understand and appreciate and;*
- *it helps people to enjoy a satisfying experience.*"[3]

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[1] Tilden, F. Interpreting Our Heritage. Chapel Hill: The University of North Carolina Press. (1957)
[2] InHerit Project "Intro to Professional Development in Heritage Interpretation" (http://www.interpretingheritage.eu/en/outcomes/brochure)
[3] http://www.interpret-europe.net/feet/home/heritage-interpretation.html (24 January 2017)

Therefore, by using heritage interpretation, the younger members of a community can discover (or re-discover in an interactive way) their own heritage, be it natural or cultural. They learn to appreciate it and thus contribute in keeping it alive for future generations.

Finally, by learning the basic principles of heritage interpretation, they themselves can become the best ambassadors of their heritage, contributing in their own way in a more sustainable future.

See Interview on "Heritage Interpretation" - Sandy Colvine, Heritage Consultant (France)

See Activities Module 1 What is Heritage? and Activities Module 2 Heritage Interpretation

MEDIA LITERACY FOR HERITAGE

"We are still at the dawn of the digital age: technological predictions abound, but it is what people do with the technologies that will make all the difference."

Carry Bazalguette, 2007

Media literacy is *"the ability to share meaning through symbol systems in order to fully participate in society"*[4] (Hobbs 2010: 30-31), so a media text (any kind of message produced with sounds and images), defines our need to become media literate.

Today, people encounter, and participate in the exchange of media messages on a daily basis, either as a viewer, consumer, commentator or a creator. This dialogue could be about a TV programme, film, a Facebook/Instagram post, combining image and text, a video game, or a YouTube tutorial, but you need to have a critical attitude towards audiovisual products.

• **What does media literacy contribute to the learning process?**

A key feature of media is that it usually involves us in viewing an array of elements (images, text, sounds, speech, graphics etc.) that form a unified whole. If you unpick this multi-layered whole, you obtain a series of fields to work on. Depending on the particular approach for the learning outcome, most of these elements can be quite easily adapted to a range of ages, abilities and timescales for an educational activity.

The main questions are, "Are we looking at content, at a theme or at the research and procedures prior to the creation process? What is the impact this media work already had on us or may have tomorrow on others? Or, what are the rhythmic elements, dialogue, words, sounds and visuals which serve a purpose? Is the story significant and how is it told? What do we 'say' (or show) first and how does this develop in an interesting narrative? Learning processes can therefore benefit from all the

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[4] Hobbs, R. Digital and Media Literacy: A Plan of Action. The Aspen Institute (2010).

interdisciplinary features of media creations, i.e. thematic, representational, artistic, communicative and social".

In addition, as media usually requires a team effort to create a piece of work, it leads to interactive and participatory learning. The popular project-based teaching method is particularly useful for producing audiovisual texts. Group work is organised around mastering the specific technology, collective decision-making through argument formulation and negotiation processes, developing skills to compose audiovisual texts and receiving feedback through audience response. These are just a few typical parameters that help build a critical attitude. Through suitably designed activities, participants are encouraged to recognise that absolutely everything can take on different meanings, depending on which standpoint they adopt. Gaining an understanding of every group member's subjective observation enriches our capacity to adopt a critical attitude to our surrounding reality, and consequently governs our communication culture.

- **How can using new media get young people more actively involved in their local heritage?**

Working with media combines knowledge, skills and perspectives. There are three possible reasons why young people can be more actively involved in heritage using media:

- the complex nature of media promotes an understanding of different aspects of our heritage and the drivers at play. For example, even a tiny artefact (a medieval knife, or a newly designed coffee machine), a local natural site or manmade construction (a bridge, or fortress) may conceal a broader history. This could be anecdotal information, connections to a wider social situation, or human stories. To make a piece of media with sounds and images, we must carefully examine factual details and nuances, or gestures, that reveal some of these aspects;

- audiovisual expression constitutes an alternative, integrated system of communication beyond, and parallel to, written and spoken language. This form of expression enables participants to handle a complex system of intercultural communication and has great potential to disseminate ideas among people from different nationalities, cultures and skills;

- the experiential knowledge of new media and the digital world today is vast and virtually 'belongs' to all young people. It offers them the chance to express themselves and communicate through media creation. There is a wide array of narrative options available, using different software and Apps in addition to more traditional, time-honoured, editing techniques.

The ability to focus young people's creativity through relatively cheap, everyday mobile devices or even their analogue/hand-crafted versions can be achieved through structured, short activities. Each activity concentrates their attention on certain aspects of media expression and the chosen cultural theme. Audiovisual activities can be part of a wider process, accompanying a discussion or exploration of cultural themes at a local or national level. There are numerous examples we can use, even for short-term visits, from a simple photo shoot with a specific concept in mind, a sound recording, a juxtaposition of realistic recordings to imaginative, fictional, poetic or reporting related elements about local heritage.

Objectives

Integrate and use local heritage as a support for youth citizenship in rural areas

Target groups

Youth workers

Heritage interprets working with young people

Cultural leaders working with young people

Experience based Learning – Active Citizenship

Youth and local heritage discovery

What is Heritage?
natural and cultural heritage, tangible and intangible

Introducing local heritage
natural, cultural, social and economic values and uses

Understanding heritage and getting involved

How to interpret heritage in an attractive way?
Using new technology to discover heritage and being engaged
Introducing young people to heritage protection and enhancement

Nurture and support citizen-based projects

Improving teamwork and co-creation
Empowering young people by helping them:
Mobilising stakeholders *around heritage*
Developing local heritage projects

Assessing the acquisition of concepts

This Toolbox aims to provide learners with various examples of activities which they can use to easily reach young people. It instils in them the 3 core components of the YCARHe learning pathway that address the following questions:

- How can I help them discover and boost their interest in local heritage?
- How can young people better understand the value of their local heritage and get involved?
- How can I support them in developing local heritage youth initiatives?

This toolbox contains several activities that have been tried and tested by professionals and experts. They are all based on the scientific framework mentioned in this document (See: Methodological background).

The proposed activities play a fundamental role in the participation of young people and experience-based learning. They require individual creativity and group work.

The activities target a very wide audience and most of them can be run for groups of young people from 12-15 years old. They last from forty-minutes to a whole day, which enables each trainer to select their activities and build their own programme based on the time they have available.

Most of them have been tested on international groups of young people, with very good results. In similar situation, the cultural diversity of young people and the wide-ranging history and uses of rural heritage can be highlighted. It also accentuates the benefit of sharing and the non-formal, participatory learning approach proposed by YCARHe.

You will find details on the following aspects for each of these activity sheets:

- the theme and learning goals, give you an immediate overview of the activity's main advantages. These aspects will help you select the useful activities for your youth group based on its level of knowledge and in line with your specific targets. For instance, a group of young people already involved in a local rural heritage project does not need to carry out the activity entitled, "What is heritage?", or certain group building activities (Module 3 Ice-breakers);
- the activity type and target audience age will tell you if the activity corresponds to your group of learners. However, the proposed age groups are advisory only and most YCARHe activities can be easily adapted to all audiences;
- a step-by-step description indicates how to run the activity, from organising the group to anticipated outputs and/or a feedback session;
- the type of space, materials and time required to properly deliver the activity will help your preparations for all the practical aspects;
- finally, one or more references, or a contact person from the YCARHe organisation with sound experience of delivering the activity, gives you with the opportunity to find out more, or request additional information.

MODULE 1 - Discovering local heritage

This opening module offers a series of activities to boost young people's interest in their surrounding heritage. Firstly, there are several exercises to better grasp the concept of heritage and its sheer diversity. The next step is discovering and understanding the link between heritage and daily life and, more broadly, its contribution to local development, as well as what constitutes a community's cultural, economic and social foundations.

Note: All these activities encourage team working. Please refer to Module 3 - Nurture and support citizen-based projects, for all aspects linked to youth group dynamics and team working.

Training goals

Once familiar with the activities proposed in this module, the trainer/youth worker should be able to:

- explain what heritage is
    - rural heritage and its diversity
    - natural and cultural heritage
    - tangible and intangible heritage

- share with the group the context of local heritage in terms of its
    - historical and social context
    - cultural, social & economical uses and values
    - contribution to local sustainable development

Module content

What is Heritage?

- ⇨ My own personal heritage
  Identifying, exploring and sharing my personal qualities, as personal heritage [see also Module 3 – Group Management-Icebreaker].

⇨ What is heritage?
Critical thinking on what 'heritage' is.

⇨ Rituals - intangible heritage
Discovering the diversity of intangible heritage by presenting a local ritual.

⇨ Wild plants and heritage
Experiment with the link between natural heritage and daily life.

⇨ Introducing heritage to a visually impaired audience (Natur'a tatons-"Touch and tell")
A game enabling the visually impaired to discover natural heritage.

⇨ An orientation game to discover heritage
An outdoor activity based on a treasure hunt to discover natural and/or cultural heritage in a local area.

Heritage and local communities

⇨ Drawing our rural realities
Discussions about living realities in the participants' countries and regions.
[also see Module 3 - Cooperation]

⇨ Fragments of heritage travel in time
Theatrical game to understand the meaning of heritage in our daily lives.

⇨ Go, see and show it to the other
Understanding the heritage through field research and explaining the causal link between the living conditions in an area and the specific characteristics of natural and cultural heritage.

⇨ Interpret me
A game playing on the imagination and interpretation of local heritage objects.

MODULE 2 – Understanding heritage and getting involved

Once the concept and function(s) of heritage have been understood, the next step is learning to interpret heritage (see key concepts) to better understand it and motivate young people to get involved.

Using heritage interpretation exercises and media (images, sound, video, internet, etc.), young participants can further develop ties with their heritage, to cast a critical eye on the way in which it is managed and, subsequently, develop the need to communicate about their heritage and share what they discover.

Training goals

By familiarising themselves with the activities proposed in this module, the trainer/youth worker should be able to:

- use some techniques of heritage interpretation to present heritage on an appealing way for young people
- encourage creative ways of interpreting heritage by using new media
- introduce young people to heritage conservation and enhancement

Module content

Interpreting Heritage

⇨ Heritage interpretation or sharing facts?
Learning about teamwork to interpret heritage and adapting to different audiences.
[see also Module 3 – Group Management-Communication]

⇨ Unique Heritage
Starting with heritage interpretation: presenting the unique characteristics of a phenomenon, or object.

⇨ Raise your written language out of the ordinary!
Guiding young audiences through the process of creative writing and the key points to better perceive and communicate heritage.

⇨ I'm telling you a story

Using creative writing techniques mentioned above, participants explain to each other what they observe and understand by creating stories.

Using new media

⇨ From a visit to the web

A photography and creative writing exercise to develop a critical view and communication skills on heritage.

⇨ A story in 5 photos

Combining intangible heritage, storytelling and social networks.

⇨ Soundscapes

Observing and recreating a cultural/social space through sound.

⇨ One object, five points of view

Using photography, participants understand the variety of interpretations that an object may offer depending on the way we choose to present it.

MODULE 3 - Nurture and support citizen-based projects

After the discovery-related activities, the awareness-based approach, raising young people's interest in heritage and ways to promote it, module 3 of the YCARHe learning plan seeks to motivate and/or support young people likely to get involved in a heritage activity or local project.

This commitment firstly assumes that the youth group concerned is sufficiently solid to develop an idea together. To do this, YCARHe proposes group dynamics and conflict resolution activities to facilitate group cooperation and communication.

The following activities illustrate the possibilities of interacting with local heritage, from designing a heritage promotion project to preparing a restoration scheme for rural buildings.

Finally, YCARHe offers you several monitoring and interactive evaluation tools that enable teams of young people to track the progress of their project and watch group dynamics.

Training goals

- Improving group dynamics and conflict management for cooperation.
- Be able to encourage young people to become active (involving relevant stakeholders and/or developing a small project).
- Be able to facilitate working group monitoring and evaluation.

Module Content

Group dynamics and problem solving

⇨ What did I say?
Getting to know each other (icebreaker)- cooperation for international groups only.

⇨ Say and show who you are!

Getting to know each other – icebreaker.

⇨ My own personal heritage

Group Management – icebreaker.

[see also Module 1 – What is Heritage?].

⇨ Drawing our rural realities

Team building, getting to know each other.

[Also see Module 1- Heritage and local community].

⇨ Five words game

A brainstorming and conflict management game.

[Also see Module 3 – Monitoring and Evaluation].

⇨ Game ball and time challenge

A problem solving skills and cooperation game.

⇨ Juice or cake?

A role-play game for conflict management.

⇨ Flying egg machine

A game to improve teamwork, project management and conflict resolution.

⇨ Electric fence

A team building activity to solve problems and develop co-operation in a group

Learning how to interact with local heritage

⇨ Those who surround us

Recognising stakeholders and how they can influence heritage conservation and promotion.

⇨ An introduction to dry stone building techniques

Passing on simple heritage restoration techniques to discover heritage linked to rural life and landscapes.

⇨ Let's reconstruct …

Identifying and demonstrating the spatial interactions of an old building and devising a restoration project for a new use.

⇨ Starting and managing a volunteer workcamp

Main aspects to set up and develop a built heritage collective restoration project.

⇨ Starting and managing a heritage campus

How to organise a multi-disciplinary study workshop on a local project for heritage.

⇨ Business model canvas

A strategic management and lean start-up template for developing new business models for use in heritage-related projects.

Monitoring and evaluating

⇨ Five words

A tool for brainstorming on milestones.

⇨ Daily evaluation tools – thermometer & speedometer

An amusing technique to test team mood, activity or results.

⇨ Daily evaluation tool – Metaplan

Express and post your impressions and knowledge acquired during the day.

⇨ Daily evaluation tool – the potato game

A game enabling participants to say what they feel at the end of each day.

⇨ Final evaluation tool - Target

A simple and easy way to evaluate the training session, meeting or activity

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Useful links

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http://histcape.eu/sites/histcape.drupal.pulsartecnalia.com/files/documents/BROCHURE%20HITSCAPE.pdf

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- http://learningfromexperience.com/tools/kolb-learning-style-inventory-lsi/
- http://www.clinteach.com.au/assets/LEARNING-STYLES-Kolb-QUESTIONNAIRE.pdf
- http://economics.fiu.edu/research/working-papers/2008/08-06/08-06.pdf
- http://infed.org/mobi/david-a-kolb-on-experiential-learning/
- http://www2.le.ac.uk/departments/gradschool/training/eresources/teaching/theories/kolb
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- HeriQ project: http://heriq.org/

- "The Interpretive Guide" manual (available in 11 different European languages): http://heriq.org/category/downloads/

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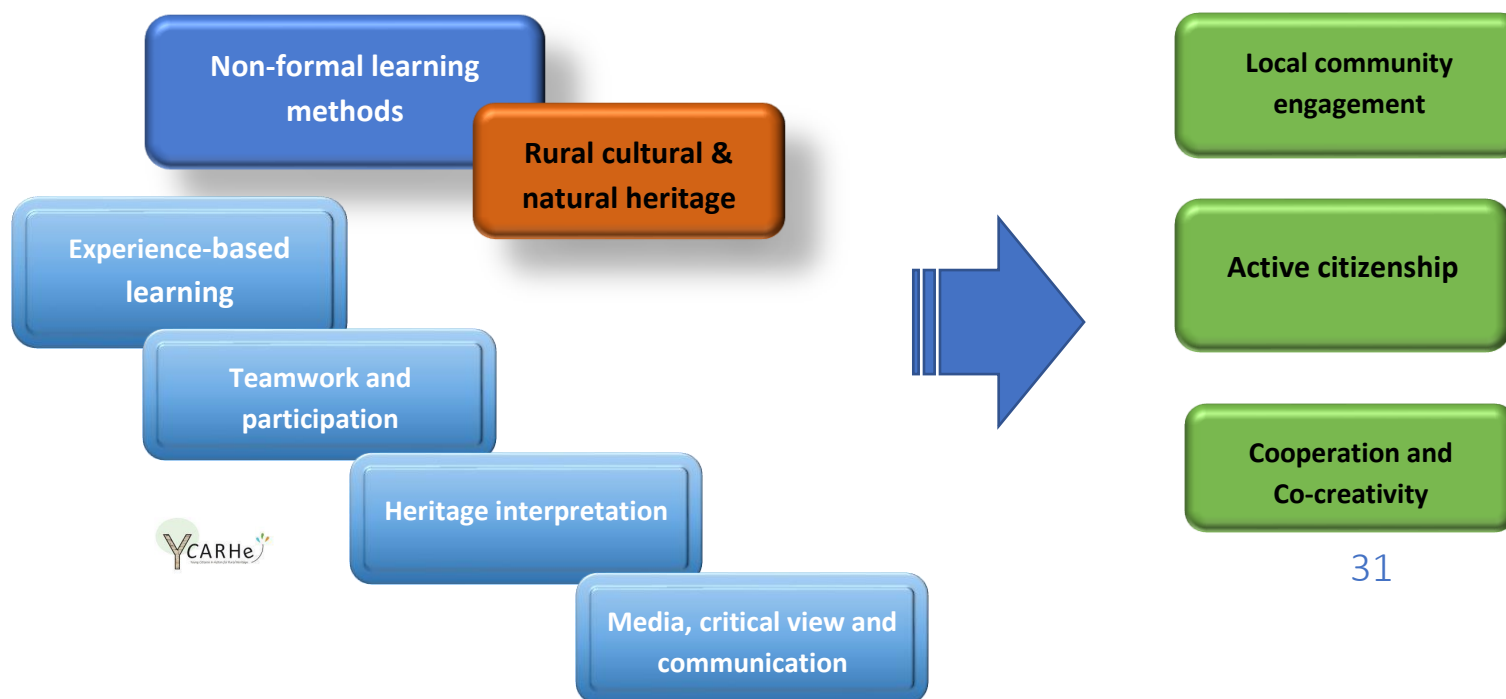
<u>Useful links</u>

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http://www.karposontheweb.org/material/?lang=en

MAIN OBJECTIVES

- to boost young people's interest and involvement in their rural areas

- to use local heritage as a support for the civic participation of young people

- to reclaim rural heritage as an endangered component of identity and potential source of employment

YCARHE APPROACH – KEY CONCEPTS

Non-formal learning methods

Rural cultural & natural heritage

Experience-based learning

Teamwork and participation

Heritage interpretation

YCARHe

Media, critical view and communication

Local community engagement

Active citizenship

Cooperation and Co-creativity

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	Module 1	Module 2	Module 3
	Discovering local heritage	**Understanding heritage & getting involved**	**Nurturing & supporting youth citizen-based projects**
Skills to be developed by youth workers	● *Be able to explain what heritage is and its diversity* ● *Be able to refer to local heritage in cultural, social and economic contexts*	● *Be able to use some technics of heritage interpretation* ● *Using creative ways of interpreting heritage with new media* ● *Be able to introduce young people to heritage preservation and enhancement*	● *Improving group dynamics and conflict management for cooperation* ● *Be able to encourage young people to become active* ● *Be able to facilitate working group monitoring and evaluation*
Content / activities	**What is Heritage?** • My own personal heritage • What is heritage? • Rituals, intangible heritage • Wild plants and heritage • Introducing heritage to a visually impaired audience	**Interpreting Heritage** • Heritage interpretation or sharing facts? • Unique Heritage • Raise your written language out of the ordinary! • I'm telling you a story	**Group dynamics and problem solving** • What did I say? • Say and show who you are! • Drawing our rural realities • Game ball and time challenge • Juice or cake? • Flying egg machine • Electric fence

| | • An orientation game to discover heritage | **Using new media**

• From a visit to the web
• A story in 5 photos
• Soundscapes
• One object, five points of view | **Learning how to interact with local heritage**

• Those who surround us
• An introduction to dry stone building techniques
• Let's reconstruct …
• Organising heritage campuses

• Organising a volunteer workcamp

• Business model canvas |
| | **Heritage and Local community**

• Drawing our rural realities
• Fragments of heritage travel in time
• Go, see and show it to the other

• Interpret me | | **Monitoring and evaluating**

• Five words
• Daily evaluation tools
• Final evaluation tool |

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