



# The DELPHI Course Module Descriptions



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# The DELPHI Course Module Descriptions

## Imprint

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Title	Key Terms for interpretive planning
<b>Competences and Competence Level(s) addressed</b>	<p>To present the asset/phenomenon with a focus on how it is related to European history, culture and/or values (No 3 / level 4)</p> <p>To handle/apply a multi-cultural perspective interpretation principle when offering meaning making &amp; value related frames (No 4 / level 4)</p> <p>To develop narratives highlighting the intercultural &amp; self-transcending values to be found in tangible and intangible heritage in the area (No 11 / level 4)</p>
<b>Online/classroom/on-site</b>	<p>On-site and/or classroom</p>
<b>DELPHI Content focus</b>	<p>Heritage interpretation: basic concepts</p>
<b>Predecessor/following modules</b>	<p>none</p>
<b>Target Group</b>	<p>Adult educators, Heritage interpreters, Heritage planners, Community workers</p>
<b>Objectives</b>	<p>Being able to explain all key terms used in interpretive planning</p>
<b>Learning outcomes</b>	<p>Trainees learn the definition of key terms used in interpretive planning and are able to distinguish their meaning from the everyday use of these same words in other context.</p>
<b>Your title/short description/teaser for online modules</b>	<p><i>Optional for a catchy title you choose fitting for your course and a short text if you plan online modules</i></p>
<b>Duration (in hours)</b>	<p>1</p>
<b>Key words for content</b>	<p>Heritage interpretation, Local Engagement, Interpretive Planning</p>
<b>Method</b>	<p>Exercise / facilitated discussion</p>
<b>Task/Assignment</b>	<p>We split into 2 groups, each given two sets of cards: set A contains all key terms (one word per card) and set B contains all definitions (one definition per card). We ask both groups to match cards in such way that each term matches with the correct definition.</p> <p>Then, we ask both groups to switch places, see what the other group has prepared and check if their responses are identical, or whether there are differences.</p> <p>All trainees, in a discussion facilitated by the trainer, decide the final, correct definition for each term. Finally, one set of terms/definitions are put on a wall, where all trainees can easily see them, as a constant reminder/reference throughout the course.</p>





	If the trainees have already worked on the online module Key terms of Heritage Interpretation, the trainer should make a comparison between the two activities' results.
<b>Material/ Resources (Videos, texts, links, Materials, ...)</b>	Ludwig, T. (2015) The Interpretive Guide: Sharing Heritage with People. 2nd edn. Germany: Bildungswerk Interpretation  Material: facilitation cards with terms/definitions. Handout: Key terms for interpretive planning ( <a href="http://learning.vita-eu.org/pluginfile.php/4141/mod_label/intro/Day%201_Annex%203_Key%20terms%20for%20interpretive%20planning_Day1_5Apr20.pdf">http://learning.vita-eu.org/pluginfile.php/4141/mod_label/intro/Day%201_Annex%203_Key%20terms%20for%20interpretive%20planning_Day1_5Apr20.pdf</a> )
<b>Comments</b>	
<b>Module authors, date of publication and last revision</b>	Valya Stergioti, 16 November 2020
<b>Module references</b>	This activity was first introduced in the course developed at the HeriQ project, and was later also used in the course for Certified Interpretive Guide of Interpret Europe.  This is an adaptation of the original activity.

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Project code: 2018-1-DE02-KA204-005084





<b>Title</b>	<b>Sense of place</b>
<b>Competences and Competence Level(s) addressed</b>	<p>To present the asset/phenomenon with a focus on how it is related to European history, culture and/or values (No 3 / level 5)</p> <p>To handle/apply a multi-cultural perspective interpretation principle when offering meaning making &amp; value related frames (No 4 / level 5)</p> <p>To develop narratives highlighting the intercultural &amp; self-transcending values to be found in tangible and intangible heritage in the area (No 11 / level 5)</p>
<b>Online/classroom/ on-site</b>	On-site
<b>Content focus</b>	Heritage interpretation: basic concepts
<b>DELPHI Predecessor/ following modules</b>	Following module: #1.4 Qualities of heritage interpretation
<b>Target Group</b>	Adult educators, Heritage interpreters, Heritage planners, Community workers
<b>Objectives</b>	Getting in touch with objects and sites, reflecting the meaning of singularity, being aware of the role of framing
<b>Learning outcomes</b>	Trainees realize the difference between factual information and meaning all phenomena/heritage has. Trainees are introduced to the creation of narratives/themes.
<b>Your title/short description/teaser for online modules</b>	<i>Optional for a catchy title you choose fitting for your course and a short text if you plan online modules</i>
<b>Duration (in hours)</b>	1
<b>Key words for content</b>	Heritage interpretation
<b>Method</b>	Exercise / facilitated discussion
<b>Task/Assignment</b>	In our surroundings, each trainee looks for a phenomenon which particularly impresses them and takes about ten minutes to draw it on a facilitation card. After that, two participants form a couple, exchange their cards, visit each other's phenomena together and describe what it was that impressed them about it. Then they separate for another ten minutes, summing up what they have heard in one single sentence. After that, the whole group meets up again, guiding each other from phenomenon to phenomenon without talking, just saying these single sentences. Finally, the group considers which sentence could be best used as a theme for an interpretive talk





<b>Material/ Resources</b> (Videos, texts, links, Materials, ...) 	<ol style="list-style-type: none"> <li>1. Ludwig , T. (2015) The Interpretive Guide: Sharing Heritage with People. 2nd edn. Germany: Bildungswerk Interpretation</li> <li>2. Tilden, F. (2007) Interpreting Our Heritage. 4th edn. Chapel Hill: The University of North Carolina Press</li> </ol> <p>Material: facilitation cards, crayons, area with multiple objects that can be used as ‘meaningful phenomena’</p>
<b>Comments</b>	
<b>Module authors, date of publication and last revision</b>	Valya Stergioti, 16 November 2020
<b>Module references</b>	This activity was first developed by Thorsten Ludwig for the project HeriQ and is also used for the course for Certified Interpretive Guides of Interpret Europe.

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<b>Title</b>	<b>Uniqueness and similarities of phenomena</b>
<b>Competences and Level(s) addressed</b>	<p>This module addresses generic competences in heritage interpretation which are required for dealing with more specific DELPHI competences.</p> <ul style="list-style-type: none"> <li>To evaluate unfamiliar sites with regard to compelling and also less obvious phenomena that can be used for first-hand visitor experience (cf. InHerit Competence framework: Research, level 5, no. 4)</li> </ul>
<b>Learning outcomes (KSA)</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understands that all particular heritage assets are in some respects unique while they also share similar features with other heritage</li> <li>Understands that unique phenomena point a unique history, special features and individual stories of a particular heritage asset which make it stand out from others</li> <li>Understands that similarities may point to features which are typical for, e.g., a particular time period, a particular style, a particular species</li> <li>Understands that Interpretation requires both, creativity and being true to the facts</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Is able to carefully observe and investigate (authentic) phenomena regarding their uniqueness and typical features of similar heritage</li> <li>Uses phenomena as an inspiration for potentially interesting interpretations of a unique heritage asset (providing directions for further research)</li> <li>Puts phenomena which people can perceive with their senses centre stage of heritage interpretation</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>Is curious and eager to discover unique and special features of a site's heritage phenomena</li> <li>Finds it important to anchor heritage interpretation in authentic phenomena in order to facilitate first-hand experience, discovery and revelation</li> <li>Appreciates collaboration with others who may discover different interesting aspects of uniqueness and similarity</li> </ul>
<b>Learning environment</b>	on-site
<b>DELPHI content focus</b>	Heritage interpretation: basic concepts
<b>Predecessor modules</b>	#1.2 Sense of place
<b>Follow-up modules</b>	#1.4 Qualities of heritage interpretation
<b>Target Group(s)</b>	Heritage Interpreters / interpretive planners Adult Educators Community workers





<b>Objectives</b>	<ul style="list-style-type: none"> <li>● to experience discovery of subtle and meaningful details which could easily be overlooked</li> <li>● to experience the added value of collaborating with others in order to unleash creative curiosity, inspiration and discovery new aspects with interpretive potential</li> <li>● to raise awareness of the need that appealing interpretive ideas still may need to be underpinned by research of factual knowledge</li> </ul>
<b>Catchy title/short description/teaser for online modules</b>	<p>Sense of Place</p>
<b>Duration (in hours)</b>	<p>1 h</p>
<b>Key words for content</b>	<ul style="list-style-type: none"> <li>● First-hand experience, phenomenon in HI;</li> <li>● Uniqueness (singularity) versus similarities and representativeness (typical characteristics) of heritage features</li> <li>● Diversity of individual perceptions (and discoveries); prior knowledge and social or cultural backgrounds</li> </ul>
<b>Methods</b>	<ol style="list-style-type: none"> <li>1. Small group work or tandems</li> <li>2. Oral presentations of results</li> <li>3. Facilitated discussion on the experience including introduction of and reflection on key concepts</li> </ol>
<b>Task/Assignment</b>	<ol style="list-style-type: none"> <li>1. Small groups (two to four persons) are distributed to similar objects. Each group has the task to find phenomena which hint towards the uniqueness of their object and a potential story behind it (10 – 15 min).</li> <li>2. Each group selects one presenter who should convince the other groups that their phenomenon is unique and indeed remarkable. They are allowed to invent facts if they lack background knowledge (1 to 3 min. per group).</li> <li>3. Possible opening question: “How much did you make up?”</li> </ol>
<b>Materials / Preparations</b>	<p>A sufficient number of similar but not completely identical objects, such as artefacts, decorations, tools or, at natural sites, trees of the same species. They should be part of the heritage site where the training takes place.</p> <p>If you plan for an outdoor session then you should think about a back up indoor alternative in case of severe weather.</p>
<b>Module annexes / Resources</b>	<p>n/a</p>
<b>Comments</b>	<p>This exercise at level 5 is used to introduce the approach of heritage interpretation and to highlight what makes it stand out compared to typical class-room education (which focusses more on transferable</p>





	<p>knowledge while interpretation highlights first-hand experience of phenomena which reveal unique or special features).</p> <p>But the method may also be applied in participatory interpretation planning and co-creation with socio-culturally diverse members of local communities or heritage communities. A future advanced module (possibly linked on EQF level 7?) could build upon this module and the modules on value theory and meaning-making. Interpretive planners need advanced training enabling them to facilitate participatory Heritage Interpretation activities</p> <p>(1) to identify remarkable phenomena and features (particular and unique as well as typical and representative) and</p> <p>(2) to explore together with the group why heritage objects and phenomena are meaningful in different ways for people in order to identify differing beliefs, interests, attitudes, value preferences among stakeholders and target groups.</p>
<p><b>Module authors, date of publication or last revision</b></p>	<p>Lehnes, Patrick and Stergioti, Valya - DELPHI project (December 2020)</p>
<p><b>Module references</b></p>	<p>Ludwig , T. (2015) The Interpretive Guide: Sharing Heritage with People. 2nd edn. Witzhausen, Germany: Bildungswerk Interpretation</p>

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<b>Title</b>	<b>Qualities of heritage interpretation</b>
<b>Competences and Competence Level(s) addressed</b>	To handle/apply a multi-cultural perspective interpretation principle when offering meaning making & value related frames (No 4 / level 5)  To develop narratives highlighting the intercultural & self-transcending values to be found in tangible and intangible heritage in the area (No 11/ level 5)
<b>Online/classroom/ on-site</b>	Classroom and on-site
<b>Content focus</b>	Heritage interpretation: basic concepts
<b>DELPHI Predecessor/ following modules</b>	This presentation is best understood if accompanied by module „Tools for interpretive planning“ (DELPHI module #1.5), so that trainees experience how heritage interpretation is practiced on a practical and not just theoretical level.
<b>Target Group</b>	Adult educators, Heritage interpreters, Heritage planners, Community workers
<b>Objectives</b>	Being aware of the qualities of heritage interpretation as a non-formal learning approach
<b>Learning outcomes</b>	Trainees are aware of the basic principles of heritage interpretation as set by Freeman Tilden, and understand how these work in practice
<b>Your title/short description/teaser for online modules</b>	<i>Optional for a catchy title you choose fitting for your course and a short text if you plan online modules</i>
<b>Duration (in hours)</b>	0,5 – 1, depending on the discussion and examples the trainer wishes to use.
<b>Key words for content</b>	Heritage interpretation
<b>Method</b>	Presentation / facilitated discussion
<b>Task/Assignment</b>	During the presentation, trainer encourages participants to share own examples from previous experiences and uses these in relation to each principle presented.
<b>Material/ Resources (Videos, texts, links, Materials, ...)</b>	<ol style="list-style-type: none"> <li>1. Presentation ‘qualities of heritage interpretation’ developed by EU project ‘HeriQ’ and adapted by Interpret Europe for its course for Certified Interpretive Guides</li> <li>2. Tilden, F. (2007) Interpreting Our Heritage. 4th edn. Chapel Hill: The University of North Carolina Press</li> <li>3. Cable, T. T., and Beck, L. (2011) The Gifts of Interpretation. Urbana: Sagamore Publishing</li> </ol>

## DELPHI Course Module #1.4

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	Material: data projector, computer/laptop, presentation
<b>Comments</b>	
<b>Module authors, date of publication and last revision</b>	Valya Stergioti, 16 November 2020
<b>Module references</b>	This presentation was first introduced in the course developed for the project HeriQ and is also used for the course for Certified Interpretive Guides of Interpret Europe.

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Title	Tools for interpretive planning
<b>Competences and Competence Level(s) addressed</b>	<p>To run a value &amp; meaning identification process with visitors (No 2 / level 5)</p> <p>To present the asset/phenomenon with a focus on how it is related to European history, culture and/or values (No 3 / level 5)</p> <p>To handle/apply a multi-cultural perspective interpretation principle when offering meaning making &amp; value related frames According to DELPHI competence framework (No 4 / level 5)</p> <p>To develop narratives highlighting the intercultural &amp; self-transcending values to be found in tangible and intangible heritage in the area (No 11 / level 5)</p>
<b>Online/classroom/ on-site</b>	Place-based course
<b>Content focus</b>	<input checked="" type="checkbox"/> Heritage interpretation: basic concepts <input type="checkbox"/> Heritage interpretation planning <input type="checkbox"/> (European) values <input type="checkbox"/> Participation and co-creation <input type="checkbox"/> Create learning activities
<b>DELPHI Predecessor/ following modules</b>	
<b>Target Group</b>	Adult educators, Heritage interpreters, Heritage planners, Community workers
<b>Objectives</b>	Being familiar with questioning techniques, as used in the field of heritage interpretation
<b>Learning outcomes</b>	Trainees learn about open-ended questions, as used in heritage interpretation and understand the value of dialogue between the interpreter and its audience. Also, trainees are able to distinguish the 4 different categories of them and the special meaning 'evaluation' questions can have when wishing to develop critical thinking.
<b>Your title/short description/teaser for online modules</b>	<i>Optional for a catchy title you choose fitting for your course and a short text if you plan online modules</i>
<b>Duration (in hours)</b>	1
<b>Key words for content</b>	Heritage interpretation, heritage planning, adult education
<b>Method</b>	Exercise / facilitated discussion





<p><b>Task/Assignment</b></p>	<p>We split into 3 groups, each choosing one phenomenon and preparing to address this phenomenon by using as many open-ended questions as possible, and at least one of each of the following categories: focus question, transfer question, process question, and evaluation question. After that, one of each group starts a dialogue with the group, discreetly incorporating the four questions.</p> <p>In the debriefing of the exercise, the trainer explains how important the fourth category is when relating heritage phenomena to values, using examples of the phenomena used and the presentations that were made and asks trainees to share own experiences.</p>
<p><b>Material/ Resources</b> (Videos, texts, links, Materials, ...)</p>	<p>Material: multiple objects that can be used as phenomena that trainees will present, Handout: Tools for interpretive planning (2) Open-ended questions in heritage interpretation (<a href="http://learning.vita-eu.org/pluginfile.php/4141/mod_label/intro/Day%201_Annex%202_To_ols%20for%20interpretive%20planning%20%282%29_5Apr20.pdf">http://learning.vita-eu.org/pluginfile.php/4141/mod_label/intro/Day%201_Annex%202_To_ols%20for%20interpretive%20planning%20%282%29_5Apr20.pdf</a>)</p> <p>Ludwig, T. (2015) The Interpretive Guide: Sharing Heritage with People. 2nd edn. Germany: Bildungswerk Interpretation</p>
<p><b>Comments</b></p>	
<p><b>Module authors, date of publication and last revision</b></p>	<p>Valya Stergioti, 16 November 2020</p>
<p><b>Module references</b></p>	

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Project code: 2018-1-DE02-KA204-005084





<b>Title</b>	<b>Introduction to interpretive themes</b>
<b>Competences and Competence Level(s) addressed</b>	<p>To present the asset/phenomenon with a focus on how it is related to European history, culture and/or values (No 3 / level 5)</p> <p>To handle/apply a multi-cultural perspective interpretation principle when offering meaning making &amp; value related frames (No 4 / level 5)</p> <p>To develop narratives highlighting the intercultural &amp; self-transcending values to be found in tangible and intangible heritage in the area (No 11 / level 5)</p>
<b>Online/classroom/on-site</b>	On-site, classroom
<b>Content focus</b>	Heritage interpretation: basic concepts
<b>DELPHI Predecessor/ following modules</b>	Following modules: #1.7 Study visit (if possible)
<b>Target Group</b>	Adult Educators, Heritage interpreters, Heritage planners, Community workers
<b>Objectives</b>	To understand how themes work in heritage interpretation, to be able to identify interpretive themes or develop their own, to understand that themes need to provoke, reveal and relate with visitors
<b>Learning outcomes</b>	Trainees understand how to develop interpretive themes that provoke the attention, reveal meanings and relate with visitors. They comprehend the difference between themes and main theme, and how these relate to each other.
<b>Your title/short description/teaser for online modules</b>	<i>Optional for a catchy title you choose fitting for your course and a short text if you plan online modules</i>
<b>Duration (in hours)</b>	1 + time for the study visit (if possible)
<b>Key words for content</b>	Heritage interpretation, Interpretive Planning
<b>Method</b>	Exercise / facilitated discussion
<b>Task/Assignment</b>	We ask trainees to use an object that has special meaning for them and write a phrase about it. Referring to 'universals' (words that have almost identical meaning for people around the world, such as 'fear', 'war', 'mother', etc.) we ask trainees to add such a word their phrase. Then, referring to the values promoted by EU (such as democracy, equality, etc.) we ask trainees whether they can connect their object with one of them – or if it's implied in the phrases they wrote. Finally, we show UNESCO's goals for sustainability. This time, trainees can





	<p>chose whether or not they want to try and add one goal (not all objects are relevant to sustainability goals).</p> <p>In the next part of this activity, trainees put their objects on a table, like an exhibition, along with the phrases they have written and are asked to find other items that are somehow connected to their own, and form a group with their owners.</p> <p>In the end, each group presents in plenary their objects/phrases and how they are connected to each other.</p> <p>In the debriefing of this activity, the trainer explains that the initial phrases for each object are what we call interpretive themes, whereas the way they connect multiple objects with each other is an interpretive main theme. This theory is briefly explained at the handout 'How to develop interpretation'.</p> <p>It is best if the activity is concluded with a presentation of good examples of interpretive themes, or if it's followed by a study visit in a site with good themes/main themes.</p>
<b>Material/ Resources</b> <i>(Videos, texts, links, Materials, ...)</i>	<p>Material: facilitation cards. Presentation: Introduction to target audiences (<a href="http://learning.vita-eu.org/pluginfile.php/4141/mod_label/intro/Day%203_Annex%209_Introduction%20to%20target%20audiences_5Apr20.pdf">http://learning.vita-eu.org/pluginfile.php/4141/mod_label/intro/Day%203_Annex%209_Introduction%20to%20target%20audiences_5Apr20.pdf</a>). A full list of stepping stones can be found in:</p> <p>Ludwig, T. (2015) The Interpretive Guide: Sharing Heritage with People. 2nd edn. Germany: Bildungswerk Interpretation</p>
<b>Comments</b>	
<b>Module authors, date of publication and last revision</b>	Valya Stergioti, 16 November 2020
<b>Module references</b>	

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<b>Title</b>	<b>Study visit</b>
<b>Competences and Competence Level(s) addressed</b>	<p>To present the asset/phenomenon with a focus on how it is related to European history, culture and/or values (No 3 / level 5)</p> <p>To handle/apply a multi-cultural perspective interpretation principle when offering meaning making &amp; value related frames (No 4 / level 5)</p> <p>To develop narratives highlighting the intercultural &amp; self-transcending values to be found in tangible and intangible heritage in the area (No 11 / level 5)</p>
<b>Online/classroom/ on-site</b>	On-site
<b>Content focus</b>	Heritage interpretation: basic concepts
<b>DELPHI Predecessor/ following modules</b>	<p>Predecessor modules:</p> <p>#1.4 Qualities of heritage interpretation,                  #4.3 Engaging local communities in our Interpretive Planning                  #1.5 Tools for interpretive planning                  #1.6 Introduction to interpretive themes</p>
<b>Target Group</b>	Adult Educators, Heritage interpreters, Heritage planners, Community workers
<b>Objectives</b>	To understand how interpretive themes work in non-personal interpretation and be able to use quality criteria to assess heritage interpretation
<b>Learning outcomes</b>	Trainees understand how quality heritage interpretation needs to meet certain quality criteria and implement their critical view while assessing interpretive media in another venue (e.g. museum, national park, heritage site, etc.).
<b>Your title/short description/teaser for online modules</b>	<i>Optional for a catchy title you choose fitting for your course and a short text if you plan online modules</i>
<b>Duration (in hours)</b>	4
<b>Key words for content</b>	Heritage interpretation, Interpretive Planning
<b>Method</b>	Group work / facilitated dialogue
<b>Task/Assignment</b>	Trainees split in groups of four – five and spend time as visitors in a heritage site, assessing its interpretation based on their own opinion, as well as on specific criteria from the Handout ‘Study visit evaluation sheet on heritage interpretation’.







	In the end of the visit, all groups present their conclusions in plenary and a facilitated dialogue led by the trainer leads to specific conclusions about when heritage interpretation works.
<b>Material/ Resources</b> <i>(Videos, texts, links, Materials, ...)</i>	Material: notebooks and pens, handout 'Study visit evaluation sheet on heritage interpretation'.  For this activity to work, the trainer needs to carefully choose a venue where interpretation can become a starting point for issues such as multiple perspectives, local engagement in heritage planning, sensitive heritage, well developed interpretive themes, free access to different target groups, etc.
<b>Comments</b>	
<b>Module authors, date of publication and last revision</b>	Valya Stergioti, 16 November 2020
<b>Module references</b>	

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<b>Title</b>	<b>Introduction to basic human values</b>
<b>Competences and Level(s) addressed</b>	<ul style="list-style-type: none"> <li>To research views &amp; value preferences of potential target groups (DELPHI No. 1, level 5)</li> <li>To run a meaning &amp; value identification process with other persons (DELPHI No. 2, level 5)</li> </ul>
<b>Learning outcomes (KSA)</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Knows his or her own value preferences</li> <li>Knows (basic understanding) what values are and why they are important for people</li> <li>Understands that values can do both, separate us from each other, or unite us. They can foster exclusionary or inclusive attitudes</li> <li>Knows the EU motto “united in diversity”</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>To identify values &amp; meanings that may cause different reactions of visitors</li> <li>To tell about one’s own value preferences</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>Finds it important for professional interpreters to account for their own value priorities and to minimise biases</li> </ul>
<b>Learning environment</b>	online
<b>DELPHI content focus</b>	Values in Heritage Interpretation
<b>Predecessor modules</b>	none
<b>Follow-up modules</b>	#2.2 The place of ‘European’ values within the system of universal values
<b>Target Group(s)</b>	Heritage Interpreters / interpretive planners Adult Educators Community workers
<b>Objectives</b>	<ul style="list-style-type: none"> <li>to introduce Schwartz’ set indicators for universal values</li> </ul>
<b>Catchy title/short description/teaser for online modules</b>	<p><b>Know thyself</b></p> <p>Heritage interpreters and other adult educators should be aware of their own value priorities. Self-awareness is a precondition to consciously act and interact with other people in a responsible way when facilitating learning related to values. This session will therefore focus on introspection.</p>
<b>Duration (in hours)</b>	1
<b>Key words or content description</b>	Initial introduction to universal human values





	<p>value indicators used by Schwartz' for empirical studies on universal value</p> <p>Initial understanding that while most people share universal values, they may significantly differ in the relative importance they attribute to those values.</p>
<p><b>Methods</b></p>	<ol style="list-style-type: none"> <li>1. into text</li> <li>2. on-line questionnaire (rating of importances of value items)</li> <li>3. text and video clip to provoke reflection and anticipation</li> </ol>
<p><b>Task/Assignment</b></p>	<p><b>Activity 1: Check your value preferences</b></p> <p>This survey with 58 value items has been filled by over 60 000 respondents from more than 60 countries on all continents. We will use the results during the F2F course and map our group's value preferences within the bigger picture. (c.f. Annex 1 for the survey items)</p> <p><b>Activity 2 (optional): "United in diversity" points to a paradox</b></p> <p>You just explored your own value preferences. Think now about your relatives, people in your neighbourhood, people living in other city quarters, people with different cultural backgrounds?</p> <p>Different values are more or less important for different people. Which factors do you think might influence this?</p> <p>You may write down your thoughts here if you want to share them (optional)</p> <p>We might conclude that different values separate people who belong to diverse social and cultural groups.</p> <p>But the contrary is also true: "Values are the social glue that holds us together - with all our beautiful differences". That's the conviction of the man who founded the Museum of Values in Berlin. (embedded video)</p> <p><b>Conclusion:</b></p> <p>Values can do both, separate us from each other, or unite us. They can foster exclusionary or inclusive attitudes. And the way how we interpret heritage and history can make the difference.</p> <p>"United in diversity" points to a paradox. At the face-to-face course we will find out more how paradoxes can be a powerful element of interpretation and adult education.</p>
<p><b>Materials</b></p>	<p>none (online)</p>
<p><b>Module annexes / Resources</b></p>	<ul style="list-style-type: none"> <li>• online module: <a href="http://learning.vita-eu.org/course/view.php?id=80&amp;section=3">http://learning.vita-eu.org/course/view.php?id=80&amp;section=3</a></li> <li>• video: <a href="https://youtu.be/a1Fc6nwps">https://youtu.be/ a1Fc6nwps</a></li> </ul>

## DELPHI Course Module #2.1

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	<ul style="list-style-type: none"><li>• Annex 1: Survey instrument on values (<a href="https://delphi-eu.org/wp-content/uploads/2021/02/2-1-a1-Value-survey-items.pdf">https://delphi-eu.org/wp-content/uploads/2021/02/2-1-a1-Value-survey-items.pdf</a>)</li><li>• Annex 2: Spreadsheet with an example of how to evaluate the value survey data (<a href="https://delphi-eu.org/wp-content/uploads/2021/02/2-1-a2-Value-survey-data-evaluation.pdf">https://delphi-eu.org/wp-content/uploads/2021/02/2-1-a2-Value-survey-data-evaluation.pdf</a>) - data from the DELPHI pilot course</li></ul>
<b>Comments</b>	The results of the participants' value survey need to be evaluated and mapped on the value circle, in time to be used during the face-to-face course. c.f. Module #2.2
<b>Module authors, date of last revision</b>	Lehnes, Patrick - DELPHI project (December 2020)
<b>Module references</b>	<p>Module adapted from:</p> <ul style="list-style-type: none"><li>• Lehnes, P. (2018): Module 1 - Making meaning from heritage. In: Giampieri, G., Lehnes, P. and Seccombe, P.: Facilitating Heritage Interpretation in Secondary Schools, The HIMIS Teacher Training Course, DOI: <a href="https://doi.org/10.6094/UNIFR/165915">10.6094/UNIFR/165915</a>, pp 9-69</li></ul> <p>Scientific background:</p> <ul style="list-style-type: none"><li>• Public Interest Research Centre (PIRC) (2011): The Common Cause Handbook. Online: <a href="https://valuesandframes.org/resources/CCF_report_common_cause_handbook.pdf">https://valuesandframes.org/resources/CCF_report_common_cause_handbook.pdf</a> (accessed 6. Sept. 2020)</li><li>• Schwartz, S. H. (1992): Universals in the Content and Structure of Values: Theoretical Advances and Empirical Tests in 20 Countries. <i>Advances in Experimental Social Psychology</i>. p. 1-65. (Download <a href="https://www.researchgate.net/publication/230557790">https://www.researchgate.net/publication/230557790</a>)</li><li>• Schwartz, S. H. (2005): Basic human values: Their content and structure across countries. In A. Tamayo &amp; J. B. Porto (Eds.), <i>Valores e comportamento nas organizações</i> [Values and behavior in organizations] pp. 21-55. Petrópolis, Brazil: Vozes. (Download of manuscript: <a href="https://www.researchgate.net/publication/272160275">https://www.researchgate.net/publication/272160275</a>)</li></ul>

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*Project code: 2018-1-DE02-KA204-005084*



<b>Title</b>	<b>The place of ‘European’ values within the system of universal values</b>
<b>Competences and Level(s) addressed</b>	<ul style="list-style-type: none"> <li>To research views &amp; value preferences of potential target groups (DELPHI No. 1, level 5)</li> <li>To run a meaning &amp; value identification process with other persons (DELPHI No. 2, level 5)</li> </ul>
<b>Learning outcomes (KSA)</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understands that while most people share universal values, they may significantly differ in the relative importance they attribute to those values.</li> <li>Knows Schwartz value circle and where ‘European’ values are situated on that map.</li> <li>Knows the four cardinal directions of Schwartz’s value circle.</li> <li>Understands the difference between ‘universal values’ and ‘universalism values’.</li> <li>Knows techniques for comparative analysis of values and value preferences</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>To identify and analyse values &amp; meanings that may cause different reactions of visitors</li> <li>To tell about value preferences related to one’s own field of interest.</li> <li>To use the value survey together with stakeholders and communities</li> <li>To use the value map for target group analysis</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>Finds it important for professional interpreters to account for their own value priorities and to minimise biases</li> <li>Finds it important that ‘European’ values are promoted in order to foster social inclusiveness and cohesion.</li> </ul>
<b>Learning environment</b>	classroom
<b>DELPHI content focus</b>	Values in Heritage Interpretation
<b>Predecessor modules</b>	#2.1 Introduction to basic human values
<b>Follow-up modules</b>	#2.3 Meaning-systems, opposite values and multiple perspectives #2.4 Interpretations resonate with values
<b>Target Group(s)</b>	Heritage interpreters / interpretive planners, adult educators, community workers
<b>Objectives</b>	<ul style="list-style-type: none"> <li>to understand Schwartz value circle and its relevance for analysing value preferences</li> </ul>





	<ul style="list-style-type: none"> <li>● to be equipped with strong empirical evidence about universal values when challenged by adherents of radical cultural relativism or solipsism</li> <li>● to relate the participants' value preferences to those of other people with other socio-cultural backgrounds</li> </ul>
<b>Catchy title/short description/teaser for online modules</b>	The compass of universal values
<b>Duration (in hours)</b>	1,5 h
<b>Key words or content description</b>	<ul style="list-style-type: none"> <li>● Initial introduction to universal values.</li> <li>● Getting familiar and reflection about the value indicators used by Schwartz' for empirical studies on universal value.</li> <li>● 'European' values refers to the values on which the EU is founded (according to article 2 TEU). It does not imply that these values are restricted to 'Europe' nor did they originate in Europe only.</li> </ul>
<b>Methods</b>	<ol style="list-style-type: none"> <li>1. presentation</li> <li>2. role plays small group exercise on value preferences</li> <li>3. discussion</li> <li>4. presentation</li> </ol>
<b>Task/Assignment</b>	<p><b>Role play small group exercise:</b></p> <p>Split into three small groups at three tables or circles.</p> <p>Each small group receives only one description of a particular socio-cultural community and should not tell the other groups what it is.</p> <p>Handout Exercise Value-role-play (annex 3) with descriptions for:</p> <ul style="list-style-type: none"> <li>● Well-off business community</li> <li>● Rural community with long-standing family roots</li> <li>● Migrant community</li> </ul> <p>Assignment for all groups: Imagine which value items would be deemed most and least important for members of your socio-cultural community.</p> <p>Try to agree within your small group which are the most and least important values and mark them with green and red dots on the value map. Note significant disagreements, if any. (10 to 15 minutes)</p> <p>Hand out red and green dots and one A2 (or A3) print out of the value map for each table.</p> <p><b>Plenary: Presentation of the small groups' results</b></p> <p>followed by</p> <p><b>Open discussion</b> of the results</p>



	<p><b>General aim:</b></p> <ul style="list-style-type: none"> <li>- to experience that the value priorities of various target groups (visitors and stakeholders, participants in a planning and co-creation process) may significantly differ from those held by oneself.</li> <li>- to understand that for interpretive planning it is important to know the target groups (as well as those visitors who come anyway) and to understand what is important or sensitive for them. This requires knowledge of their social and cultural backgrounds.</li> </ul> <p>After a period of discussion of the results and experience made with role play. You may stick to the meta level:</p> <p><b>Question: Are we stereotyping with this exercise?</b></p> <p>Aspects:</p> <ul style="list-style-type: none"> <li>- Everybody holds stereotypes; this is more or less inescapable.</li> <li>- On the other hand, we must also acknowledge that there are real differences in tendencies re value priorities, attitudes, beliefs etc. between different (sub-)cultural groups etc.</li> </ul> <p><b>Conclusions:</b></p> <p>As interpreters we need to be aware of such real differences, but at the same careful to avoid undue stereotyping:</p> <p>This requires</p> <ul style="list-style-type: none"> <li>- openness towards each individual and to expect that an individual may not share a general tendency which is attributed to a group to which he or she appears to belong,</li> <li>- and caution that our own understanding of a socio-cultural group might be tinged by undue stereotypes, bias or cliché</li> </ul> <p><b>Transition</b> (to continue the presentation):</p> <p>So, where are 'European' values placed on the value map? ...</p>
<p><b>Materials / Preparations</b></p>	<p>Print handouts (annexes 2 and 3)  A3 or A2 print of the value map (cf. page 1 of annex 2)  3 separate tables for small group work  Enough green and red sticky dots for 3 tables</p>
<p><b>Module annexes / Resources</b></p>	<p>Annex 1: 2-2 a1 <a href="#">ppt value compass (with explanatory notes)</a>  Annex 2: 2-2 a2 <a href="#">Handout value survey</a>  Annex 3: 2-2 a3 <a href="#">Exercise Value-role-play</a></p>
<p><b>Comments</b></p>	<p>We recommend to separate this module from module #2.3 allowing participants to digest what they learnt over night</p>
<p><b>Module authors, date of publication or last revision</b></p>	<p>Lehnes, Patrick - DELPHI project (December 2020)</p>
<p><b>Module references</b></p>	<p>Module adapted from:</p>



- Lehnes, P. (2018): Module 1 - Making meaning from heritage. In: Giampieri, G., Lehnes, P. and Seccombe, P.: Facilitating Heritage Interpretation in Secondary Schools, The HIMIS Teacher Training Course. DOI: 10.6094/UNIFR/165915, pp 9-69

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- Public Interest Research Centre (PIRC) (2011): The Common Cause Handbook. Online: [https://valuesandframes.org/resources/CCF\\_report\\_common\\_cause\\_handbook.pdf](https://valuesandframes.org/resources/CCF_report_common_cause_handbook.pdf) (accessed 6. Sept. 2020)
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	<ul style="list-style-type: none"><li>• TEU (2016): Consolidated version of the Treaty on European Union. In: Official Journal of the EU, 2016/C 202/01 (EN), p. 13-45</li><li>• UNESCO (2018): Constitution of the United Nations Educational, Scientific and Cultural Organization. In: Basic texts: 2018 edition. Online: <a href="https://unesdoc.unesco.org/ark:/48223/pf0000261751.page=6">https://unesdoc.unesco.org/ark:/48223/pf0000261751.page=6</a></li><li>• UNESCO (no date): Building peace in the minds of men and women. Web page: <a href="https://en.unesco.org/70years/building_peace">https://en.unesco.org/70years/building_peace</a> (accessed 20.10.2019)</li></ul>
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*Project code: 2018-1-DE02-KA204-005084*



Title	Meaning-systems, opposite values and multiple perspectives
<b>Competences and Competence Level(s) addressed</b>	<ul style="list-style-type: none"> <li>• To research views &amp; value preferences of potential target groups (DELPHI No. 1, level 7)</li> <li>• To run a meaning &amp; value identification process with other persons (DELPHI No. 2, level 6 and 7)</li> <li>• To present the asset/phenomenon with a focus on how it is related to European history, culture and/or values (DELPHI No. 3, level 6)</li> <li>• To handle/apply a multi-cultural perspective interpretation principle when offering meaning making &amp; value related frames (DELPHI No. 4, level 6 and 7)</li> <li>• To develop a multi-perspective participatory heritage identification project (DELPHI No. 6, level 6)</li> <li>• To focus on inclusion, diversity &amp; equality in the co-creative interpretation process of a heritage asset (DELPHI No. 9, level 6)</li> </ul>
<b>Learning outcomes (KSA)</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Knows how perception works in terms of meaning frames of cultural groups. (1/7)</li> <li>• Knows how values &amp; meanings can be influenced.(2/7)</li> <li>• Understands the theory of values &amp; meanings. (2/6)</li> <li>• Has thorough theoretical knowledge of the role of meaning making processes in heritage interpretation. (4/7)</li> <li>• Knows that meaning making is fluid and shifts depending on gender, age, social background and ethnicity. (4/6)</li> <li>• Knows the ‘value rectangle’ theory and its implications in interpretation. (4/6)</li> <li>• Is critically aware of social sustainability as a framework of sustainable community development and place making. (6/7)</li> <li>• Is aware of mainstream and alternative meanings / values related to heritage and place making. (6/6)</li> <li>• Understands how culture and/or cultural differences permeate a dispute. (9/6)</li> <li>• Has profound knowledge of meaning making processes. (9/7)</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Analyses the diversity of world views, value preferences and attitudes between cultural groups. (1/7)</li> <li>• Identifies and analyses potential value conflicts and sensitivities between relevant groups.(1/7)</li> <li>• Identifies beliefs, narratives and stereotypes relevant groups associate with the heritage. (1/6)</li> <li>• Assesses pre-knowledge, knowledge gaps, and beliefs of relevant groups.(1/6)</li> </ul>



- Identifies and analyses potential value conflicts and sensitivities between relevant groups. (2/7)
- Reacts to inappropriate values & meanings of visitors. Discusses different values & meanings. (2/6)
- Applies instruments to identify values & meanings that are decisive for the visitors. (2/6)
- Chooses and uses techniques to address groups regarding diversity. (2/6)
- Investigates opportunities for transcending predominant framings and narratives. (3/7)
- Helps other heritage professionals build expertise in multi perspective interpretation techniques. (3/7)
- Presents a transnational dimension of heritage rather than a national frame. (3/6)
- Strengthens European values by re-framing conservative/conformity narratives. (3/6)
- Compiles and reproduces theory on multi-perspective interpretation techniques. (4/7)
- Investigates opportunities for transcending predominant framings and narratives. (4/7)
- Discerns evidence-based facts from presumptions and fiction and to assess credibility of sources. (4/6)
- Provokes reflective thinking and encourage groups to try new perspectives and question stereotypes. (4/6)
- Incorporates a range of values and voices into own work on heritage. (6/6)
- Prepares participatory planning activities to assist the community to identify what heritage they value. (6/6)
- Incorporates peoples' meanings into the heritage identification process. (6/6)
- Helps a group to identify needs, opportunities, rights and responsibilities in relation to an asset. (9/6)

**Attitudes:**

- Finds it important to introduce a multi-perspective heritage view to society. (1/7)
- Has a respectful/ethical relationship towards the material. (1/7)
- Is willing to take a position in approaches. Is willing to share knowledge and expertise. (1/7, 2/7)
- Finds it important to act professionally based on identified values. (2/6)
- Is ready to discern genuine interpretation from deliberate interest-driven bias and propaganda.(3/5)
- Is passionate about heritage interpretation helping the promotion of European values.(3/6)



	<ul style="list-style-type: none"> <li>• Values heritage as a resource for meaning making and identity building. (4/7)</li> <li>• Is sensitive towards the range of values that people may have for heritage. (4/6)</li> <li>• Finds it important to make people aware that meaning making and identities are fluid and shift depending on gender, age, social background and, ethnicity. (4/6)</li> <li>• Values a diversity of meanings regarding heritage phenomena. (4/6)</li> <li>• Is eager to address social challenges through heritage. (6/7)</li> <li>• Is eager to learn the different views / values people have of heritage. (6/6)</li> <li>• Is willing to share values-based approaches that recognise that different values for heritage can co-exist. (6/6)</li> <li>• Finds it important to engage with people’s role in identifying the values they may hold for heritage. (6/6)</li> <li>• Is willing to act as a facilitator and mediator. (6/6)</li> <li>• Gives importance to inclusive and participatory approaches to heritage decision making. (7/6)</li> <li>• Values a diversity of meanings. Is interested in public and cultural life. (9/6)</li> <li>• Has conviction to take a personal stand in sensitive social issues. (9/6)</li> <li>• Feels responsible to share own knowledge and expertise. (9/6)</li> </ul>
<b>Learning environment</b>	classroom
<b>DELPHI content focus</b>	Values in Heritage Interpretation
<b>Predecessor modules</b>	#2.2 The place of ‘European’ values within the system of universal values
<b>Follow-up modules</b>	#2.4 Interpretation resonates with values
<b>Target Group(s)</b>	Heritage Interpreters / interpretive planners Adult Educators Community workers
<b>Objectives</b>	<p><b>Part 1: Interpretation and meaning systems</b></p> <ul style="list-style-type: none"> <li>• to provide a conceptual framework which links heritage interpretation to individual and collective meaning-systems and values</li> <li>• to understand and apply how heritage interpretation can enhance adult leaning personal development in order to foster transformation of European societies towards sustainability</li> </ul> <p><b>Part 2: Values and their opposites within a system of meanings</b></p> <ul style="list-style-type: none"> <li>• to understand the relationships within the value rectangle and its significance for addressing issues in diverse communities</li> </ul>



	<p><b>Part 3: Multiple-perspectives interpretation, ambivalence and conflicting meaning-systems</b></p> <ul style="list-style-type: none"> <li>• to understand and apply multiple perspectives approaches in order to enhance learners’ capabilities in dealing with ambiguity and value conflicts</li> <li>• to get an initial idea of the possibilities and challenges of interpretive co-creation</li> </ul>
<p><b>Catchy title/short description/teaser for online modules</b></p>	
<p><b>Duration (in hours)</b></p>	<p>6 h</p>
<p><b>Key words or content description</b></p>	<ul style="list-style-type: none"> <li>• Culture as systems of shared meanings and value preferences</li> <li>• Personal worldview and collective meaning systems</li> <li>• ‘Interpretation’ as mental activity</li> <li>• ‘Heritage Interpretation’ as educational activity</li> <li>• The value rectangle: counterbalancing values and non-values</li> <li>• Absolute values, extremisms and the ability to deal with ambivalence</li> <li>• Multiple perspectives interpretation</li> <li>• Engaging visitors</li> <li>• Conceptual interpretive plan</li> <li>• Interpretive facilitator of co-creation project</li> </ul>
<p><b>Methods</b></p>	<p><b>Part 1 (90 – 120 min)</b></p> <ol style="list-style-type: none"> <li>1. Presentation (until slide 8 of annex 1)</li> <li>2. Exercise 1: How we normally view the world</li> <li>3. Presentation (until slide 15)</li> <li>4. Discussion of the meanings of ‘perception’ and ‘interpretation’ and how they mutually influence each other to ensure that these concepts make sense for participants</li> <li>5. Continue presentation (until slide 22)</li> <li>6. Conclusive Discussion: Do you know shared cultural meaning systems which tend to inhibit transformation?</li> </ol> <p><b>Part 2 (90 – 120 min)</b></p> <ol style="list-style-type: none"> <li>7. Presentation with questions / discussions until slide 30)</li> <li>8. Exercise 2: Discovering non-values</li> <li>9. Presentation with questions / discussions (until slide 42)</li> </ol> <p><b>Part 3 (120 – 180 min)</b></p> <ol style="list-style-type: none"> <li>10. Presentation (until slide 49)</li> <li>11. Exercise 3: Analysis of multiple historic perspectives, meanings and value conflicts</li> <li>12. Presentation, questions / discussions (slide 51ff)</li> </ol>



	<p>13. Thought experiment: a story of a fictive co-creation project (slides 66ff). This could also be transformed into a role play</p> <p>14. Conclusive presentation and discussion (slide 78ff)</p>
<p><b>Task/Assignment</b></p>	<p><b>Exercise 1: How we normally view the world</b></p> <p>20 – 30 minutes - in plenary</p> <p>Show a slightly obscure natural or man-made object, e.g. an interesting dry fruit stand.</p> <p>a) <b>Ask</b> participants to write down on a piece of paper <b>what they saw</b>. Then ask some what they wrote: =&gt; they will probably tell you what they recognised (the object) → stress different outcomes: i.e. different concepts used for what you showed; i.e. different people recognised this thing differently (probably depending on their knowledge or what precision they found appropriate).</p> <p>b) Then <b>ask</b> them to briefly describe <b>what they really perceived with their senses</b>, colours, structures, maybe smells, if your object smells. Collect some answers</p> <p>c) Next question: Did you <b>associate</b> something with this thing? Whatever <b>popped up in your mind</b>, automatically. E.g. ideas what it is used for or where it is from or...? Collect some answers. Participants will probably come up a variety of associations</p> <p>d) Question: When other participants reported their associations, <b>did you start to think</b>? E.g.. “Aah, that’s how one can look at it”. Or, “no, I don’t agree”. Or... <b>Conclusions</b> continue with slide 9ff</p> <p><b>Exercise 2: Discovering non-values</b></p> <p>20 – 30 min - tandems of participants</p> <p><b>Instructions</b> (on slide 30)</p> <p><b>a) Find exaggerations of openness-to-change which turn the value into a non-value!</b></p> <p>Tip: look at value items from the self-direction and stimulation sectors in the value map [cf. Handout in 2-2 annex 4]</p> <p><b>b) Collect ‘non-values’ on which you both agree</b></p> <p><b>c) Discuss and take note where you disagree!</b></p> <p><b>Collection of results:</b></p> <p>Collect non-values derived from ‘openness-to-change’ on the left side of the flip chart.</p>



	<p><b>Mark and discuss controversial items</b> which were considered as a value or neutral by some and a non-value by others. You might come back later to those items, and explain what caused the disagreement. [Optional] Then repeat the same exercise (maybe with the other neighbour for the tandems) for additional non-values related to 'conservation values': tradition, conformity, security values.</p> <p><b>Exercise 3: Analysis of multiple historic perspectives, meanings and value conflicts</b></p> <p>60 – 90 min - small group work</p> <p>Instruction: on slide 49 and on handout from annex 2-3 a2</p> <p>Participants should do this exercise for the heritage site where the training takes place and for which they prepare a conceptual plan. Alternatively, the trainer can propose a limited number of famous heritage sites. Small groups should then choose a site about which they have at least some knowledge and refer the analysis to this site. It is not problem, if they have to speculate and use their imagination.</p> <p>Presentations of results by small groups (5 to 10 minutes each)</p> <p>Pin key words (opposing values and linked persons / groups) at a wall or flip chart.</p> <p><b>Questions / discussions</b></p> <p>This exercise is likely to trigger questions of understanding and discussion related to the value theory, worldviews / meaning-and-value-systems and how to apply it to practice.</p> <p>Allow for enough time.</p> <p>Subsequently rearrange the pinned key words according to different types of value tensions and conflicts:</p> <ol style="list-style-type: none"> <li><b>1. <u>inner</u> conflicts within</b> a person's mind and conscience, i.e. within the <b>individual worldview</b></li> <li><b>2. <u>inner</u> conflicts within</b> a socio-cultural community's <b>system of shared meanings and value preferences</b></li> <li><b>3. external conflicts <u>between</u></b> persons or groups with <b>different systems of meanings</b> and differing value preferences</li> </ol> <p>Continue with slide 51ff</p>
<p><b>Materials / Preparations</b></p>	<p>Flip chart</p> <p>Tables for small group work</p> <p>Preparation for Exercise 1:</p> <p>Bring an object which is not easily recognisable at a first glance, but big enough that participants can see it.</p> <p>Preparation for Exercise 2:</p> <p>Draw the Square of values and related non-values on a flip chart (see slide 29 in annex 2-3 a1 without 'unpredictability'). Leave enough space below to collect non-values identified by participants.</p>



	Print the handouts.
<b>Module annexes / Resources</b>	<p>Annex 1: ppt What is the opposite of a value? (<a href="https://delphi-eu.org/wp-content/uploads/2021/02/2-3-a1-ppt_Meaning-systems_Values_Interpretation.pdf">https://delphi-eu.org/wp-content/uploads/2021/02/2-3-a1-ppt_Meaning-systems_Values_Interpretation.pdf</a>)</p> <p>Annex 2: Handouts (<a href="https://delphi-eu.org/wp-content/uploads/2021/02/2-3-a2-Handouts.pdf">https://delphi-eu.org/wp-content/uploads/2021/02/2-3-a2-Handouts.pdf</a>)</p>
<b>Comments</b>	<p>This module has been completely reworked after the DELPHI pilot course. It was originally kept very simple and introduced only a simple version of the value rectangle as published by IE 2017. But observations from mentoring and the final conference indicated that a deeper understanding was needed in order to apply the value theory and multiple perspectives approaches interpretive planning and co-creation. As a consequence this module has been extended to three parts: interpretation as meaning-making; thinking through the value rectangle in relation to Schwartz’s value theory; applying both for multiple perspectives interpretation and co-creation aiming to foster European values.</p> <p>Hence this module has not yet been tested and it contains a lot of original thinking outlining an expanded theory and practice of interpretation. Further in-depth research will be needed, in order to link it to current discourses. Only when this work was all but finalised in December, the author discovered that Friedemann Schulz von Thun worked extensively on the value rectangle. It was too late to consider it for this project. Some of the terminology introduced here may have to be revised at a later stage.</p> <p>In principle this module could be transformed into an online module. But discussions benefit from a close connection with module 2-4 (on-site, study visit). 2-4 provides a shared experience and knowledge of an existing heritage interpretation by all participants.</p> <p>2-4 visit may precede this module. Then the trainer can refer to this example during the presentation, and participants can use their memories to identify non-values.</p> <p>The other option is to use 2-4 as an immediate follow-up in order to apply the value theory (modules 2-2 and 2-3) to a real-world example.</p>
<b>Module authors, date of publication or last revision</b>	Lehnes, Patrick - DELPHI project (December 2020)
<b>Module references</b>	<p>EU Council (2019): Resolution of the Council of the European Union and the Representatives of the Governments of the Member States meeting within the Council on the Cultural Dimension of Sustainable Development 2019/C 410/01. ST/13956/2019/INIT. OJ C 410, 6.12.2019, p. 1–6 (EN)</p> <p>Ham, S. (2013): Interpretation. Making a Difference on Purpose. Golden, Colorado: Fulcrum.</p> <p>Helwig, P. (1965): Charakterologie. Stuttgart: Ernst Klett.</p>





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Lehnes, P. (2018): Module 1 - Making meaning from heritage. In: Giampieri, G., Lehnes, P. and Seccombe, P.: Facilitating Heritage Interpretation in Secondary Schools, The HIMIS Teacher Training Course. DOI: 10.6094/UNIFR/165915, pp 9-69

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Schwartz, S.H. (2006): Les valeurs de base de la personne: Théorie, mesures et applications [Basic human values: Theory, measurement, and applications]. *Revue française de sociologie*, 42, 249-288. (Online manuscript: <https://www.researchgate.net/publication/286951722> )

Smith, L. (2006): *Uses of Heritage*. Routledge, London, New York.

TEU (2016). Consolidated version of the Treaty on European Union. In: *Official Journal of the EU*, 2016/C 202/01 (EN), p. 13-45

Tilden, F. (1957): *Interpreting Our Heritage*. Chapel Hill: The University of North Carolina Press.

### Further reading

Schulz von Thun (no date): Von wem stammt das Werte- und Entwicklungsquadrat? Online at: <https://www.schulz-von-thun.de/die-modelle/das-werte-und-entwicklungsquadrat> (accessed 20.12.2020).

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*Project code: 2018-1-DE02-KA204-005084*



<b>Title</b>	<b>Interpretations resonate with values</b>
<b>Competences and Level(s) addressed</b>	<ul style="list-style-type: none"> <li>• To research views &amp; value preferences of potential target groups (DELPHI No. 1, level 7)</li> <li>• To run a meaning &amp; value identification process with other persons (DELPHI No. 2, level 6)</li> <li>• To present the asset/phenomenon with a focus on how it is related to European history, culture and/or values (DELPHI No. 3, level 6)</li> <li>• To handle/apply a multi-cultural perspective interpretation principle when offering meaning making &amp; value related frames (DELPHI No. 4, level 7)</li> <li>• To develop a multi-perspective participatory heritage identification project (DELPHI No. 6, level 6)</li> </ul>
<b>Learning outcomes (KSA)</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• (application of knowledge introduced by modules 2-2 and 2-3)</li> <li>• Understands how apparently “value neutral” interpretation can unintentionally strengthen particular values and weaken others. (n/a)</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Identifies and analyses potential value conflicts and sensitivities between relevant groups.(1/7)</li> <li>• Applies instruments to identify values &amp; meanings that are decisive for the visitors. (2/6)</li> <li>• Investigates opportunities for transcending predominant framings and narratives. (3/6 and 4/7)</li> <li>• Assesses existing interpretive offers with regard to multiple-perspective interpretation versus one-dimensional thinking (n/a)</li> <li>• Evaluates how existing interpretive offers relate to ‘European’ values and / or other values (n/a)</li> <li>• Evaluates existing interpretive offers against the goal of a plural society which aims for being ‘united in diversity’ and needs to deal with ambivalence and value conflicts (n/a)</li> <li>• Evaluates how existing interpretive offers reinforce or challenge stereotypes, clichés (n/a)</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Finds it important to introduce a multi-perspective heritage view to society. (1/7)</li> <li>• Is passionate about heritage interpretation helping the promotion of European values.(3/6)</li> <li>• Is ready to discern genuine interpretation from deliberate interest-driven bias and propaganda.(3/5)</li> </ul>





	<ul style="list-style-type: none"> <li>• Values heritage as a resource for meaning making and identity building. (4/7)</li> <li>• Is sensitive towards the range of values that people may have for heritage. (4/6)</li> <li>• Finds it important to make people aware that meaning making and identities are fluid and shift depending on gender, age, social background and, ethnicity. (4/6)</li> <li>• Is sensitive towards the range of values that people may have for heritage. (4/6)</li> <li>• Values a diversity of meanings regarding heritage phenomena. (4/6)</li> <li>• Is willing to share values-based approaches that recognise that different values for heritage can co-exist. (6/6)</li> <li>• Is eager to address social challenges through heritage. (6/7)</li> </ul>
<b>Learning environment</b>	on-site
<b>DELPHI content focus</b>	Values in Heritage Interpretation
<b>Predecessor modules</b>	2-2 The place of 'European' values within the system of universal values 2-3 Meaning-systems, opposite values and multiple perspectives
<b>Follow-up modules</b>	any
<b>Target Group(s)</b>	Heritage Interpreters / interpretive planners Adult Educators Community workers
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• to apply the theory of value-oriented multiple perspectives interpretation</li> <li>• to assess and evaluate existing media-based interpretations regarding perspectives and values</li> </ul>
<b>Catchy title/short description/teaser for online modules</b>	Whose perspective? Which values? Evaluating a real-world interpretation.
<b>Duration (in hours)</b>	Several hours (minimum of 2 h), depending on the size of the exhibition or trail, and the variant of the exercise
<b>Key words or content description</b>	<ul style="list-style-type: none"> <li>• assessment / evaluation</li> <li>• study visit</li> <li>• 'European' values, value compass, non-values, counterbalancing values</li> <li>• historic people's perspectives, ambivalence, value conflicts</li> </ul>



	<ul style="list-style-type: none"> <li>• present-day people’s positions, current issues</li> <li>• reinforcement or challenge of value preferences and stereotypes</li> <li>• interpretive plot and overarching narrative</li> </ul>
<p><b>Methods</b></p>	<p>Study visit: Evaluation of an existing heritage interpretation</p> <ol style="list-style-type: none"> <li>1. Capture first impressions (individual work)</li> <li>2. Systematic evaluation based on guidelines (as tandems)</li> <li>3. Presentation and discussion of evaluation results (plenary either on-site or classroom)</li> <li>4. Conclusive discussion (plenary either on-site or classroom)</li> </ol>
<p><b>Task/Assignment</b></p>	<p>Distribute evaluation sheets</p> <p>Ensure that tasks which are described on the evaluation sheets are understood.</p> <p>Task 1 is for individual exploration task 2 for tandems</p> <p><b>Task 1: Record your first impression</b></p> <p>Time: Calculate a reasonable time frame, allowing participants to walk through the exhibition or trail looking at all panels (or exhibits) to identify those which catch their interest, and allowing them a brief engagement with those selected interpretations.</p> <p><b>Task 2: Systematic evaluation re values and perspectives</b></p> <p>The first team should begin with Evaluation sheet A. The next team should begin with Evaluation sheet B. And so on.</p> <p>When a team is finished with their Evaluation sheet, they should begin with the subsequent one.</p> <p>Time: Calculate a time frame allowing each tandem to finalise their first evaluation sheet.</p> <p>Alternatively, you may provide more time allowing most tandems to work through all evaluation sheets.</p> <p><b>Task 3: Plenary presentations</b></p> <p>Tandems present their findings.</p> <p>The first team for each evaluation task (A, B,...) presents their complete results. The other teams may briefly summarise similar findings. They should focus on different, contradictory or complementary, results.</p> <p>It may be beneficial to allow other teams presenting their different results after each question (a, b, c etc.) of the respective evaluation sheet and immediately discuss the findings.</p> <p><b>Discussions</b> will probably reveal some gaps in understanding or misunderstandings of the conceptual framework which the trainer can correct and explain.</p>



The final questions for each evaluation sheet refers to possibilities of reframing the interpretation. These discussions are important to let participants explore how the conceptual framework of modules 2-2 and 2-3 can be applied to real-world heritage interpretation.

**4. Conclusive discussion:**

**Question:** Imagine other museums or heritage sites which interpret history of a town, a region, a nation or Europe. What do you think, which historic protagonists’ perspectives dominate the interpretations? And which values might be most often activated at such sites?

Collect answers...

The discussion should lead to predominance of people of power and extraordinary, successful people, stories about gaining power, defending or losing power as well as achievement (influence, ambitions, success stories, maybe failure, enhancing capabilities...).

Such plots and stories are typical for traditional heritage interpretation. They activate and strengthen self-enhancing values.

Participants should be able to discover the problem re. societal goals connected with ‘European’ values...

**Meta reflection and conclusions:**

It is normal that historians, academic and popular historiography and subsequent heritage interpretation frequently focus on those with power and / or those with extraordinary achievements.

Reasons:

- they stand out and they often created the most impressive heritage;
- they are often mentioned in historic documents, and hence accessible for research based on historical evidence;
- they deserve special attention because they are the one’s who influenced the course of history.

Consequence:

Interpretation of cultural heritage tended and still tends to **focus on the powerful and successful**, hence **activating self-enhancing values** while at the same time **weakening self-transcending values** (spill-over and see-saw effects).

Interpreters might be completely unaware that their work could be counter-productive for a plural society which aims to become more “united in diversity”. They may be (rightfully) convinced that they base their interpretation solely on objective (or intersubjective) historical evidence. They might even deliberately avoid any ‘subjective’ personal value statement or own judgment as interpreters and therefore believe that they take a strictly neutral stance – which is a false belief.

Professional interpreters need to be aware that there is no interpretation without choosing objects of *interest*, perspectives, focusing on layers and aspects of *interest*, *choosing meaningful* frames and thus directing



	<p>which <i>resonances</i> may be triggered in visitors' (or co-creators') meaning systems. All this is linked to values and value preferences.</p> <p>So what can we do, as interpreters?</p> <p>As interpreters we need to tell the stories of powerful and successful people who are linked to the meanings of the site, e.g. because they influence the course of history. But we should seek and integrate additional perspectives which counterbalance that of power and achievement. They can then reframe the power and achievement aspects in ways that reveal ambivalence, trigger disturbing questions, provoke reflective thinking.</p> <p>As interpreters we assist people in putting what heritage and history mean into perspective. And <b>we carry responsibility for what we are doing</b>: which views we, deliberately or inadvertently, reinforce and which ones we counterbalance or challenge.</p>
<p><b>Materials / Preparations</b></p>	<ul style="list-style-type: none"> <li>• Trainees shall bring a clip-board and pen</li> <li>• Handouts</li> </ul> <p><b>Preparation:</b></p> <p>Chose a suitable offer of media based interpretation. Criteria:</p> <ul style="list-style-type: none"> <li>• At least seven or eight interpretive stops (interpreted phenomena or exhibits) so that the integration into an overarching interpretive plot and theme can be assessed.</li> <li>• At a large museum choose a unit, an exhibition, or a floor in advance. Extensive interpretive content requires considerable time to be absorbed and analysed.</li> <li>• Stops of a self-guided trail should be at a rather close distance (to avoid spending too much time on walking).</li> <li>• A site with very poor interpretation (e.g. only presenting pieces of technical information or names and dates without meaningful stories) is not really suitable.</li> </ul> <p>The plenary discussion may take place on-site if there is a suitable venue available or back in the classroom.</p>
<p><b>Module annexes / Resources</b></p>	<p>Annex 1: <a href="#">Evaluation sheets (2-4 a1 Handouts)</a></p>
<p><b>Comments</b></p>	<p>You may split this module: evaluation sheet A following module 2-2, and B and C after module 2-3.</p> <p>This module requires fresh minds, at best in the morning after the classroom modules (2-2 and 2-3) have been digested.</p> <p>Evaluation sheets B and C have not yet been tested (cf. the comment at 2-3). This module is a significantly expanded version following the DELPHI pilot course. That version was much simpler. Immediately after the module 2-2 participants were asked to identify and assess universal</p>

## DELPHI Course Module #2.4



	<p>values in an exhibition. The test revealed that participants needed a more detailed and written instruction.</p> <p>Furthermore, this exercise appears to be too demanding for a late afternoon at the end of a day-long training.</p>
<b>Module authors, date of publication or last revision</b>	Lehnes, Patrick - DELPHI project (December 2020)
<b>Module references</b>	This module applies and expands DELPHI modules 2-2 and 2-3

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*Project code: 2018-1-DE02-KA204-005084*



<b>Title</b>	<b>The Council of Europe Framework Convention (Faro): the policy context for our work</b>
<b>Competences and Competence Level(s) addressed</b>	<p>To present the asset/phenomenon with a focus on how it is related to European history, culture and/or values (No. 3 level 7)</p> <p>To handle/apply a multi-cultural perspective interpretation principle when offering meaning making &amp; value related frames (No. 4 levels 6 &amp; 7)</p> <p>To link the asset to the social &amp; cultural activities going on in the community (No. 8 levels 5, 6 &amp; 7)</p> <p>To promote sustainable tourism, based on the values of heritage (No. 12, levels 6, 7)</p>
<b>Online/classroom/on-site</b>	On-line / Classroom
<b>Content focus</b>	(European) values
<b>DELPHI Predecessor/ following modules</b>	<p>Predecessor: #1.1 Key Terms of Heritage Interpretation, #2.1 Introduction to basic human values, #2.6 Local engagement and sustainability in cultural projects of local communities</p> <p>Following: #4.3 Engaging local communities in our Interpretive Planning</p>
<b>Target Group</b>	Heritage workers, Community Engagement, Community groups
<b>Objectives</b>	<p>This session aims to:</p> <ul style="list-style-type: none"> <li>familiarize learners with the societal and political changes that led to the new way of looking at heritage as presented in the Faro convention</li> <li>increase awareness of the position of people and communities in the creation, identification and role of this heritage, and;</li> <li>how this affects the approach and actions of heritage workers.</li> </ul>
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>be able to research relevant information on European Policy</li> <li>understand the social, cultural &amp; political background leading to the European Framework Convention on the Value of Heritage for Society (Faro, 2005) convention and the impact of Faro style approaches;</li> <li>be able to define and communicate the core European values codified in Faro and a shared approach to all types of heritage and landscape work;</li> <li>understand the co-creative role of society in the interpretation of heritage and the practical steps and actions needed to create participative heritage projects.</li> </ul>
<b>Your title/short description/teaser for online modules</b>	During this session we will be introduced to the political framework for our action as heritage workers.







<b>Duration (in hours)</b>	1 – 1.5 hours
<b>Key words for content</b>	<i>European policy in action</i>
<b>Method</b>	<p><u>Task 1</u></p> <p>PP Slides; Comment box with space for comments / answers; Online research on questions:</p> <ol style="list-style-type: none"> <li>1. Which EU conventions have been signed and ratified in your country? Cs, online research, questions / comment boxes; Search on-line for positive and negative opinions of Faro and summarize them in the forum. Are professionals in your sector aware of the Faro Framework Convention? If so – ask them what they think.heck the CoE conventions website to check.</li> <li>2. Are there active ELC (Landscape Convention) or Faro groups in your country?</li> </ol> <p><u>Task 2</u></p> <p>PPS, Videos, Publications</p>
<b>Task/Assignment</b>	<ol style="list-style-type: none"> <li>1. Background research: This assignment helps us to put recent policy standards into a historical context. It explains the difference between conventions and charters, and between the Council of Europe and the European Union. It gives us an overview of the main trends in international and European Heritage before providing an overview of our European Standards. It finishes by focusing on the most recent Heritage and Landscape Conventions to emerge from the European standard setting organization, the Council of Europe.</li> <li>2. <u>Policy in action: Faro ELC Strategy 21</u>. Policy in practice requires adaptation to a range of contexts; there is not one way to implement the European Framework Convention.</li> </ol>
<b>Material/ Resources (Videos, texts, links, Materials, ...)</b>	<p>Task 1: Power Point including: Video introducing the Council of Europe, and the Faro Convention; CoE / EU websites; PDF Heritage and Beyond Council of Europe Publishing; Articles.</p> <p>Task 2: Powerpoint including; Website; video links</p>
<b>Comments</b>	
<b>Module authors, date of publication and last revision</b>	<i>Sarah Wolferstan Published 28/06/2020 Last revised 05/11/2020</i>
<b>Module references</b>	<a href="https://www.coe.int/en/web/culture-and-heritage/pcdk-publications">https://www.coe.int/en/web/culture-and-heritage/pcdk-publications</a>

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## DELPHI Course Module #2.5

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<b>Title</b>	<b>Local engagement and sustainability in cultural projects of local communities</b>
<b>Competences and Competence Level(s) addressed</b>	To engage the local community using an approach grounded in inclusion, diversity and equality in the co-creative interpretation process of a heritage asset (No. 9, Levels 4 & 5)
<b>Online/classroom/on-site</b>	<i>online</i>
<b>Content focus</b>	(European) values
<b>DELPHI Predecessor /following modules</b>	module #1.1 Key terms for Heritage Interpretation module#2.1 Introduction to basic human values
<b>Target Group</b>	Heritage Interpreters / interpretive planners Adult Educators Community workers
<b>Objectives</b>	<ul style="list-style-type: none"> <li>to understand the concept of sustainability in relation to heritage projects</li> <li>to apply this understanding to the different types of local engagement being used in heritage work that can inspire adult education</li> <li>to be confident with applying concepts of sustainability in planning community engagement strategies</li> <li>to appreciate the complexity of issues underpinning the concepts of community and identity</li> </ul>
<b>Learning outcomes</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Knowledge and understanding of community issues</li> <li>Knows different techniques for engaging people with heritage</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>To involve local groups in meaning making reflections with reference to other local groups. To encourage locals to discuss possible roles of the asset at hand</li> <li>To collect basic information on social issues and community needs as they relate to your asset</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>Sensitivity to social issues</li> <li>Willingness to encourage others to share their viewpoint</li> </ul>
<b>Your title/short description/teaser for online modules</b>	<b>Local engagement to sustainable and inclusive interpretation of cultural heritage</b>  <b>Teaser</b>





	<p>To foster heritage makes sense when people feel that it is connected to their lives. Heritage projects thus try to engage locals. Just as there are many types of heritage, there are many ways of engaging communities, locals and others, in heritage projects.</p> <p><b>Short description</b></p> <p>Sustainable development is an attempt to improve the current living environment in such a way that the current decisions have no negative effects on future generations. Looking at nowadays life from a global perspective the single communities seem to lose power and identity.(1) In this context cultural heritage has a very important role. Especially the local engagement has the potential to meet some of the challenges we meet regarding the current development. This unit will take a look into the possibilities of local engagement to become an important element in reaching some of UN’s 17 Sustainable Development Goals (SDGs). Please see the following presentation. There you will find some examples of projects and see their Connection to the SDGs.</p>
<b>Duration (in hours)</b>	2 hours
<b>Key words for content</b>	Sustainability (Sustainable Development Goals / Unesco Definition), Local engagement, Community, Environment, Identity, Values, Inclusion
<b>Methods</b>	<ol style="list-style-type: none"> <li>1. Presentation</li> <li>2. Video-clips</li> <li>3. Research and discussion (forum thread)</li> <li>4. Reflection of experience</li> <li>5. practical exercise</li> </ol>
<b>Task/Assignment</b>	<p><b>Task 1:</b></p> <p>The presentation gave you some insights into the connection between heritage projects and the concept of sustainability.</p> <p>Your first task is now to do a kind of research: Is there an “Ief Postino” in your neighbourhood? Do you know a place where a kind of “La Paranza” is anchored? Find a project in your region or a local community that works with heritage and connected to social changes in Europe. If you have no idea where to look for it, go to the Website of “Europa nostra awards” (European cultural awards) <a href="http://www.europeanheritageawards.eu/">http://www.europeanheritageawards.eu/</a> and browse there for a project that is near to your home and seems suitable.</p> <p>Share your findings with the other participants in the forum.</p> <p><b>Task 2:</b></p> <p>Watch the Video on the background of the 17 Sustainable Development Goals (SDGs):</p>





	<p><a href="https://www.undp.org/content/undp/en/home/sustainable-development-goals/background.html">https://www.undp.org/content/undp/en/home/sustainable-development-goals/background.html</a></p> <p>In the presentation on Heritage and community involvement you already got some hints how community projects refer to the 17 SDGs. Now look at the project(s) you selected. Do you see any connection to the SDGs and can you describe the impact these project(s) have from a wider perspective?</p> <p><b>Input/Reward</b></p> <p>Here is another example on how to involve locals in a museum outreach: Shaz Hussain talks about language and exclusion.  <a href="https://vimeo.com/223896320">https://vimeo.com/223896320</a></p>
<p><b>Material/ Resources</b> (Videos, texts, links, Materials, ...)</p>	<ul style="list-style-type: none"> <li>• Online module:  <a href="http://learning.vita-eu.org/course/view.php?id=80&amp;section=4">http://learning.vita-eu.org/course/view.php?id=80&amp;section=4</a></li> <li>• Video on background of SDGs  <a href="https://www.undp.org/content/undp/en/home/sustainable-development-goals/background.html">https://www.undp.org/content/undp/en/home/sustainable-development-goals/background.html</a></li> <li>• 3 examples of heritage engagement projects from Imago Mundi Onlus: <a href="http://learning.vita-eu.org/pluginfile.php/4007/mod_page/content/8/Online%20course%20module%20week%203_sustainability.pdf">http://learning.vita-eu.org/pluginfile.php/4007/mod_page/content/8/Online%20course%20module%20week%203_sustainability.pdf</a></li> <li>• Video with Shaz Hussain of Museum Next. 4m23. On language and exclusion in museum outreach: <a href="https://vimeo.com/223896320">https://vimeo.com/223896320</a></li> </ul>
<p><b>Comments</b></p>	
<p><b>Module authors, date of publication and last revision</b></p>	<p>Christian, Martin and Cabitza, Marco – DELPHI Project (December 2020)</p>
<p><b>Module references</b></p>	<p>Grazuleviciute-Vileniske, Indre. (2006). Cultural Heritage in the Context of Sustainable Development. 37. 74-79.</p>

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Project code: 2018-1-DE02-KA204-005084





Title	Key Terms for interpretive planning
<b>Competences and Competence Level(s) addressed</b>	<p>To present the asset/phenomenon with a focus on how it is related to European history, culture and/or values (No 3 / level 4)</p> <p>To handle/apply a multi-cultural perspective interpretation principle when offering meaning making &amp; value related frames (No 4 / level 4)</p> <p>To develop narratives highlighting the intercultural &amp; self-transcending values to be found in tangible and intangible heritage in the area (No 11 / level 4)</p>
<b>Online/classroom/on-site</b>	<p>On-site and/or classroom</p>
<b>Content focus</b>	<p>Heritage interpretation: basic concepts Heritage interpretation planning</p>
<b>DELPHI Predecessor/ following modules</b>	
<b>Target Group</b>	<p>Adult educators, Heritage interpreters, Heritage planners, Community workers</p>
<b>Objectives</b>	<p>Being able to explain all key terms used in interpretive planning</p>
<b>Learning outcomes</b>	<p>Trainees learn the definition of key terms used in interpretive planning and are able to distinguish their meaning from the everyday use of these same words in other context.</p>
<b>Your title/short description/teaser for online modules</b>	<p><i>Optional for a catchy title you choose fitting for your course and a short text if you plan online modules</i></p>
<b>Duration (in hours)</b>	<p>1</p>
<b>Key words for content</b>	<p>Heritage interpretation, Local Engagement, Interpretive Planning</p>
<b>Method</b>	<p>Exercise / facilitated discussion</p>
<b>Task/Assignment</b>	<p>We split into 2 groups, each given two sets of cards: set A contains all key terms (one word per card) and set B contains all definitions (one definition per card). We ask both groups to match cards in such way that each term matches with the correct definition.</p> <p>Then, we ask both groups to switch places, see what the other group has prepared and check if their responses are identical, or whether there are differences.</p> <p>All trainees, in a discussion facilitated by the trainer, decide the final, correct definition for each term. Finally, one set of terms/definitions</p>





	<p>are put on a wall, where all trainees can easily see them, as a constant reminder/reference throughout the course.</p> <p>If the trainees have already worked on the online module Key terms of Heritage Interpretation, the trainer should make a comparison between the two activities' results.</p>
<p><b>Material/ Resources</b> (Videos, texts, links, Materials, ...)</p>	<p>Ludwig, T. (2015) The Interpretive Guide: Sharing Heritage with People. 2nd edn. Germany: Bildungswerk Interpretation</p> <p>Material: facilitation cards with terms/definitions. Handout: Key terms for interpretive planning (<a href="http://learning.vita-eu.org/pluginfile.php/4141/mod_label/intro/Day%201_Annex%203_Key%20terms%20for%20interpretive%20planning_Day1_5Apr20.pdf">http://learning.vita-eu.org/pluginfile.php/4141/mod_label/intro/Day%201_Annex%203_Key%20terms%20for%20interpretive%20planning_Day1_5Apr20.pdf</a>)</p>
<p><b>Comments</b></p>	
<p><b>Module authors, date of publication and last revision</b></p>	<p>Valya Stergioti, 16 November 2020</p>
<p><b>Module references</b></p>	<p>This activity was first introduced in the course developed at the HeriQ project, and was later also used in the course for Certified Interpretive Guide of Interpret Europe.</p> <p>This is an adaptation of the original activity.</p>

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*Project code: 2018-1-DE02-KA204-005084*





<b>Title</b>	<b>The backbone of an interpretive plan</b>
<b>Competences and Competence Level(s) addressed</b>	<p>To present the asset/phenomenon with a focus on how it is related to European history, culture and/or values (No 3 / level 5)</p> <p>To handle/apply a multi-cultural perspective interpretation principle when offering meaning making &amp; value related frames (No 4 / level 5)</p> <p>To develop narratives highlighting the intercultural &amp; self-transcending values to be found in tangible and intangible heritage in the area (No 11 / level 5)</p>
<b>Online/classroom/on-site</b>	Classroom
<b>Content focus</b>	Heritage interpretation planning
<b>DELPHI Predecessor/ following modules</b>	Following module: #4.3 Engaging local communities in our Interpretive Planning
<b>Target Group</b>	Heritage interpreters, Heritage planners, Community workers
<b>Objectives</b>	To understand what an interpretive planning is and the parts it consists of.
<b>Learning outcomes</b>	Trainees are able to develop the outline of an interpretive plan and understand the contents of a conceptual interpretive plan (which is what they will have to present at the end of a full DELPHI course)
<b>Your title/short description/teaser for online modules</b>	<i>Optional for a catchy title you choose fitting for your course and a short text if you plan online modules</i>
<b>Duration (in hours)</b>	0.50
<b>Key words for content</b>	Heritage interpretation
<b>Method</b>	Presentation
<b>Task/Assignment</b>	
<b>Material/ Resources (Videos, texts, links, Materials, ...)</b>	<ol style="list-style-type: none"> <li>1. Brochu, L. (2003) Interpretive Planning. Fort Collins: National Association for Interpretation</li> <li>2. Carter, J. (2001) A Sense of Place. 2<sup>nd</sup> ed. <a href="https://www.jamescarter.cc/wp-content/uploads/2014/09/A_Sense_of_Place_James_Carter.pdf">https://www.jamescarter.cc/wp-content/uploads/2014/09/A_Sense_of_Place_James_Carter.pdf</a></li> </ol> <p>Material: data projector, laptop, presentation 'Explanation of IPs'</p>
<b>Comments</b>	







<b>Module authors, date of publication and last revision</b>	Valya Stergioti, 16 November 2020
<b>Module references</b>	

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<b>Title</b>	<b>Interpretation for different target audiences</b>
<b>Competences and Competence Level(s) addressed</b>	<p>To present the asset/phenomenon with a focus on how it is related to European history, culture and/or values (No 3 / level 5)</p> <p>To handle/apply a multi-cultural perspective interpretation principle when offering meaning making &amp; value related frames (No 4 / level 5)</p> <p>To develop narratives highlighting the intercultural &amp; self-transcending values to be found in tangible and intangible heritage in the area (No 11 / level 5)</p>
<b>Online/classroom/on-site</b>	On-site
<b>Content focus</b>	Heritage interpretation: basic concepts Heritage interpretation planning
<b>DELPHI Predecessor/following modules</b>	
<b>Target Group</b>	Adult educators, Heritage interpreters, Heritage planners, Community workers
<b>Objectives</b>	To understand how different types of audience have different needs and expectations. To think about the possible relation between values and audiences and discuss how an interpreter should deal with this
<b>Learning outcomes</b>	Trainees learn about different criteria we can use to distinguish audiences into different target groups. They experiment on different interpretive tools they can use for each of these groups.
<b>Your title/short description/teaser for online modules</b>	<i>Optional for a catchy title you choose fitting for your course and a short text if you plan online modules</i>
<b>Duration (in hours)</b>	1
<b>Key words for content</b>	Heritage interpretation, heritage planning, adult education
<b>Method</b>	Exercise / presentation / facilitated discussion
<b>Task/Assignment</b>	<p>Trainer has prepared three sets of cards: one with the different types of media an interpreter could use (audio guide, panel, guide, etc.), another with different stepping stones (methodological and rhetorical) and a final one with different types of target groups.</p> <p>Trainees (individually, in pairs or in small groups of three) choose one card from each set and decide how they would interpret a phenomenon selected by the trainer. Then, one after the other, they</p>





	<p>present or describe how they would present this phenomenon using the medium and the stepping stone/target group they chose.</p> <p>In the end, the trainer debriefs the exercise, also using the presentation 'Introduction to target audiences'.</p>
<p><b>Material/ Resources</b> (Videos, texts, links, Materials, ...)</p>	<p>Material: facilitation cards. Presentation: Introduction to target audiences (<a href="http://learning.vita-eu.org/pluginfile.php/4141/mod_label/intro/Day%203_Annex%209_Introduction%20to%20target%20audiences_5Apr20.pdf">http://learning.vita-eu.org/pluginfile.php/4141/mod_label/intro/Day%203_Annex%209_Introduction%20to%20target%20audiences_5Apr20.pdf</a>).</p> <p>A full list of stepping stones can be found in:</p> <p>Ludwig, T. (2015) The Interpretive Guide: Sharing Heritage with People. 2nd edn. Germany: Bildungswerk Interpretation</p>
<p><b>Comments</b></p>	
<p><b>Module authors, date of publication and last revision</b></p>	<p>Valya Stergioti, 16 November 2020</p>
<p><b>Module references</b></p>	<p>The activity was based on the activity “Approaching a phenomenon via stepping stones” which was developed for the HeriQ project, and further developed for the courses for Certified Interpretive Guides and Certified Interpretive Planners of Interpret Europe.</p>

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Project code: 2018-1-DE02-KA204-005084





Title	Stages of the interpretive planning process
<p><b>Competences and Competence Level(s) addressed</b></p>	<p>To research views and value preferences of potential target groups (No 1 / level 5)</p> <p>To run a meaning &amp; value identification process with visitors (No 2 / level 5)</p> <p>To present the asset/phenomenon with a focus on how it is related to European history, culture and/or values (No 3 / level 5)</p> <p>To handle/apply a multi-cultural perspective interpretation principle when offering meaning making &amp; value related frames (No 4 / level 5)</p> <p>To help a community identify cultural assets that have an interpretation potential regarding identity &amp; common values (No 5 / level 5)</p> <p>To develop narratives highlighting the intercultural &amp; self-transcending values to be found in tangible and intangible heritage in the area (No 11 / level 5)</p>
<p><b>Online/classroom/ on-site</b></p>	<p>On-site and/or classroom</p>
<p><b>Content focus</b></p>	<p>Heritage interpretation planning</p>
<p><b>DELPHI Predecessor/ following modules</b></p>	<p>Predecessor modules:                      #4.3 Engaging local communities in our interpretive planning,                      #3.3 Interpretation for different target audiences,                      #1.4 Qualities of Heritage Interpretation,                      #1.6 Introduction to interpretive themes,                      #3.2 The backbone of an Interpretive Planning</p> <p>Following modules:                      #3.5 Presentation of an Interpretive Planning</p>
<p><b>Target Group</b></p>	<p>Adult educators, Heritage interpreters, Heritage planners, Community workers</p>
<p><b>Objectives</b></p>	<p>To understand all stages of the interpretive planning process. To realize how quality heritage interpretation is organized and developed, in collaboration with local communities and taking into account different perspectives. To be able to develop narratives/themes that promote heritage and also connect this with European values and universal meanings.</p>
<p><b>Learning outcomes</b></p>	<p>Trainees can select within a series of key-questions that correspond to the different stages of developing an interpretive plan. Through these questions, trainees learn more about the specific phenomena</p>





	they will use in their own plans (in the case of a full DELPHI course), as well as get acquainted with the interpretive planning process.
<b>Your title/short description/teaser for online modules</b>	<i>Optional for a catchy title you choose fitting for your course and a short text if you plan online modules</i>
<b>Duration (in hours)</b>	In the case of a full DELPHI course, at least 2 hours per day
<b>Key words for content</b>	Local engagement, Heritage interpretation, Interpretive planning
<b>Method</b>	Group work
<b>Task/Assignment</b>	<p>Overall, this is a highly interactive activity, the core of the DELPHI course. Trainees are split in groups and are asked to develop their own interpretive plans, about phenomena that are present in the venue we are using.</p> <p>At the end of each day, groups use the time they have to proceed with their plans, based on the information/ activities of that day. To help them in this, each day we offer them a set of questions that can lead them in their work. Not all questions need to be answered, and it's up to the trainees to select the ones that are most relevant to the circumstances of their chosen phenomena.</p> <p>As in real interpretive planning, here as well, some questions may be chosen one day, and deleted the next, whereas the answers to these questions can also change from one day to the next, based on new information (or different understanding) that trainees gained through that day.</p> <p>Trainer should be present at all times, and go from one group to the next, assisting (when needed) their work, and making sure there are no misunderstandings.</p> <p>All plans will be presented on Day 5 of the course. (see Presentation of an Interpretive Planning, DELPHI Module #3.5)</p>
<b>Material/ Resources (Videos, texts, links, Materials, ...)</b>	<p>Material: flip charts, crayons, markers, tables for all groups to work on, laptops.</p> <p>Handout: "Pieces of a puzzle - The four aces in the interpretive planning process" (<a href="http://learning.vita-eu.org/pluginfile.php/4141/mod_label/intro/Day%20Annex%207_Pieces%20of%20a%20puzzle%20-%20the%20four%20aces%20in%20IP_5Apr20.pdf">http://learning.vita-eu.org/pluginfile.php/4141/mod_label/intro/Day%20Annex%207_Pieces%20of%20a%20puzzle%20-%20the%20four%20aces%20in%20IP_5Apr20.pdf</a>)</p> <p>It is necessary to select a venue that is in proximity with a variety of phenomena to be used by the trainees.</p>





<b>Comments</b>	
<b>Module authors, date of publication and last revision</b>	Valya Stergioti, 16 November 2020
<b>Module references</b>	This activity was first introduced in the course for Certified Interpretive Planners of Interpret Europe. This is an adaptation of the original activity.

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*Project code: 2018-1-DE02-KA204-005084*





<b>Title</b>	<b>Presentation of an Interpretive Planning</b>
<b>Competences and Competence Level(s) addressed</b>	<p>To present the asset/phenomenon with a focus on how it is related to European history, culture and/or values (No 3 / level 5)</p> <p>To handle/apply a multi-cultural perspective interpretation principle when offering meaning making &amp; value related frames (No 4 / level 5)</p> <p>To develop narratives highlighting the intercultural &amp; self-transcending values to be found in tangible and intangible heritage in the area (No 11 / level 5)</p>
<b>Online/classroom/on-site</b>	Classroom and on-site
<b>Content focus</b>	Heritage interpretation planning
<b>DELPHI Predecessor/ following modules</b>	<p>Predecessor modules:</p> <p>#3.4 Stages of the interpretive planning,                  #4.3 Engaging local communities in our Interpretive Planning,                  #3.3 Interpretation for different target audiences,                  #1.4 Qualities of Heritage Interpretation,                  #1.6 Introduction to interpretive themes,                  #3.2 The backbone of an IP</p>
<b>Target Group</b>	Heritage interpreters, Heritage planners, Community workers
<b>Objectives</b>	To be able to present an overview of an Interpretive Planning, understand the basic quality criteria of a conceptual interpretive plan and use peer evaluation to assess and improve their work
<b>Learning outcomes</b>	Trainees learn the basic contents of a conceptual interpretive plan, develop one of their own and present in plenary. Using pre-determined quality criteria they comprehend how peer evaluation can improve our own work
<b>Your title/short description/teaser for online modules</b>	<i>Optional for a catchy title you choose fitting for your course and a short text if you plan online modules</i>
<b>Duration (in hours)</b>	1 per group
<b>Key words for content</b>	Heritage interpretation, Interpretive planning
<b>Method</b>	Group work / presentation / facilitated discussion
<b>Task/Assignment</b>	<p>This activity can only be run in a full DELPHI course, and it comes as an end to the “Stages of the interpretive planning (DELPHI module #3.4) activity.</p> <p>On the last day of the course, all groups present the conceptual interpretive plans they have developed throughout the course. All</p>





	<p>plans need to follow the directions described in the handout 'Plans on stage!'</p> <p>To help them with the content of the plans, trainees can use the handout 'Plans on stage – Planning table". However, groups can deviate from this, after consultation and agreement with the trainer.</p> <p>Finally, after all presentations are finished, trainees are asked their opinion about each of the plans presented, and a facilitated dialogue/evaluation takes place with the help of the trainer, based on the quality criteria set on the handout 'Plans on stage – evaluation form'.</p>
<p><b>Material/ Resources</b> (Videos, texts, links, Materials, ...)</p>	<p>Handouts: 'Plans on stage - presentation guidelines' (<a href="http://learning.vita-eu.org/pluginfile.php/4141/mod_label/intro/Day%205_Annex%2010_P_lans%20on%20stage_presentation%20guidelines_5Apr20.pdf">http://learning.vita-eu.org/pluginfile.php/4141/mod_label/intro/Day%205_Annex%2010_P_lans%20on%20stage_presentation%20guidelines_5Apr20.pdf</a>), 'Plans on stage – planning table' (<a href="http://learning.vita-eu.org/pluginfile.php/4141/mod_label/intro/Day%205_Annex%2011_P_lans%20on%20stage%20%282%29_table_5Apr20.pdf">http://learning.vita-eu.org/pluginfile.php/4141/mod_label/intro/Day%205_Annex%2011_P_lans%20on%20stage%20%282%29_table_5Apr20.pdf</a>), 'Plans on stage – evaluation form' (<a href="http://learning.vita-eu.org/pluginfile.php/4141/mod_label/intro/Day%205_Annex%2012_P_lans%20on%20stage%20%283%29_evl%20sheet_5Apr20.pdf">http://learning.vita-eu.org/pluginfile.php/4141/mod_label/intro/Day%205_Annex%2012_P_lans%20on%20stage%20%283%29_evl%20sheet_5Apr20.pdf</a>)</p> <p>Data projector, laptops, flip charts, markers and all other material trainees might need to use in their presentations</p>
<p><b>Comments</b></p>	
<p><b>Module authors, date of publication and last revision</b></p>	<p>Valya Stergioti, 16 November 2020</p>
<p><b>Module references</b></p>	<p>This activity was first introduced in the course for Certified Interpretive Planners of Interpret Europe. This is an adaptation of the original activity.</p>

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Project code: 2018-1-DE02-KA204-005084







<b>Title</b>	<b>Stakeholder maps</b>
<b>Competences and Competence Level(s) addressed</b>	<p>To research views and value preferences of potential target groups (No 1 / level 4)</p> <p>To help a community identify cultural assets that have an interpretation potential regarding identity &amp; common values (No 5 / level 4)</p> <p>To link the asset to the social &amp; cultural activities going on in the community (No 8 / level 4)</p>
<b>Online/classroom/on-site</b>	Classroom
<b>Content focus</b>	Participation and co-creation
<b>DELPHI Predecessor/ following modules</b>	<p>Following modules:</p> <p>#4.3 Engaging local communities in our interpretive planning</p>
<b>Target Group</b>	Adult educators, Heritage interpreters, Heritage planners, Community workers
<b>Objectives</b>	Understanding the value of stakeholder map when working in heritage management and/or interpretation. Realizing the complexity of different groups related to heritage.
<b>Learning outcomes</b>	Trainees are able to form their own stakeholder map about any phenomenon, and use it in interpretive planning.
<b>Your title/short description/teaser for online modules</b>	<i>Optional for a catchy title you choose fitting for your course and a short text if you plan online modules</i>
<b>Duration (in hours)</b>	1
<b>Key words for content</b>	Local engagement, Heritage interpretation
<b>Method</b>	Exercise / facilitated discussion
<b>Task/Assignment</b>	<p>Trainer develops on flip-chart a simple stakeholder map for a phenomenon that is well-known to all trainees. Then, trainees are split into groups of four-five people and are asked to develop their own stakeholder maps on a local phenomenon.</p> <p>In the end, all groups present their maps in plenary, and trainer uses them to discuss the difference between local and heritage community. Depending on the circumstances, these maps can also be used to discuss other questions that will help trainees realize the complexity in issues of heritage management and interpretation, such as:</p>





	<ul style="list-style-type: none"> <li>- who should decide on the protection status of heritage?</li> <li>- who is responsible for this phenomenon?</li> <li>- when preparing an interpretive plan, who –besides the interpreter- should be involved?, etc.</li> </ul> <p>If this activity is used as part of the whole DELPHI course, it is best to do it on Day 1 or 2, so that trainees realize the ‘position in the map’ of the stakeholders they will be working with, on Day 2.</p>
<b>Material/ Resources (Videos, texts, links, Materials, ...)</b>	Material: flip charts, crayons, markers, tables for all groups to work on. It is always best to try use these exercises on phenomena that are present.
<b>Comments</b>	
<b>Module authors, date of publication and last revision</b>	Valya Stergioti, 16 November 2020
<b>Module references</b>	

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*Project code: 2018-1-DE02-KA204-005084*





<b>Title</b>	<b>Tools for working with stakeholders</b>
<b>Competences and Competence Level(s) addressed</b>	<p>To research views and value preferences of potential target groups (No 1 / level 5)</p> <p>To help a community identify cultural assets that have an interpretation potential regarding identity &amp; common values (No 5 / level 5)</p> <p>To develop narratives highlighting the intercultural &amp; self-transcending values to be found in tangible and intangible heritage in the area (No 11 / level 5)</p>
<b>Online/classroom/ on-site</b>	Classroom
<b>Content focus</b>	Participation and co-creation
<b>DELPHI Predecessor/ following modules</b>	Following module: module #4.3 Engaging local communities in our IPs
<b>Target Group</b>	Adult educators, Heritage interpreters, Heritage planners, Community workers
<b>Objectives</b>	Getting familiar with some basic facilitating tools we can use when working with stakeholders. Understanding the mentality behind such tools.
<b>Learning outcomes</b>	Trainees understand how facilitation tools can be used to encourage participation of all stakeholders and to give equal power to all groups representing local and/or heritage community. Also, after realising how such tools work, they are able to adapt or even develop their own tools, based on the circumstances they are going to face.
<b>Your title/short description/teaser for online modules</b>	<i>Optional for a catchy title you choose fitting for your course and a short text if you plan online modules</i>
<b>Duration (in hours)</b>	Depends on the number and kind of tools we will use – but no less than 2
<b>Key words for content</b>	Local engagement, Heritage interpretation
<b>Method</b>	Exercise / facilitated discussion
<b>Task/Assignment</b>	Trainees are split into groups of four-five people and are asked to try out some simple facilitation tools (some are described below, but trainers can use more, according to the specific venue/trainees of each case).





	<p>A. Trainees given a flip chart, on the center of which we have put the image of a well-known heritage phenomenon (international or local, as long as everyone is familiar with it). We ask trainees to add all facts they know of about this phenomenon, on the top part of the paper, and the meaning(s) this heritage has for each one of them, at the bottom part.</p> <p>B. We ask trainees to develop a mind map, using a phenomenon of their own choice, preferably from the surroundings of the venue we are using. In this map, trainees are free to include facts, meanings, but also anything else they consider as related to this phenomenon (like stories, people/groups, protection status/laws, values, questions, neighboring phenomena, etc.)</p> <p>C. We ask trainees to develop a map of the town, or the neighborhood, or the venue (in case of a museum, for example), using any kind of material they want. In the map they only add the phenomena that are most meaningful to them and try to link them together in some way (by a common story? A common value? Etc.)</p> <p>D. Trainees use flip chart papers and brainstorm all possible opportunities (or threats) a specific phenomenon faces. In the end, they ask themselves how these can benefit (or harm) this heritage in the next 5-10 years and what is the role interpreters can play in this.</p> <p>After the exercise is finished, all groups present the results of their discussion in plenary. Trainer facilitates the discussion in two ways:</p> <ol style="list-style-type: none"> <li>1. towards a better understanding of the phenomenon/venue, etc.</li> <li>2. towards a better understanding on how these tools can be used when working with locals or other stakeholders</li> </ol> <p>If this activity is used as part of the whole DELPHI course, it is best to do it on the end of Day 1. In this case, trainees decide which one(s) of these tools they are going to use themselves when working with local stakeholders, on Day 2 of the face-to-face course, and whether they want to adapt it in some way, with the help of the trainer.</p>
<b>Material/ Resources</b> <i>(Videos, texts, links, Materials, ...)</i>	Material: flip charts, crayons, markers, tables for all groups to work on. It is always best to try use these exercises on phenomena that are present.
<b>Comments</b>	
<b>Module authors, date of publication and last revision</b>	Valya Stergioti, 16 November 2020
<b>Module references</b>	



## DELPHI Course Module #4.2

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<b>Title</b>	<b>Engaging local communities in our Interpretive planning</b>
<b>Competences and Competence Level(s) addressed</b>	<p>To present the asset/phenomenon with a focus on how it is related to European history, culture and/or values (No 3 / level 5)</p> <p>To handle/apply a multi-cultural perspective interpretation principle when offering meaning making &amp; value related frames (No 4 / level 5)</p> <p>To develop narratives highlighting the intercultural &amp; self-transcending values to be found in tangible and intangible heritage in the area (No 11 / level 5)</p>
<b>Online/classroom/on-site</b>	On-site and/or classroom
<b>Content focus</b>	Participation and co-creation
<b>DELPHI Predecessor/ following modules</b>	Predecessor modules: #4.1 Stakeholder maps #4.2 Tools for working with stakeholders
<b>Target Group</b>	Heritage interpreters, Heritage planners, Community workers
<b>Objectives</b>	To experience how local engagement works in practice, understand the strong/weak points of working with local communities, be aware of the basic rules interpretive planners have to follow when using facilitation techniques
<b>Learning outcomes</b>	Trainees experience how to work as facilitators with local communities and other stakeholders. At the same time, through this interaction, they gather information, meanings and stories related to the heritage/phenomena they are going to use for their conceptual interpretive plans (in the case of a full DELPHI course).
<b>Your title/short description/teaser for online modules</b>	<i>Optional for a catchy title you choose fitting for your course and a short text if you plan online modules</i>
<b>Duration (in hours)</b>	5
<b>Key words for content</b>	Heritage interpretation, Local Engagement, Interpretive Planning
<b>Method</b>	Group work / facilitated dialogue
<b>Task/Assignment</b>	Trainees split in groups of four – five and work with invited representatives of local community and other stakeholders, using at least two of the facilitation tools they tested during the ‘Tools for working with stakeholders’ module. It is preferable to keep the same groups in both these modules, so there is a link between the decisions made by the group and the action taken.





	<p>In the first part of this activity trainees need to act as facilitators while also encourage the invited stakeholders to share information and stories about specific phenomena, which are then shared/presented in plenary. In the full DELPHI course, these stories and information become the backbone of the conceptual interpretive plan that is requested by trainees to prepare within the course.</p> <p>In the second part of the activity, after the invited stakeholders have left, trainees participate in a facilitated dialogue, led by the trainer, to conclude what worked during the first part, and why. Using the questions of the handout 'Engaging local communities in our IP' they develop a list of good practices, competences and skills an interpretive planner (or heritage worker) should develop in order to harmoniously and efficiently work with stakeholders.</p> <p>During both parts of this activity, trainer is always present, going from one group to the next, offering help and advice, when needed. In the final debriefing of the activity, all groups should have a list of 'to do's' as well as material about the phenomena/heritage they are going to focus on for the rest of the course.</p>
<b>Material/ Resources</b> <i>(Videos, texts, links, Materials, ...)</i>	Material: flip chart and markers, tables for each group to work on (preferably in different rooms, or in a distance from each other), handout 'Engaging local communities in our IP'
<b>Comments</b>	
<b>Module authors, date of publication and last revision</b>	Valya Stergioti, 16 November 2020
<b>Module references</b>	

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<b>Title</b>	<b>Cultural Heritage: a resource for social challenges in Europe</b>
<b>Competences and Competence Level(s) addressed</b>	<ul style="list-style-type: none"> <li>To present the asset/phenomenon with a focus on how it is related to European history, culture and/or values (No. 3 levels 4 &amp; 5)</li> <li>To handle/apply a multi-cultural perspective interpretation principle when offering meaning making &amp; value related frames (No. 4 levels 4 &amp; 5)</li> <li>To help a community identify cultural assets that have an interpretation potential regarding identity &amp; common values (No 5 / level 4 &amp; 5)</li> <li>To link the asset to the social &amp; cultural activities going on in the community (No. 8 levels 5 &amp; 6)</li> </ul>
<b>Online/classroom/on-site</b>	<i>Online</i>
<b>Content focus</b>	Participation and co-creation
<b>DELPHI Predecessor/ following modules</b>	#2.1 Introduction to basic human values #2.6 Sustainable development goals #2.5 The Council of Europe Framework Convention
<b>Target Group</b>	Heritage workers, Community groups, Community workers
<b>Objectives</b>	<p>Know some of the main projects that apply local engagement methods associated with cultural heritage in Europe</p> <p>Being able to independently carry out research on projects that involve the local community in heritage, recognizing those with the greatest potential for sustainable development</p> <p>Perceiving the connection between local engagement and sustainability</p>
<b>Learning outcomes</b>	Trainees know and learn to recognize projects involving the local community in Cultural Heritage. At the same time, they learn that local community involvement is essential to ensure sustainability of Cultural Heritage projects, in line with the SDGs.
<b>Your title/short description/teaser for online modules</b>	Promoting heritage makes sense when people feel it is connected to their lives. Heritage projects must promote local engagement, in various ways: sustainability was one of them. Looking at today's life from a global perspective, individual communities seem to lose power and identity. In this context, cultural heritage plays a very important role. Especially local engagement has the potential to address some of the challenges we face with regards to current development. In the unit, we will examine the possibilities of local engagement to become an important element in achieving some of the 17 United Nations Sustainable Development Goals (SDGs).
<b>Duration (in hours)</b>	2





## DELPHI Course Module #4.4

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<b>Key words for content</b>	Local Engagement, communities and local engagement.
<b>Method</b>	Presentation, reflection, research, share
<b>Task/Assignment</b>	<ol style="list-style-type: none"> <li>1. Presentation. Participants watch the ppt presentation "Cultural Heritage: a resource for social challenges in EU". This compares three important local engagement projects in relation to cultural heritage, carried out in Europe (IEF Postino, Monumenti Aperti, Coop la Paranza di Napoli). The presentation also explains how these projects fit some of the SDGs</li> <li>2. Research. Participants are asked to search for a project in their own territory that works with heritage and is connected to social changes in Europe</li> </ol> <p>Share your findings. The participant shares the research project in the forum and the discussion starts</p>
<b>Material/ Resources</b> (Videos, texts, links, Materials, ...)	<ol style="list-style-type: none"> <li>1. Ppt presentation,</li> <li>2. <a href="http://www.europeanheritageawards.eu">http://www.europeanheritageawards.eu</a></li> </ol> <p>Delphi forum</p>
<b>Comments</b>	
<b>Module authors, date of publication and last revision</b>	Authors: Giancarlo Zedda, Marco Cabitza. 22/01/2020
<b>Module references</b>	<p>Web Sites:</p> <p><a href="http://www.europeanheritageawards.eu">http://www.europeanheritageawards.eu</a></p> <p><a href="https://monumentiaperti.com/it/">https://monumentiaperti.com/it/</a></p> <p><a href="http://www.een.be/iedereen-beroemd/ief-postino">www.een.be/iedereen-beroemd/ief-postino</a></p> <p><a href="https://www.catacombedinapoli.it/it/about">https://www.catacombedinapoli.it/it/about</a></p> <p>References:</p> <p>L.PAVAN WOOLFE, S. PINTON 2019, <i>Il valore del Patrimonio Culturale per la società e la comunità</i></p> <p>AA.VV. 2015, <i>Participatory Governance in Cultural Heritage, Voice of Culture, Brainstorming Report</i></p> <p>BERTACCHINI E., BRAVO G., MARELLI M., SANTAGATA W. 2012, <i>Defining Cultural Commons</i></p> <p>CLEMENTE M., GIOVENE DI GIRASOLE E. 2015, <i>La rigenerazione collaborativa della Costa Metropolitana di Napoli: verso un piano condiviso</i></p> <p>DE LA PIERRE S. 2018, <i>La rinascita delle comunità locali</i></p>



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## DELPHI Course Module #4.4

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	<p>DEVITA A., 2015, <i>The Right to Speak and to Exist of Heritage Communities</i></p> <p>ZONI A., 2017, <i>A Possible Heritage. Street Performances as a Participative Cultural Heritage</i></p>
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<b>Title</b>	<b>Common ground of adult education and heritage interpretation</b>
<b>Competences and Competence Level(s) addressed</b>	To design a heritage-based learning process (No. 14 / level 4) To facilitate a heritage-based learning process for adult learners (No. 15 / level 5)
<b>Online/classroom/on-site</b>	Online course
<b>Content focus</b>	Create learning activities
<b>DELPHI Predecessor/ following modules</b>	Following: #5.2 Competence-oriented learning
<b>Target Group</b>	Adult educators, heritage interpretation workers/planners
<b>Objectives</b>	Create attention for the common ground and the differences of (learning) concepts
<b>Learning outcomes</b>	For adult educators: basic knowledge on the concept of heritage interpretation For heritage workers: basic knowledge on concepts of learning
<b>Your title/short description/teaser for online modules</b>	<i>Optional for a catchy title you choose fitting for your course and a short text if you plan online modules</i>
<b>Duration (in hours)</b>	45 min.
<b>Key words for content</b>	adult education, heritage interpretation
<b>Method</b>	Reflection on practice
<b>Task/Assignment</b>	<b>Task:</b> As an adult educator reflect on how you can adopt principles of heritage interpretation to your work: can you make use of <i>original objects</i> ? Do you apply <i>firsthand experience</i> ? What <i>illustrative media</i> do you use in your course? As a heritage interpreter what do you think in what way your practice goes beyond educating?
<b>Material/ Resources (Videos, texts, links, Materials, ...)</b>	Video Heritage interpreters in Canada: <a href="https://www.youtube.com/watch?v=0jOSa70v_wM">https://www.youtube.com/watch?v=0jOSa70v_wM</a> Video A Day in the Life of a Heritage Interpreter: <a href="https://www.youtube.com/watch?v=XrxLte50aGE">https://www.youtube.com/watch?v=XrxLte50aGE</a>
<b>Comments</b>	See DELPHI learning platform





<b>Module authors, date of publication and last revision</b>	Author: Angelika Gundermann
<b>Module references</b>	Wikipedia on Freeman Tilden <a href="https://en.wikipedia.org/wiki/Freeman_Tilden">https://en.wikipedia.org/wiki/Freeman_Tilden</a> Interpret Europa <a href="http://www.interpret-europe.net/feet/home/heritage-interpretation/definition/">http://www.interpret-europe.net/feet/home/heritage-interpretation/definition/</a>

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<b>Title</b>	<b>Competence-oriented learning</b>
<b>Competences and Competence Level(s) addressed</b>	To use a heritage asset to develop competence-oriented trans-disciplinary learning experiences (No 13 / level 5)
<b>Online/classroom/on-site</b>	online
<b>Content focus</b>	Create learning activities
<b>DELPHI Predecessor/ following modules</b>	Predecessor: #5.1 Common ground of adult education and heritage interpretation
<b>Target Group</b>	Adult educators, heritage workers, community workers
<b>Objectives</b>	Understand the principles of competence-oriented learning, the meaning for sustainability
<b>Learning outcomes</b>	Be able to use the DELPHI competence framework to create courses with DELPHI course modules or other materials
<b>Your title/short description/teaser for online modules</b>	<i>Optional for a catchy title you choose fitting for your course and a short text if you plan online modules</i>
<b>Duration (in hours)</b>	1
<b>Key words for content</b>	Competence-oriented teaching and learning, competence, lifelong learning, sustainability, adult education
<b>Method</b>	Reflection
<b>Task/Assignment</b>	<b>Task:</b> Reflect on your training practice: Do you employ methods for competence-based learning in your courses? If yes: What do you do? If not: What can you imagine to do?
<b>Material/ Resources (Videos, texts, links, Materials, ...)</b>	Video <a href="https://www.youtube.com/watch?v=wY582YFYqMo">https://www.youtube.com/watch?v=wY582YFYqMo</a>
<b>Comments</b>	See DELPHI learning platform
<b>Module authors, date of publication and last revision</b>	Author: Angelika Gundermann 03.09.2020
<b>Module references</b>	DELPHI course module on Sustainable Development Goals: DELPHI learning platform: <a href="http://learning.vita-eu.org/mod/page/view.php?id=1966">http://learning.vita-eu.org/mod/page/view.php?id=1966</a>



## DELPHI Course Module #5.2

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<b>Title</b>	<b>Assess and show your competences</b>
<b>Competences and Competence Level(s) addressed</b>	<i>Transversal competences, which are not part of the DELPHI competence framework, e.g. reflection, analysis, documentation</i>
<b>Online/classroom/on-site</b>	<i>Online via the DELPHI learning platform, classroom settings</i>
<b>Content focus</b>	Create learning activities
<b>Predecessor/following modules</b>	<i>Online Module: How Heritage Interpretation and Adult Education can inspire each other</i>
<b>Target Group</b>	Adult educators, Heritage interpreters, Heritage planners, Community workers
<b>Objectives</b>	Understand and apply the DELPHI competence assessment offer
<b>Learning outcomes</b>	<p>To understand objectives of competence assessment</p> <p>To understand how to use the DELPHI competence framework for competence assessment</p> <p>To be able to carry out a competence self-assessment and to document the own learning outcomes</p> <p>To provide evidence of learning progress gained during the DELPHI course</p>
<b>Your title/short description/teaser for online modules</b>	<i>Optional for a catchy title you choose fitting for your course and a short text if you plan online modules</i>
<b>Duration (in hours)</b>	30 min – 1 hour
<b>Key words for content</b>	<i>Competence oriented learning, competence assessment, certificate</i>
<b>Method</b>	<ul style="list-style-type: none"> <li>- Reading</li> <li>- Reflection</li> <li>- Reasoning and documentation</li> </ul>
<b>Task/Assignment</b>	<ul style="list-style-type: none"> <li>• Understand the assessment and validation procedure by reading the instructions.</li> <li>• Reflect about learning context and identification of learning objectives in the given context – e.g. the DELPHI course and practice project, a community initiative, an adult education course...</li> </ul>



	<ul style="list-style-type: none"> <li>• Open the online assessment interface by clicking the respective link in the assessment module on the DELPHI course platform.</li> <li>• Edit personal data, e.g. upload a picture, indicate learning period, location and give brief description of the individual learning context and activities. This data is needed for a learning certificate, but is not compulsory to fill.</li> <li>• Select a competence to further develop and/or reflect on from the list of competences referring to the individual learning context and objectives.</li> <li>• Do a first assessment at the beginning of the learning phase: Read the competence description and the reference system and identify your competence level in each of the three dimensions. Give reasons or examples that prove your rating.</li> <li>• Pursue your learning objectives in the given context.</li> <li>• Do the second assessment at the end of the learning phase: Read the competence description and the reference system and identify your competence level in each of the three dimensions again. Give reasons or examples that prove your rating. If you wish to receive a certificate, also write a summary of the learning process for each dimension.</li> <li>• To receive a certificate which evidences and visualises your learning progress in your selected competence field, contact blinc via <a href="mailto:info@level5.de">info@level5.de</a> and receive the certificate as pdf via email.</li> <li>• The procedure can be carried out offline as well. In this case follow the same procedure, but use the competence framework and document your learning outcomes accordingly in a sheet of paper.</li> </ul>
<b>Material/</b>	Online module: Assess and show your competences





<b>Resources</b> <i>(Videos, texts, links, Materials, ...)</i>	<a href="http://learning.vita-eu.org/course/view.php?id=80&amp;section=4">http://learning.vita-eu.org/course/view.php?id=80&amp;section=4</a> Offline: DELPHI competence framework and sheet of paper for notes
<b>Comments</b>	In order to receive a DELPHI certificate, send a notification to <a href="mailto:info@level5.de">info@level5.de</a> once the self-assessment is completed.
<b>Module authors, date of publication and last revision</b>	<i>Julia Busche, blinc eG, Göttingen</i>
<b>Module references</b>	<i>Lakerveld, Scholze, Tilkin (2019): Competence Oriented Learning and Validation</i>

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