InHerit is a Grundtvig Multilateral project aiming to improve the learning experience of non-captive audiences visiting heritage sites and museums by developing the interpretation competences of all relevant professionals on site. InHerit targets managers, guides, media programmers... in heritage organisations willing to invest on site-specific phenomena and facts and reveals the wider and deeper meanings by embedding the specifics in meaningful contexts. Therefore the team will create and provide in-service training material and deliver in-service training courses on heritage interpretation. The project will also develop a strategy to establish heritage interpretation as a recognised profession in the museum, monuments and sites sector. In this respect two educational trends are particularly relevant:

- Place-based education & learning: promotes learning that is rooted in what is local, the unique history, environment, culture, economy, literature, and art of a particular place.
- Learning Cities & Regions: a trend to focus on a ‘generative learning ecology & economy’ by locating the learning in more informal, dynamic learning spaces such as work environments, communication media, religious centers, natural recreation spots, heritage and socio-cultural meeting places. Learning Cities stimulate the growth of such learning spaces as well as build the connections between these learning spaces.

It is clear that learning nowadays is no longer confined to schools and colleges. Learning takes place everywhere. Natural and cultural heritage sites, monuments and museums offer the ideal context for learning and interpretation offers ideal techniques to make this learning as meaningful as possible.

The major milestones of the project are:

- Development of a competence profile for Heritage Interpretation (HI) staff
- Analysing the training needs of HI staff
- Collecting good practices in HI training
- Finding the theoretical ground to link HI and European education
- Develop an in-service training curriculum
- Prepare course material and a course manual
- Run pilot courses in the UK and in Italy and national training days in each partner country
- Develop a validation system for the competence development of HI professionals and their audiences
- Disseminate and exploit all project outcomes
- Organise a final international conference in Belgium in 2016

Guy Tilkin, Alden Biesen
A competence profile for the professional field of heritage interpretation

The basis for the creation of a curriculum for heritage interpreters is the competence profile. InHerit created a reference framework for competences in the professional field of heritage interpretation, a competence matrix, which provides guidelines for a structured development of such competence profiles for specific curricula. This professional field not only includes those who are employed or self-employed in the sector but also the important group of volunteers who are indispensable for many sites or museums.

InHerit focuses on a competence oriented approach because, in the light of Europe 2020, professional development is due to be presented (and recognised) in terms of validated competence development. This is particularly important in a ‘continuous professional development’ context and a non-formal learning context. So if we want professional development in heritage interpretation to be recognised we will have to turn it into competence development. Therefore we start from a competence matrix, proficiency levels and indicators. It also means that training courses must facilitate competence development i.e. must be conceived as a competence driven learning activity. This goes along with the fact that heritage interpretation is an applied discipline and the professional training and education of heritage interpreters is best organised in concrete real world contexts.

The matrix

For the purpose of this reference framework we define a competence as a person’s ability to perform a particular task or activity in a specified range of real world contexts. In order to become competent an individual needs to acquire a particular combination of knowledge, skills and attitudes (KSA) which is required to perform in the specified range of contexts.

We defined areas of competences which are relevant for the professional field of heritage interpretation as a whole, covering all positions related to heritage interpretation. One can distinguish areas of core competences from additional generic competences which, however, are also crucial for the ability to develop and deliver heritage interpretation. Core competence areas in the field of heritage interpretation are: research, conceptualization & planning, delivery by media and personal delivery. Additional generic competence areas are: evaluation, publicity & promotion, management and training. In practice an individual does not need to be competent in all these areas. It depends on the specific position an interpreter holds, which competence areas are relevant at what level in order to be able to perform a range of assigned tasks.

In each area the competences are described according to context and qualification level. These levels go along with the descriptors in the European Qualifications Framework (EQF). By referring to this framework, the competences a learner has gained in terms of the ability to perform in certain contexts will be transparent and comparable. Competence oriented qualifications and certificates in the field of heritage interpretation referring to this reference framework will then make it easier for employers to compare candidates in relation to their specific job description regardless in which country the competence has been gained and how the qualification will be named. This competence profile also allows those who develop or offer heritage interpretation training and education to relate their certificates or qualifications to the European Qualifications Framework (EQF). It can also be useful to assess an existing programme regarding possible gaps.

The matrix does not link competences directly to interpretive tasks or jobs/roles but links competences to qualification levels. Each field in the matrix contains several competences for a competence area at a level of proficiency. These competences are building blocks. A certain job/role in a certain context will require a combination of distinguished competences, often at different levels. This combination can differ according to context but the elements at the level of the building blocks are comparable with regard to complexity.

E.g. interpretation staff acting as a local guide (G) is supposed to be competent to develop and deliver interpretation of rather low complexity related to one main subject at one place to be delivered personally. He/she would need a combination of competences in 6 areas at distinguished levels (light grey) as presented (as an example) in the matrix above. They are competent to autonomously develop simple interpretation programmes / products in the field of their main subject, and to follow guidance from an interpretive plan/master plan.

Media interpretation specialists (M) who are competent to develop and deliver interpretive products (and programmes) for various sites that are related to one major thematic field / one major subject matter would need a different combination (e.g. dark grey).

This way the matrix has a universal value and offers a common ground for comparable job description and curriculum development which is exactly the aim of the InHerit project and a starting point for further development of training material and courses.

Guy Tiilik, Alden Biesen
Patrick Lehnes, Interpret Europe

Curriculum outline

A next step to clarify the InHerit approach and help in-service training course organisers organise their course is a training curriculum outline for three selected prototypical positions/roles in heritage interpretation: a Personal Heritage Interpreter, an Interpretive Copywriter and an Interpretive Site Planner. This document is conceived as an example of how the HI competence profile can be used to build a curriculum and how a competence oriented training approach leads to competence development and opportunities for validation.

The curriculum outline starts with an introduction to competence oriented learning. As a next step the document provides a description of the role and working context for each prototype:

- A heritage interpreter specialized in “personal” interpretation is a typical front-line professional.
- An Interpretive Site Planner is able to produce interpretive plans for sites or tourism destinations. Larger heritage organisations sometimes employ in house interpreters who can develop an interpretive plan for the entire site or for smaller areas within the site. Some organisations employ interpretation consultants from outside who contribute to the planning with their fresh external perspectives.
- The Interpretive Copywriter is the one who is competent in planning and writing the texts of interpretive products (way-signs, leaflets, booklets, panels, captions, self-guided trails, exhibitions...)

Many work as volunteers, seasonal staff, or employees of the owner/management organization. They can also work for a tour operator, or as freelancers.

Competences and learning outcomes in terms of knowledge, skills, attitudes

For each of the three positions the document describes the relevant competences and their required level in the EQF. It also describes the related knowledge, skills and attitudes needed to demonstrate the competence in the right context with a certain quality.

Outline of the course content

In a last part the curriculum outline document describes the course outline: the didactic modules and units. For each curriculum component the document indicates the training methodology, the learning activities and outcomes.

Maurilio Cipparone, Clelia Caprioli, Rita de Stefano
Istituto Pangea Onlus
InHerit is developing a competence oriented curriculum for professional development of heritage interpreters. Competence based learning requires an approach to education that differs from the traditional approaches to teaching. In traditional education the focus is on transferring knowledge; in competence based education we stress the importance of powerful or rich learning environments that enable learners to engage in meaningful learning processes.

**Key features of a competence oriented approach**

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

**Meaningful contexts**
For learning to take place it is recommended that educators create or look for meaningful contexts in which learners will experience the relevance and the meaning of the competences to be acquired in a natural way. For heritage interpreters these situations will have to be the contexts in which professional heritage interpreters work.

**Room for initiative and creativity**
In order to acquire competence(s) it is required that the learners are given room to take initiatives. It is a vital condition since competence implies taking initiatives, being creative, seeking to fulfil one's own ambitions. Competences are developed by the learners; the trainers facilitate this process with their suggestions, feedback and where needed their inputs.

**Constructive learning**
The philosophy of competence based education has its roots in the social constructivism that pervades our views on learning these days. Learning is conceived as a process of constructing one's own knowledge in interaction with one's environment, rather than as a process of absorbing the knowledge others try to transmit. Heritage interpretation as such may be considered an act of constructive knowledge production.

**Cooperative, interactive learning (with peers, teachers and other actors)**
The basic idea behind competence based education is to help learners develop and construct their own knowledge and seek ways to make optimal use of other people's competence in their own learning itinerary. This is what social constructivism is about. Co-operation and interaction are both domains of learning, and vehicles of learning. In the case of heritage interpreters the others may include colleagues, peer learners, trainers, but also visitors/members of the target group or site context.

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

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

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

Active learning in a realistic situation, in which you have a distinct and valuable role, makes the learning process a worthwhile event with personal results that will prove to be useful in many other contexts. The process which leads to competence acquisition involves basic elements such as motivation, room for initiative, action and reflection.

**Implications**

From learning to act towards acting to learn, that is basically the core of the concept of competence oriented education. The implications of competence oriented learning are further elaborated according to the following steps:

- Formulates goals in terms of competences
- Organises a work/learning setting
- Creates a rich learning environment that includes dilemmas, options
- Provides realistic professional tasks and assignments
- Provides inputs, organises dialogues
- Organises reflection, provides inputs
- Assesses demonstrations of competence
- Provides feedback and suggests further action

Jaap Van Lakerveld, PLATO
In order to test the approach InHerit will pilot two courses, one in the UK and one in Italy. The InHerit pilot course is a 3 days introductory course. This course will be for a mix of roles and introduce learners to the approach of heritage interpretation. It will target heritage staff and adult educators already working in the field of non-formal and informal adult learning at monuments, sites, natural protected areas and museum, who are nevertheless not yet familiar with the approach and methodology of heritage interpretation. The main goal of the course is to help participants develop the necessary competences for successfully introducing the concept of heritage interpretation in their own working context.

This will imply:
• General knowledge about heritage interpretation and its principles
• Awareness raising about the benefits of interpretation in an heritage context
• Basic competences related to interpretation techniques
• Transfer competences

This introductory course addresses a broad range of participants’ roles in their home context:
• Site managers
• Site planners
• Site tour guides
• Education officers
• Exhibition curators
• …

To identify compelling phenomena (perceivable structures and features) that can be used for first hand visitor experience and evaluate how they support a given interpretive theme.

To conceptualise a narrative structure along a familiar field (topic) for the familiar heritage place.

To develop an interpretive theme within a familiar field (topic) for the familiar heritage site or place (where one is employed).

To write a basic interpretive plan.

Go to www.interpretingheritage.eu and find in-service training material, networking and course opportunities for your professional development in interpretation.

This pilot course is an EQF level 5 course since the majority of competences tackled are situated on level 5 in the HI competence profile. The InHerit pilot is conceived as a competence oriented course involving input, on-site exercises related to the historic site hosting the course and exercises linked to the sites the participants come from.

For the first course, 9-11 September 2015, Eltham Palace in Greenwich, UK, will be the working space. The second course, November 2015, will be related to natural parks and will take place in Italy.

Core competence areas

<table>
<thead>
<tr>
<th>Research</th>
<th>Planning</th>
<th>Personal delivery</th>
<th>Media delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Phenomena</td>
<td>Interpretation principles</td>
<td>To follow basic interpretation principles and philosophy while applying basic interpretive planning methods to prepare a guided walk at a familiar place (or simple media).</td>
<td>Responding</td>
</tr>
<tr>
<td>4</td>
<td>Follow guidance/instructions</td>
<td>To integrate briefing and follow advice from a mentor or supervisor while preparing a guided walk (or basic media) at a familiar place.</td>
<td>Presenting</td>
</tr>
<tr>
<td></td>
<td>Visitor orientation</td>
<td>To prepare questions, issues, inputs that provoke the target audience to reflect and to get involved.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Planning document</td>
<td>To write a basic interpretive plan.</td>
<td></td>
</tr>
<tr>
<td>5 Heritage interpretation</td>
<td>Visitor orientation</td>
<td>To define a priority target audience, and to tailor all planning and conceptualisation towards this target audience.</td>
<td>Text contents</td>
</tr>
<tr>
<td></td>
<td>Content research</td>
<td>To define secondary target audience whose special needs will be systematically addressed.</td>
<td>Visual contents</td>
</tr>
<tr>
<td></td>
<td>Conceptualisation</td>
<td>To develop an interpretive theme within a familiar field (topic) for the familiar heritage site or place (where one is employed).</td>
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Go to www.interpretingheritage.eu and find in-service training material, networking and course opportunities for your professional development in interpretation.

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