



**RURAL
HERITAGE**

Project RURAL HERITAGE: Training plan on European cultural heritage interpreter in rural areas

NEWSLETTER: 02

Foto: Franc Šivic



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The ERASMUS+ project “RURAL HERITAGE” pursues the development of professional skills and competences for rural heritage interpretation, providing resources for Vocational Training teachers and trainers as well as for lifelong learning and non-formal learning, due to the need to meet the professional demands of qualified interpreters specialized in rural heritage, tangible and intangible.

Rural heritage interpreters are necessary, as professionals capable of designing and developing plans and activities that contribute to the tourist use of European rural heritage. VET training of tourism professionals in Europe shows several existing profiles but with a clear gap of specialized training in rural cultural heritage as well as in the unique skills of communication to help visitors to explore, know and appreciate the cultural heritage of rural areas, through new experiences and pleasant emotions that achieve a true affective bond to the place. That makes this discipline an intelligent tool to value, preserve and manage the rural heritage of Europe.

The specialisation of tourism guides is more usual in the cities attraction capacities than in the goods of rural areas. When tourists visit rural areas always think in active tourism, gastronomy, peace and quiet but rarely in the cultural heritage in a wide sense. There is a hidden rural tradition, a heritage underexplored that must emerge to show the global benefits of rural areas.

RURAL HERITAGE will help to promote professionalization in rural areas, diversify the rural economy through the training of the rural population in order to allow the expansion of rural economic activities. The final global spiritual aim of this project is to contribute to brake the rural abandon because the heritage offers great potential to revitalize rural areas and to promote sustainable tourism. The cultural tourism sector has enormous potential for growth and job creation, which is why it is important to train qualified professionals and enhance access to training and qualifications for all, especially in rural areas, as a way to promote quality youth employment.

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RURAL HERITAGE is an ERASMUS+ Project for innovation in VET



NEW PROFESSIONAL COMPETENCES: Design of an innovative VET Curriculum with new competence units to fill current training gaps for specialization in European rural heritage interpreter, including: a) The European dimension of cultural heritage. b) The potential cultural value of the rural environment (ethnographic heritage, popular manifestations, intangible heritage, rural architecture, etc.) c) The loss of cultural diversity in rural areas. d) The intercultural and intergenerational exchange as a way of approaching to heritage. e) The training in practices and techniques of rural heritage interpretation.



INNOVATIVE PEDAGOGICAL APPROACH: Based on an innovative methodology with more lasting results and a greater student involvement, especially useful for training but also eventually for the practice of heritage transmission and interpretation in tourism activities:

- * Interpretation techniques: not included in professional qualifications with a deep enough approach.
- * Active and emotional teaching-learning methodologies: placing the students at the centre of the process and making them the protagonists of discovery, emotions and experiences (no just information receivers).



THE USE OF ITC IN TEACHING-LEARNING as a way to facilitate access to training and communication for all (especially important in rural areas) and as a motivation for students, through the creation of an ITC PLATFORM (E-learning portal with other tools for exchanging knowledge, information, experiences, etc.).



NEW WORK AREA and LABOUR INSERTION. It provides a new working field in rural areas that is innovative because it is based on the appreciation, knowledge and use of their own cultural resources, putting in value the rural heritage of Europe.





Ongoing results of RURAL HERITAGE: Intellectual outputs

IO1 METHODOLOGICAL GUIDE OF NEW COMPETENCES ON RURAL HERITAGE INTERPRETER (OER)

Material for teachers, trainers and educators and for educational authorities, which includes different parts:

1) INTRODUCTION

2) DEVELOPMENT OF NEW COMPETENCES: Curriculum to systematize and describe the new professional competences addressed to train interpreters specialist in European rural heritage, with the PROFESSIONAL PROFILE, occupations, etc. and the development of curricular elements (objectives, final abilities, evaluation criteria, contents programme) of the COMPETENCE UNITS:

CU1- Design and development of heritage interpretation activities

CU2- Guide-interpreter of the material rural heritage

CU2- Guide-interpreter of the intangible rural heritage

CU4- Guide-interpreter of the natural heritage and the landscape

3) METHODOLOGY: Pedagogical methodologies with tools on how to use the techniques of heritage interpretation to train guide-interpreters in European rural heritage as professionals capable to use this method.

4) THE INTEGRATION CRITERIA: guidelines for the integration of the new competences in some professional families and in different European countries.

5) GOOD PRACTICES

6) GLOSSARY

IO2 STRUCTURED TRAINING COURSE

Modular manual to help teachers training and to facilitate to them resources on the transmission of European rural heritage and its sustainable use to train the future professionals in tourist activities.

The IO2 consists on learning MODULES of the topics related to rural heritage resources and the European heritage concept (essential to raise awareness about the importance of our common European heritage). Therefore the IO2 is divided in different sections according to the knowledge of our rural cultural heritage, including concrete examples of the different types of rural cultural heritage from different regions of Europe, especially from the countries of the project partnership. It also includes a block about interpretative techniques, examples and experiences.



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1st Transnational Meeting

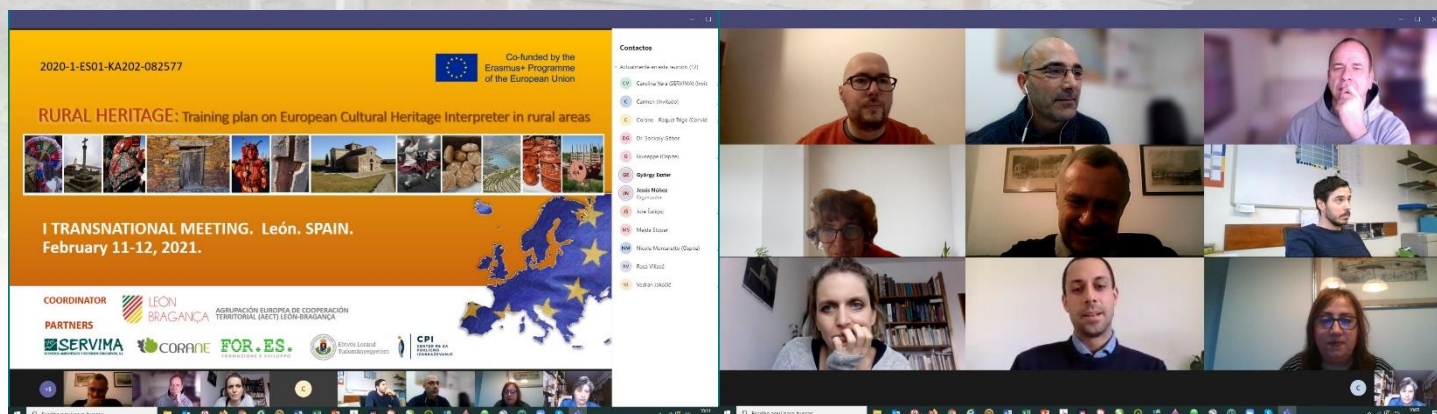
Held on February 11 and 12, 2021, organized by the coordinator, the European Grouping of Territorial Cooperation AECT LEON-BRAGANÇA with the attendance of all partners of the strategic association. Due to the pandemic situation it was not possible to be held face-to-face in Leon as it was expected so it was held remotely.

As first official transnational meeting, at the beginning of the meeting each partner made a presentation of their own entity for a better understanding of the participation possibilities and the best contributions to the project.

It was carried out a general review of the project, its objectives, target groups, expected results and the conditions for financing and justification, in accordance with the regulations established for ERASMUS+ projects. The importance of a monitoring of the project carried out by the work teams (project management team, quality management team and conflict resolution team) was emphasized as well the importance of the stakeholders' participation in the project.

The dissemination plan of the project was discussed (informative leaflet, Newsletter, Website and Facebook of the project) and the actions carried out so far were updated. A long part of the debate was about the approaching to the intellectual outputs and how to share work among partners.

Subsequently, the project schedule was revised in order to move forward with the development of intellectual outputs and the rest of the actions of the project.





2nd Transnational Meeting

Held in Trento (Italy) on October 14 and 15, 2021, organized by the partner FOR.ES with the attendance of all partners of the strategic association.

A review of the general status of the project, the monitoring and evaluation were carried out: compliance with the timetable, dissemination actions, profile and number of the collaborators involved so far, etc.

The website and the Facebook of the project and all the advances on the intellectual outputs O1 and O2 were presented for its evaluation and debate.

There was an exhaustive debate on the IO1 Methodological Guide and the advances in the curricular design were thoroughly analysed to agree on the unified criteria and structure of final contents; also reviewing the conclusions of the previous analysis about the real needs according to the methodology for the development of new professional competences proposed by the partner CPI (Slovenia).

In relation to the O2 (Structured Course), the modular distribution according to the modules established, the contents within each one of them and the kind of examples of heritage and experiences to include were the main points of the discussion.

The internal evaluation of the intellectual results, the general progress of the project and of the technical and economic reports received from every partner was made, in compliance with the permanent Evaluation Plan of the project and in order to comply with the interim report to present to the Spanish National Agency of the first year of the project development.





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