OpenCCCP

Open Educational Resources to Open Educational Practices
for Commons Community and Culture Projects

COMPREHENSIVE MODEL FOR OPEN EDUCATIONAL PRACTICE

The project focuses on the creation of OEP (Open Educational Practices applied to the use of heritage in local communities that promote social inclusion. It is a combination of innovative pedagogical practices in the context of local community projects where knowledge of heritage is encouraged with the participation of disadvantaged people.

Who made the Comprehensive Model?

License

Digital Edition

CONTENTS

INTRODUCTION

This document proposes a model of learning from the practices developed by professionals in community work in disadvantaged environments or neighbourhoods. The model, referred to as a learning framework, emerges from the experience of several organisations. It uniquely attempts to bridge the gap between free and open educational resources available often online, and initiatives that express the real and present concerns of a community.

From open educational resources to open educational practices.
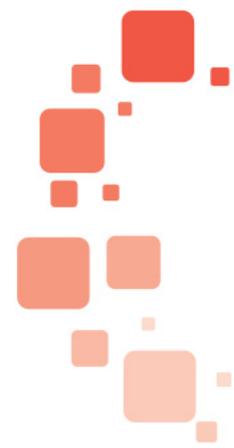
Comprehensive model

This learning framework has a double path; one that refers to the community in which the project will be developed and everything that needs to be learned from it, and another that focuses on the professionals who impact their work on the mentioned community. We call this **learning from context**. It aims at understanding the environment in which a community develops in order to enable professionals to propose actions which can then emerge from the community itself.

This introduction defines learning frameworks, the project from which this one emerged, the type of community projects it builds upon as well as the goals of this particular framework, referred to as the OpenCCCP framework. It then dedicates a chapter to the hurdles and unanswered questions a learning framework can be faced with. Other chapters are dedicated to design and methodology before a final chapter describes the applications of the framework referred to as Local Labs. Material that can be useful in this Local Labs is made available in addenda.

Learning frameworks are research-based learning design models that help facilitators align learning objectives with existing activities and practices, create motivating and inclusive environments,

and integrate assessment into learning. The frameworks serve as a conceptual map for planning a curriculum or course of study and can be easily adapted and blended to build diverse content appropriate to the objectives being pursued.

The project "**From open educational resources to open educational practices for commons community and cultural projects**" (OpenCCCP) attempts to move forward in the integration of practice and online resources in the improvement of professional learning processes.

Open Educational Resources (OER) and, Open Educational Practices (OEP).

Comprehensive model

Open Educational Resources (OER) have been developed over the past years in several formats, conceptions and directions in all learning scenarios. OER are part of a global move on changing the way of learning by giving access to free resources. In spite of that, the next challenge is how to reuse, revise, remix and redistribute those resources by linking them to effective open approaches in which to explore teacher-learner-peer interactions, creation and assessment of contents. Openness should not only be accessed but also connectedness, trust and innovation.

A clear example is https://oer.makingprojects.org/ where OER contents of different topics are compiled and where one can carry out his own learning process.

Open Educational Practices (OEP) are understood as the use of OER for teaching and learning in order to innovate learning processes. The OEP includes the open sharing of teaching practices and aims "to raise the quality of education and training, and innovate educational practices on institutional, professional and individual level". The OEP are also viewed as the next phase in OER development that continues to transform 21st century learning and learners. It is thus the next step to develop OER as levers for the transformation of learning through open

intellectual property approaches, motivational frameworks, co-creation of content, technological skills and new certification methods.

We are convinced that one of the most innovative aspects is to link OERs with OEPs, with this we connect the digital with the real world, generating **blended learning**. The idea behind this combination is to **generate a collective process of open and collaborative learning full of content that circulates freely**.

There are many strategies and methodologies for working with communities, some examples of which help us to understand possible processes. For example when we focus on **community arts** we refer to artistic or creative activities based in a community setting. Works from this genre can be of any media and are characterized by interaction or dialogue with the community. Often community art is based in socio-economically deprived areas, with a community-oriented, grassroots approach focused in the fight against social exclusion. Imagine a context like this: "**Members of a local community will come together to express concerns or issues through an artistic process**". It may involve professional artists, but always mediators such as trainers, cultural managers, social activists, youth workers or so-

Cultural Heritage.

Comprehensive model

cial workers.

In this context, **cultural heritage** offers the facilitator / trainer several elements to work with: **from tangible** (buildings, monuments, clothes ...) **to intangibles** (objects and cultural spaces, language and oral traditions, ...), **natural** (green space, biodiversity, urban-nature relations, …) **or digital** (resources created in digital form, including text, images, video, records). In addition to that, there are the different resources the community in its diversity could at some point or already now manage(s) collectively, as a commons. These are all elements that can materialise in community processes. Inclusion in the form of intercultural dialogue, attention to diversity and support for gender equality, receives special attention.

Attributes of OEP.

Comprehensive model

The final idea of this framework is to propose a possible model of open educational practice in community environments based on 8 OEP attributes:

- participatory technologies;
- openness;
- innovation and creativity;
- the sharing of ideas and resources;
- connected communities;
- generation of apprentice;
- reflexive practices and peer reviewing;
- including some aspects of cultural heritage.

Managing educational resources as a commons can make learning more affordable and exciting.

The goals of this framework are:

- To promote in context a model of highly effective open educational practices.
- To inspire cultural mediators to set community processes through a common framework based on open educational practices
- To Develop specific and practical plans to initiate community processes based on tangible, intangible, natural or digital cultural heritage.
- To Identify and share innovative learning approaches by other actors that share the characteristics of open educational practices.
- To be a lever for the participants' employability, promoting new competences and skills.
- To promote new and open models of participatory learning for open training processes.

An overview of the concepts

Comprehensive model

Concepts

We want to offer a small introduction to the concepts that appear in this comprehensive model. They are simple definitions, we recommend if you want to go deeper, to look for the sources and look for more complete definitions.

OER

Open educational resources (OER) are freely accessible, openly licensed text, media, and other digital assets that are useful for teaching, learning, and assessing as well as for research purposes. The term OER describes publicly accessible materials and resources for any user to use, re-mix, improve and redistribute under some licenses.

The development and promotion of open educational resources is often motivated by a desire to provide an alternate or enhanced educational paradigm. Example: https://www.oercommons.org/

OEP

Open educational practices (OEP) is the use of Open Educational Resources for teaching and learning in order to innovate the learning process. They may involve students participating in online, peer production communities within activities intended to support learning or more broadly, any context where access to educational opportunity through freely available online content and services is the norm. Such activities may include (but are not limited to), the creation, use and repurposing of open educational resources and their adaptation to the contextual setting. Example: https://www.oercommons.org/hubs/open-educational-practice

Blended Learning

Blended learning is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace.

Community art

Community art, also sometimes known as "dialogical art", "community-engaged art", or "community-based art", re-

Concepts
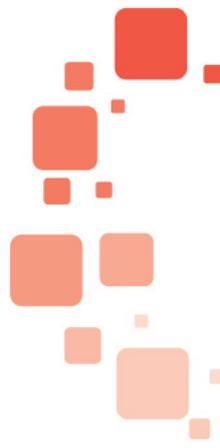
fers to the practice of art based in and generated in a community setting. Works in this form can be of any media and are characterized by interaction or dialogue with the community.

Lifelong learning
Lifelong learning is the "ongoing, voluntary, and self-motivated" pursuit of knowledge for either personal or professional reasons. Therefore, it not only enhances social inclusion, active citizenship, and personal development, but also self-sustainability, as well as competitiveness and employability.

Community processes
Processes that need to be followed and documented to guarantee (or look for) active participation and effective collaboration of everybody across the community.

Open learning design
Open learning design is the application of a pedagogical model for a specific learning objective, target group, and a specific context or knowledge domain. Specifies under which conditions what activities have to be performed by learners and facilitators to enable learners to attain the learning objectives.

Workshop
A meeting at which a group of people engage in intensive discussion and activity on a particular subject or project. It is an educational space or environment. The duration depends on the issues raised. It can be a few hours or spread over different days.

Learning from context

Comprehensive model

Learning from Context.

Comprehensive model

In today's society there are constant changes, not only at the technological level, but in the modes of relationship, as we communicate, as we learn to live there. Culture is the intangible capital necessary to contribute to promoting equality, social improvement and a critical and constructive environment.

In the literature on social innovation, the different ways in which one may instigate a learning process outside of formal processes – in the context of using traditional and alternative forms of education to prepare people for employment – have received growing attention. (Mulgan, Tucker, Ali, & Sanders 2007; Moulaert, Swyngedouw, Martinelli & Gonzalez 2010; Franz, Hochgerner & Howaldt 2012; Moulaert 2013; Durkin, 2016). The traditional mainstream approach to employment often involves conforming to market demands through specialization. In contrast, social innovation considers the potential of voluntary, self-organised, citizen-based initiatives in different areas, for instance in public services and provision of social welfare (Oosterlynck, Kazepov, Novy, Cools, Barberis, Wukovitsch, & Leubolt, 2013). Here, the attainment of skills and competences is based on paradigms of sharing knowledge, solidarity and commons. These forms of learning are bottom-up and construct new narratives amidst global urbanisation.

The contexts in which such approaches flourish are mostly at the micro level within local communities and neighbourhoods.

The workers who are in contact with people, communities and neighbourhoods, profiles like social educators, social workers, cultural managers, cultural activists, etc... are the ones who learn and understand our cultural ecosystems that we believe in.

There is currently an emergence of concepts that connect the city with what is happening in society, concepts such as 'Smart Citizens', which gives the city the ability to remember, anticipate and relate. But the city must be considered not as an individual element, but rather as a symbiotic construct where citizens play a decisive role. This relationship of symbiosis with the city, the speed of changes at the technological level, the cultural and social changes that occur in every living society, the citizens change, emerge citizens who adapt and others who do not, new profiles, new needs, new conflicts.

As zemos98[1] say: "Expanded Education can happen anytime, anywhere. The term has changed from being a way to refer to informal educational practices that incorporate knowledge outside of the educational system to a transversal metho-

1 http://zemos98.org/en/blog/expanded-education/
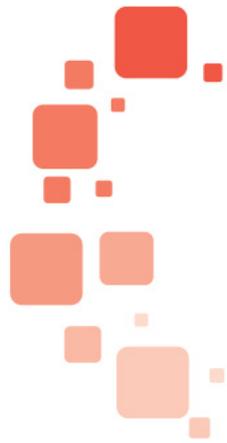
Learning from Context

dological tool that intersects with a critical understanding of new technologies and with the production of mediation devices. The concept has been accepted as a stream of educational practices that propose the rethinking of unilateral visions of knowledge transmission".

The experience of this consortium in the design of bottom-up projects, from CiutatBeta, BeLearning or EULER, plus a long etcetera of processes, methodologies and prototypes add a detection of needs to improve the relationship of communities with their environment.

New methodologies that come from the activities that are derived from the management of the commons, are a fantastic way to understand where we meet together, what they can do together or what they manage together.

Open questions to answer

Comprehensive model
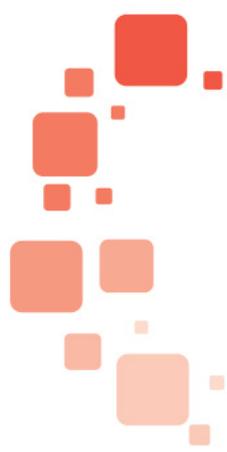
Why the commons?

The commons are the things that we inherit and create together and that we hope to leave to future generations. A great diversity of natural, cultural or social goods, such as: biodiversity, seeds, Internet, folklore, drinking water, genome, public space, etc. Goods that we often only perceive when they are threatened or in danger of disappearance or privatization. Everyone has access to the commons, it is just another civil right and not only those who can afford it.

The commons are connected with the OEPs?

The "commons" is a model of governance for the common good. The way to produce and manage in community goods and resources, tangible and intangible, that belongs to all of us, or better, that belong to no one.

The commons re-situate us in a humanist framework, in which issues that the neoliberal model has left aside, such as transparency, equity, universal access or diversity, gain new legitimacy. It proposes a possible alternative to the market economy, from which to integrate the economic

and ethical, the individual and the collective. A model based on communities structured on trust.

Here, the attainment of skills and competences is based on paradigms of sharing knowledge, solidarity and commons. These forms of learning are bottom-up and construct new narratives amidst global urbanisation. The contexts in which such approaches flourish are mostly at the micro level within local communities and neighbourhoods.

What do we need from the communities in the OEP's?

In a world of rapid transformation and often too slow systemic transition, identifying projects like OEP can do is to pilot change. Many projects that are already underway or have been developed in the past can be identified as open educational practices following the 8 attributes we identified in this model (participatory technologies; openness; innovation and creativity; the sharing of ideas and resources; connected communities; generation of apprentice; reflexive practices and peer reviewing; including some aspects of cultural heritage).

Open questions
to answer

Comprehensive model

The dominant discourse of the market economy has a tendency to impose on us a logic of targeted efficiency and quantifiable outcomes, although this is not necessarily what initiatives like this contribute to society. These projects try, and on occasion fail, but often come up with lessons that, when later up-scaled and promoted, can have a meaningful impact on people's lives.

The active participation of the community, the creation of environments and methodologies that allow the community to question its problems and propose alternatives for change, the systematization and evaluation of the research process, the dissemination of research results. The condition for carrying out this process or the main task of the researcher or social educator is to create the capacity for communities to express themselves, analyze their reality, produce their arguments, and associate broader social and political movements.

Why is cultural heritage a key part of a learning environment?

The commons are created and recreated, connected and reconnected. It is born from the interaction between the members of a community (communities distributed and/or strange up to that moment) gathered around a theme or a problem. The commons is a state of emergency (because it is unpredictable and because it is urgent), it arises from the empowerment of those "affected" who claim threatened or destroyed rights. There are no commons without community, and vice versa. Therefore, the main objective is to make visible emerging communities of affected people - to give them time, to give them experience, to give them technology, to give them the means, to give them the word - with the will to build among all of them a more just world, a common world.

To talk about the commons is to recover important aspects of human behaviour, and also of its culture and nature, which the market discourse has discarded. The commons establish a new way of measuring "value".

"Value" is not just a question of price, it is something that is rooted in communities and their social relations.

Open Methodology

Comprehensive model

With this methodological framework we want to create the environment to train professionals (active or unemployed) of social intervention (social workers, social educators, cultural managers) to access new knowledge and methodologies. With these tools they will be able to create ecosystems of support and empowerment of the communities in deprived neighbourhoods in which they are involved.

By analysing the different educational or training models in the professional field we are addressing, we have missed direct contact with reality. This means that content quickly goes out of fashion or is outdated.

An experiential learning of the practices (OEP) that are active. To see how they work, which actions work better than others, and explained by the people who carry them out.

Lifelong learning to improve the tools with which professionals work with citizens in neighbourhoods. Improve these tools, introduce methodologies that come from social innovation, projects that already exist and are transforming, disruptive, different and get good results. It is from this perspective that it is necessary to learn how to redesign what works so that it can be adapted to other realities. Answering, through training, the questions: What adjustments need to be made in the practice? How should they be made? In what direction we can focus the methodology? And all the questions you consider to have in mind to be answered during the learning processes.

What do we need to create a syllabus?

The syllabuses that are created based on this methodology should have three clear points:

- **An open learning design**, combining face-to-face activities with **OER content and the necessary OEPs to connect theory and practice**.

- **Pedagogical results focused on practice**.

- **Certification according to each local context**.

Open Methodology

Comprehensive model

Learning and literacy.

To improve literacy about new methodologies and practices, learning processes must be designed in three phases.

Short-term impact: increasing the focus on receiving information from the environment, and using methodologies that mix different learning pathways.
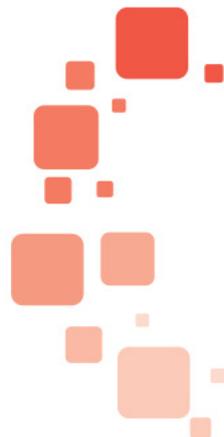
Medium-term impact: increasing the focus on Open Educational Practices, and initiating a deep reflection on the connection between OEP and methodologies.

Long-term impact: increasing the focus on the culture of social innovation, design of actions applied to build an OEP.
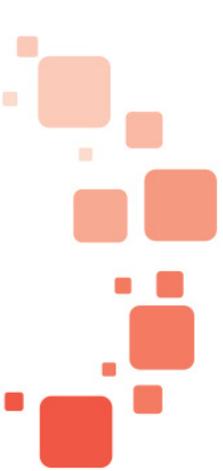
Open Learning Design

Comprehensive model

Open Learning Design is an interesting tool to develop good practice and scaffolds the learning process. Helps to capture and represent practice through user participation and case studies.

One of the competencies proposed by the European Framework for the Digital Competencies of Educators (educators from a wide point of view are, teachers, educators, facilitators and all the people have part of their work doing orientation and creating participatory processes), is that of professional collaboration in the digital world. Activities such as involvement in professional collaborative networks can help educators to explore and reflect on new pedagogic practices and methods.

There are currently many technologies which facilitate the planning, design and implementation of learning scenarios. This can be performed individually or in team from facilitators and educational practitioners by selecting the appropriate tools and methodologies that fit in their own context.

However, with the advent of social web and the ubicuos localization, teachers and facilitators frequently use online tools to search, share and re-use educational activities and resources as part of their learning processes.

The sharing and co-creation of learning activities can help educational and cultural practitioners to switch the focus from content and resources to the actual learning processes and methods towards more active learning for the participants.

Some tips to gather requirements for a learning design tool specification. We need broader requirements from traditional academics, which come under the general umbrella of a learning design project, which included:
A range of OEP illustrating and scaffolding the core of the course.

Information about the methodologies and more generally, and how these could be used effectively in the practical resources of the courses.

A means of providing guidance through the process of learning activities.

A range of further resources to complete the OER.

Open Learning Design

Comprehensive model

When you make a learning design in which the final objective is the design of actions that involve an intervention in a given environment or a community with needs, you should start by learning how to ask the right questions looking for a macro vision and a micro vision.

The learning design has three layers can include the why, the what and the how of learning, you do not have to take into account all these subitems, but you do have to pay attention to some of them:

Engagement (The why of learning)

For purposeful, motivated learners, stimulate interest and motivation for learning.

- Optimize common choice and autonomy
- Optimize relevance, value, and authenticity
- Minimize threats and distractions
- Heighten salience of goals and objectives
- Vary demands and resources to optimize challenge
- Foster collaboration and community
- Increase mastery-oriented feedback
- Promote expectations and beliefs that optimize motivation
- Facilitate personal coping skills and strategies
- Develop self-assessment and reflection

Representation (The what of learning)

For resourceful, knowledgeable learners, present information and content in different ways.

- Offer ways of customizing the display of information
- Offer alternatives for auditory information
- Offer alternatives for visual information
- Clarify vocabulary and symbols
- Clarify syntax and structure
- Support decoding of text and symbols
- Promote understanding across languages
- Illustrate through multiple media
- Activate or supply background knowledge
- Highlight patterns, critical features, big ideas, and relationships
- Guide information proces-

Open Learning Design

Comprehensive model
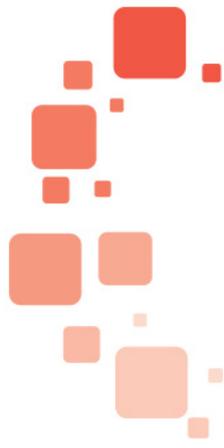
sing and visualization
• Maximize transfer and generalization

Action and expression (The how of learning)

For strategic, goal-directed learners, differentiate the ways that students can express what they know.

• Vary the methods for response and navigation
• Optimize access to tools and assistive technologies
• Use multiple media for communication
• Use multiple tools for construction and composition
• Build fluencies with graduated levels of support for practice and performance
• Guide appropriate goal-setting
• Support planning and strategy development
• Facilitate managing information and resources
• Enhance capacity for monitoring progress

Knowledge production and exchange in informal and bottom-up initiatives is a key issue in a number of fields, including policy making and planning, community organizing and local

politics, creative industries and artistic practice.

Situated learning starts to understand the context and all the ecosystem of a community.

Questions regarding :
• to local culture
• to the intangible heritage
• to the people
• to the environment
• to the relationships that are established

And including:
• Emerging methodologies and practices in community work.
• Interventions in the physical and symbolic space.
• Interventions in the relational space.
• Interventions in communities of affection

Local Training Labs

Local Training Lab is defined as a learning environment where theory and practice are mixed. As a cooking recipe, all elements are seasoned with the use of new technologies, presentations, workshops, visits in context on the OEP. Thus producing a learning process especially important for more technically based specialities that demand new approaches in the use of the common legacy.

Open local labs (OLL): Why Lab?

We think that each of the local implementations will have its differences, according to its context, its socio-cultural characteristics and its needs. If we understand it as a Lab, we can test, mix, remix methodologies, research and implementation.

For experienced and inexperienced educators, cultural managers and facilitators alike, community engaged learning can present unique and sometimes difficult challenges for which many are not equipped. However, when these challenges are met and overcome, community engaged learning allows students, faculty, and communities to experience profound growth.

Of the many concerns that educators express about community engaged learning and research, possibly the most frequent is that it takes a lot of time. Indeed, it takes significant amounts of time to develop a productive working relationship with a community partner, to design projects that meet both learning and community goals, to manage the logistics of the projects as they unfold, to engage people in special skills training, and to reflect on the meaningfulness of projects with participants.

What if your community-based project with participants turns out to be of limited impact in the community? Possible Solutions:

Assessing Community Need
To ensure a project has significant impact for a community, it is important to address a community's most urgent needs. Therefore it is important to rely upon well-respected community leaders and organizations for an assessment of its needs and for greater background on the issues the community faces.

Building Trust
In many intervention projects inside a community, or "Bottom-up"

Local Training Labs

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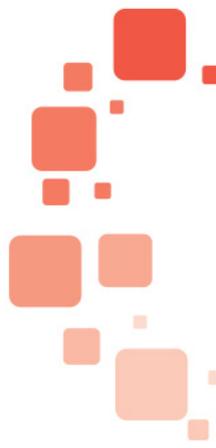
relationships there are histories of miscommunication, neglect, distrust, and even conflict. Open, supportive communications are therefore essential to fostering mutually beneficial partnerships. It is important to rely upon those bridge-builders between your project and the community.

Creative and Flexible Project Design

When designing a project with a community partner it is important to balance both community engagement and participants learning goals equitably. This might involve some creativity and flexibility on both sides. Educators, facilitators need to be flexible in adapting the learning goals to the practical needs of a community partner.

Setting Realistic Project Goals

In defining a mutually beneficial project, it is important to set learning and community goals that are manageable for your participants within the time frame of your local training lab.

Managing Community Expectations

Community partners can be excited to have participants working with them on new and valued projects, and they may have high hopes about what they can accomplish. While this enthusiasm is important for developing a good partnership, it is important to ensure your partner knows exactly what capacities your participants do and do not have, and to set realistic expectations for project goals.

Ensuring Continuity

Community needs often exceed the limitations of one project. Therefore, it is helpful for the community and educators to develop lasting partnerships. Not only do lasting partnerships yield multiple projects over time that can result in a cumulative impact on the community, but they also allow for the trust and mutual understanding that ease future project planning and success.

Adhering to Ethical Guidelines

If your project involves participants outside of the community, it is imperative to have all members of the project adhere to basic ethical guidelines, policies and procedures. These ensure respect and just treatment for community members.

Local Training
# Labs

Comprehensive model

Assessing Impacts

It is important to evaluate community-based learning and its impact. There often is no such mechanism for community evaluation. These evaluations can be done in the midst of a project for the purposes of implementing any mid-course corrections, but they also should be done once the project is finished to determine its final impact. This can be in the form of a final written evaluation, using an online survey service can ensure greater anonymity and openness.

Another common worry is that participants will not be prepared well enough to complete a community-based project successfully and that this will limit the learning experience as well as fail in helping their community partner. It is therefore important to ensure participants have all the preparation necessary to succeed in their projects and to benefit from the learning experience that community engagement provides.

Evaluation
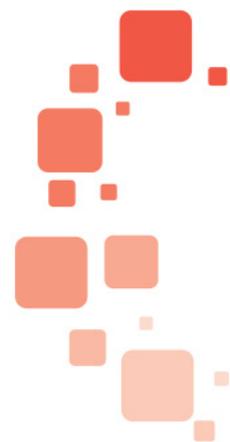
Evaluation is integral to good community development. When properly done, it enables an on-going process of learning among all involved in community development projects. It also enables the continual development of projects and programs to be more effective and successful.

In the field of community development, it can be hard to know how deeply your project is impacting on participants and the community. Sustainable change is linked to the wider impacts of a project on a community, and these can only be seen in the long-term. Outcomes of community development projects are often hard to measure, because they deal with social relationships and the complex functioning of groups and communities, rather than things that are easily quantified.

A clear, simple evaluation plan designed at the start of a project can help you to assess whether you're achieving what you want to achieve, and what you can do to improve your community development work.

Evaluation can take care about items include the following:

From facilitators side

What is the impact of OLL implementation on facilitators OEP design?

Student choices
- OEP Design: To what extent do the OLL provide choices to students for responding to the needs of a local community and if this demonstrate their skill and knowledge?
- Tools: To what extent do the OLL provide choices for types of tools to generate OEP and put in common students' skill and knowledge?
- Presentations/workshops/learning groups: To what extent do the OLL provide choices in methods to learn information that tap into diverse learning styles?

Flexibility in facilitators presentations
- Curriculum materials: To what extent do facilitators present materials in additional formats beyond viewable text and oral speaking?
- Explanatory devices: To what extent do facilitators use multiple types of explanatory

Evaluation

devices?
- Drawings or images: To what extent do facilitators use drawings or images in paper handouts, digital materials, and presentations to complement the text and the oral speaking?

From Open Local Lab side.

What is the impact of OLL implementation on student engagement?

Impact of OLL implementation on the following forms of engagement
- Academic, defined as time on task during sessions and homework completion
- Affective, defined as enthusiasm, excitement, and enjoyment of sessions
- Cognitive, defined as self-regulation and being strategic about sessions work

From OEP design side

What is the impact of OLL implementation on student independence in learning processes?

- Impact of OLL implementation on learning processes (OEP design), such as the fo-

llowing?
- Task initiation
- Self-selection of learning tools, tasks, or products
- Independence in completing activities
- Self-monitoring of task completion

From the student side

What is the impact of OLL implementation on syllabus planning for collaboration?

- Facilitator collaboration practices
- Discussion of learning methodologies
- Discussion about how we build the learning process
- Sharing responsibility to create materials that enhance accessibility and engagement
- Knowledge to access already-created materials that enhance accessibility and engagement
- Sharing materials across content areas or different knowledge's

Certification
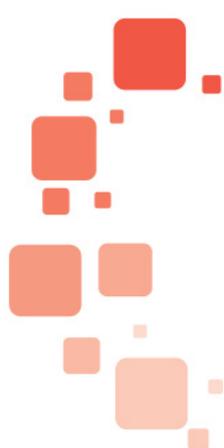
Formal learning is always organised and structured, and has learning objectives. From the learner's standpoint, it is always intentional: i.e. the learner's explicit objective is to gain knowledge, skills and/or competences. One can also speak about formal education and/or training or, more accurately speaking, education and/or training in a formal setting. This definition is rather consensual.

Informal learning is never organised, has no set objective in terms of learning outcomes and is never intentional from the learner's standpoint. Often it is referred to as learning by experience or just as experience. The idea is that the simple fact of existing constantly exposes the individual to learning situations, at work, at home or during leisure time for instance.

Mid-way between the first two, non-formal learning is the concept on which there is the least consensus, simply that the wide variety of approaches in this case makes consensus even more difficult. Nevertheless, for the majority of authors, it seems clear that non-formal learning is rather organised and can have learning objectives. The advantage of the intermediate concept lies in the fact that such learning may occur at the initiative of the individual but also happens as a by-product of more organised activities, whether or not the activities themselves have learning objectives. Non-formal learning therefore gives some flexibility between formal and informal learning, which must be strictly defined to be operational.

The recognition of non-formal learning is an important means for making the "lifelong learning for all" a reality for all and, subsequently, for reshaping learning to better match the needs of the 21st century knowledge economies and open societies.

It is necessary to find a locally appropriate certification institution that can be linked to this type of training. Normally, schools of education in "social education" or "cultural management" that already offer training programs for active or unemployed workers. To create an alliance with this type of institution is good for the training program that is developed for an Open Educational Practice.
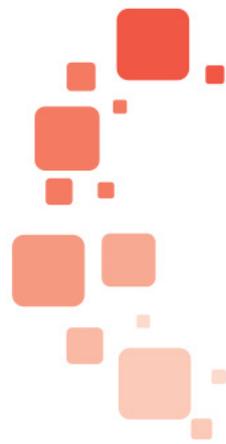
Addenda

Driving force behind all definitions of Cultural Heritage is:

"it is a human creation intended to inform"

John Feather, 2006

Cultural heritage

Comprehensive model

When OpenCCCP started, 2018 was the European Year of Cultural Heritage. Cultural heritage shapes our everyday lives. It surrounds us in Europe's towns and cities, natural landscapes and archaeological sites. It is not only found in literature, art and objects, but also in the crafts we learn from our ancestors, the stories we tell our children, the food we enjoy and the films we watch and recognise ourselves in. And all the artifacts we build in the community.

The relation between cultural heritage and education was usually in the form of passive visits to monuments or museums and was restricted to observing historic monuments or objects. Very often, it included guided tours focusing on the chronological history of events which lacked a connection with learners' life experiences. Booklets telling all the details of a particular monument without any linkage to either its context, or to the prior knowledge or experiences of learners were very common.

"Cultural Heritage is a group of resources inherited from the past, which people identify, independently of ownership, as a reflection and expression of their constantly evolving values, beliefs, knowledge and transitions. It includes all aspects of the environment resulting from the interaction between people and places through time" (The Council of Europe Framework Convention on the Value of Cultural Heritage for the Society, Faro 2005).

This Convention underlines that any sign or a symbol created by, or given meaning by human activity, that is intentionally protected, conserved or revived, instead of being left to natural decay, oblivion, or destruction, can be considered cultural heritage. It puts the emphasis on the values (i.e. cultural, historical, aesthetic, archaeological, scientific, ethnological, anthropological value), beliefs, knowledge and transitions, which are considered relevant by a community or group of reference that has the right to benefit from this resource and that is responsible for the transmission to future generations.

It has now been fully recognised that cultural heritage plays a central role in our societies, creating a feeling of togetherness within and across national borders and promoting mutual understanding and shared values, thus care for cultural heritage is growing.

Cultural heritage

Comprehensive model

During this typical emancipation process, heritage interpretation offers a largely untapped opportunity for European societies to strengthen the self-transcendence values. Co-creation of heritage interpretation with young people facilitated by skilled interpreters can be very powerful to trigger debate and reflection, and to prevent vulnerability of the coming generation towards populism and religious fundamentalism.

Tangible & Intangible Heritage

Having at one time referred exclusively to the monumental remains of cultures, cultural heritage as a concept has gradually come to include new categories. Today, we find that heritage is not only manifested through tangible forms such as artefacts, buildings or landscapes but also through intangible forms. Intangible heritage includes voices, values, traditions, oral history. Popularly this is perceived through cuisine, clothing, forms of shelter, traditional skills and technologies, religious ceremonies, performing arts, storytelling. Today, we consider the tangible heritage inextricably bound up with the intangible heritage. In conservation projects we aim to preserve both the tangible as well as intangible heritage.

Cultural Heritage types

Cultural Heritage can be distinguished in:
•   Buildings, monuments, artefacts, archives, clothing, artworks, books, machines, historic towns, archaeological sites etc. – (tangible heritage).
•   Practices, representations, knowledge, skills objects and cultural expressions that people value such as festivals. It also includes languages and oral traditions, performing arts, and traditional crafts, recipes of cooking, etc. – (intangible heritage).
•   Landscapes – geographical areas where the natural resources show evidence of the practices and traditions of people
•   Resources that were created in a digital form (for example digital art and animation) or that have been digitalised as a way to preserve them (including text, images, video, and records) – (digital heritage).

Cultural heritage
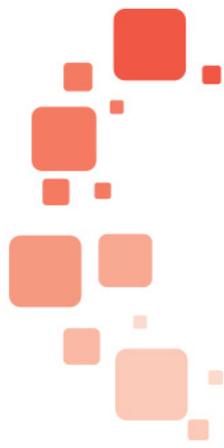
Comprehensive model

Heritage Cycle

The Heritage Cycle diagram gives us an idea of how we can make the past part of our future (Simon Thurley, 2005).

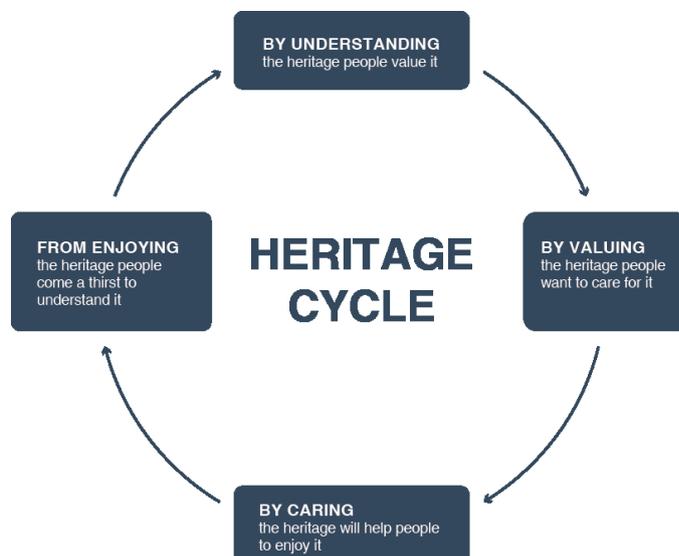In a clockwise direction the wedges and arrows read:

By understanding (cultural heritage) ---> people value it

By valuing it ---> people want to care for it

By caring for it ---> it will help people enjoy it

From enjoying it ---> comes a thirst to understand

By understanding it ---> …..etc

Cultural heritage

Comprehensive model

The Arts

The arts as part of cultural heritage like literature, music, painting and sculpture are essential in a peaceful co-habitation of the human species as it will offer them an alternative point of view. In presenting a different picture people will be more lenient in accepting differences in real life as well that in turn will stimulate mutual respect. That is why cultural heritage plays such a vital role in the democratization process.

Cultural heritage: without it we will lose our main source of self-expression and in the end our self-realization.

The power of culture and heritage have long been undervalued. Together with Unesco Culture in Development finds that culture is imperative for the development of any society. We consider Culture and Heritage as basic needs.

Social development

Development actors worldwide have been made progressively aware of the interlinkages between culture and development. Before, cultural heritage was merely looked at as a source of income. Recognizing culture as a dynamic and transformative force, they seek to explore culture as an indicator and facilitator of social development. Today, its role as an active agent of social transformation has been increasingly recognized.

References

Comprehensive model

References

Comprehensive model

John Feather, Managing the documentary heritage: issues from the present and future. In: (Gorman, G.E. and Sydney J. Shep [eds.]), Preservation management for libraries, archives and museums. London: Facet. 2006, pp. 1-18.

Elizabeth Cooper-Martin, Ph.D. Natalie Wolanin, Evaluation of the Universal Design for Learning Projects. Office of Shared Accountability, February 2014 https://files.eric.ed.gov/fulltext/ED557728.pdf

Learning from the past, designing our future: Europe's cultural heritage through eTwinning
https://www.etwinning.net/eun-files/Online%20%E2%80%93%20eTwinning%20publication%2024.09.2018.pdf

European Framework for the Digital Competence of Educators (DigCompEdu)
https://ec.europa.eu/jrc/sites/jrcsh/files/digcompedu_leaflet_en-2017-10-09.pdf

Learning from context: Building social competence for local knowledge
http://asceps.org/makingprojects/eulerproject/wp-content/uploads/2017/11/LEARNING-FROM-CONTEXT_web.pdf
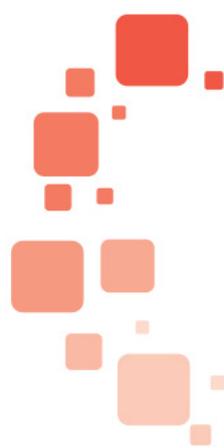
Urban intervention means becoming active and committed agents to what happens in our communities and local ecosystems, including public spaces, meeting places and crossings, or those other spaces and moments in which we affect our immediate environment. Based on collaborative and participatory dynamics, we promote and accompany social and citizen innovation processes for the socio-material transformation of our habitat.

GriGri Projects