

Living heritage and education

Online training of trainers course



Introducing the course

The Online training of trainers course is a joint initiative of the Living Heritage Entity and the Section for Global Citizenship and Peace Education of UNESCO's Culture and Education Sectors.

The course seeks to strengthen engagement of specialists from around the world in supporting the development of transformative educational practice that will incorporate and contribute to the safeguarding of living heritage and help to address Sustainable Development Goal (SDG) 4, Target 4.7, which requires all education systems to ensure inclusive quality education for all, *inter-alia*,

by 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development.



Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Course orientation

An inclusive and intercultural view of how heritage shapes lives and is shared is important in learning to live together. The Online training of trainers course curriculum is open-ended, inclusive, invitational and humble in its construction and orientation.

The course recognises that, 'We are all learners and educators', and there is much to learn not only from each other, but also from living heritage custodians in communities all around the world.

All contributions towards the Online training of trainers course curriculum as it unfolds will be welcomed. Course participants are invited to bring their experience and thoughts into the programme, and to alert course facilitators to important dimensions of the curriculum which may be hidden or absent.

The course embraces **transformative approaches to curriculum** and course development that are content and experience rich (including cognitive, affective, and action-centred dimensions i.e. facts, values and practices).

We encourage learning processes that are socio-culturally engaged, learner-centred, and that strengthen open processes of expansive and transformative learning.

By expansive and transformative learning we mean connecting what learner(s) already know critically with new knowledges, values and experiences that hold meaning for them in view of expanding their understanding of their society and the world and equipping learners with the knowledge, skills, values and actions they need to build more peaceful, just and sustainable societies.

This often involves questioning of power dynamics in education settings and systems that inadvertently sustain exclusion, inequality, coloniality and discrimination. Hence the course will adopt a critically engaged approach, and will explore possibilities and opportunities for change and transformation.



Purpose and objectives

The overall purpose of the online course is to address the need for resource persons able to lead education and training activities that bring living heritage and the themes and objectives of SDG 4, Target 4.7 into education systems. It will focus on ways of supporting the convergence of education programmes and the safeguarding of living heritage.

More specifically, the training will provide an opportunity to:

1. Develop a shared understanding of how living heritage can contribute to the achievement of inclusive quality education in the spirit of SDG 4, Target 4.7. and how education can contribute to safeguarding living heritage.
2. Share diverse training materials, methodologies, experiences and pedagogic tools on integrating SDG 4, Target 4.7 and living heritage in formal and non-formal education systems, which can subsequently be used when facilitating training for educators or providing other relevant technical support.
3. Provide an opportunity to apply the new knowledge, methods and tools acquired into current work and programmes.

The participant group will also discuss ways and means of pursuing their collaborative learning after the online training of trainers course, including use

of the most appropriate platforms. They will be supported to make use of available learning materials and tools including those of UNESCO, as well as own local contextual materials and tools that support living heritage and Education.

The Online training of trainers programme will also provide exposure to approaches that can be used for wider application.



Participants

The participants in this Online training of trainers course will include specialists in the field of education and culture from across the world who have experience or an interest in working on the link between living heritage and education in the spirit of SDG 4, Target 4.7 and are in principle available to provide training and advisory services in this new field upon request.

More specifically, they will include:

- Up to 30 individual specialists from different regions per session
- UNESCO colleagues working on the intersection between education and culture.

Each session will be facilitated in two languages, and the course will be run twice. The first course was in English and French, and the second course will be in English and Spanish.

The online training course will be facilitated by international experts in the field of intangible cultural heritage and transformative education respectively.

Outcomes and assessment

In light of the above, the online training course will focus on understanding core concepts, pedagogies and practices related to living heritage and transformative education, addressing:

- A general comprehension of the key concepts concerning this topic, i.e. living heritage, education for sustainable development, global citizenship education.

The relationship between living heritage transmission (as a form of informal education) and formal and non-formal education processes, and how they can benefit and strengthen each

other. This includes identifying relevant entry points for undertaking such efforts.

- A sharing of methodologies and experiences to identify the pedagogies and contents that exist in local contexts, with a view to integrate them into formal and non-formal education.
- A sharing of plans, strategies and approaches to strengthen change-oriented learning processes and practices at the integrative interface of living heritage and education and its role in transforming education.

At the end of the online course, all participants will be part of a resource group for UNESCO and other partners, able to:

- Accompany the design and implementation of initiatives to integrate living heritage in formal and non-formal education.
- Build capacities of teachers and educators to integrate living heritage in formal and non-formal educational practices.
- Advise on the integration of living heritage in education to enhance its safeguarding
- Advise on how to leverage living heritage to help achieve Target 4.7 of SDG 4 on education.

We envisage the establishment of a living heritage in education **‘Learning network’** in which

participants will be ‘founding members’ and to which we will be encouraging them to introduce other participants.

Learning outcomes

The following **learning outcomes** will guide the construction and content of the online course:

1. Develop a shared understanding of how living heritage can contribute to quality education in the spirit of SDG 4, Target 4.7, in which ‘appreciation of cultural diversity and of culture’s contribution to sustainable development’ and, *vice versa* is emphasised.
2. Describe how education can contribute to safeguarding living heritage and promote the achievement of transformative learning in the spirit of Sustainable Development Goal 4 on quality education, Target 4.7.
3. Demonstrate familiarity with UNESCO’s programmes and international standard-setting instruments relevant for moving the safeguarding of living heritage and education for sustainable development and peace closer together.
4. Critically engage with historical, socio-cultural, political, and economic dynamics related to living heritage and education.

5. Develop a draft living heritage and education innovation plan, and identify and select materials that can be used for mobilising and supporting living heritage in education within such a plan.
6. Share capacity for building a learning network for living heritage and education.

Assessment will be holistic and formative and will be implemented using a dialogical learning approach that allows for peer review and reflexive clarification of concepts and approaches articulated in self-chosen Living heritage in education innovation plans.



Pedagogic principles and co-learning methods

The Online Training of Trainers programme is designed to provide examples of both content and pedagogy. An overall **inquiry model of learning** will provide opportunities for **reflexive and applied engagement** with the content and contexts of this work.

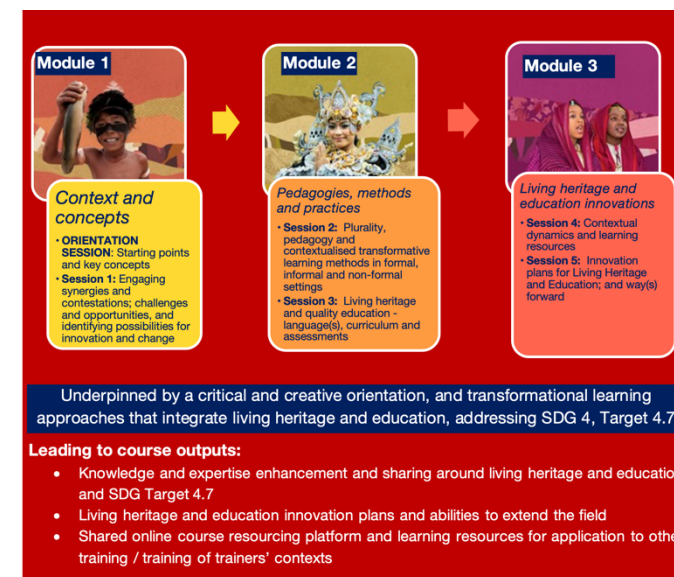
Overall, the online training course will adopt a transformative learning approach that is dialogic, participatory and grounded in the practices of those participating on the course. Participants will be actively encouraged to share experiences and to enrich the experience and knowledge of others.

Each session will unfold using a mix of the following processes:

- **Check in** to establish participants' experiences, expertise and potential contributions to the focus of the specific training session,
- **Sharing of expertise** within, and from external to the group on the specific session topic and focus,
- **Dialogical engagement** and **working together** around concepts, approaches and tools,
- **Exposure to best practices, case studies and other tools** that can help us 'think and plan together for change', and
- **Work away tasks and activities** to strengthen applied engagement and co-learning in and between sessions (individual work).

Diverse participatory training tools will be employed to ensure that the learning process is interactive and allows for maximum contributions from course participants.

Course structure and duration



The training will take place over a five week period and will consist of an introductory session and three modules. Each module will have a number of sessions as follows:

Module 1: Context and concepts

- **INTRODUCTORY SESSION:** Experience, expectations, starting points and key concepts
- **Session 1:** Engaging synergies and contestations; challenges and opportunities, and identifying possibilities for innovation and change

Module 2: Pedagogies, methods and practices

- **Session 2:** Plurality, pedagogy and contextualised transformative learning methods in formal, informal and non-formal settings

- **Session 3:** Living heritage and quality education - language(s), curriculum and assessments
- Module 3: Living heritage and education innovations
- Session 4: Contextual dynamics and learning resources
 - Session 5: Innovation plans for Living Heritage and Education; and way(s) forward

Each session will take place over three hours with three hours of interactive on-line training (**work together online sessions – synchronous interaction**).

Each work together online session will:

- Have an introductory overview highlighting the background and rationale for the topic, guiding questions, and participatory activities to ensure effective trainee involvement.
- Have a self-study or reflective component in which participants will be encouraged to further develop their Living heritage and education innovation plan. This would involve reflecting on what is being learned and discussed in the online work together sessions in order to apply this learning to own context and practice.
- Involve some reflection or report back on the growing Living heritage and education innovation plan of each participant as shown in Figure 1 below.

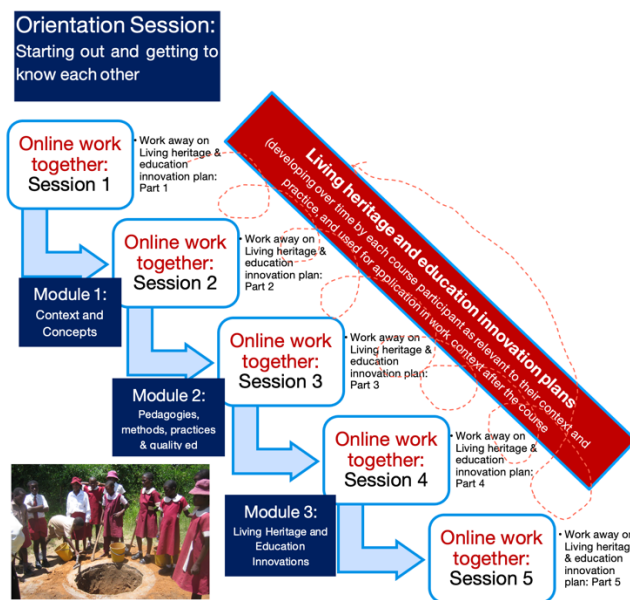


Figure 1: Online training of trainers course process

Living heritage and education innovation plans

To support application and reflexivity, participants will be requested to work on a self-identified **Living Heritage and Education Innovation Plan** that is relevant to their own context, and the course objectives. This will be in the form of a **work away task over the period of the course, in five parts, designed to support the plans of participants (asynchronous, contextually reflexive interaction)**.

Starting with own context, participants will engage with the following processes relevant to their chosen focus area for living heritage and education innovation:

- **Part 1:** Identify challenges and opportunities for living heritage and education
- **Part 2:** Review connections and contestations influencing living heritage and education
- **Part 3:** Identify innovative methods for living heritage and education
- **Part 4:** Articulate learning and ethical principles for living heritage and education
- **Part 5:** Concretise your living heritage and education innovation plan

Participants will be encouraged to carry forward their *Living heritage and education innovation plans* into their normal course of work or practice thereafter. A guideline document will be shared to support the process.



Online modalities

As the training of trainers course will be run online, each participant should have access to a computer that has good quality access to internet for live sessions, and where possible, participants should aim to use microphone and headphones that facilitate improved sound quality.

It would be ideal to have a computer with a large screen so that it is easier to participate in the online activities. It will be possible to participate using a mobile device, but the quality of interaction is likely to be compromised.

All training resources will be downloadable online on a specially designed course platform where they can be accessed and downloaded during or after the sessions.

A more detailed guideline on the online tools to be used will be provided to each participant before the course.



Time allocation

Participants can expect to allocate between 5-8 hours a week over the five week period.



Preparing for the course

Further information will be shared on how to prepare for the course introduction session.

We would, however, like to encourage participants to come prepared to bring their experience and expertise to the course. Be prepared to share a case study of your practice, to ask questions and engage actively with others.

Importantly, come prepared to participate fully and to join into all sessions. It will be important to maintain consistent participation so as not to disrupt the group dynamic for others.

We look forward to meeting you online