
HeriQ: Heritage Story Telling – Quality Interpretation

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Training and Certification Plan for Interpretive Guides

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Introduction

HeriQ is a Leonardo Project for Transfer of Innovation. The subject of this transfer is the ParcInterp Programme which is rooted in the former Leonardo Project TOPAS (Training of Protected Area Staff). ParcInterp merges the qualities of heritage interpretation and non-formal learning for sustainability.

While ParcInterp covers all fields of personal and non-personal interpretation during its several weeks of training, HeriQ focuses explicitly on interpretive guiding.

According to the project proposal, there will be three seven-day courses for interpretive guides taking place in Bulgaria, France and Greece and run by interpretive agents who will act as trainers from March to August 2015.

As a variation of the proposal, we recommend running four courses over five days for 16 participants instead of three courses over seven days for 15 participants. This will be explained on page 5.

To assure quality, participants are tested and certified after the courses so that they can act as interpretive museum, nature / mountain and tourist guides in their local areas. As a result they must meet the following competences:

- The interpreter is aware of the origin and purpose of heritage interpretation. S/he knows the elements of, and the interdependencies, within the interpretive triangle and is able to transfer them to different personal and non-personal interpretive methods without any assistance.
- The interpreter can explain the meaning of original objects and sites as part of heritage interpretation. S/he is able to select natural and cultural phenomena according to their interpretive potential, and to share and reveal specific aspects in an exciting way without any assistance.
- The interpreter is familiar with the mission of the ranger service. S/he is committed to the protection of natural and cultural heritage, aware of the role s/he is playing within this task, and able to emphasize her/his strengths and to plan her/his career in a well-directed way.
- Without any assistance, the interpreter can involve visitors as 'whole people' (involving head, heart and hand), and to encourage encounters and changes of perspective, giving phenomena a meaning beyond facts and inspiring visitors to support their protection.
- The interpreter can distinguish topic, theme and message. Based on an original site or object and without any assistance, s/he can create a theme to facilitate access through intangibles such as universal ideas and other stepping stones, and to select facts to support this theme.

- Without any assistance, the interpreter can prepare and to give an interpretive talk (lasting about ten minutes) related to one phenomenon, encouraging the visitor to participate, and taking account of prevailing conditions such as sun/rain, summer/winter or day/night.
- Without any assistance, the interpreter can prepare and to conduct an interpretive walk with five interpretive talks along one theme line, encouraging the visitor to participate, and taking account of prevailing conditions such as sun/rain, summer/winter or day/night.
- Without any assistance, the interpreter can accompany a colleague within a peer coaching process during an interpretive talk, an interpretive walk or roving interpretation, and can assess the interpretive service by sharing a competent review.

All of these are Level III competences selected from the ParcInterp programme in order to be met by interpretive guides. However, this training and certification plan suggests just a framework for the delivery which should be discussed

- during the pilot course for interpretive agents in Germany
- during the study visit of interpretive agents in Italy
- during the second partner meeting in Italy.

All these activities are intended to take place in September and October 2014.

We do not recommend introducing re-certification processes. This will be explained on page 16.

The organisation of the field testing – including a work plan, selection criteria for participants, monitoring and preparing of questionnaires as well as summing up and analysing the results – will be subject to Partner 4 (Mediterranean Centre of Environment) within Work Package 5 (Field Testing).

In general, the Consortium should consider how HeriQ results can be aligned with existing initiatives for training and education in heritage interpretation, backed on Europe-wide structures (e.g. such as the European Association for Heritage Interpretation).

1. Training Plan

1.1 Basics

We recommend running (at least) four courses over five days for 16 participants instead of three courses over seven days for 15 participants, totalling 320 participant days (instead of 315 participant days).

More than four days of intense training on guiding are hard to cope with for participants that are not used to it. New methods need time to be absorbed before they are repeated and this is especially true when arranging personal services around themes. This affords individual experiences with visitor groups to be reflected upon, which cannot happen within the course.

Another option could be to run a longer course in two parts having one training part and one performance part with homework in between. ParInterp courses are usually set up in that way. This would make sense but it would result in much more organisation and – if participants need to travel – in much higher costs than the project can make available.

Therefore the courses explained on the following pages are intended to take five days (40 hours) – four days training and one day exams – and it is recommended that more interpretive agents are attracted to run individual courses at the interpretive agent course in September.

An even number of course participants makes sense because a lot of exercises take place in pairs. Therefore, 16 participants are recommended and all following considerations in terms of time and material are based on that number.

1.2 Environment

The training course for interpretive guides will cover all different kinds of guides and therefore needs a training environment connecting nature and culture as well as indoors and outdoors; e.g. an open-air museum in a rural mountainous region. Training facilities need to enable quick and easy exchange between the indoor and the outdoor areas, and if outdoor facilities play a prominent role, the season should be chosen to allow for longer talks outdoors without discomfort.

Apart from the obligatory infrastructure (toilets, bootroom, food and beverages – preferably from a catering facility in the same building), a bright and, if possible, roughly square plenary room is needed. In order to work in two groups, an additional meeting room is required.

The plenary room should be about 60m² and be equipped with an open arc of chairs (horseshoe seating), offering space for up to 18 people. Along the walls there should be three tables for working materials, documents and literature.

The additional meeting room should be about 25m² and be equipped with a table and eight chairs. A flip chart and a pin board can be moved to the additional meeting room from the plenary room if needed.

For presentations, the following equipment is required in the plenary room:

- screen for data projector
- pin boards (2)
- flip charts (2) with paper (about 20 sheets, white)
- enough space on walls to place charts (about 6m² – alternately, two additional pin boards)
- data projector with speakers and all required power sockets and cables for video training.

Hot and cold drinks should be available continuously to allow for flexible breaks.

In addition, an extensive, quiet and varied indoor exhibition space or outdoor area are critical and must be situated within five minutes walk and be easily accessible from the plenary room. As the group will work continuously within this area, a diversity of phenomena is essential; well-suited are impressive cultural sites (e.g. castles, farmsteads), cultural or natural history exhibitions with no or little visitor traffic, and varied transition areas in the outdoors (cultural / natural landscape, woodland edges, riverbeds, hedges etc.).

Participants must be told that they need to bring shoes / boots for walking off the tracks as well as weatherproof clothes (for rain / sun protection).

1.3 Methodology

The Training Methodology needs to represent the philosophy of heritage interpretation linked to learning for sustainability. Training methods can be:

- a) the subject of the training by themselves (e.g. methods of how to involve visitors)
- b) represented by the course design (e.g. training modules encouraging participation).

The latter is especially relevant regarding learning for sustainability. Some key terms of contemporary learning in democratic societies are

- respect
- empowerment
- facilitation
- participation.

UNESCO highlights the following teaching and learning strategies in terms of Education for Sustainable Development:

- Experiential learning
- Storytelling
- Values education
- Enquiry learning
- Appropriate assessment
- Future problem solving
- Learning outside the classroom
- Community problem solving.

Although they are meant to be used in formal learning, all of these aspects should also be considered within the training course, showing how they can be connected to non-formal learning as it takes place in heritage interpretation.

According to the ParcInterp trainer manual, single didactic principles mandatory to training are to:

- design learning holistically (with head, heart and hand) and in various forms
- respect the needs of the individual learner
- include experiences from the learner's own work and life
- initiate and promote new learning experiences and inspire the desire for learning
- strengthen personal responsibility and the readiness to give and to receive critiques
- support the cooperation of learners with each other and with other players
- use pin boards, flip charts, moderation cards, markers and other media in a professional way
- demonstrate, at the start, all methods learners will acquire
- allow cooperative development of content in realistic situations
- provide space to share new experiences and to challenge habitual ways of thinking
- visualise results in the seminar room – and relate to them during following training sessions.

It is essential to highlight throughout the course that these points are not only relevant to the course itself but also to the way interpretive guides are supposed to interact with their visitors.

During the training course, participants should experience and develop learning subjects mainly on their own in small groups and in exercises on site, allowing them to take ownership of their learning, sharing the outcomes and providing feedback to assess the results against common standards and criteria.

1.4 Programme

The course is designed for 16 participants and can be run by one trainer. However, if there is the chance of support by a co-trainer, this will be helpful. The course programme is running over five days of eight hours a day and this assures that all participants have the opportunity, at least once, to perform an interpretive activity and to receive feedback. Green shadings in the column 'Activities' in the table below mean that these activities take place outside the meeting room.

In the column 'Materials' the phrase 'camcorder on request' sometimes appears. During days 2, 3 and 4, this means that the trainer and the participants agree whether or not videotaping will take place. There is no time to watch recordings during the programme, but because there is no evening session, there might be time to do some evaluation in the evenings for those who are interested. This is strongly recommended. On day 5, performances need to be recorded if an external examiner is expected to evaluate them as part of the certification process.

In terms of the column 'Materials' it should not be forgotten that all written material needs to be translated into the language of the country where the course is taking place.

Day 1

Time	Subjects	Objectives	Activities	Materials
08.30-08.35	Welcome to our course	– personal note	talk	
08.35-09.00	Setting the stage	– obtaining orientation about the course and preparing for it – opening a list of questions, suggestions and ideas for cooperation (flipcharts for daily check) – brief literature review	talk	data projector and screen presentation flipchart course manuals books on interpretation
09.00-10.00	Facts and meanings	– getting in closer touch with each other – being aware of the difference between facts and meanings	exercise	stopwatch
10.00-10.15	Break			
10.15-10.45	Qualities of heritage interpretation	– being aware of the qualities of heritage interpretation as a non-formal learning approach (interpretive triangle)	presentation	data projector and screen presentation work sheet Interpretive triangle
11.30-12.30	Sense of place	– getting in touch with objects and sites – reflecting the meaning of singularity – being aware of the role of framing	exercise	facilitation cards pastels pinboard and pins
12.30-13.30	Lunch			
13.30-14.00	Themes, frames and universals	– knowing why and how themes work	presentation	data projector and screen presentation
14.00-15.00	Tools for interpretive guiding (1)	– being familiar with stepping stones and the introduction of uniqueness	exercises	stepping stones (cardboards)
15.00-15.15	Break			
15.15-16.15	Tools for interpretive guiding (2)	– being familiar with questioning techniques, revelation and formation	exercises	
16.15-16.45	Key terms for interpretive guiding	– being able to explain all key terms	reflection	facilitation cards with terms pinboard and pins explanation sheet of key terms
16.45-17.45	Roots and backgrounds of heritage interpretation	– knowing about the history of national parks, rangers and interpretation – recognising parallels and differences between the USA and Europe – knowing about the position of heritage interpretation in Europe	presentation	data projector and screen presentation
17.45-18.00	Daily flashlight	– sharing impressions	feedback activity	

Day 2

Time	Subjects	Objectives	Activities	Materials
08.30-08.45	Questions and suggestions	– considering questions and suggestions (flipchart for daily check)	discussion	flipchart
08.45-09.30	Experiencing an interpretive talk	– checking a 10-minute interpretive talk on site against the HeriQ qualities	presentation of one talk, discussion	props if necessary
09.30-10.00	Working up single objects	– being aware of how the worksheets for interpretive guiding mirror the	explanation	Task, example, work and evaluation sheet Developing

		exercises of the previous day – being able to work with the worksheets		an Interpretive walk example sheet Themes
10.00-10.15	Break			
10.15-12.15	Developing an interpretive talk	– being acquainted with the terms and tools introduced the day before – working with the worksheets	working in eight pairs	Task, example, work and evaluation sheet Developing an Interpretive walk example sheet Themes
12.15-12.30	Phenomena and themes	– preparing facilitation cards to ensure that the themes of the participant's interpretive talk fulfill the requirements	Discussion with trainer / pairs (where necessary)	flipchart
12.30-13.30	Lunch			
13.30-14.00	Overcoming barriers	– being familiar with the demands of barrier-free access	presentation exercises	data projector and screen presentation blindfolds earplugs
14.00-15.00	Language and body language	– strengthening communication and acting skills	exercises	cards with terms cards with sentences
15.00-15.30	The roles of an interpretive guide	– being familiar with the different roles a guide needs to play	exercises	role hats
15.30-15.45	Break			
15.45-17.45	Presenting interpretive talks (1)	– practising the presentation of interpretive talks	presentation of four talks	props if necessary camcorder on request
17.45-18.00	Daily flashlight	– sharing impressions	feedback activity	

Day 3

Time	Subjects	Objectives	Activities	Materials
08.30-08.45	Questions and suggestions	– considering questions and suggestions (flipchart for daily check)	discussion	flipchart
08.45-10.45	Presenting interpretive talks (2)	– practising the presentation of interpretive talks	presentation of four talks	props if necessary camcorder on request
10.45-11.00	Break			
11.00-11.30	Introducing theme lines	– being familiar with structuring interpretive walks using main themes and theme lines	presentation, discussion forming two groups	Task sheet Developing an interpretive walk
11.30-12.30	Developing theme lines	– being able to develop main themes – being able to arrange phenomena along a theme line in a linear way	work in two groups	worksheets two flipcharts
12.30-13.30	Lunch			
13.30-14.30	Preparing interpretive walks	– being able to use interpretive skills to prepare interpretive walks	work in two groups (each splitting into four pairs)	
14.30-14.45	Introducing mind mapping	– being familiar with the mind mapping approach	presentation	data projector and screen presentation
14.45-15.45	Mind mapping and exercising	– being able to use mind mapping – being able to present the walks	work in two groups	two flipcharts
15.45-16.00	Introducing interpretive critiquing	– being familiar with face-to-face evaluation after an interpretive walk	demonstration, exercises	Evaluation sheets Developing an interpretive walk
16.00-16.15	Break			
16.15-17.15	Presenting interpretive walks	– being able to do interpretive walks – being able to do interpretive critiquing	presentation of two walks	Evaluation sheets Developing an interpretive walk props if necessary camcorder on request
17.15-17.45	Broadening the horizon – Learning for sustainability	– being familiar with sustainability and its links to heritage interpretation	presentation	data projector and screen presentation
17.45-18.00	Daily flashlight	– sharing impressions	feedback activity	

Day 4

Time	Subjects	Objectives	Activities	Materials
08.30-08.45	Questions and suggestions	– considering questions and suggestions (flipchart for daily check)	discussion	flipchart
08.45-09.00	Introducing roving interpretation	– being familiar with structuring roving interpretation using main themes within theme circles	presentation, discussion forming two groups	Task sheet Developing roving interpretation facilitation cards
09.00-10.30	Preparing roving interpretation	– being able to use interpretive skills to prepare roving interpretation	work in two groups (each splitting into four pairs)	Task sheet Developing roving interpretation
10.30-10.45	Break			
10.45-12.30	Presenting roving interpretation	– being able to lead roving interpretation	presentation of four sessions	props if necessary camcorder on request
12.30-13.30	Lunch			
13.30-14.30	Further subjects of personal interpretation	– being aware of topics like live interpretation or programmes for school classes	presentation	data projector and screen presentation
14.30-14.45	Introducing the certification process	– knowing the demands of each part of the process (written test, homework, performance and critiquing)	explanation	information sheet Certification process
14.45-15.45	Written test	– answering ten questions regarding interpretive guiding	test for certification	questionnaire
15.45-16.00	Break			
16.00-17.30	Preparing performances	– being able to present interpretive talks within the certification process	individual work	information sheet Certification process
17.30-17.45	Test results	– knowing about the test results and what to do to improve them	explanation	questionnaire
17.45-18.00	Daily flashlight	– sharing impressions	feedback activity	

Day 5

Time	Subjects	Objectives	Activities	Materials
08.30-08.45	Questions and suggestions	– considering questions and suggestions (flipchart for daily check)	discussion	flipchart
08.45-08.55	Planning the day	– knowing the order of the presentations	explanation	flipchart facilitation cards
08.55-10.35	Presenting interpretive talks (1)	– showing the ability to present interpretive talks for certification	presentation of four talks (test for certification)	props if necessary camcorder on request
10.35-10.50	Break			
10.50-12.30	Presenting interpretive talks (2)	– showing the ability to present interpretive talks for certification	presentation of four talks (test for certification)	props if necessary camcorder on request
12.30-13.30	Lunch			
13.30-15.10	Presenting interpretive talks (3)	– showing the ability to present interpretive talks for certification	presentation of four talks (test for certification)	props if necessary camcorder on request
15.10-15.25	Break			
15.25-17.05	Presenting interpretive talks (4)	– showing the ability to present interpretive talks for certification	presentation of four talks (test for certification)	props if necessary camcorder on request
17.05-17.30	Organisational announcements	– being familiar with the processes to follow until to the certification	explanation	data projector and screen presentation
17.30-18.00	Final flashlight	– sharing impressions	feedback activity	

2. Certification Plan

To be certified as an interpretive guide, participants must meet the selection criteria (to be developed within Work Package 5) and need to take part in the complete course for interpretive guides.

The certification process itself consists of four parts which all have to be sufficiently delivered:

1. Exam
2. Homework
3. Performance
4. Critiquing

Performance and critiquing are the most important parts. This will be pointed out to the participants in advance.

It is generally recommended that external examiners (e.g. from universities) should be involved in any certification process. Specifically, the performances should not be evaluated by the trainers. One way of providing this is for a video recording to be analysed after the course. However, such an approach requires a significant amount of time (about 30 minutes per participant) and it is essential that external examiners are familiar with the criteria. Because heritage interpretation is not common in all countries, and because its combination with learning about sustainability raises the stakes, this familiarity is often not in place.

For these reasons it seems to be better not to set up a general rule in terms of the involvement of external examiners. But if it is possible to take that route, it should be given preference.

2.1 Exam

The exam consists of a short test where participants have to answer ten open questions. This test is intended to take place on day 4 of the course.

The main reason for the written exam is to allow participants to reflect on the course content with the opportunity to receive feedback from the trainer. Participants who are not able to answer the questions might spend more time on reflection. The reason is not to sort out participants.

All exam questions use an open format, but answers to all questions can be found in the course manual. Participants will have one hour time to answer all questions. The questionnaires are evaluated the same day while the participants are preparing their performances (see below). They are returned to the participants immediately after.

Participants who failed to provide correct answers need to deliver them within an agreed period of time by mail or e-mail after the course. If they do so they will pass the exam.

The trainer will compile a questionnaire including ten from the twenty following questions of which questions 2, 4, 9, 12 and 20 are mandatory:

1. Who first defined heritage interpretation and laid down its principles?
2. Recall the four aces of heritage interpretation
3. What is the main advantage of personal compared to non-personal interpretation?
4. What does it mean that an interpretive guide is a facilitator?
5. List two examples of tangible and two examples of intangible heritage
6. Recall an example of an interesting revelation at a specific phenomenon
7. Note one stepping stone between phenomenon and visitors and show how it works
8. Write down one example of an open-ended question
9. What is the difference between a fact and a meaning?
10. What is a universal concept?
11. How far can a theme be compared to a lighthouse?
12. Devise a fitting main theme for an interpretive walk
13. Describe two different formations, explaining their advantages and disadvantages
14. What is the difference between first-person and third-person live interpretation?
15. How should one deal with interferences?
16. What characterises barrier-free access?
17. List at least three dimensions that a key phenomenon of sustainability should represent
18. How is an interpretive walk structured compared to roving interpretation?
19. How can a mind map be helpful for an interpretive guide?
20. Note three points that are important in terms of interpretive critiquing

2.2 Homework

The homework has to be delivered within an agreed period of time after the course. It consists of an outline for an interpretive walk lasting about one hour. This outline is related to the content of the course manual (see The Interpretive Guide, page numbers below in brackets). It will include:

1. explanation of the site/exhibition (about 300 words)
2. map/plan of the route
3. pictures of the site and of each of at least four phenomena selected
4. description of the organisational context (about 200 words) (p. 25)
5. table showing the main theme and how it is supported by at least four themes (p. 22)
6. explanation of the main theme and of its relevance (about 100 words)
7. description of the phenomena and of their significance (about 100 words each)
8. completed work sheets for at least four interpretive talks (p. 28)

Any outline will be checked for completeness before it is evaluated. If the outline is not complete, participants will be asked to complete it.

In the first place, the outline will show that the relationship between phenomena and themes and between facts and meanings has been understood. If the work is showing gaps in that concern, the trainer will point these out in her/his comments.

If the homework has significant weaknesses, it is up to the trainer to decide whether s/he accepts it and tries to improve it together with the participant or not. If the homework has been improved with the help of the trainer, this is sufficient. If the trainer has no chance to improve it together with the participant (e.g. because s/he doesn't have enough time), the participant might fail.

In any case, the trainer will address a short report to the participant explaining whether or not the homework has been accepted, and what needs to be considered for future work.

By developing the outline, participants will show that they are able to use the system and that they are familiar with the key terms and with the ideas behind them. But all material is optimised for training. So participants will not be obliged to use exactly these materials (e.g. the work sheet from the manual) for their future interpretive work.

2.3 Performance

Participants will prepare and perform an interpretive talk with a length of five to ten minutes. (After nine minutes, participants could receive a subtle signal from the trainer.)

The interpretive talk can use a phenomenon which had already been interpreted during the exercises, and participants should use the work sheet from their manual for preparation (see The Interpretive Guide, p. 28).

Within the course, participants have two hours time for preparation and the trainer must assure that all phenomena are close enough together to answer questions during the preparation and to save time during the performance.

Performances of all participants will take place on the last day of the course. This session is done with the whole group and, while one participant is performing, all others except the coach (see Critiquing) will behave like an representative group of visitors.

The official evaluation of the talk is independent from the process of the critiquing that the participants will do. All talks are evaluated by the trainer; if there is no agreement that they are evaluated by an external examiner. This examiner must, therefore, be on site during the last day or the talks need to be videotaped with the agreement of the participants.

In any case, the evaluation of the interpretive talks needs to be based on the evaluation sheet the participants worked with during the course (see The Interpretive Guide, p. 30). All participants should know this from the start.

The evaluation sheet consists of four parts with five questions each. To pass this part of the certification, the average score within each part should be at least +.

Because of the additional interpretive critiquing, and because having 16 performances on one day is quite a task, there will be no feedback from the examiner before the end of the day. All participants will then be informed about the results, and the trainer will be ready for confidential talks after the course – in person or by telephone / Skype.

In longer courses there is an opportunity to repeat the performance on another day. This is difficult within HeriQ structures. But if the trainer or the participant manage to organise it, this will be acceptable to meet this requirement.

2.4 Critiquing

Interpretive critiquing will take place parallel to the performances. Who is coaching whom can be decided by lot immediately before the talk starts (e.g. by slips of paper, with the names of the participants, which are drawn from a bag).

During the talk they are coaching, coaches will fill up an evaluation sheet. Each coach can ask another participant to assist and discuss the findings briefly after the interpretive talk and before the evaluative talk.

After this, the coach will lead the evaluative talk to cover the three following phases:

1. The interpreter will describe her/his own impressions
(e.g. How did you perceive your interpretation? What do you think went really well? Where do you see opportunities to improve something?)
2. The coach will give her/his own comments
(e.g. I thought it was good that ..., I still see the possibility to improve ...)
3. Interpreter and coach will agree upon one clear objective the interpreter will focus on next time.

The evaluative talk will not take longer than five minutes.

The coach will pass the test when s/he followed the three phases and if her/his findings haven't been completely wrong. The coach will fail when fundamental rules of interpretive critiquing have been ignored (e.g. if the coach starts the talk by telling the interpreter what s/he did wrongly).

2.5 Certificate

During the course, one deadline will be agreed by which the homework, and perhaps the improved questions from the written test, must be presented to the trainer and another deadline, by which the reply including the certificates (or not) must be sent to the participants.

The period for presenting the deliverables should not exceed one month, the period for feedback should not exceed two weeks. So it will be possible to finish the certification process six weeks after the course ended.

Certificates contain the name as well as date and place of birth of the participant, information about the number of hours attended in the course, and information about the course content and the evidence relevant for certification. Certificates are signed by the trainer and by a representative of another institution (e.g. a university) if such an institution has been involved as external examiner.

The suggested wording for the certificate – using a HeriQ template – is as follows. (If participants fail, the part in italics in square brackets will be removed.)

We hereby confirm that [????? ?????], born on [??.??.????] in [?????] [*is acknowledged as Certified Interpretive Guide according to HeriQ criteria and standards.*]

This certificate is based on

- *a written test with ten open questions*
- *an outline of an interpretive walk*
- *the successful performance of an interpretive talk*
- *the successful facilitation of an evaluative talk*

[*The attendee*] took part in a course for interpretive guides from [??.??.] to [??.??.????] in [????], connecting qualities of heritage interpretation with those of learning for sustainability.

The course consisted of 40 hours of lectures and active training. It included:

- Facilitating first-hand experience with natural and cultural heritage sites and objects
- Dealing with tangible as well as with intangible heritage
- Revealing meanings and relationships of natural and cultural phenomena
- Deriving attracting themes from sites, objects and factual information
- Reacting on needs and expectations of visitors during personal interpretive activities
- Playing different roles as an interpretive guide
- Using questioning techniques and other tools of communication
- Exercising different forms of visitor formation and the use of props
- Connecting information to the visitors' world
- Considering the meaning of barriers and interferences in interpretive processes
- Peer coaching and critiquing interpretive activities
- Integrating sustainability aspects and global concerns into interpretive activities.

2.6 Re-certification

It is recommended that training should be continued (e.g. three days per year in a relevant field of knowledge), and it would make sense to participate regularly in peer coaching processes (e.g. once a year as interpreter and once a year as coach).

In ParcInterp, both are intended. It is suggested that participants have a booklet of evidence which trainers and interpreters/coaches can sign, and that they have to remove the badge they receive during the certification process if this booklet is not complete.

Unfortunately, this system does not work because there is no common and authorised institution checking the booklets and whether or not former participants wear their badges. This is not only an issue for ParcInterp. Although it is known that continuing education is critical, well-established institutions, however, are not able to meet this requirement.

If the Consortium intends to establish re-certification processes, it would be no problem to derive these from the ParcInterp material. But following the experiences mentioned above, and because HeriQ has no common structure, we do not recommend installing a mandatory re-certification system.