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What is the cultural horizon?
Opening up perspectives to face
ongoing transformations

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International Approaches for Education to Cultural Heritage in Global South Countries

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ABSTRACT

This paper aims at understanding the potential of pedagogical initiatives that are developed as cooperation between Western and Global South teaching and student groups. The research topic is addressed by means of the analysis of the workshop "Historic City Centers" developed as a joint educational program by the University of Ferrara (Italy) and the CEPT University of Ahmedabad with a mix of Italian and Indian students and staff. The case study provides insights on how to design educational programs for cultural heritage education that are more suitable to the local needs and how to overcome potential problems related to cultural differences and biases.

Introduction

This paper aims at understanding how pedagogical models and curricula formulated in European and other Western contexts could fit the educational needs and styles of people learning and working in Global South Countries with specific reference to education to culture heritage preservation and enhancement. The potential of cross-sectoral and international joint projects in education has been identified mainly in the promotion of different approaches to cultural heritage as well as in stimulating culture-led development in Global South countries (Simandiraki, 2006). However, the suitability of these programs to the learning needs of and their impact on local students has been underexplored in literature. As a result, the objective of this paper is to address this research gap, by presenting a preliminary investigation of a case study of an international workshop proposed in Jodhpur and Ahmedabad (India) by a mixed group of Italian and Indian teaching staff. The analysis of this case study took into account different aspects of the pedagogical project, among which the perception of the Indian students enrolled in it on the pedagogical results and on cultural heritage preservation and cultural heritage-led development.

The research aims at answering to the following main research questions:

- Are pedagogical programs developing in collaboration with or proposed by Western context in Global South countries in the field of cultural heritage preservation answering the education needs and styles of local students?

- What are the potential and the problems of these programs as perceived by local students?

- What is the way forward to implement better programs, maximize their impact and avoid risks of failure or rejection?

The paper is divided in five sections. After this introductory part, an overview of the theoretical academic debate that was used as background for this research is presented. The following section explains the research design and methodology, while the fourth section provides an analysis of the case study through an overview of the program, the in-depth analysis of the data collected through semi-structured interviews with the participants, and a discussion of the research results. The paper ends with some concluding remarks on the research, its limitations and potential research developments.

Theoretical background

The main research questions presented in the previous section of this paper are related a broader reflection concerning the need to develop new approaches to preserving and enhancing cultural heritage in countries in Global South, in particular those that are developing faster and in which the dichotomy between needs of preservation and needs of development are particularly strong.

The need to preserve cultural heritage and the risks related to the loss of identity and cultural standardization especially with reference to vernacular cultural heritage (Borin and Rossato, 2016), have increasingly become a highly debated topic. Among the various perspectives, the importance of preserving cultural heritage has

been discussed with reference to the threats imposed by development (Clark, 2001; Keitumetse, 2016; Graham et al., 2016) and the need to identify sustainable development models ensuring cultural heritage preservation (Guzman et al., 2017). The cultural heritage contribution to the social well-being of different groups living within increasingly cosmopolitan towns and cities (Tweed and Southerland, 2007), and therefore its essential role in ensuring sustainable urban development, has also been underlined. Culture and cultural heritage have been proposed as the fourth pillar of sustainable development alongside the traditional social, economic and environmental dimensions (CHCfE, 2015). The uncontrolled development or cultural heritage tourism has been considered a main threat to cultural heritage preservation, considering how tourist flows pose threats to local heritage (Dallen, 2009; Coccossin, 2016; Throsby, 2016) especially in developing and emerging countries (Mowforth and Munt, 2015), potentially destroying not only the built cultural heritage but also the identities and values at the basis of cultural tourists interests (García-Hernández et al., 2017; Jeon et al., 2016).

Alongside the debate on how we could implement effective measures for heritage preservation (Chalikias, 2015; Barthel-Bouchier, 2016; Roy, 2015) and enhancement (Della Spina, 2018), attention has also been brought to the need to change mindset and attitudes towards cultural heritage preservation initiatives. Kideghesho et al. (2007) have underlined that we need to change the attitude towards preservation and enhancement interventions for cultural heritage sites in order to optimize such intervention and to increase their potential in terms of sustainable development. They also point out that many factors can positively or negatively affect conservation attitudes: positive attitudes potentially enhance conservation objectives whereas negative attitudes might undermine these objectives. Among the most influencing factors these researchers identify education, which alone was able to explain 51% of the variation in people's attitude towards conservation.

Education to cultural heritage is a topic that have been studied according to several perspectives. Among the most significant streams, academics has focused on the importance of integrating cultural heritage teaching in formal curriculum (Passagua & Williams, 2012; Smith, 2011; Simşek, Elitok, & Kesici, 2013), focusing in particular on primary education. Researchers not only analyzed the benefit of integrating cultural heritage education as specific teaching subject, but also underlined how cultural heritage could be considered as an underlying theme to promote better understanding of other subjects (Abayao, 2006). Education to cultural heritage preservation has been identified as a responsibility of public authorities (Azman et al. 2010), who should not only promote pedagogical programs increasing awareness and ensuring community engagement but also stimulate "stewardship actions" from the community. Recently, the topic of cultural heritage education was related to the educational ecosystem/ecological approach (Colwell, 1985; Goodland, 1984): according to this approach, educational organizations are considered as part of a complex networks of diverse factors and subjects that influence and shape the learning process (Ennis, 1992). Educational ecosystems are context-dependent and the quality of an educational program is evaluated also in light of the value exchange between different members of the ecosystem (Kirikova et al., 2010); local responsibilities in developing curricula are considered crucial (Niemi, 2014). In the framework of this research, significant investigations have underlined how input from external, "foreign" actors (e.g. international students or teaching staff) can stimulate new developments of the ecosystems. In particular joint international educational initiatives could stimulate new

approaches for preserving and enhancing cultural heritage (Simandiraki, 2006), unlocking the potential for cultural-heritage-led development. This approach has been widely studied in different fields and mainly in western countries, but needs to be further explored with specific reference to education to cultural heritage preservation and in emerging countries (Bjønness, 1994), especially given the increase of pressure on cultural heritage sites all over the world due, among other reasons, to tourism or socio-economic development issues. However, proposing foreign education programs, especially if they imply a majority of foreign teachers, could also bring risks of rejection since it could be perceived as a relic of colonial attitudes in imposing specific models of education to local inhabitants (Simpson, 2007; Bolt and Bezemer, 2009). Furthermore, foreign educational practices could be perceived as imposed and unsuitable to local learning styles and needs (Bastid, 2017). Thought not always present there is also a risk that inserting foreign students and staff would crowd out local students (Borjas, 2004) and lower their interest in these pedagogical programs.

What are the features of international educational proposals in dynamic and changing contexts such as those of global south countries is a subject that needs to be further investigated (Kappagoda, 2002). This paper aims at addressing this research gap. In order to address our research questions, the paper presents a longitudinal analysis of an educational project developed over 5 years and jointly carried out by staff and students coming from an Italian University and an Indian university (University of Ferrara and CEPT University of Ahmedabad) to study the cultural heritage of two Indian cities in order to make some proposals for preservation and enhancement of different cultural heritage sites.

Research design and methodology

As highlighted in the previous section, the research questions have often been addressed in theoretical debates, but they have been underestimated in empirical investigation: this research aims to fill this empirical investigation gap.

In order to reach this aim, the authors decided to adopt a qualitative research methodology, since it is generally considered more apt to investigate in-depth a phenomenon and its implications. More specifically, we decided to focus on a single case study, the workshop "Historic City Centers" organized by the University of Ferrara, Department of Architecture, together with the CEPT University in Ahmedabad. This case study was selected since it complied with many of the research needs related to our questions. First of all, the pedagogical project concerns cultural heritage education in a Global South country and aimed at stimulating new ideas about interventions for preservation and enhancement of the cultural heritage of the Blue city of Jodhpur in the North-Western part of India and at knowledge transfer of the competences developed by the University of Ferrara in terms of heritage preservation. Second, though being proposed as a workshop of the CEPT University, there was a significant contribution of the Western university that not only worked on the structuring and design of the pedagogical program to the Indian and Italian students, but also brought many teaching staff (one full professor and three teaching assistants i.e. researchers and doctoral students specialized in the use and teaching of the technologies related to cultural heritage preservation). In the last year, the staff of the Indian university was indeed the minority (one full professor and one research assistant) and had primarily the role to supervise the development of the group work and to facilitate the contact with the

Indian participants and with the local stakeholders involved in the workshop (local authorities and inhabitants). Third, the project seemed relevant for the research since it enable the pedagogical international interaction at different levels: at the level of staff and students during the seminars and in the supervision of the group works, and at the peer-to-peer (Italian students-Indian students) level, during the interaction between Italian students and Indian students.

The case study analysis was carried out according to the approach proposed by Yin (Yin, 2016), through the triangulation of different sources of evidence: in particular, document analysis (the program of the workshops and related documents), direct observation (the researchers were present during the whole workshop), output analysis (more specifically, the posters realized during the workshop and exhibited at CEPT University and in the Mehrangar Fort coming from previous workshops), and in-depth semi-structured interviews with the Indian students involved in this pedagogical activity.

While the first three sources of evidence were used mainly as background sources of information, the most interesting results emerged from the semi-structured research interviews with the Indian students participating in the 2017 workshop. These interviews were carried out as group interviews with group of 2-3 students that reflected the working groups in which the students were divided during the workshop. It might be relevant to point out that during the group works the participants were divided into nine group, each of them including a majority of Indian students and on average 1 or 2 Italian students. This specific pedagogical tool facilitated both the exchange of competences and knowledge transfer from the Italian and Indian students and the exchange between cultural approaches and perspectives.

The interviews followed an interview protocol that was designed on the basis of the research questions and preliminary talks with the teaching staff (both Italian and Indian) of the workshop. A preliminary version of the protocol was tested with the Indian staff: this lead to a further amendment that made the questions more comprehensible for the interviewees.

The final interview protocol consisted in three main topics that were related to the research questions:

1. Educational/ pedagogical motivations and expectations in enrolling in the program: this part aimed at understanding the expectation of the students in choosing this workshop and in particular how the presence of the international staff influences their decision

2. Pedagogical outcomes of the workshop: this part aimed at investigation whether the expectation were met and what is the results of the workshop in terms of change of competences, approaches and perspective towards cultural heritage preservation and awareness. Was the pedagogy appropriate to the cultural context? What was the role and contribution of the international staff in this results?

3. Influence of the cultural interaction and knowledge transfer between Italian-Indian participants: this part aimed at exploring how the interaction with the Italian staff and students impacted in general on their experience, verifying if there were difficulties or how the approach proposed by the international group was perceived by the Indian students. Was there a cultural clash or cultural difficulties? Or do they feel enriched by the experience?

These three research topics addressed three main aspects that the researchers wanted to investigate: the first was the influence of the presence of the Italian staff and international perspectives in the choice to enroll in the program; the second was the practical aspects and outcomes of the international training, as related to the main objectives of the program; the third relates to aspects of cultural interaction among the two national groups (Italian and Indian).

The interviews were recorded and transcribed. In order to guarantee rigor and trustworthiness in the analysis, the interviews were coded according to the Gioia methodology (Gioia, 2012). This methodology is based on the manual coding of data according to a 1st order (informant-centric) - 2nd order (theory-centric) procedure that lead to the final reorganization of data into main themes. The first order reflects the perspective of the interviewees, containing often verbatim, the 2nd order represent instead the point of view of the researcher. The two perspectives are then blended to address the theoretical perspectives emerging from the research.

The results are presented and commented in the following section of this paper: these preliminary results were significant in providing potential answers to the central research questions.

Empirical research

Overview: "Historic City Centers" pedagogical program

As specified above, the research aimed at exploring, with reference to cultural heritage how well pedagogical models and curricula formulated in Western context fit the educational needs and styles of people learning and working in other places. The focus was on education to cultural heritage awareness, preservation and enhancement. As a consequence, the authors focused on the case study of an Indian workshop organized with the predominant contribution of an Italian university related on intervention of preservation and enhancement of the Blue City of Jodhpur, a famous vernacular heritage site located in the region of Rajastan (north-western part of India).

The workshop entitled "Historic City Centers" is a workshop organized as a joint activity of the University of Ferrara (Italy) – Department of Architecture and the CEPT University of Ahmedabad (India). As preliminary and preparatory part of the research, all the documents related to the workshop were analyzed and the researchers participated to all the phases of the workshop implementation (preparatory meetings, seminars, group works, surveys and documentation). From this first phase, some significant features emerged about the workshop structuring, giving insights on its development and the relevance of the contribution of the Italian staff and its skills and competences to the whole project.

The "Historic City Centers" workshops were conceived and promoted by the Department of Architecture, University of Ferrara, ITALY and Department of Architecture, Center for Environment, Planning and Technology (CEPT), Ahmadabad, INDIA. The initiative was planned to develop interdisciplinary competence of analysis of historic city centers through diagnostic methods, competences and skills that were a strength of the Department of Architecture of the University of Ferrara. In view of much discussions and debates on the "future of the past", these short experience (about 10-12 days on field) were part of the winter workshop offered since 2013 under the SWS (summer winter school) of CEPT University. The Summer and Winter

Schools (SWS) at CEPT University are opportunities for students to gain valuable learning experience that goes far beyond the structured classrooms. It is organized in cooperation with several Indian and international Universities.

The Historic blue city of Jodhpur was selected as a case study, and documented for 5 winters. The main aim of the initiative was to put students in strong relation with vernacular cultural heritage by being on site and experiencing the historic environment. Developing basic knowledge and attitude for future of historic cities will help young architects to play a crucial role as planners and architects toward the protection of this heritage by documentation, planning of intervention and recognition of character and value of blue Jodhpur. Over five years, between 2013 - 2017, 44 sites got documented in different areas, of diverse character by a combination of Indian and Italian student groups, their work has been a great stimuli for local people, officials and local groups. Every year a staff of both Indian and Italian teachers supervised by an Indian and an Italian scientific coordinator spent the whole workshop period guiding the students towards the delivery of final outputs.

This documentation comprises urban and architectural drawings, sketches and diagrams arranged into A1 panels that definitely help in identifying the issues of architectural ambience, architectural form and color coordination, to keep the continuum of culture. Every year several aspects were added to the study to understand complexity.

	2013	2014	2015	2016	2017
Indian students	29	19	20	16	19
Indian teachers	3	3	2	2	2
Italian students	14	22	10	5	15
Italian teachers	3	3	6	4	4
Sites analyzed	12	10	8	7	9

TABLE 1. DATA OF THE WORKSHOP "HISTORIC CITY CENTERS" (2013-2017). Source: own elaboration

A prototype of the exhibition of such material was conceived since 2014 in the form of "Jodhpur box", a 3.60 x 3.60 m. x 2.4m height cube made up of panels 900 cm wide x 2.0 m. high. These panels were actually the walls of the box while a black textile covered the ceiling: this allows the staff to create an opening on one side for viewing the film clip projected inside. Also the short clip (10-15 minutes long) was designed and made every year by the students.

Research interviews: analysis of the results

After this preliminary phase, the research questions were investigated more in-depth in the research interviews that were carried out with 19 Indian students, divided in 9 focus groups. The transcription of the

interviews provided the researchers with the possibility to better understand the answers to the three main discussion topics. The results are analyzed and presented here below according to the Gioia methodology.

As highlighted in figure 1, the first discussion topic in the interview was related to the relevance on the international presence as motivation for enrolling in the program.

1st ORDER CONCEPTS		2nd ORDER THEMES		AGGREGATED DIMENSIONS
I choose the winter school related to architecture, it's good to learnt something from a different perspective.	→	interest in acquisition of competences related to architecture		**Acquisition of specific competences provided in the workshop**
[The winter school] seemed a good opportunity to learn something about architecture				
I was interested in being taught different measuring and analysis on space and other things to understand the historic context.	→	Interest in learning new measuring and analytic techiniques realted to preservation works in historical and heritage contexts		
I chose this workshop to understand how old city works and to study the old people and their city				
The guy ....menashi...is really famous. And working with her is a good opportunity	→	interest in working with a the Indian supervisor		**Reputation of the program and of the Indian staff**
I have worked with her [menashi] before also in a few projects. I have an idea that this workshop might be good.	→	Previous positive experience in working with the Indian staff		
I saw the posters of the previous years and I was impressed. I thought the school might be interesting, so I enrolled.	→	Appreciation of the quality of the teaching in the winter school		

FIGURE 1. RESULTS OF THE FIRST DISCUSSION TOPIC
Source: own elaboration

If we consider the 1st order analysis, the students argued they have chosen the workshop because " it's good to learnt something from a different perspective [architecture]" and because "interested in being taught different measuring and analysis on space and other things to understand the historic context", that could be interpreted as an evidence of the interest in the acquisition of competences related to architecture with specific reference to historical city centers (2nd order themes). In an aggregated perspective, these answers indicate that the specific knowledge provided in the workshop was a significant motivation, as they interviewees didn't specifically perceived it was provided by the international staff.

During this part of the interview, the participants also argued that the Indian supervisor was famous and that "working with her is a good opportunity", also because they had already "worked with her before also in a few projects" and they "had the idea that this workshop might be good". This idea was also reinforced by the analysis of the results of the same winter schools in the previous years. One interviewee declared "I saw the posters of the previous years and I was impressed. I thought the school might be interesting, so I enrolled".

The 2nd order themes emerging from this answers are therefore the interest in working with the Indian staff and the appreciation of the quality of the results of the same school in the previous years. From an aggregated perspective, this indicates that they enrolled in the program thanks to the good reputation of the program and its Indian staff.

The third aspect emerging from this first section of the research interviews was that some of the participants selected the workshop because they felt the "need to think about Jodhpur city center". One interviewee declared that she saw that Jodhpur was the focus of the winter school and she "thought that [Jodhpur] would be interesting and I took this winter school as first option". Another interviewee declared that "Jodhpur is different than other urban cities. I am from South of India. Basically, we don't have such kind of heritage". The 2nd order theme emerging from these answers is therefore an interest in discovering the historical city of Jodhpur and its cultural heritage. Aggregating the two dimensions, we can argue that one of the reasons to enroll was the interest in the specific Indian cultural heritage analyzed in the winter school.

The second part of the research interviews instead aimed at exploring the pedagogical outcomes of the program and the perceived impact the international staff had at the pedagogical level. The results are summarized in figure 2.

FIGURE 2. RESULTS OF THE SECOND DISCUSSION TOPIC

Source: own elaboration

The participants in the school pointed out three main concepts: first of all, they argued that they learnt a lot from the international staff, for example a student argued that he was "taught different measuring and analysis of space and other things and also how to understand the historic context", another one talked about the use of materials, another said that at the end of the program " you understand better how to intervene, you go to the place and you understand how that is and how it works", getting to experiment different ways to plan and implement preservation and requalification interventions. From a 2nd order perspective and from an aggregated point of view we can summarize these concepts in themes related to the aspects of preservation techniques and intervention planning.

The second group of 1st order concepts highlights that the interviewees argued that they understood that "there is a tangible and intangible dimension" to cultural heritage, that they and the citizens wants to preserve. They also added that they gained a better understanding of the link between cultural heritage and family and community values in the city of Jodhpur; that helped them understanding the complexity of Indian heritage. Grouping these concepts according to a 2nd order themes, it emerges that they relate to the theme of awareness of the dimensions of the heritage of the city of Jodhpur as well as the values the inhabitants attribute to the local cultural heritage. Aggregating the two orders, we can argue that the results point to an increased awareness of the Indian cultural heritage in its dimensions and values.

A final significant group of answers were related to the use and implementation of participatory approaches, particularly encouraged by Italian staff and students. The students argued that "what [they] get from this workshop, is that cultural value of the people who are living there should be considered first"; they agreed that they "have understood the sense of the building, but that [they] need to consult the inhabitants on how to preserve it". Furthermore they perceived that " [the government] have to think more about the development of the country, but what we think more is the feeling and opinions, the needs of the people who is using that". These ideas could be grouped in two 2nd order themes: the first one related to the use of participatory approaches in planning preservation of historical buildings in the city of Jodhpur; the second one instead referring to the perception of a contrast between development needs and preservation needs. From an aggregated perspective, it can be argued that the dimension emerging in this group of answers related to the knowledge of the potential benefits and problems of participatory approaches.

The final discussion topic of the interview protocol aimed at exploring the cultural impact working with Italian students and staff had in general during the winter school. In this part, interesting results emerged on the perceived role the student had during the program.

In general, the interviewees argued that the cooperation was positive. "Working with the Italian students is a great idea. We had a lot of ideas, they had totally different ideas, we collaborate together and we found out totally different ideas"; "we have somebody from a completely different country coming in, it definitely enhances the ideas and kind of work we are doing". From a 2nd order perspective the theme addressed in

these sentences is that of the interesting exchange of approaches between groups with a very different cultural background. The students also added that "Italians have different perspectives, because these are things Indians are familiar with. Maybe for us there is nothing negative and we ignore things because it's normal for us. But for Italians or foreign people they can point out these things easily". This shows a "positive attitude towards the potential of foreigners in proving new perspectives on local problems". Aggregating the results, we can highlight the dimension of the positive perception of the potential of having external perspectives and points of view to deal with local issues.

1st ORDER CONCEPTS		2nd ORDER THEMES		AGGREGATED DIMENSIONS
Working with the Italians is a great idea. We had a lot of ideas, they had totally different ideas, we collaborate together and we found out totally different ideas.		Interesting exchange of perspectives about the topics of the workshops		Positive perception of the potential of having external perspectives and points of view to deal with local issues
we have somebody from a completely different country coming in, it definitely enhances the ideas and kind of work we are doing.				
We need to learn a lot from them [Italian staff and students]. Italian have different perspectives, because these are things Indians are familiar with. Maybe for us there is nothing negative and we ignore things because it's normal for us. But for Italians or foreign people they can point out these things easily.		Positive perception of the potential of foreigners in proving new perspectives on local problems		
Usually our faculty tries to impose things. The Italian mentors ... taught us a different approach, to think and be more experimental.		Interaction was good in terms of new pedagogical approach and techiques		Positive perception of the technical and methodological contribution of foreigners
I was able to learn some softwares from the Italian participants and staff, the mentor was really good				
I think the workshop was better for them. We told them different things, about how people think and argue, about religion		Indians perceive the potential of teaching Indian culture to Italians		Positive perception of the potential of implementing a bidirectional cultural exchange: Italians to Indians and Indians to Italians
we loved it. They try to learn whe we told them new things about our culture				
I see Italians are very similar in terms of cultures or hobbies, they are much more similar than Indians. Our diversity is difficult for them to understand.		Cultural rejection problems, the Indians felt foreigners were not able to understand their culture		Cultural rejection problems and biases
We are more used than them to have a cosmopolitan culture, many people coming from various countries and cultures				
I think the Italians should have come earlier, to see and understand India.				
They could not understand what India is exactly. It took a lot of time to explain to Italians what was happening. They would not understand because they don't see these situations in their country.				

FIGURE 3. RESULTS OF THE THIRD DISCUSSION TOPIC
Source: own elaboration

During this part of the interview the students also argued that also the interaction with the Italian staff was overall positive. In the 1st order, the analysis underlined that the interviewees said that their Italian teachers stimulated them to think: "usually our faculty tries to impose things. The Italian mentors ... taught us a different approach, to think and be more experimental" and they argued that they learnt new types of software and

techniques for their projects, such as how to include participatory mechanisms in the preliminary and planning phases. This leads to the identification of a 2nd order themes of the good interaction in terms of new pedagogical approach and techniques. From an aggregated dimension, this means a positive perception of the technical and methodological contribution of the foreigners.

However, the answers of the interviewees underlined also negative aspects of the workshop. Apart from the language barrier, there was also a cultural barrier. A student declared "I see Italians are very similar in terms of cultures or hobbies, they are much more similar than Indians. Our diversity is difficult for them to understand". Another pointed out that foreigners "could not understand what India is exactly. It took a lot of time to explain to Italians what was happening. They would not understand because they don't see these situations in their country". A participant even argued that "the Italians should have come earlier, to see and understand India". This could be related to the 2nd order theme of cultural rejection: the Indians felt foreigners were not able to understand their culture. The aggregated dimension emerging in this part is related to cultural rejection problems and biases.

Though acknowledging this problem, some the interviewees showed a constructive and proactive attitude to overcome it. "I think the workshop was better for them. We told them different things, about how people think and argue, about religion"; they highlighted that "we loved [the interaction]. They try to learn when we told them new things about our culture". From a 2nd order perspective this underlines that Indians perceive the potential of teaching Indian culture to Italians. The aggregated dimension could therefore be that of the positive perception of the potential of implementing a bidirectional cultural exchange: not just Italian staff and students transferring knowledge to Indian students, but also Indian students proactively stimulating Italians to better understand Indian culture and cultural heritage.

Discussion: what and from whom are we learning?

The analyses presented above can provide us interesting insights on how well pedagogical programs formulated in European and other Western context could potentially fit the educational needs and styles of people learning and working in emerging countries, more specifically in Indian.

The teaching and methodological approach of the winter school was mainly designed by an Italian university, by a research group that has developed through the years specific competences and skills in the preservation of built cultural heritage in historical city centers of Global South or emerging countries such as Brazil or India.

One of the main strengths of the winter school was the presence of numerous Italian professors and teaching staff, even though the program and its activities included the strong cooperation of the Indian component.

However, during the research interviews it emerged that the pedagogical program was selected by Indian students not for the presence of the foreigners but mainly for the good reputation of the Indian supervisor and the significant results the same winter school obtained in the previous years. Therefore the international component was not perceived as the main motivation to enroll in the pedagogical proposal.

Another interesting result is that also in terms of pedagogical outcomes: the impact of the foreigners was not mentioned as main dimension. The workshop participants argued that they appreciated the different techniques and methodological approaches to design and plan an intervention in historical city centers that were mainly proposed from the Italian group of professors and students. However, they pointed out that their idea on cultural heritage didn't change as a result of the interaction of the Italian group, but by interactions with citizens and local communities. This helped them not only better understand the different dimensions of their heritage, the values associated to it and the need to implement participatory approaches to capture these values and better preserve and enhance local cultural heritage.

The third section of the research interviews gave further insights on the research topics. Pedagogical programs conceived by foreign teaching groups and mixing local and foreign students are indeed appreciated mainly in their potential to bring new perspectives on local problems, new methodological approaches and in their potential in stimulating the development of new ways of thinking and attitudes towards cultural heritage. As emerged also in the preparatory phase of the research, problems might arise in terms of cultural clashes: the local students can resist the pedagogical proposals because they think the foreigners do not understand their culture and cultural context. However, the analysis of this educational program highlighted also a way out of this problem: proposing a bidirectional knowledge exchange. This implied that alongside the teaching of new competences coming from foreign staff and students, they should engage the local students in understanding how these competence could be used in their context and enhancing their competences in terms of knowledge of local built cultural heritage, traditions and socio-cultural context for helping the foreigners to better get into the local context.

Concluding remarks

The aim of this research was to investigate how well pedagogical programs for cultural heritage preservation and enhancement formulated in Western contexts fit the educational needs and styles of people working in Global South countries. The research stems from the theoretical reflection on the role of education for ensuring heritage preservation and enhancement models that are suitable for developing countries' context, but that at the same time ensure sustainability. International education initiatives have been identified as a way to increase awareness in local people and to stimulate knowledge transfer for the implementation of culture-led development programs. Nevertheless, also risks have been identified, mainly with reference to the potential cultural biases and misunderstandings and to the perception of the programs as imposition of "colonial" models. Though discussed at the theoretical level, the features related to factors influencing the positive impact of such Western-led pedagogical initiatives has been rather under-investigated. This paper aims at filling this research gap.

The research topic was addressed by means of the analysis of the workshop "Historic City Centers", organized as a joint initiative of the CEPT University of Ahmedabad (India) and a group of teaching staff from the University of Ferrara (Italy), mixing Italian and Indian students, in the framework of the Summer-Winter Schools proposed by the CEPT University.

The analysis of the research results highlighted that the impact of the "foreign" component of the workshop was not determining in their motivation to join the program, and was perceived as positive mainly in terms of transfer of methodological and technical skills and competences. Though appreciating the benefits of having new and external perspectives in analyzing local issues, the Indian participants sometimes perceived problems due to the fact that the foreigners did not understand or know their culture. However, the students also proposed solution to this perceived cultural problem. They indeed rediscovered their role as proactive promoters of their own culture, arguing that the exchange with the international staff and students was positive also because they had the possibility tell them many things about their culture, cultural heritage and values.

With reference to the research questions, our investigation has underlined that this pedagogical initiative developed in India in collaboration with an Italian university was answering the learning needs and expectations of the local students, helping them rediscovering their local heritage and providing new perspectives, methodological approaches and techniques. The problems emerging were related to cultural biases, confirming the literature about this topic. However, our research contributes to the academic debate by identifying significant actions that could solve the emerging issues and maximize the positive impact of such initiatives we need to reinterpret the role of local participants in promoting their own cultural knowledge and identity. In short, our research indicates that one of the keys to implement more suitable international educational programs in Global South countries is to enhance the role of local students, and highlight the bidirectional knowledge transfers between the students and staff involved from the different national groups.

This results not only contribute to the scientific debate, but could provide guidelines for educational professionals and policy makers in the education and heritage preservation sectors.

However, the research focuses only on a single case study and the research results needs to be further investigated through the analysis of other international pedagogical programs.

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COLOPHON

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