HERITAGE PRO

Concept for the Implementation of a Digital HERITAGE PRO Training Camp

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This concept is part of the HERITAGE-PRO training scheme which contains five training modules, five corresponding guidelines and a ready-to-use ToolKit that have been developed within the Erasmus+ Strategic Partnership **HERITAGE-PRO – Interdisciplinary Training for Professionals of Different Disciplines Towards Sustainable Management and Preservation of Cultural Heritage.** The training modules, the corresponding guidelines and the ToolKit are available in English, German and Spanish. This concept is available in English.

The training module, the guidelines, the training kit and this concept focus on interdisciplinary aspects in cultural heritage preservation and have been developed by six public and private European institutions, networks, development agencies and associations, all of which are linked to cultural heritage preservation.

The training at a glance:

HERITAGE-PRO **Training Scheme**
Training Module 1 and Guideline 1: Global Challenges and Opportunities in the Field of Cultural Heritage
Training Module 2 and Guideline 2: Efficient Teamworking and Effective Interdisciplinary Conflict Resolution
Training Module 3 and Guideline 3: Valorisation of Cultural Heritage
Training Module 4 and Guideline 4: Participation
Training Module 5 and Guideline 5: Effective Communication in an Interdisciplinary Environment

Find out more: https://heritage-pro.eu

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Implementation of A Digital Training Camp for Young Professionals from the Fields of Heritage Management and Crafts in the ERASMUS+-Project HERITAGE-PRO

1. Introduction to HERITAGE PRO

HERITAGE PRO is an initiative of six European partners from five countries that aim to respond to the ongoing call for an interdisciplinary training of professionals from different professions for the sustainable management and conservation of cultural heritage. The main objective of HERITAGE-PRO is therefore to improve interdisciplinary skills in European cultural heritage management. The aim is to bring together expertise and methodological skills from different disciplines relevant to cultural heritage conservation for mutual benefit.

This is done within a multi-step approach:

The first outcome was the development of a multilingual training programme with an interdisciplinary approach that addresses all relevant disciplines for the successful management and preservation of cultural heritage. It consists of five modules structured along interdisciplinary aspects of work in the field of cultural heritage.

The second outcome consists of multilingual guidelines for heritage managers which aim to offer support in challenging conservation and operational processes. The guidelines are the practical implementation tool for the training modules, which help to organise the process of bringing together different people from different disciplines in a targeted, sensitive and time-efficient way. They are aimed in particular at managers of cultural heritage sites and are intended to guide them through the entire implementation process of the training modules and serve as supplementary material to the modules.

A ready-to-use training kit is the third outcome of HERITAGE PRO. This training kit is aimed at the users of the HERITAGE PRO training programme and is intended to become a ready-to-use implementation tool that supports and facilitates the implementation from an organisational perspective with templates, documents and checklists. As the HERITAGE PRO training is to be completed alongside work, this serves to improve the compatibility of work and training, so that the programme is sufficiently well received by the target groups. With the help of the training kit, bringing different target groups with varying expectations together and preparing the corresponding procedures is to be learned easily.

The fourth and last outcome is this concept for an interdisciplinary training camp for young professionals from science and crafts working in the field of cultural heritage preservation. The training camp aims to bring together people from multiple professional disciplines, both academic and non-academic. Through the contact of the different disciplines, understanding for the different ways of thinking, training, expectations and working styles shall be created and ultimately the cooperation in the preservation of cultural heritage shall be strengthened. Initially, s the training camp was intended to be organized on-site at a heritage monument with ongoing restoration processes for abound 70 young professionals from all over Europe in autumn 2020. Due to the ongoing COVID-19 pandemic, the date of the training camp was shifted to April 19 & 20, 2021. Nevertheless, in February 2021 the HERITAGE PRO team

decided to transform the training camp to a digital camp, as the situation with the COVID-19 pandemic in Europe still didn't allow for bigger on-site events. The number of participants was limited to 40 in order to ensure high-quality digital mentoring for all participants. However, the digital training camp kept its initial objectives and was determined to fulfil those even in a digital way.

2. The Interdisciplinary and Digital HERITAGE PRO Training Camp

The following concept describes how it could be implemented as a digital training camp for young professionals working in the field of cultural heritage preservation. It describes the process of elaborating a 2-half-days training camp in a digital environment and can be used as practical orientation and an exemplary guide on how to implement a digital camp based on the HERITAGE PRO materials.

2.1 Introduction, Definition and Objectives

The overall aim of the training camp is to achieve a change in the mindset among the participants, to facilitate the overcoming of barriers between the professional groups of craftspeople and heritage managers and to bring the groups into contact with each other. Awareness for a functioning cooperation between the professional groups in the field of cultural heritage should be raised. Specific objective is to work with the materials developed in the HERITAGE PRO project, especially with regard to their interdisciplinary orientation. That exemplary practical implementation analyses the transfer potential of HERITAGE PRO's interdisciplinary approach.

Overview of Purpose:

- The participants should get familiar with the materials developed in the project (5 learning modules, guidelines, training kit) and carry out a first practical exercise with them. In addition, interdisciplinary understanding is to be strengthened and developed through contact between different professional groups and with experts from the cultural heritage sector.
- During the camp, the groups work on specific tasks and questions in small groups of up to 8 persons using the HERITAGE PRO materials as a practical example.

2.2 Target Groups

Target groups of the HERITAGE PRO training camp are postgraduates and young people who are at the beginning of their professional career and have started or would like to start their first job in heritage conservation. The training camp is aimed at the following groups:

- Master candidates, PhD students and postgraduates from European universities in the fields of cultural management, art history, architectural history, urban and regional planning, geography, real estate management, etc.
- Young master craftsmen and -women from various professions (plumbers, carpenters, technicians, facility managers, restorers, conservators, etc.).

2.3 Participants

The selection procedure for the training camp starts with a Call for Participation (see below) published 6 months ahead of the event. Applicants are asked to submit a letter of motivation and a CV.

The selection of the participants is done by an international jury: Each member of the jury received a randomly selected set of application documents of the participants and is asked to evaluate each application with regard to different aspects. **In Chapter 2.5.1 you find the Call for Participation as well as a description of the selection procedure and its criteria.**

2.3.1 Application & Selection Procedure

The following set of examples was part of the HERITAGE-PRO training event. Please feel free to adapt the material to your own needs:

Call for Participation

Interdisciplinary Training camp at the World Heritage Upper Middle Rhine Valley in Germany for young Professionals of Different Disciplines in the Cultural Heritage sector

April 19 and 20, 2021

Overview

HERITAGE-PRO is an initiative of six European partners from five countries who have set the goal of responding to the continuous call for interdisciplinary training of professionals from different disciplines for the sustainable management and preservation of cultural heritage. The main objective of HERITAGE-PRO is therefore to improve **interdisciplinary skills in cultural heritage management.** The aim is to bring together technical and methodological expertise from different disciplines relevant to cultural heritage conservation. The project develops 4 main outcomes:

1. **A multilingual training scheme** with an interdisciplinary approach that addresses disciplines relevant for the successful management of cultural heritage.
2. **Multilingual guidelines** for cultural heritage managers as a practical implementation tool for each of the training modules, which helps to organising the process of bringing together different people from diverse disciplines.
3. **A training kit** as a ready-to-use implementation tool that supports and facilitates the implementation from an organisational point of view with ready-to-use templates.
4. **A two-day training camp for young professionals** that brings together people from the various professional disciplines, both academic and non-academic.

The Training Camp

The two-day training camp will take place on April 19 and 20, 2021 in the region of the UNESCO World Heritage Site Upper Middle Rhine Valley between Frankfurt/Rhine and Cologne in

Germany. It aims at bridging the interdisciplinary gap that results from the cooperation of different professional disciplines. The camp is intended to bring together young people who are at the beginning of their careers and come from very different disciplines related to the administration and preservation of cultural heritage. By bringing the disciplines together, an understanding of the different opinions, training, expectations and working styles is to be created. Ultimately, the aim is to strengthen cooperation beyond the individual disciplines and to broaden the scope of cultural heritage and its preservation. In addition, participants will have the opportunity to build and deepen their own network of European experts, strengthen interdisciplinary competences and learn about the materials and results developed in the HERITAGE PRO project.

The programme of the training camp is based on the HERITAGE PRO training modules, the guidelines, the training kit and a complementary leisure and social programme. Through the social programme (e.g. group tasks, getting to know each other, etc.) the different professional groups are to come closer and mutual understanding for each other is to be developed. In addition, information on career opportunities in the field of cultural heritage is provided and HERITAGE PRO materials are applied, tested and evaluated in practice.

The "Häusener Kran" in St. Goarshausen (Rhineland-Palatinate) will serve as a practical application and teaching example. The "Häusener Kran" is an industrial monument from the year 1917, which will be restored in 2021. The crane is located in the middle of the region of the UNESCO World Heritage Upper Middle Rhine Valley. The participants will also be accommodated in this region during the training camp.

“Häusener Kran” in St. Goarshausen.
(Source: Entwicklungsagentur Rheinland-Pfalz e.V.)

Programme of the Camp

We recommend arriving the day before the training camp starts. On the previous evening, there will be an informal get-together and first meeting of the participants to start getting to know each other and get immersed in the training camp context.

The first day of the training camp consists of an introduction programme for the participants, training on the basics of interdisciplinary cooperation and an introduction to the materials of HERITAGE PRO. In the afternoon the “Häusener Kran” will be visited together with experts from the field of monument protection and restoration. The focus will be on practical and administrative procedures for the preservation of cultural heritage sites and the exchange with the experts. The evening is at your own disposal, even if all participants will have the opportunity to participate in a tasting of regional wines.

The next day, small interdisciplinary teams will test the application of HERITAGE PRO materials in the morning, using the example of the Häusen Crane, and discuss the results. In the afternoon there will be a boat trip on the Rhine as well as a visit to a castle in the World Heritage Site Upper Middle Rhine Valley and a subsequent exchange with experts from the General Directorate of Cultural Heritage Rhineland-Palatinate. Afterwards there will be the possibility of departure. Alternatively, the participants can leave the next day and finish the evening and the training camp together.

Since participants from all over Europe will be attending the training camp, the working language will be English.

Day 0, April 18 2021:

During the day/in the evening	Arrival on place and in accommodation

Day 1, April 19 2021

9.30 – 10.30	Introductory programme
10.45 – 12.30	Introduction to HERITAGE PRO
14.00 – 17.00	Site visit of “Häusener Kran” and expert talk
Evening	Free time; Optional: wine tasting

Day 2, April 20 2021

9.30 – 12.30	Interdisciplinary group work: Application of the HERITAGE PRO materials and discussion of the results
13.00 – 15.00	Boat trip through the UNESCO World Heritage Site Upper Middle Rhine Valley including lunch on board
15.00 – 17.00	Visit to a historical castle and exchange with experts

Evening	Departure or common conclusion of the training camp

Participating in the Training Camp

The target group are postgraduates and young people who are at the beginning of their professional life and who have started or would like to start their first job in heritage preservation. It is aimed at non-academic and academic professionals:

- Young professionals of the crafts sector (e.g. plumbers, carpenters, technicians, facility managers etc.)
- Masters' candidates, doctoral candidates and postgraduates of European universities in the fields of cultural management, cultural heritage, art history, architecture, urban and regional planning, geography, real estate management, etc. (but not exclusively)

Furthermore, candidates should be:

- Interested in interdisciplinary exchange
- Linked to a coming or on-going heritage preservation project or be interested to participate in one
- Familiar with social media in order to communicate during the training camp
- Available and willing to join a preparatory online meeting one week before the camp

Participants will receive a certificate about the successful participation in the training camp certifying newly obtained interdisciplinary competences in the field of cultural heritage.

How to Apply?

For applying to participate in the training camp, the following documents are requested:

- CV (max. 2 pages)
- Letter of Motivation (max. 1 page)

Application documents as **one** PDF-File shall be uploaded to www.heritage-pro.eu/training-camp/ until December 31, 2020. A jury of heritage experts and representatives of various trades will review your application and you will be informed by January 31, 2021. Afterwards, detailed information on the programme, travel-tips and further information needed will be provided.

Financing the Training Camp

Breakfast and lunch as well as the costs for experts, transportation within the programme and snacks during the events are covered. Travel expenses, dinner and accommodation are to be paid by the participants themselves. It is recommended to arrive the day before the training camp starts. The organizers will recommend accommodation in advance, which can be booked by the participants themselves.

Participants may be able to obtain funding for their participation in the training camp from different sources which the HERITAGE-PRO team has compiled in a list. For more information, please visit our website with a collection of scholarships and grants for various European countries in the category of the training camp.

Notes on the Coronavirus

The HERITAGE PRO team keeps a close eye on further developments around the coronavirus. A possible format change to an online format will be decided at the beginning of spring 2021.

Any Questions?

Do not hesitate to contact us: kolhey@ea-rlp.de or heritage-pro@kultur-und-arbeit.de
For more information on the project visit www.heritage-pro.eu

The jury members received the following instruction in order to evaluate the applications:

Evaluation criteria for jury members:

1. **Check, if the application documents are complete:**
    a. CV/Resumé (max. 2 pages)
    b. Letter of Motivation (max. 1 page)
2. **Evaluate aspects of the applications:** Please read through the CV/Resumé and the letters of motivation and evaluate each aspect with points from 1 to 10 for each application on the following criteria:
    - Postgraduates/people at the beginning of their career (Note: they do not need to be young necessarily)
    - Professionals from the crafts sector or academics from various disciplines (see above-mentioned examples)
    - Motivation of the applicant (Does s/he seem motivated?)
    - Plausibility (Do the given data and information seem plausible?)
    - Your general impression of the application (Is it structured and proper?)

Ranking of the Applications

Once the evaluation is completed by the jury members, an average score is calculated for all participants and ranked in an excel-sheet with regard to the different aspects of the applications. The first 40 participants receive an invitation to the HERITAGE PRO training camp. If selected participants do not respond or have to cancel their participation, the next applicant in the ranking list are invited to the training camp.

2.3.2 Communication with Participants

A clear and regular communication with the participants is an important factor for the successful implementation of the digital training camp. (For more information on the communication with regard to digital events see Module 4. The participants are informed

about the rough daily schedule of the digital training camp in the first email after their confirmation and are assured that further information about the digital training camp will follow shortly.

It is important to stay in regular contact with the participants, e.g. emails with minor administrative information and tasks should be sent every two weeks to keep the participants informed at all times. For example, participants are asked to submit two song proposals each for a common YouTube playlist or they are informed that a technical test run for participants is planned 3 days before the start of the event.

In order to further achieve clear and concise communication with all important information (links, daily schedules, information on expert talks, etc.), participants receive some overview documents shortly before the start of the training camp as shown below. The most important documents for the actual participation in the training camp are sent to the participants 3 days before the start of the training camp, as importance is attached to a close temporal relation to the training camp.

2.3.3. Documents for Participants

In order to facilitate participation in the training camp and to provide a clear and structured overview, participants are provided with various overview documents:

- **Summary of participating experts**
- **Participants' schedule for the training camp**
- **Information on the site which will be worked on during the training camp**
- **General information on the tasks of the training camp**

Summary of Experts' profiles:

The document intends to provide participants with an overview of all the expert discussions held on each of the two afternoons. It contains information on the professional background of the experts and again the date and time of the programme item.

Document "Summary of participating experts"

Expert Talk on Monday, April 19, 14.15 – 15.00

Experts:

- **Juan Carlos Prieto**: General Director of the Fundación Santa Maria la Real del Patrimonio Histórico
- **Jesús Castillo Oli:** Technical Director of the Fundación Santa Maria la Real del Patrimonio Histórico conservation area.

Juan Carlos Prieto is an architect and general director of the Fundación Santa. María la Real del Patrimonio Histórico dedicated to the management, research, restoration, conservation and dissemination of heritage, to which he has been linked for twenty years. In 1990 he began his working relationship with the institution in restoration and rehabilitation of rural buildings and

Romanesque churches and participating in the Encyclopaedia of the Romanesque of Castilla y León. Throughout these years he has participated in the Workshop Schools programme and in the transformation of these training programmes into development initiatives such as the Encyclopaedia of the Romanesque of the Iberian Peninsula, Architectural Ornaments, Accommodation with History, Heritage and Restoration, Third Activity Residence, Canal Heritage, Digital Romanesque or others. He combines the tasks of general management of the foundation with his participation in other projects that have a common denominator: heritage as a generator element of employment and sustainable development.

Jesús Castillo Oli Architect, dedicated to the preservation of historic buildings designer and restorer, he is currently Technical Director of the Foundation's conservation area. Dedicated to restoring, rehabilitating and building researching in the architecture of the senses; architecture as an element that transmits sensations, overcoming the tectonic limits of the discipline, seeking a new dimension in the sensory.

Expert Talk on Tuesday, April 20, 14.05 – 15.00

Experts:

- **Ursula Fuhrer:**
- **Prof. Christer Gustafsson**
- **Prof. Dietmar Wiegand**

Ursula Fuhrer

Ursula Fuhrer is a graduated conservator who studied conservation and technology of paintings and polychrome sculptures at the Institute for Painting Technology at the Academy of Fine Arts in Stuttgart (1978-82). Then she worked as a conservator at the Hessisches Landesmuseum in Darmstadt and from 1988 to 1999 she was head of the conservation department at the German Historical Museum in Berlin. Since 2000 she is self-employed in a studio community in Stuttgart. She had numerous professional stays abroad working e.g. in Rome and Jersey Channel Islands. Her teaching took place at Hochschule der Künste (University of the Arts) in Berlin, at the University of Applied Sciences (Hochschule für Technik und Wirtschaft) in Berlin and at Tainan National University of Arts in Taiwan.

In her professional career, she has worked with many different disciplines and had to deal with many types of collaboration. She says: "For the best possible results, we need collaboration at eye level between all disciplines involved." Read more: https://heritage-pro.eu/cooperation-at-eye-level-makes-the-difference-conservator-ursula-fuhrer-on-interdisciplinary-project-management/

Christer Gustafsson

Christer Gustafsson, Ph.D., is professor at Uppsala university, Campus Gotland, and teaches cultural heritage preservation, sustainable development, and economics of conservation and is a Professor (hon.) at Nanjing University in China. Furthermore, he is a Faculty member at Turin Faculty of Development (Politecnico di Torino and Università degli Studi di Torino). He was Director (Landsantikvarie) of the Regional Museums of Halland and Heritage Halland, head of International Department, Regional Museums of Halland, head of Building Conservation Team,

Regional Museums of Halland, Municipal Heritage Conservation officer (kommunanatikvarie), Sollentuna kommune, heritage conservation officer in Sweden.
He was member of the experts panel of the EU Agenda for cultural heritage research and innovation (2013-2015) and international advisor for future cultural heritage policies to the Ministry for the Environment, Nature Conservation, Building and Nuclear safety of the Federal Republic of Germany. He is member of the panel of experts European Heritage Label (one of four experts appointed by the European Commission).
Christer Gustafsson is part of the HERITAGE PRO consortium and his trans-disciplinary research is focusing on boundary-spanning challenges and opportunities for cultural heritage as a driver for sustainable growth and heritage-led innovation-driven regional/urban development. He is one of the founders of the so-called Halland Model. The Halland Model aims to use the conservation of cultural heritage and historic buildings as catalyst for regional and sustainable development for creating jobs and supporting the local economy.

Dietmar Wiegand
Dietmar Wiegand is Managing Director of the Institute for Property Research, University Professor for Real Estate Development and Management at Vienna University of Technology and board member of several conferences related to real estate, regional development and cultural heritage. Beside his capabilities in curriculum development, he is an international recognized expert in real estate, cultural heritage and regional development. His holistic approach enables new strategies to maintain cultural heritage and increase its macroeconomic value. Mr. Wiegand is a partner in the HERITAGE PRO consortium and will contribute with his knowledge from the estate management.

Participant's Schedule for the Training Camp

The document "Participant's Schedule Training Camp" contains an overview of the daily schedule providing all important information. For each individual period, it should be clear how much time is planned, what exactly is planned, who is involved and in which tool (+ link) the programme takes place. In addition, at the beginning of the document there is information on who participants could contact in case of problems. **For example, a separate email address is created for this purpose.**

Here you can see an example of the document "Participant's Schedule Training Camp" for the first day of the digital training camp:

HERITAGE PRO Training Camp: Schedule for Participants
Programme Schedule
JHG: Mr Hegedüs-Gravina (technical facilitator)
SK: Sascha Kolhey (EA) kolhey@ea-rlp.de

What to do in Case of (Technical) Problems?

- ☐ Easy: Write an e-mail to **trainingcampheritagepro@gmail.com** and Juan Manuel Hegedüs-Gravina or Sascha Kolhey will take care of your problem and find a solution!

☐ Please note that the common Zoom link for Day 1 and Day 2 are not the same.

Link Day 1: >ENTER LINK< (The main link for Day 1)
Link Day 2: > ENTER LINK < (The main link for Day 2)

19 April 2021: Day 1 Training Camp

When?	What?	Who?	Tool + Link
9.45 – 10.00	Zoom room open to join for all to see if everything works	Participants, SK, JHG	Zoom link common room: >ENTER LINK<
10.00 – 10.05	**Welcome of** all participants + brief **overview of** the training camp schedule	All, Speaker: SK	Zoom; same link
10.05 – 10.20	**Introduction to the training camp** (general explanation of objectives + tasks) + media presentation of the **Häusen Crane (video, pictures, background)**	All, Speaker: SK	Zoom; same link
10.20 – 10.30	**Introduction to the HERITAGE PRO materials** **Afterwards division** into the defined small working groups (breakout sessions) by JHG – Participants will be invited to the breakout sessions and join it.	All, Speaker: SK, Assignment groups: JHG	Zoom; same link Afterwards: Division into working groups will be done by JHG – just accept your transfer into the breakout session.
10.30 – 11.00	**Get-to-know-activity between participants – Scavenger Hunt** **A moderator will introduce herself/himself and explain participants how the Scavenger Hunt works.**	All; each group is supported by a moderator	Zoom Breakout sessions (Division by technical facilitator)
11.00 – 11.15	**Coffee break 1** in a digital break room (Wonder Me); afterwards further work in the thematic	All	Wonder Me – Link will be sent to the Zoom Chat. **Keep Zoom open – do not close Zoom**

	small groups; free activity to participate, explained by JHG Participants will receive the link for accessing Wonder Me in the Zoom chat. There will be a little entertainment during the coffee break and the possibility to get in contact with all other participants.		**(but turn off camera on mute Zoom).**
11.15 – 12.15	**Thematic group work on** common MIRO boards of each group with the HERITAGE PRO materials. Communication takes place in parallel via the breakout sessions. - Explanation of the tasks by the moderators - Working on tasks by the participants - Reading through the HERITAGE PRO materials - Moderators support the group work in case there are any questions and participants can always ask questions - Participants should agree on one or two persons to present on Day 2 anytime during the group work on Day 1.	All in small groups, facilitators, After the break, participants will go back to their breakout sessions in Zoom	**Communication in already existing breakout rooms by Zoom. Get back to the break out session and back to the MIRO board.**
12.15 – 13.00	**Lunch break**: breakout sessions cancelled + announcement of lunch break; time when to meet again; possibility of having lunch together (not obligatory)	All	Wonder Me Link will be sent in common Zoom chat.

	Breakout rooms will be closed and everybody will be back in the common Zoom. You are free to join in for having a common digital lunch break in Wonder Me.		
13.00 – 13.05	Meeting in the common Zoom room + division back into breakout sessions by Juan Manuel	All	Common Zoom-room: >ENTER LINK<
13.05 – 14.00	**Continuation of the group work from before in the** small groups via breakout sessions and working boards	Working groups + moderators	Zoom breakout sessions
14.00 – 14.15	**Coffee break with entertainment in Wonder Me;** **Zoom can be kept open, JHG will cancel the breakouts at 14.15**	SK, Participants	Wonder Me (**Link will be sent into the Zoom Chat**)
14.15 – 15.00	**Expert talk**: **Juan Carlos Prieto** and **Jesús Castillo Oli** (for a description of the experts see the document "summary of experts"). **Feel free to already think about any possible questions!**	Experts, SK, Participants	Common Zoom-room: >ENTER LINK<
15.00 - 15.10	**Common reflection of** the first day in MIRO Open round for participants	SK, Participants	Common Zoom + MIRO (**Link will be sent into the Zoom Chat**)
15.10	Goodbye + End of the first day		

Document: "Information on the heritage site/restoration project project to be worked on"

The document "Information on the Häusen Crane" aimed at preparing the participants for the tasks in terms of content and gave a general overview of the Häusen Crane as a practical

teaching example. In addition to pictures, it contained information about the crane and the entire region. The table of content is as follows:

- The crane and its life
- The crane and its significance for monument conservation
- The crane / Technical data
- Innovations and damage to the crane
- Architecture
- Importance on the ground
- St. Goarshausen and the Loreley Rocks
- The Upper Middle Rhine Valley as UNESCO World Heritage Site
- The concept of a Federal Garden Show / The Federal Garden Show 2029

2.3.4. Technical Guidance for Participants

It is strongly recommended to work with a technical facilitator. That can be a knowledgeable person within your organisation or a subcontractor. The role of the technical facilitator is

- To take care of all technical issues before, during and after the training session.
- To relieve the moderator so that s/he can concentrate on the content.
- To organize the evaluation and documentation in the background, e.g. by taking screenshots, preparing an evaluation tool.

Since many different technical tools are used in the digital training camp, it is strongly recommended to offer a lesson for the participants shortly before the training camp, in which

all the software used is explained and the participants have the opportunity to ask questions. The objective of this test is that all participants start at the same level of technical knowledge and to avoid losing too much time with technical issues during the training camp and its programme.

The technical test should be offered one or two days before the start of the training camp and is scheduled for 30-45 minutes. The participants are informed about the possibility and asked if they would like to take part. Those who show up get an explanation of the different tools by the technical facilitator (MIRO, Wonder.Me, Zoom) and participants are able to ask questions. As a result, there will be less technical questions and issues coming up during the training camp itself and participants as well as moderators are able to focus on the content of the training camp.

2.3.5. Feedback of Participants

Feedback from participants during and after the training camp is especially important to adjust e. g. the time-schedule. Feedback is given in MIRO. The technical facilitator elaborated a MIRO-Board where participants are able to give anonymous feedback by so-called "sticky notes". Several factors of the training camp are used for evaluation:

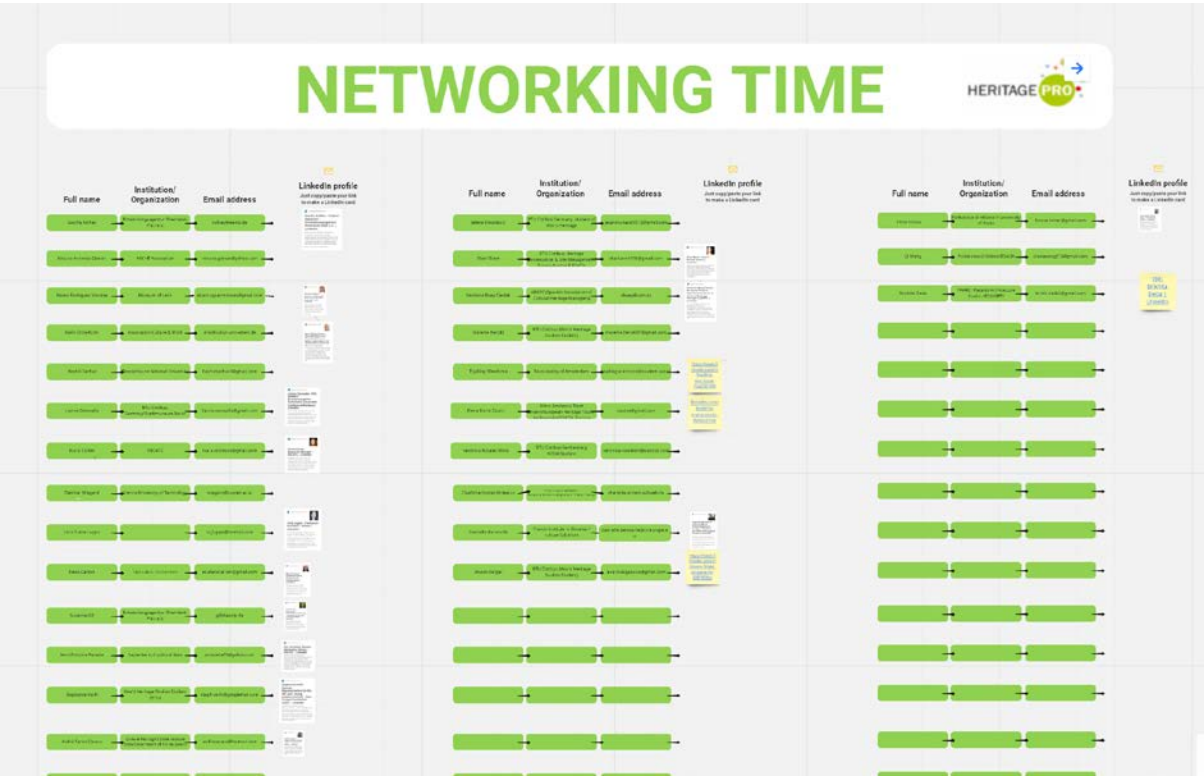
- **Has the training camp sensitized you more for the interdisciplinary challenges of the cultural heritage sector?**
- **What have been your favourite parts of the training camp?**
- **What have been your least favourite parts?**
- **Would you have liked to have more time to work on the exercises?**
- **Do you prefer 5-hours/half-day or 7-hours/full-day for a digital training camp?**
- **Further suggestions or feedback concerning the training camp?**

Lessons Learned:

- Allow enough time for group work.
- Working and brainstorming digitally works well and is the favourite part of participants – it needs to be prepared and well structured. However, people still prefer personal meetings and interaction, especially for networking.
- Participants appreciate different viewpoints and practical insights – including more case studies and a structure with diverse content is recommended.
- Participants prefer digital events as a half-day-format.

2.3.6. Networking Among Participants and Moderators

We created a MIRO-Board where participants and moderators could enter their name, their institution and mail address as well as a link to their profiles on professional social media networks. Entering e. g. a LinkedIn link into MIRO automatically created the Linked. In card with a general preview of the profile. This board is accessible for all participants and they could easily network on a professional basis with all other participants in a digital environment. The link to this board is once again sent to all participants when they receive their certificates for successful participation in the training camp.



Networking in a MIRO board. (Screenshot by EA)

Detailed example of the networking board in MIRO. (Screenshot by EA)

2.3.7. Certificates of Participation

Participants invested almost two days of their personal time into the training camp, they learned a lot of new useful insights concerning interdisciplinary work in the field of cultural heritage and gained new skills of interdisciplinary thinking and important information on the future challenges of cultural heritage. Therefore, they received a certificate after their successful participation in the HERITAGE PRO training camp. The following certificate can be used as template:

www.heritage-pro.eu

«First Name» «Last Name»

Born «Birthday»

We hereby confirm **the successful participation in the interdisciplinary HERITAGE PRO training camp which took place on 19-20 April 2021**. The participant became familiar, learned to work with and apply the different materials of the international HERITAGE PRO initiative (interdisciplinary training scheme consisting of five training modules, guidelines and a tool kit for cultural heritage managers).

The training included learning units on five topics most relevant for interdisciplinary cooperation in cultural heritage management. Furthermore, the participant took part in several interdisciplinary talk sessions with experts from various disciplines of the European cultural heritage sector.

The participant engaged in the following training:

☐ Training Module 1 Global Challenges and Opportunities in Cultural Heritage Field

☐ Training Module 2 Efficient Team Working and Effective Interdisciplinary Conflict Resolution

☐ Training Module 3 Valorisation of Cultural Heritage

☐ Training Module 4 Participation in Cultural Heritage Preservation

☐ Training Module 5 Effective Communication in an Interdisciplinary Environment

We wish you all the best for your future career!

>Enter signature<

Mainz, 21 April 2021

On behalf of the international HERITAGE PRO partnership:

Sascha Kolhey

Entwicklungsagentur Rheinland-Pfalz e.V.

Adolf-Kolping-Str. 4

55116 Mainz

2.4 Technical Considerations

Considering the implementation of a digital camp, there are two levels: the content-related implementation based on the first three outcomes (Modules, Guidelines, Tool Kit, further programme) and the technical planning dealing with communication software and digital working boards.

In order to guarantee an event of the highest quality in a digital environment, Entwicklungsagentur decided to hire a well-experienced technical advisor for the implementation of the training camp. In the following chapter, technical aspects will be considered.

2.4.1. Technical Advisor

Quotations for technical advisor should include:

- Transfer of the on-site programme into the digital working environment (conception in case you switch from an on-site to an online event)
- Advice and support on various meeting and collaboration tools
- Technical advice and support for participants and moderators in the run-up to the event (test run)
- Creation of digital work boards + instructions for the event
- Technical support during the event

After quotations are requested and the technical advisor is hired, there should be several (digital) meetings in order to prepare the digital training camp. In these meetings the following topics should be discussed and drafts for the camp will be adjusted accordingly:

- Schedule
- Programme
- Software
- Technical test-runs with participants and moderators
- Tasks during the training camp
- Definition of roles and tasks with regard to content and technical implementation

After agreeing on all important factors in order to fulfil the objectives of the training camp, a schedule is developed and it is sent to the participants before the beginning of the training camp.

Tasks of the technical advisor **before** the training camp:

- Elaborating a concept for a digital get-to-know activity for participants and moderators
- Preparing digital meeting rooms and all links needed to access the meeting tools
- Preparing digital work boards based on the exercises of the group work
- Preparing digital work boards for feedback of the participants
- Conducting a technical test-run for moderators and participants for explaining the tools being used
- Preparing breakout sessions for participants according to the prepared groups
- Creating a music playlist for breaks (participants sent their 2 favourite songs)

Tasks of the technical advisor **during** the training camp:

- Technical test-run with moderators on both days before the official start of the daily programme
- Opening the digital meeting rooms and letting participants enter
- Sending links to the working boards and digital break rooms in the Zoom-chat
- Assigning participants and moderators to the different breakout rooms according the working groups
- Checking the mail-account for the training camp in case participants are asking for technical support
- Time-keeping during all programme points
- Recording expert talks and presentations

Tasks of the technical advisor **after** the training camp:

- Saving digital work and feedback boards for documentation as PDFs
- Sending records and PDFs to Entwicklungsagentur

2.4.2. Software (Zoom, MIRO, Wonder.Me)

The digital working environment of the training camp required an agreement on adequate digital working tools. The HERITAGE PRO training camp used Zoom for communication, MIRO for the digital work board and Wonder.Me as digital break room during coffee and lunch breaks for socializing.

Zoom as tool for communication

The videoconference tool Zoom Meetings (www.zoom.com) is used as the main tool during the whole time of the training camp. “Zoom Meetings”, a service that allows users to participate in online video conferences in HD quality via a desktop or smartphone app, via a web interface, by phone or via a conference room system. Via chat, users can exchange text messages and files and use a virtual whiteboard. Zoom video conferences can be split, allow screen sharing (also for mobile devices) and can be recorded and transcribed.

All communication of the get-to-know-activity, the group work as well as expert talks and presentations with all participants together are done in Zoom Meetings. Entwicklungsagentur and the technical advisor agreed on Zoom, because it is broadly used and offers all functions needed. However, many other tools offer these functionalities as well and the decision on the tool should be agreed between the organiser and the technical facilitator.

Functions needed:

- Breakout sessions
- Surveys
- Videoconferences
- Chat function
- Screen sharing

MIRO

MIRO (www.miro.com) is a desktop client that makes it possible to unite many people on a “digital whiteboard”, even though they are all sitting in front of their computers in different places. With its different design options, MIRO can be used to present information, but also to collaborate and create mind maps, for example. By simply sharing a so-called MIRO board, many people can interact together on the platform.

MIRO is used for the group work and the feedback of the participants. While participants and moderators are working in the MIRO boards, they communicated in parallel breakout sessions in Zoom Meetings. However, many other tools offer these functionalities as well and the decision on the tool should be agreed between the organiser and the technical facilitator.

The most important functions of MIRO are:

- Creating mind maps
- Using sticky notes
- Embedding documents
- Adding pictures

Wonder.Me

Wonder.me (www.wonder.me) is a browser-based service. Within a video conference, all persons are visible in the main window in small circles that can be moved in the digital space by moving the mouse. As soon as the circles of two or more people come closer, a communication circle is formed and the people are visible and audible to each other via video and audio. In this way, it is possible for the participants in a video conference room to divide themselves into several communication circles and for several separate conversations to take place simultaneously.

Wonder.me is used as voluntary meeting room during coffee and lunch breaks. Links to add the rooms are sent in the Zoom-chat. The technical advisor prepared different "tables" where people could talk on specific subjects such as movies, books or whatever they are interested in. Wonder.me is open during the breaks, but participants are free to join or not join. There is no moderation in Wonder.me when rooms are open.

However, many other tools offer these functionalities as well and the decision on the tool should be agreed between the organiser and the technical facilitator.

2.5 Content of the Digital Training Camp

The following chapters will give an overview of the whole schedule and explain the different parts and objectives of each session of the digital training camp.

2.5.1. Overview of the Schedule

19 April 2021: Day 1 Training Camp

When?	What?
9.45 – 10.00	Zoom room open to join for technical test
10.00 – 10.30	**Welcome and Introduction the HERITAGE PRO Training camp**
10.30 – 11.00	**Get-to-know-activity between participants – Scavenger Hunt**
11.00 – 11.15	Coffee break
11.15 – 12.15	**Thematic group work**
12.15 – 13.00	Lunch break

13.05 – 14.00	**Continuation of the group work from before in the** small groups via breakout sessions and working boards
14.00 – 14.15	Coffee break
14.15 – 15.00	**Expert talk**
15.00 -15.10	**Common reflection and end of the first day**

20 April 2021: Day 2 Training Camp

When?	What?
9.45 – 10.00	Zoom room open to join for technical test
10.00 – 10.05	**Welcome and short description of the schedule**
10.05 – 10.30	**Short presentation of the group** work by participants
10.30 – 11.15	**Continuation/completion of the group work**
11.15 – 11.30	Coffee break
11.30 – 12.00	**Presentations of the group work**
12.00 – 13.15	Lunch break
13.15 – 14.00	**Presentations of the group work**
14.00 – 14.10	Coffee break
14.10 – 15.00	**Expert talks**
15.00 – 15.15	**Final reflection of the event and end**

2.5.2. Introduction

Objective: Familiarise the participants with the materials of the project, the schedule of the training camp and their tasks within the group work.

The Zoom room is opened 15 minutes before the official start of the camp so that everyone could check if there are any technical issues.
The introduction to the training camp and the HERITAGE PRO project on the first day aims to give the participants an overview. In a PowerPoint presentation done via screen sharing in the common Zoom room, the organiser explains the schedule and introduces all materials

of the project (Training Modules, Guidelines, Training Kit). It is also explained when and which technical tools and platforms are used and what the tasks are for the participants in the group work.

2.5.3. Get-to-Know Activity "Scavenger Hunt"

Objective: Make participants and moderators within the working group get to know each other as persons and to socialize with each other.

The get-to-know-activity takes place in the small working groups of maximum 8 participants within the breakout sessions in Zoom. The moderators have a central role in this part as it is his/her responsibility to explain the activity to the participants and guide them through it while also keeping the limited time in mind. The activity is prepared by the technical advisor and explained to moderators in a preparatory meeting before the training camp. Its goal is to make participants digitally familiar with each other in a funny and relaxed environment.

Explanation and Description of the Digital Get-to-Know Activity:

Day: 1st day

Time: 10:30 – 11:00 (30 minutes total)

Objectives:

- Know basic information of group participants (position, education, age, country).
- Create an initial bond between group participants.
- Combat shyness and enhance comfort to speak and participate.
- Have fun creating a relaxed and good working environment for formal activities.

TIME BREAKDOWN

Moderator welcome and introduction: 1 minute.
Scavenger Hunt explanation: 2 minutes
Time to perform tasks: 4 minutes
Sharing with everyone: 21 minutes.

1st part: FORMAL INTRODUCTION led by Moderator (1 min)

Moderator welcomes participants and introduces him or herself.

Moderator will share a screen with a basic info presentation (picture, name, position, country).

- ☐ create a PowerPoint presentation to fill in with basic stuff by each moderator (NAME, POSITION, COUNTRY, etc), and a slide with instructions for the activity.

2nd part: SCAVENGER HUNT

Participants will also introduce themselves, but in a more dynamic and fun way!

Description and script: All participants have only 4 minutes to complete a series of tasks that will enable the group to know more about each of them on an adrenaline-fueled activity.

“Now I have presented myself, we are going to know more about each other as workmates of this group we are sharing for the whole workshop. I am going to show you now a slide of tasks you will have to complete in only 4 minutes. So, think sharp and fast and let our scavenger hunt begin!”

[MODERATOR SHARES SCREEN]

Tasks for participants on PPT:

- **Change your Zoom background into a picture of your country of residence.**
- **Take a picture from your window view.**
- **Take a piece of paper and write down your age.**
- **Find an object that represents in some way your current job.**
- **Bring an object that represents your all-time hobby.**

“Time starts now! Leave your audio open and I will let you know each minute that passes by.”

The moderator will keep sharing screen with the list available for everyone to see as they work to complete all tasks.

Moderator has to control time to go along with agenda. No extra time is needed, in any case participants will just speak about that uncompleted task.

Once, the time is up, the exhibition of results will be conducted the following way:

1) COUNTRY (2 minutes). Moderator will check the backgrounds which were changed, trying to grasp if there are coincidences, or pictures that are not clear, to start the presentation:

- “What a diverse college of countries we have!”
- “I see we have many countries present.”
- “We have some coincidences.”
- “Let us say one by one from where we are joining today.”

In case the participant could not do it for technical reasons, just to mention it is OK.

2) WINDOW VIEW (2 minutes). Let us see the surroundings of our group participants today! Bring your mobile close to the camera one by one to show us.

- “Is that your workspace view? How do you find the weather there?”

3) AGE (1 minute). “Can we all raise our sheets with the age?”

4) JOBS (8 minutes / 1 min. per person). From this part onwards, moderator will have to directly speak to each of them to ask for the explanation of the object in relation to their employment status.

- “Let us explore the different job realities we have in our group.”In case they do not speak much: “Why did you choose this object? Which responsibilities do you have in your position? How long have you been working there?”

5) HOBBY (8 minutes / 1 min. per person). This must be conducted the same way as the previous question, one by one, showing the objects and explaining their hobbies.

- “How long have you been practising that hobby? How did it start?”

CLOSURE

“Thanks very much everyone for sharing! Now let us follow the link to the Coffee Break room!” (Link will be provided in the chat).

2.5.4. Group Work and Tasks for Participants

Objectives: Get to know and exemplarily apply the materials of HERITAGE PRO; fulfil the tasks related to each module; enable creative brainstorming for the application of the materials; develop understanding for the importance of interdisciplinary thinking and competences; working together in interdisciplinary teams.

Within the two days of the HERITAGE PRO training camp, there are 3 time slots designated for the group work (Day 1: 11.15 – 12.15 and 13.05 – 14.05; Day 2: 10.30 – 11:15). All in all, the 40 participants are split into 5 working groups of max. 8 participants. Each group is guided by a moderator during the whole group work. These groups are structured along the 5 thematic HERITAGE PRO training modules. The moderators’ tasks are to explain the exercises, to help in case participants need more information and to help structuring the group work in a time efficient way.

Participants are told to perform the different tasks by talking to each other and thinking about it by doing a joint **brainstorming**. It is not necessary for them to find the perfect and detailed solution for each exercise, nor is it obligatory to finish everything perfectly, as these group works are meant to be an exemplary application of the HERITAGE PRO materials and focus on the most important parts of each module.

The communicational focus within the groups is supposed to bring together different experiences and special skills participants already acquired during their education and their

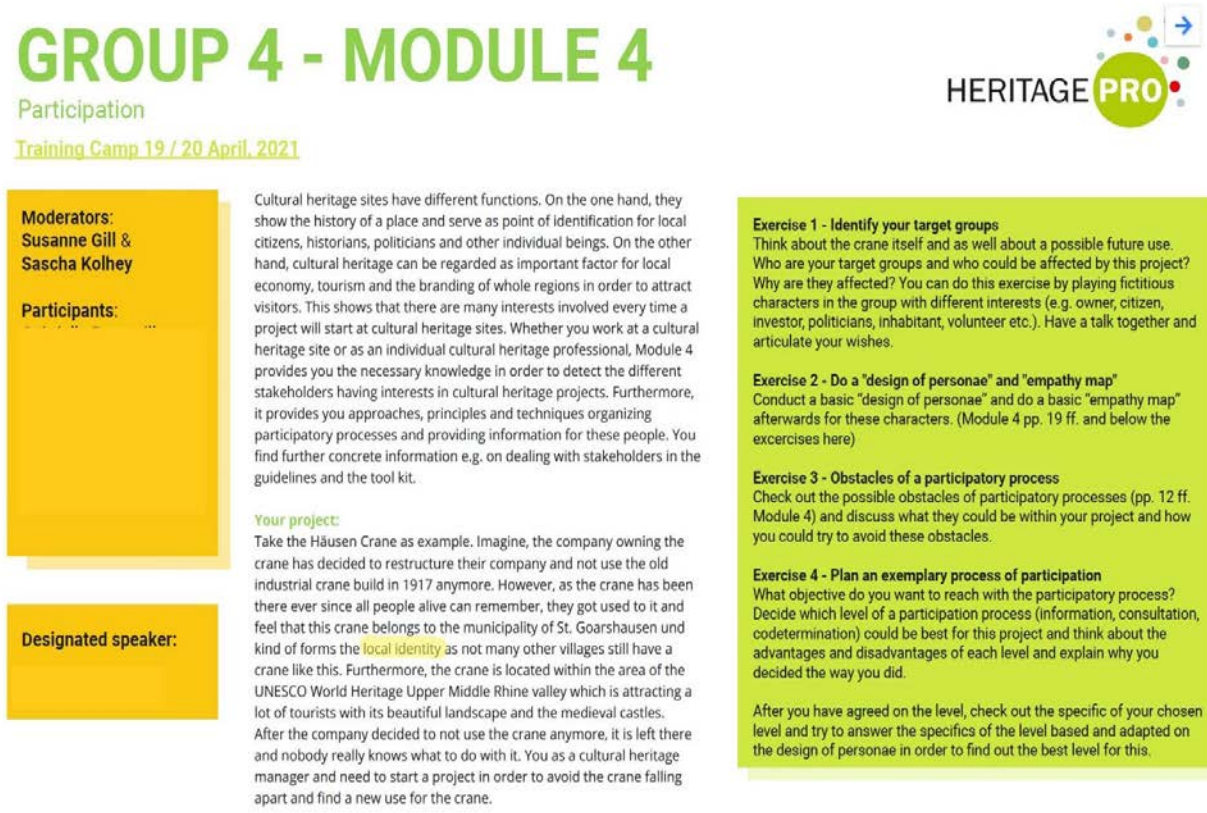
first jobs. Furthermore, it is important to learn from each other and understand the viewpoints and qualifications of the other participants. By working in the MIRO board and communicating in Zoom during the group work, we wanted to give them the opportunity to communicate with each other, while MIRO offered the possibility to structure their work. All tasks for the different groups will be found in the following table.

Exercises for the Working Groups

When the training modules were developed by the HERITAGE PRO partnership team, each partner is responsible for leading the creation of one training module. Developing the exercises for the training camp, each project partner is asked to create exercises for his/her module referring to practical case studies for a possible application. The lead partners were also responsible for moderating the working group according to their expertise.

The five groups were the following:

- Group 1 working on Module 1 **Global Challenges and Opportunities in Cultural Heritage Field**
- Group 2 working on Module 2 **Efficient Team Working and Effective Interdisciplinary Conflict Resolution**
- Group 3 working on Module 3 **Valorisation of Cultural Heritage**
- Group 4 working on Module 4 **Participation**
- Group 5 working on Module 5 **Effective Communication in an Interdisciplinary Environment**



Example of the group work in a working group. (Module 4 on Participation; Screenshot of the MIRO-Board)

Overview of all different group works for each module:

<u>Group Work / Exercises for Module 1: Global Challenges and Opportunities in Cultural Heritage Field</u>

The Project:

The Archaeological Park of Carranque, treasures the remains of a Roman Villa, built in the second half of the 4th century AD. for Materno Cinegio, as it appears in an inscription found in a mosaic. It was discovered by accident in 1983.

The collection of Mosaics of the Villa, makes it one of the most important sets of the Iberian Peninsula, being one of the archaeological jewels of Castilla la Macha. They spread over an area of 600m2 and recreate, the vast majority, mythological themes: characters from the Iliad, representations of Neptune and Animona, Diana and Actaeon, Hylas and the Nymphs, Pyramus and Thisbe, busts of Minerva, Diana and Hercules, etc.

The Archaeological Park allows visitors to travel back in time and learn what life was like at the time in the countryside through one of the most characteristic constructions: the villas.

The Archaeological Park integrates the Interpretation Center within its space. It is a modern building, equipped with all the measures and conditions that favor a better understanding of the

visitors. In it we find the Press and Audio-visual Room, Permanent Exhibition, Didactic Classroom, Room for Temporary Exhibitions, Meeting Room, Shop, Rest Area, ...
In the Permanent Exhibition we find a complete presentation of Roman daily life, the religious and funerary world, as well as the world of archaeology. Audio-visuals, models, explanatory panels, dioramas and representative reproductions of this town and its excavations, place visitors in the historical context of the Roman world.

Exercise 1
As a cultural heritage manager, you are in charge of this archaeological park whose ownership is the City Council, describes which stakeholders are involved, influence or condition its management.
Exercise 2
Identify at least 6 positive impacts that this asset produces for the community: it attracts tourism, generates sustainable development, encourages participation and community integration and full inclusion.
Exercise 3
How do you think you can provide public access and encourage everyone's participation and generate a greater experience and enjoyment of the visit, supporting and providing learning opportunities?
Exercise 4
With which agents would you promote multidisciplinary alliances, support fruitful interactions between different agents of society.
Exercise 5
What could you, as a manager of cultural heritage, do to contribute to the Sustainable Development Goals? Identify at least three of the actions that could help your management achieve any of the SDGs and thus ensure that the work carried out has the greatest possible impact, improving the lives of all.

Summary of Units for Module 1 Global Challenges and Opportunities in Cultural Heritage Field
UNIT 1 – WHAT IS CULTURAL HERITAGE? A CONCEPT THAT INVOLVES A VARIETY OF STAKEHOLDERS

UNIT 2 – WHAT IS RECOGNIZED AS CULTURAL HERITAGE. WHY IS IT VALUABLE

UNIT 3 – GLOBAL CHALLENGES

UNIT 4 – SUSTAINABLE DEVELOPMENT AND CULTURAL HERITAGE

UNIT 5 – CHALLENGES AND OPPORTUNITIES FOR CULTURAL HERITAGE

Group Work / Exercises for Module 2: Efficient Team Working and Effective Interdisciplinary Conflict Resolution

The project

Imagine the following situation: You are the manager of a cultural heritage site and you observe structural damage to your heritage site: there has been repeated water ingress into your cellars due to heavy rainfall in summer and autumn, which has not only led to far too much moisture penetrating the masonry up to the first floor, but has also made it impossible to store materials of an event management company in the cellar rooms. This company is very important for you because the events bring a lot of your annual income. You need the storage space in the cellar because there is no other free space on the site. Until now, water ingress had never been a problem and you are wondering what it could be related to. So you need a root cause identification and a plan to prevent further damage to the building and ensure proper storage of materials.

Exercise 1

Which professionals do you need to bring to the table for this? These people are your interdisciplinary team to advice on the challenges and to cooperate in a solution.

Exercise 2

Now you have identified the members of an interdisciplinary team. This team needs to have clear processes in order to facilitate the common work. Please allocate each member certain roles and responsibilities and indicate the relation between the team members. Define the processes each member needs to fulfil and consider that the team members have different professional backgrounds.

Exercise 3

You have identified the team members; you have allocated roles to each team member and now let us try to identify conflicts: Where could there be conflicts within the team? Can you identify the 5 conflicts which might arise most probably?

Exercise 4

Meanwhile you are another step further: You have the team members and their roles, you have identified the possible conflicts. Now let us have a look at possible risks of your project considering everything which was discussed before.

Summary of Units for <u>Module 2 Efficient Team Working and Effective Interdisciplinary Conflict Resolution</u>

UNIT 1 – HOW TO MEASURE AND GUARANTEE PROJECT SUCCESS BY INTERDISCIPLINARY PROJECT MANAGEMENT

UNIT 2 – HOW TO MODERATE AN INTERDISCIPLINARY TEAM

UNIT 3 – HOW TO COME TO ALTERNATIVES WITHOUT LETTING ANYONE LOSE HIS/HER FACE – CONFLICT SOLVING

UNIT 4 – HOW TO HANDLE UNFORESEEN CHALLENGES FROM OUTSIDE THE TEAM

UNIT 5 – HOW TO MANAGE INTERDISCIPLINARY SUSTAINABILITY

<u>Group Work / Exercises for Module 3: Valorisation of Cultural Heritage</u>

The Project: Valorisation of Häusen Crane (Häusener Kran)

The object and its context: The “Häusen Crane”, built in 1917, is one of the first and one of the biggest electric cranes at the famous river Rhine, built to tranship heavy goods like bricks, coal, sand and grain from ships to trains and to lighten ships in case of low tide. It was decommissioned 1999 and renovated 2020. The crane is situated in the “harbour” of the beautiful wine village St. Goarshausen (1.300 inhabitants) with the castle “Katz”. The famous rock Loreley is part of the municipality. Many skippers lost their ships there because they were deflected by the beauty of “Loreley”. The rock is meanwhile a famous place for big open-air concerts. 4.000 visitors seated and 14.000 visitors standing are possible. St. Goarshausen with Häusen Crane is part of the UNESCO World Heritage Upper Middle Rhine Valley. The valley is characterised by an incredible beauty of the landscape and economically dependent on tourism and partly on wine production. The site of the crane itself is located 45 minutes by car south of Koblenz and 1 hour by car north-west of Wiesbaden, part of the Metropolitan Region “Rhein-Main” with about 4 Mio. inhabitants, including cities like Frankfurt/Rhine, Wiesbaden, Darmstadt and Mainz.

Figure 1: Häusen Crane, in the background the famous rock “Loreley”

Technical data of the crane:

- Load capacity (Tragkraft): 8 t
- Counterweight (Gegengewicht): 48 t
- Projection (Ausladung): 25 m
- Portal height (Portalhöhe): ca. 6 m
- Length of the crane runway (Länge der Kranbahn): ca. 150 m

Before it was decommissioned, the crane was moved to the upstream end of its crane runway, where it still stands today. In addition to the crane itself, there are also some troughs, tongs and grabs used for loading operations in the bank area. The crane and the ground are property of the

Development Agency Rhineland Palatinate (Entwicklungsargentur Rheinland-Pfalz e.V.) – an organisation of the governmental sector.

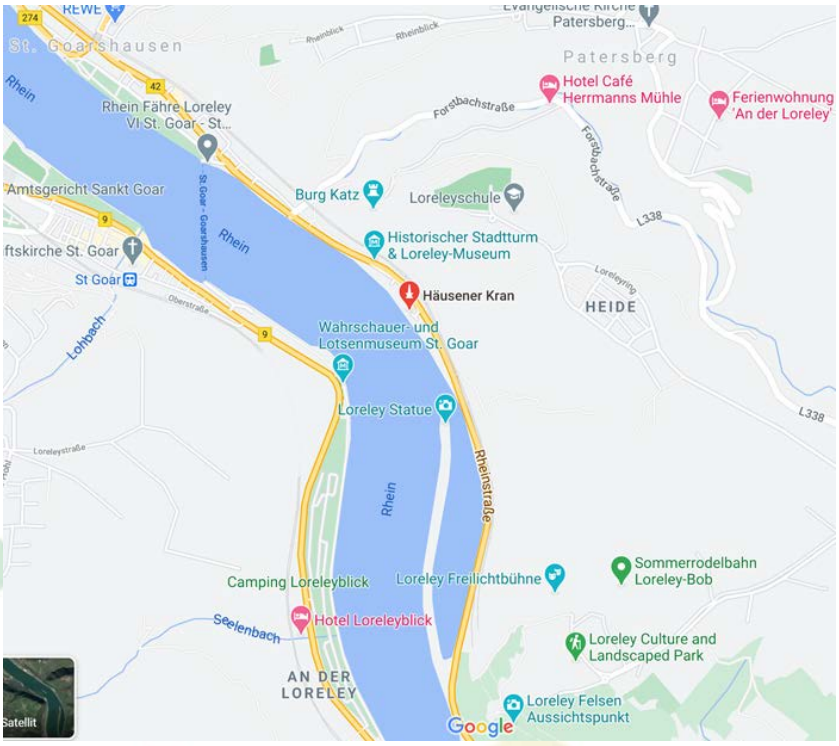


Figure 2: location of the Häusen Crane and the surroundings

The task of your group:

Develop ideas for the valorisation of the Häusen Crane. Please respect the "Most important aspects of Module 3 - Valorisation of Cultural Heritage", especially:

- an appropriate use as best way to protect a monuments
- the pentagon with five dimensions of public interest for the valorisations
- the fact that tourism is a cluster business
- the importance of an interdisciplinary team with different capabilities to develop creative ideas.

Work with alternatives and roughly valorise the ideas using the pentagon with five dimensions of public interest.

Document your ideas and the rough valorisation.

Summary of Units for Module 3 Valorisation of Cultural Heritage

UNIT 1 – UNDERSTANDING THE TERM "VALORISATION"

UNIT 2 – ABOUT ECONOMY AND CULTURAL HERITAGE

UNIT 3 VALORISATION OF CH – - THE CONCEPT OF APPROPRIATE USE

UNIT 4 SUCCESS FACTORS - THE RIGHT PLAYERS "AROUND THE TABLE"

Group Work / Exercises for Module 4: Participation

Cultural heritage sites have different functions. On the one hand, they show the history of a place and serve as point of identification for local citizens, historians, politicians and other individual beings. On the other hand, cultural heritage can be regarded as important factor for local economy, tourism and the branding of whole regions in order to attract visitors. This shows that there are many interests involved every time a project will start at cultural heritage sites. Whether you work at a cultural heritage site or as an individual cultural HERITAGE PROfessional, Module 4 provides you the necessary knowledge in order to detect the different stakeholders having interests in cultural HERITAGE PROjects. Furthermore, it provides you approaches, principles and techniques organizing participatory processes and providing information for these people. You find further concrete information e. g. on dealing with stakeholders in the guidelines and the tool kit.

Your project

Take the Häusen Crane as example. Imagine, the company owning the crane has decided to restructure their company and not use the old industrial crane build in 1917 anymore. However, as the crane has been there ever since all people living there can remember, they got used to it and feel that this crane belongs to the municipality of St. Goarshausen und kind of forms the local identity as not many other villages still have a crane like this. Furthermore, the crane is located within the area of the UNESCO World Heritage Upper Middle Rhine valley which is attracting a lot of tourists with its beautiful landscape and the medieval castles.

After the company decided to not use the crane anymore, it is left there and nobody really knows what to do with it. You as a cultural heritage manager and need to start a project in order to avoid the crane falling apart and find a new use for the crane.

Exercise 1 Identify Your Target Groups

Think about the crane itself and as well about a possible future use. Who are your target groups and who could be affected by this project? Why are they affected? You can do this exercise by playing fictitious characters in the group with different interests (e. g. owner, citizen, investor, politicians, inhabitant, volunteer etc.). Have a talk together and articulate your wishes.

Exercise 2 Do a “Design of Personae” and “Empathy Map”

Conduct a basic “design of personae” and do a basic “empathy map” afterwards for these characters. (Module 4 pp. 19 ff. and below the exercises here)

Exercise 3 Obstacles of a Participatory Process

Check out the possible obstacles of participatory processes (pp. 12 ff. Module 4) and discuss what they could be within your project and how you could try to avoid these obstacles.

Exercise 4 Plan an Exemplary Process of Participation.

What objective do you want to reach with the participatory process? Decide which level of a participation process (information, consultation, codetermination) could be best for this project and think about the advantages and disadvantages of each level and explain why you decided the way you did.

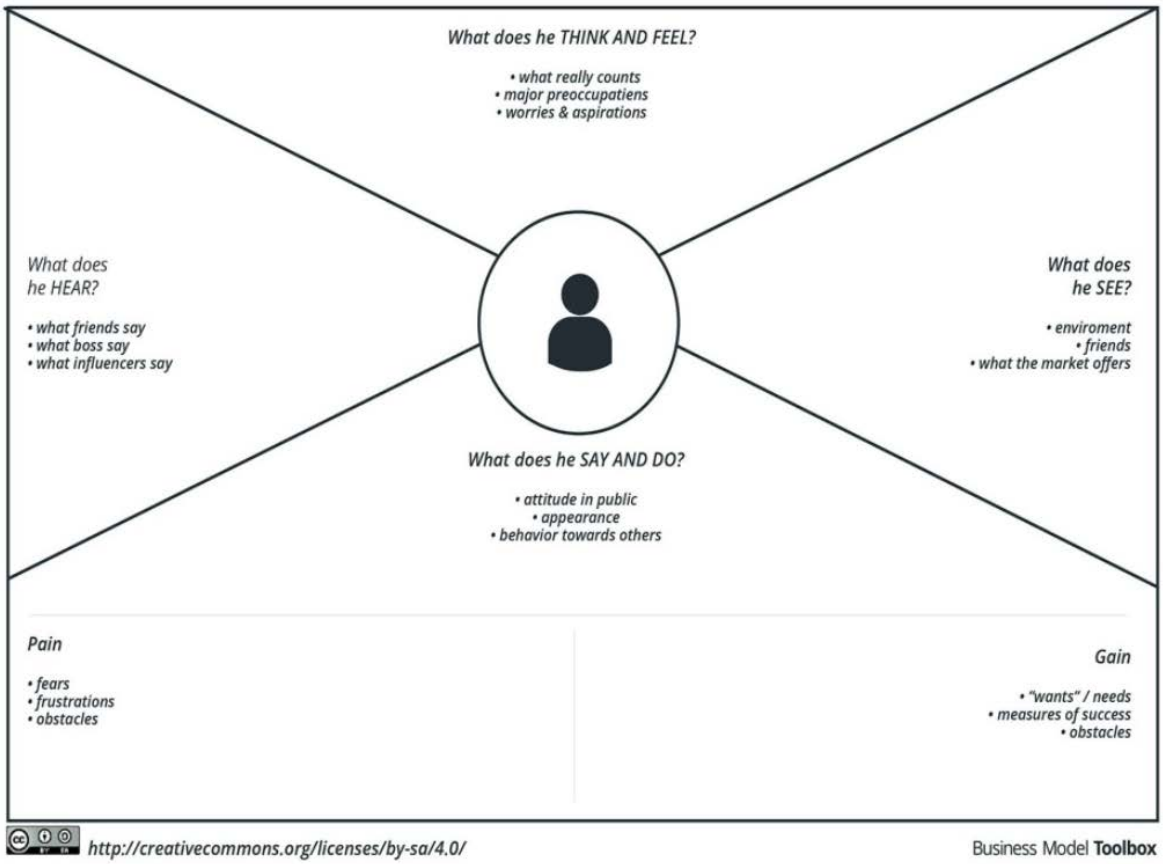
After you have agreed on the level, check out the specific of your chosen level and try to answer the specifics of the level based and adapted on the design of personae in order to find out the best level for this.

Design of Personae:

	WHAT TO INCLUDE	WHY
PICTURE	Draw a picture or get some photograph of a real person that looks like your fictional character.	To keep in mind that it is precisely this person the one that you are describing and analysing.
NAME	Give a name to your persona.	To feel empathy towards your fictional character.
TARGET GROUP	Try to work out which target group your persona belongs to. Remember that you cannot address each of your engagement and communication actions to every person in the audience, so better if you identify groups with homogenous characteristics.	To check that the persona that you are profiling is indeed representative of a given group. Not to lose the scope and to remember that your fictional character should not be too singular (too perfect, too imperfect, too engaged, too disengaged, etc.).
WHO I AM	Think whether if it is a man or a woman, how old, occupation, place where he/she lives, nationality,	This will enable you to anchor some of the characteristics that will determine other gaps.

	ethnic origin, level of education, health condition, etc.	Moreover, this first general description gives you the first hint / warning whether if you are describing a person which is too exceptional or not.
MY PERSONALITY	Define here the most prominent personality traits of your new friend. You can use the big-5-approach: *Openness to experience* (*inventive/curious* vs. *consistent/cautious*) *Conscientiousness* (*efficient/organized* vs. *easy-going/careless*) *Extraversion* (*outgoing/energetic* vs. *solitary/reserved*) *Agreeableness* (*friendly/compassionate* vs. *challenging/detached*) *Neuroticism* (*sensitive/nervous* vs. *secure/confident*).	Our personality determines our attitudes and behaviours. The participatory process should anticipate ways of engaging, communicating accordingly. For instance, there might be big differences in terms of the creation of physical and virtual spaces for communication and of the way of moderating discussions or curating content.
MY SKILLS	Give a detailed description of what the persona can do and how. Try to identify hard skills and competences, and also soft skills.	To better know about the capacities that this person can bring to our organization. To better know how we have to interact, communicate with him/her.
MY DREAMS	This person will have some aspirations. What he/she strives for.	This will be an important hook to attract people and also not to deceive them.
MY SOCIAL BACKGROUND	Family environment, social class, who this person knows, how he/she interacts with others in leisure time, clubs and associations.	This determines the social capital of our persona and also the people that we can indirectly reach.
3 REASONS WHY I WOULD LIKE TO GET ENGAGED WITH YOU	List 3 reasons for the persona to want to get engaged, meaning which would be his/her gains.	This way, you will explicitly address some of his/her motivations and the drivers of his/her behaviour.

Empathy Map:



Source: Business Model Toolbox, https://bmtoolbox.net/wp-content/uploads/2016/06/EmpathyMap.jpg

Summary of Units for Module 4 Participation

UNIT 1 – PARTICIPATORY APPROACH MODELS

UNIT 2 – TOOLS AND APPROACHES TO IDENTIFY TARGET GROUPS

UNIT 3 – INCLUSION OF VOLUNTEERS

UNIT 4 – METHODS FOR ORGANIZING PARTICIPATION AND ASSESSMENT OF THE SUCCESS OF THE PARTICIPATORY PROCESS

UNIT 5 – PROVIDING TARGETED INFORMATION

Group Work / Exercises for Module 5: Effective Communication in an Interdisciplinary Environment

Whether you work at a cultural heritage site or as an individual cultural HERITAGE PROfessional, Module 5 provides with interdisciplinary competences, skills and tools for you to be able to effectively communicate internally and externally for the preservation and valorisation of cultural

heritage. In this context, valorisation is understood as an approach which considers cultural, historic, economic, social, ecological and environmental aspects as described and explained in previous modules of this training scheme. As you have probably already experienced, communication does not automatically mean understanding. This is even more the case in interdisciplinary teams and in communication with external persons like volunteer groups and citizens' action groups.

Exercise 1 Watch and Reflect

Watch this TED Talk on "Cultural Heritage: a basic human need" by Sada Mire at TEDxEuston: https://www.youtube.com/watch?v=V4UQYem6Dvc

- Which of the sensitive communication techniques is the speaker putting in place?
- Can you identify some "does or don'ts" or things to be improved?

As a group, watch the video together and then debate about the proposed questions.

Exercise 2 Analyse a social media campaign

In this exercise, we propose you to analyse a social media campaign for advocating on cultural heritage. More specifically, we ask you to have a look at a specific hashtag:

- Choose one of the following hashtags and search for it across social media:
- #Unite4heritage
- #EuropeanDayConservationRestoration
- #EuropeforCulture
- Identify the types of actors involved in this campaign
- Learn more about the campaign: who is promoting this campaign, what are their goals, etc.?
- What kind of messages does this hashtag include?
- Can you contribute to this campaign in a meaningful way? If so, what message(s) would you like to convey?
- Draft a couple of social media posts as an example

If you are doing this exercise in a group, you can divide the different social media: Twitter, Facebook, Instagram, etc., and then share the observations to try to identify the specifics for each one of them with regard to this campaign in particular.

Summary of Units for <u>Module 5 Effective Communication in an Interdisciplinary Environment</u>

UNIT 1 – SENSITIVE COMMUNICATION

UNIT 2 – (TECHNICAL) WRITING ON CULTURAL HERITAGE

UNIT 3 – DESIGNING AND IMPLEMENTING A DISSEMINATION STRATEGY

UNIT 4 – STORYTELLING FOR COMMUNICATING CULTURAL HERITAGE PRESERVATION

UNIT 5 – ADVOCATING FOR CULTURAL HERITAGE

2.5.5. Expert Talks

Objective

The expert talks form the afternoon session of the digital training camp and are supposed to give participants insights on practical issues of heritage conservation and preservation as well as offering them the possibility to digitally network with European experts of the cultural heritage sector. The experts start with introducing themselves, their career and work experiences as well as presenting job opportunities and challenges in their professional field. After the presentation, the participants have the opportunity to discuss with the experts their questions related to cultural heritage conservation and preservation.

Beforehand, the experts are asked to focus on the following points during their presentation:

- What are the current challenges in your field of heritage preservation and conservation? How are you tackling these challenges?
- What are the major changes you personally have observed in the field of cultural heritage management in the past years? Which factors became more important? Which factors became less important?
- What role plays the preservation and conservation of cultural heritage for a sustainable economic development? What good examples do exist?
- What do you think are the challenges especially for young people in your professional field? What can young professionals do to tackle these challenges?
- What job opportunities exist in your professional field for young people? What are, from your point of view, the most important qualifications that young people should have to enter a career in your professional field?
- How could young people become interested in working in your field and find a way into the sector?
- What will be the new big challenges resulting from the pandemic for your field of work? What could possible ways look like to find a solution?
- What factors do you think will play a crucial role in the preservation and conservation of cultural heritage in the coming 5 – 15 years? How can young professionals be prepared for these challenges?
- If you could turn back time, are there any things you would change in your professional career? If yes, why?

- Are international experiences an important role for careers in the field of cultural heritage?

2.5.6. Presentations of the Working Groups

Objective: Present work results to all participants of other working groups; feedback round.

On the second day, there are two slots for the presentations of the results of the group work. At the beginning of that day, there is a short presentation of up to 5 minutes in order to present to all groups the results so far developed during the brainstorming sessions on the first day and to explain what is left to do. This small summary is supposed to serve as an orientation for all groups in order to enable a good start into the group work of the second day.

In another presentation after the group work is finished, each group has up to 15 minutes to present all ideas and results to the other groups and to explain what their initial task is. The presenters are able to share his/her screen and show their MIRO board to the other participants. The other participants are also able to join the group's MIRO board and have a look at what the other groups developed.

2.5.7. Breaks

Objective: Keep participants motivated and relaxed; avoid digital exhaustion.

It is important to offer enough breaks during digital events as digital work tends to be exhausting. After a maximum of 90 minutes, there are coffee breaks foreseen at the HERITAGE PRO training camp. During these breaks, the rooms in Wonder.me are open and participants are free to join these rooms or not. In all rooms, they have the possibility to socialize in a digital way and talk to each other on various things off topic. A lot of participants can take this chance and get into contact with people from all over Europe!

2.6. Moderators

A general recommendation for digital events and small group work is that each group should not consist of more than 8 participants and each group needs a moderator/facilitator. This recommendation should be considered in any case, as it makes it easier for participants and moderators to achieve a common goal, such as completing the tasks of the training camp. In the HERITAGE PRO training camp, each partner was responsible for the creation of one module. Moderators are accordingly assigned to the groups focusing on their respective module in order to give further instructions and help in case participants need more information. In order to prepare the moderators for their role they receive several preparations before the training camp such as a guideline and a technical preparatory meeting.

2.6.1. Preparatory Document for Moderators

Moderators receive a guideline comparable to the document for participants including a detailed schedule with all important links, more information on their roles, tasks and a FAQ. Furthermore, the guideline as preparatory document for moderators lists once again the task for all the different groups and moderators should receive all the documents the participants receive as well. It is important that moderators know on what level of knowledge participants are.

FAQ for Moderators Included in the Guideline:

When Exactly are Moderators Needed?

- Moderators are needed on Day 1 here:
  - Get-to-know-activity: 10.20 – 11.00 a.m.
  - Group work: 11.15 a.m.– 12.15 p.m.
  - Group work: 13.00 p.m. – 14.00 p.m.
- Moderators are needed on Day 2 here:
  - Group work: 10.20 a.m.– 11.15 a.m.
  - Presentations of the group work (recommended): 11.30 a.m. – 12.00 p.m. and 13.15 p.m. – 14.00 p.m.

- However, you are free to join all points of the training camp!

What is the Role of the Moderator at the Get-to-Know-Activity?

- The moderator has to explain the get-to-know activity and moderate it according to the technical test on April 15. They have the PPT opened and explain the tasks.

What Technical Platforms Will Be Used for the Training Camp?

- The main tool for communicating will be Zoom. The expert talks as well as the group work and the get to know activity will happen in Zoom.

What is the General Role of the Moderator?

- **For the Get-to-Know-Activity:**
  - Explain it to participants and moderate it.
- **For the Group Work:**
  - Explain the tasks, let them know to also check the guidelines or the tool kit
  - Have an eye so that all participants are included and more quiet persons feel encouraged to speak as well.

What Should Moderators Do If They Have a Technical Problem?

- Write a message in the WhatsApp-Group for moderators of the training camp and Juan Manuel Hegedüs-Gravina or Sascha Kolhey will contact you in order to find a solution!

Facts:
There are 5 groups with up to 8 participants. Each group works on one training module and the exercises given for the module. All in all, within the two days of the HERITAGE PRO training camp, there will be 3 time slots designated for the group work within your working group (Day 1: 11.15 – 12.15 and 13.00 – 14.00; Day 2: 10.30 – 11:15).
Before the group work starts on day 1, there will be a get-to-know-activity within the working groups which is facilitated by the moderator.

Overview of Links for the Moderators Included in the Guideline:

Technical Testrun for Moderators on April 15, 10am – 11am.
Link for the Zoom-Meeting (Training camp):

- **Day 1, April 19:** >ENTER LINK<
- **DAY 2, April 20:** >ENTER LINK<

Link for Wonder Me (Coffee breaks) □ Same Links for both days:

- **COFFEE BREAK 1**: >ENTER LINK<
- **LUNCH BREAK:** >ENTER LINK<
- **COFFEE BREAK 2**: >ENTER LINK<

All Links to the MIRO group work boards:

- GROUP 1: >ENTER LINK<
- GROUP 2: >ENTER LINK<
- GROUP 3: >ENTER LINK<
- GROUP 4: >ENTER LINK<
- GROUP 5: >ENTER LINK<

Link Feedback Board Day 1: >ENTER LINK<
Link Feedback Board Day 2: >ENTER LINK<

Outputs HERITAGE PRO
Modules:

- Module 1: >ENTER LINK<
- Module 2: >ENTER LINK<
- Module 3: >ENTER LINK<
- Module 4: >ENTER LINK<
- Module 5: >ENTER LINK<

Guidelines: >ENTER LINK<
Training Kit: >ENTER LINK<
Links to the training camp playlist (YouTube):

- TO START: >ENTER LINK<

- FULL VIEW: >ENTER LINK<

2.6.2. Preparatory Meeting for Moderators

The technical tools used in the digital HERITAGE PRO training camp are also new instruments for most of the moderators. This is why there should be a preparatory meeting for technical and organisational matters with the moderators a few days before the training camp. Moderators received their preparatory documents before the meeting so they have the opportunity to work through the schedule and prepare any questions, if necessary.

The aim of this preparatory meeting is to give the moderators an overview of the training schedule, their roles/responsibilities and a technical introduction specifically to MIRO. The technical facilitator explained all important functions of MIRO to the moderators and everybody has the possibility of trying out the various features (sticky notes etc.) needed for the group work of the training camp. The moderators are able to address any question they might have had. All connections with Zoom and Wonder.me are also tested.

The following aspects are considered with regard to the role of the moderators:

- Explaining the schedule of the training camp
- Explaining the role of the moderators in the Get-To-Know-Activity
- Explaining the role of the moderators for the group work

The role of the moderators in the Get-To-Know-Activity is to keep explaining the Scavenger Hunt to the participants and guide through it with the help of a PowerPoint-Presentation containing all important instructions. Furthermore, the moderators are supposed to always keep an eye on the time limit, comment on the results of the participants and to create a warm and welcoming atmosphere.

During the group work, the moderators explain the exercises according to their own module, guide participants through the group work and make sure that, for example, quieter people felt encouraged to speak. The moderators gave hints and tips on where to look in the different outputs and explained unclear aspects that might occur. As timing is an important factor in digital meetings, the moderators have to make sure that the group work does not get bogged down and that the scheduled time slots are respected.

3. The Heritage-Pro partnership: An interdisciplinary team for skills development in cultural heritage preservation

HERITAGE-PRO is an Erasmus+ initiative of six European partners from five countries who strive to answer to the continuing call for interdisciplinary training for professionals of different disciplines towards sustainable management and preservation of cultural heritage.

The **HERITAGE-PRO** website https://heritage-pro.eu/ provides you with further information and updates. Please feel free to browse through the pages and benefit from information and training material alike.

HERITAGE-PRO was implemented by a partnership of six European institutions, companies and networks from Germany, Spain, Austria, Sweden and Belgium, all of which are active in vocational training for the preservation of cultural heritage. These institutions have cooperatively developed this vocational training scheme, which closes the gap of interdisciplinary training in the field.

- **Kultur und Arbeit e.V. – Bad Mergentheim / Germany (Coordinator)**
  www.kultur-und-arbeit.de
- **Restrade – Höganäs – Sweden**
  www.restrade.se
- **Asociación Española de Gestores de Patrimonio Cultural (AEGPC) – Madrid / Spain**
  www.aegpc.org
- **European Network on Cultural Management and Policy (ENCATC) – Brussels / Belgium**
  www.encatc.org
- **Institut für immobilienwirtschaftliche Forschung (IPRE) –Vienna / Austria**
  www.ipre.at
- **Entwicklungsagentur Rheinland-Pfalz – Mainz / Germany**
  https://ea-rlp.de/

4. Acknowledgments

The HERITAGE-PRO team is very proud that the following European experts have accepted the invitation to the Advisory Board of the project. They and their institutions are associated partners to the project.

More information on their work, achievements, and ambitions can be found here: https://heritage-pro.eu/about/advisory-board/

Germany

- Mrs **Patricia Alberth**, head of the World Heritage Office of the City of Bamberg
- Mr **Thomas Metz**, director of the General Directorate for Cultural Heritage of Rhineland-Palatinate
- Mr **Frank Sprenger**, head of the Centre for Conservation and Monument Conservation of the Koblenz Chamber of Crafts
- Mr **Titus Köckel**, PhD, head of Unit Promotion of the Trades, German Confederation of Skilled Crafts and Small Businesses
- Mrs **Ursula Fuhrer**, conservator, lecturer, former head of the conservation department at the German Historical Museum in Berlin.

France

- Ms **Claire Giraud Labalte**, heritage expert, art historian and professor emeritus, member of ENCATC/Alliance 3.3, president of Le Pôle du patrimoine en Pays de la Loire and president of the association Territoires imaginaires

Sweden

- Ms **Rebecka Nolmard**, director-general, Swedish Ministry of Culture
- Mr **Gunnar Almevik**, PhD, professor at Gothenburg University, Department of Conservation

Spain

- Mr **Carlos Romero** Moragas, archaeologist and cultural manager, **head of the Centre for Training and Dissemination at the Andalusian Institute of Historic Heritage** (IAPH) in Seville
- Mr **Gabriel Morate Martin**, **director of the Spanish Historic Heritage Preservation Program at MonteMadrid Foundation**, member of the Executive Board of Hispania Nostra and the Spanish Association of the Friends of the Castles (Head of the Technical Department), editor of the “Monumentos Restaurados” (Restored Monuments) publication series

Norway

- **Mr Terje M. Nypan,** technical director at Riksantikvaren (Norwegian Directorate for Cultural Heritage)

As of August 31st, 2021