

TAKING  
**COOPERATION**  
FORWARD



International Online Webinar: Challenges in Heritage Management  
Rijeka | 14 October 2020



**YOUR STRENGTH LIES IN KNOWLEDGE**



ForHeritage | RRA LUR | Nataša Mršol

## The aim of the Guidelines:

- To answer the question „How to organise a successful training for better management in the Cultural Heritage sector?“
- To provide practical information & some hints about organization of training sessions for (better) cultural heritage management for various target groups.

## Based on:

- ✓ The existing workshops and training materials from FORGET HERITAGE, RESTAURA & IFISE projects
- ✓ Elements from other sources

## Importance of training in cultural heritage sector:

- ✓ LLL is a must for successful work (development of our own competencies in various fields of work).
- ✓ Constant up-date about novelties contributes to more effective day-to-day MGMT & financing of heritage sites.



## Selected methods for preparation of the Guidelines:

- After action review (evaluation and lessons learned after completion of projects => questions sent to FORGET HERITAGE, RESTAURA and IFISE partners)
- Experience capture (review => what can be done better next time)
- Brainstorming (with the whole ForHeritage project team)
- Learning & idea capture (internal communication with documents authors)
- Up-dates of the Guidelines - upon receipt feedback & suggestions of various stakeholders

⇒ GUIDELINES NEEDED

⇒ User friendly, clear, based on practical experiences (lessons learned) with some good tips and/or recommendations



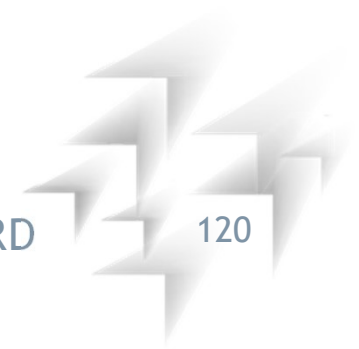
## Main stages & key activities for efficient preparation, implementation and evaluation of a training programme

- As a successful training programme depends not only on the quality of training provided, but also on the planning phase, the whole process is divided in the following phases:
  1. PRE-EVENT ACTIVITIES (Preparation)
  2. ACTIVITIES ON THE DAY (Implementation)
  3. POST EVENT ACTIVITIES (Evaluation)



# PRE-EVENT ACTIVITIES (PREPARATION)

- Form an organising team & draw a timeline (size => size of the event)
- Initial expectations (objectives, themes, experts, methods of work, training groups, challenges & barriers, date & location, budget)
- Identification of training needs (online Qs, focus or WS groups, interviews)
- Definition of training goals (what knowledge, which skills)
- Training programme development (specific training solutions & methods chosen based on contents, needs of TG & foreseen no. of participants)
- Promotion of a training programme (mail, website, posters, flyers, ads)
- Training materials (copies, brochure, pdf/online training, ppt handouts)
- Instructors, mentors, trainers (good knowledge & experiences, attractive & engaging way of presentation, usage of modern tr. tools)
- Equipment needed
- Evaluation (decision on a method & tool)



# ACTIVITIES ON THE DAY (IMPLEMENTATION)

- Set up the venue (room, materials, list of participants, equipment)
- Implementation of training activities - various methods/depending on the purpose of the training => flexible & ready for changes on the spot
- Photo documentation of the event



Photos 1, 2: Workshops within the Forget Heritage project, Ljubljana, 2018. Source: Archive of RRA LUR.



# POST-EVENT ACTIVITIES (EVALUATION)

- Evaluation (with your organizing team, participants & trainers)

| Table 8: MAIN ISSUES RELEVANT TO THE TRAINING EVALUATION                            |  |
|---|--|
| <b>Participants' reaction to the training</b>                                       | <ul style="list-style-type: none"> <li>• How do the participants evaluate the training?</li> <li>• Was it carried out efficiently?</li> <li>• What is the opinion of the participants about the trainers?</li> <li>• How do participants assess the usefulness of the training?</li> <li>• Strengths and weaknesses of training in the participants' opinion.</li> </ul> |
| <b>Learning outcomes - knowledge and skills (acquired competences)</b>              | <ul style="list-style-type: none"> <li>• What knowledge and skills have been mastered by the participants of the training?</li> <li>• Do the training participants assess the practical dimension of the training positively in terms of their tasks, challenges, and planned activities?</li> </ul>   |
| <b>Assessment of the implementation of acquired competences (results in action)</b> | <ul style="list-style-type: none"> <li>• Do the training participants use the competences acquired during the training in their practical activities related to the implementation of an undertaking/ project?</li> </ul>  |
| <b>Trainer's evaluation</b>   | <ul style="list-style-type: none"> <li>• What changes can be made to the training program?</li> <li>• What was a good solution and what turned out to be ineffective or problematic?</li> <li>• What is the trainer's opinion about the training group?</li> </ul>   |

Source: Forget Heritage project: Deliverable D.T2.2.1 - Transnational Training Model for Historical Sites Management, May 2018



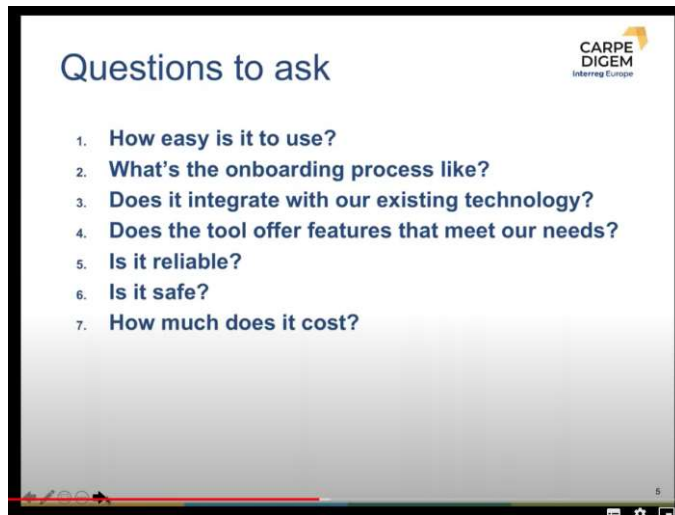
Suggestions, recommendations, guidance, tips on online tools & technical issues were given in 2 webinars organised by Joint Secretariat of Interreg Europe programme:

- 25 March 2020: <https://www.interregeurope.eu/news-and-events/news/8119/watch-our-webinar-on-online-meetings/>
- 12 May 2020: [https://www.interregeurope.eu/news-and-events/news/8523/tips-for-your-next-online-project-meeting/?no\\_cache=1&cHash=74565d50df57bc2ed7b996b624f1cd01](https://www.interregeurope.eu/news-and-events/news/8523/tips-for-your-next-online-project-meeting/?no_cache=1&cHash=74565d50df57bc2ed7b996b624f1cd01)
- A list of possible tools for online meetings and webinars, collaboration work and interactivity:  
[https://docs.google.com/spreadsheets/d/12v88UF5fO4eRmhRJIwaW8xtkV2q\\_tAAcNljO6GOhttpo/edit#gid=0](https://docs.google.com/spreadsheets/d/12v88UF5fO4eRmhRJIwaW8xtkV2q_tAAcNljO6GOhttpo/edit#gid=0)
- A list of online tools prepared by the University of Ljubljana, Faculty of Electrical Engineering, a partner in the CARPE DIGEM project (May 2020):  
<https://4pdih.com/en/remote-productivity/>





Questions to be answered before choosing a corresponding tool (CARPE DIGEM Project):



**Questions to ask**

1. How easy is it to use?
2. What's the onboarding process like?
3. Does it integrate with our existing technology?
4. Does the tool offer features that meet our needs?
5. Is it reliable?
6. Is it safe?
7. How much does it cost?

CARPE DIGEM  
Interreg Europe

The Webinar design in 5 steps (Webinar as of 25 March 2020):



**Webinar design in 5 steps**

1. Formulate three key messages
2. Make a simple sticky note story board/ script
3. Ask yourself "So What"
4. Write your magical intro sentence
5. Design interaction

Poznejšio... Sku



## Good practices:

- Trainings to be led by professionals in their field
- Beginner & advanced level of trainings (not division by target groups)
- A combination of theoretical introduction with many practical information, inspiring examples
- Organisation of modular trainings, when possible => several sessions/module provides more flexibility to participants (beginners or advanced level)

## Less in favour (based on reviewed projects):

- Timing is important (avoid time before public holidays/holiday season, check if major events in the industry/sector may be organised etc.)
- A great fear of applying PPP still exists in local communities => destigmatisation of PPP as a corruptive activity is necessary.



Lessons learned (common denominator equals good practices) - specifics:

- Benefit of transnational cooperation, but adapted to local legal environment
- Crucial to raise awareness among SMEs about beneficial potential of CH
- PA staff (owners of CH buildings), CCI operators & Pilot Managers learned each other's „language“ & got deeper understanding of each other's needs
- An array of topics of day-to-day management of CH sites => necessary to set the basis for future entrepreneurship activities
- Lots of efforts & time needed for:
  - public procurement processes
  - Planning a customised pilot training on Financial Instruments (FIs)
- Banking solutions provide no adequate response to specific financial needs of social enterprises (risk, return, impact); similar in CCI sector
- Challenges: build common terminology, share the same meaning & facilitate a dialogue between PA & financial intermediaries => prepare the ground for common understanding



## Possible implementation issues:

- ForHeritage tools about financial instruments (FIs) for heritage & impact assessment of culture heritage projects will clarify to what extent the FIs can be used in the CH sector
- Similar challenges in the social & CH sector (lack of public money for investments & the need to use public money to leverage private financial sources) => innovative financial schemes needed also in CH sector



# PRACTICAL TIPS

|                                 |  |
|---------------------------------|--|
| <b>FORMAT</b>                   | <p>Training sessions or a modular approach</p> <p>Stand-alone modules</p> <p>The use of stand-alone interlinked modules allows a deep dive into the thematic and a greater flexibility to the participants to customize the training according to their background knowledge and interest.</p>   |
| <b>SCHEDULE</b>                 | <ul style="list-style-type: none"> <li>• Min: 2 days/module or 4h/training session/day</li> <li>• Max: 3 days/module or 6h/training session/day</li> </ul>   |
| <b>PARTICIPANTS</b>             | 15 - 30 max  |
| <b>LOCATION &amp; EQUIPMENT</b> | <ul style="list-style-type: none"> <li>• U-shaped room or round tables to foster interaction &amp; allow parallel workshops</li> <li>• PC or laptop, projector, screen &amp; pointer, microphones, perhaps video camera</li> <li>• White- &amp; blackboard, pens &amp; paper, flip chart &amp; markers, post-it notes etc.</li> <li>• Wi-Fi connection</li> </ul>  |
| <b>TRAINING PROVIDERS</b>       | <p>The main characteristics, that training providers should have, are:</p> <ul style="list-style-type: none"> <li>• Experiences in delivering training &amp; courses</li> <li>• Knowledge of various aspects &amp; players within the identified theme, be able to present topics in an attractive &amp; engaging way &amp; use modern training tools</li> <li>• Possibility to activate international speakers within their network</li> </ul> <p>During the training, the chosen provider should envision an in-class tutor to connect different interventions and wrap-up the main conclusions.</p> |
| <b>SPEAKERS</b>                 | <p>Different profile of speakers should be envisaged according to the content:</p> <ul style="list-style-type: none"> <li>• an expert (or more, if needed) from academic or relevant public/private institutions to prepare an introduction to the topic and discuss in the context</li> <li>• practitioners, based on training contents</li> <li>• “testimonials” presenting their own cases</li> <li>• representatives from European and international institutions, when applicable</li> </ul>  |
| <b>FOCUS</b>                    | Combine two dimensions:  |
|                                 | <ul style="list-style-type: none"> <li>• international to provide inspiration and networking at a broader level</li> <li>• national and regional, to provide insights for implementing suitable FIs better aligned with local context</li> </ul>   |



# THANK YOU FOR YOUR ATTENTION



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