The transmission of cultural heritage values.

Handbook for the organisation of training activities on cultural heritage innovative management
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Handbook for the organisation of training activities on cultural heritage innovative management
Dear reader, the text of this handbook is a description of strategies and actions for the organisation of teaching activities on cultural heritage innovative management. The paragraphs or sentences in Italic between inverted commas refer to direct contributions (suggestions, techniques, strategies, actions, etc.) deriving from the experience developed during the HerMan European project.
**Handbook structure / Index**

- General introduction to HerMan project
- General introduction to the goals of the Handbook
- Start-up activities for the organization of the Training Course
- How to develop the Themes of the Training Courses and Teaching Modules
- Training material
- Methods of training
- Trainers
- Dissemination and communication of the curricula and TC
- Conclusion
- Annex

**General introduction to HerMan project**

HerMan - Moving from Conservation to Management is the acronym of “Management of Cultural Heritage in the Central Europe Area” and it is a project that intends to intensify the attractiveness and the competitiveness of the Central Europe area through a sustainable use of the cultural heritage.

The project partners have defined three main objectives to reach the principal goal of improving the management and the valorisation of their cultural heritage:

1. to jointly develop and test management strategies, models, procedures and financial schemes
2. to identify, adapt and create innovative services and functions for underexploited cultural heritage assets (tools for the protection and promotion of the assets)
3. to strengthen management capacities of the partner organisations

The HerMan project combines five work packages matching five specific topics:

**Work Package 1** concerns the management of the project. The Lead Partner is responsible for the supervision of all activities undertaken within HerMan. More specifically, it deals with the start-up, the project coordination but also with the
monitoring and the financial management.

**Work Package 2** deals with the external communication of the project. It ensures a wide promotion of its results and progress through a range of communication tools.

**Work Package 3** focuses on elaboration of Cultural Heritage Management Models.

**Work Package 4** intends to create innovative services to promote cultural heritage assets.

**Work Package 5** concerns the management capacities of the partners’ staff. Cultural management courses and Staff exchanges are organized within this work package.

The HerMan Project allows partners to find solutions concerning a sustainable management of their cultural heritage. All the conclusions of the project look for a balance between conservation of the heritage and development of the area to which this heritage belongs. The expected results of HerMan, such as handbooks, toolboxes and recommendations, are transnational tangible outputs. The outcomes of HerMan are adapted to the territory and by extension to the country of the different Project Partners. Nevertheless, the partners hope that the HerMan’s conclusions will find an echo on other European cities and regions as well as in the whole Europe.

"In the framework of these activities, the development of this handbook is an important outcome of Work Package 5. Its main goals are the dissemination of the results, obtained during the Training Courses organized by HerMan project, and the suggestions concerning the organization of future training activities (i.e. how to develop the themes of training courses, methods of training, how to organize training materials, etc.), both in the European regions of the partners and in other regions, starting from the HerMan point of view."

**General introduction to the goals of the Handbook**

The final goal of this handbook is the result of a package of activities (training courses, workshops, seminars, on-site visits, lectures, etc.) addressed to the strengthening of Cultural Heritage management and enhancement capacities. All
of these activities have been developed in the framework of the HerMan project with the aim of creating a set of tools (contained in this handbook) supporting the organization of future training courses for cultural heritage innovative management. Starting from the experience of the HerMan project, this handbook is conceived as a useful “roadmap” to support activities and actions for the development of a “unique route of teaching”, an integrated cultural project made of training courses, workshops, seminars, on-site visits, lectures, etc. for the strengthening of the theoretical and practical skills in the fields of management and enhancement of cultural heritage.

To accomplish the goals of this handbook we have used the experience of the organization of the training courses designed and developed within the HerMan project. In particular, we have followed this organizational process:

1. **Evaluation of the Training Needs (TN).** This topic was elaborated through the development of a survey form for the collection of information and useful for the assessment of the needs of the HerMan partners in the field of heritage management.

2. **Development of the general training program.** This topic was developed by using the four General Themes identified in the HerMan Application Form as a reference: General Introduction of the Management of the Cultural Heritage, Financial Issues for the Management of Cultural Heritage Management, Marketing of Cultural Heritage, Collaborative Management of Cultural Heritage. During the organization of the HerMan Training Courses, these general themes have been updated by taking into consideration the contemporary Cultural Heritage Management of the project partners. For this reason, some general themes have been modified to provide a better integrated response to different tangible and intangible issues of cultural heritage management.

3. **Development of the Training Course (TC).** The program of the single HerMan Training Courses was developed after the definition of the general training program. These courses have been organized in four different locations: Krakow (PL), Mestre/Venice (IT), Ravenna (IT) and Regensburg (D).

4. **Evaluation of the goals of the Training Course.** This topic was developed through the use of a survey form distributed to the participants of the Training Course at the end of every single activity.

"To summarize, the development of this handbook is based on the experience of the training courses carried out by the HerMan project. This experience has also been reinforced by other contents in order to provide a wider transnational vision of cultural heritage management and to enlarge the scope of the HerMan training courses. The
Start-up activities for the organization of the Training Course

Before organizing the single Training Courses (as parts of the general training program), there are some fundamental actions to be carried out. These actions are related to the identification of the main contents that have to be used for the development of the general training program themes and for the development of the single training courses themes.

In the HerMan project, the activities for the development of the themes to be used in the Training Courses originated from four existing themes: General introduction of the Management of the Cultural Heritage, Financial Issues for the Management of the Cultural Heritage Management, Marketing of Cultural Heritage, Collaborative Management of Cultural Heritage. From the very beginning, we considered these issues as “empty boxes” to be filled with contents. In this way, the contents of the General Themes indicated in the original Application Form of the project were changed according to the Training Needs expressed by the project partners. Accordingly, the Training Course was designed in order to give an effective response to the effective needs of the partners.

In order to design new Training Courses properly, we suggest to follow the steps highlighted in the table below. We believe that this process, aimed to the development of the themes of a Training Course, may be used and easily replicated in every European region. The steps highlighted in the scheme help defining the themes that should be developed for future training courses. Moreover, it is very important to emphasize that this process is aimed to the identification of themes for Training Courses arising from the collaboration and engagement of all local stakeholders.

<table>
<thead>
<tr>
<th>Start-up activities / Remarks for the organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
1. Identification of the Temporary General Themes for the Training Courses
   In this phase, we suggest to involve local Universities (scholars, researchers, etc.) or professionals as collaborators for the definition of the TC temporary themes
   Development of general themes and vision in order to set up the Training Courses

2. Making of a survey form for the evaluation of the Training Needs
   Starting from the Temporary General Themes (GT), we suggest to develop a survey form to evaluate the Training Needs (TN) of the local actors and stakeholders to be involved in the Training Courses (TC)
   Evaluation of the degree of knowledge expressed by the actors to be involved in the TC

3. Definition of the themes for the Training Courses (TC)
   Starting from the Temporary General Themes (GT) and with the cooperation of the local Universities or professionals, the promoter of the Training Courses (TC) can define the content and duration of the activities based on the Training Needs expressed by the involved stakeholders (public or private bodies)
   Definition of a set of themes to be used as a starting point for the final development of the Training Courses

4. Confirmation of the specific themes
   After the involvement of the stakeholders and the development of the specific themes, we suggest submitting the themes to the local actors in order to obtain their “final evaluation” which can be useful for the realization of the Training Course
   Development of the themes of the TC with a shared vision

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"To facilitate the development of Activity 2 ("Evaluation of the Training Needs"), we suggest the use of the survey form structure for the evaluation of the Training Needs expressed by the partners of the HerMan project(1). In the table below, we have highlighted the main structure of the survey form and the type of collected data. This scheme can be used as a reference for the development of a survey form for the evaluation of needs related to the management of cultural heritage."

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(1) For more information see Annex 1.
To summarize, the activities carried out during the start-up phase are of fundamental importance to identify the “training needs” of the local stakeholders and the effectiveness of the contents of the Training Courses conceived for the strengthening of the cultural heritage management skills.
How to develop Training Courses Themes and Teaching Modules

In the previous chapter, we discussed the activities for the identification of the “training needs” and the training courses contents. This chapter is dedicated to the development and implementation of the Training Course themes. Here, we will show the evolution of the four “General Themes” in the HerMan Training Courses.

As previously mentioned, four General Themes were identified in the original Application Form of the HerMan project as a “roadmap” for the organization of the curriculum (training program) and for the development of the Training Courses. Starting from these assumptions, the General Themes were used by the HerMan partners as a reference starting point to identify the topical issues to be used for the development of the Teaching Modules. The table below shows the issues related to general themes (left column) and how these were used and updated (right column) for the identification of the contingent issues.

<table>
<thead>
<tr>
<th>Original General Themes</th>
<th>Declination of the local partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Management Issues</td>
<td>Krakow / Moving from conservation to management. The challenge of the “new heritages”</td>
</tr>
<tr>
<td>Cultural Heritage Management (with a focus on Cultural Heritage Management Financial issues)</td>
<td>Venice / Tools and strategies for the economics of culture</td>
</tr>
<tr>
<td>Cultural Heritage Management (with a focus on Cultural Heritage Management Marketing)</td>
<td>Ravenna / The communication of Cultural Heritage in times of financial crisis</td>
</tr>
<tr>
<td>Collaborative Management Methods for Stakeholders</td>
<td>Regensburg / Benefits of the integrated approach. Training of personal skills for collaborative management. Methodologies for stakeholders collaboration</td>
</tr>
</tbody>
</table>

To better understand the “evolution” of the HerMan project general themes, here is a short abstract about the general purposes of the single Training Courses.

**Krakow / Moving from conservation to management. The challenge of the “New Heritages”**. This Training Course dealt with themes regarding new approaches for the...
management of different types of heritage (tangible and intangible). In particular, it introduced the topics of “New Heritage” management and enhancement related to post-socialist heritage assets (typical of central Europe area), creation of a new narrative for the central Europe Jewish heritage, use of contemporary technologies for the dissemination of cultural heritage values, etc. All these issues are strictly connected to the new UNESCO WHC approach regarding the Historic Urban Landscape (HUL) strategy.

Venice / Tools and strategies for the economics of culture. The purpose of this Training Course was to provide participants with the basic understanding of those tools and strategies that can draw the attention of investors and, possibly, ensure investments. In this framework, during the training course, economic models of the past were compared to contemporary experience (public-private participation, crowdfunding, crowdsourcing, etc.). In a similar way, a connection was established between these issues and the problems associated with different kinds of tourism (mass tourism, cultural tourism, primary, secondary and ancillary tourist products).

Ravenna / The communication of Cultural Heritage in times of financial crisis. This Training Course was designed to introduce the topic of Cultural Heritage communication in a period of financial crisis. Starting from this approach, modules were developed to underline how the way of communicating the (general or specific) value of different types of Cultural Heritage has changed over time. The course was divided into lectures (morning session) and workshops (afternoon session): general concepts or themes regarding the main issue of the Training Course were thus introduced in the morning sessions, while afternoon sessions were devoted to interactive workshops leading to in-depth discussions.

Regensburg / Benefits of the integrated approach. This course was designed to introduce participants to the benefits of tools with a collaborative integrated approach for the identification and integration of stakeholders in the management and enhancement process of the (tangible and intangible) Cultural Heritage. The course was consequently organized with “interactive workshops” in order to simulate the use of the various available tools.

At this point, it is interesting to highlight an important factor: all Training Courses developed in the framework of the HerMan project belong to a “unique route” created for providing (or transmitting) two sets of information. The first one deals with theory and approach (international or related to a specific European region) for the conservation and safeguard of the Cultural Heritage; the second one deals with new tendencies in terms of strategies and tools for the management of the
Cultural Heritage. In particular:

1. Introduction to general concepts related to enhancement and management of Cultural Heritage; role of international bodies (UNESCO WHC, ICOMOS, ICCROM); role of local authorities in the process of international guidelines interpretation

2. Presentation of new tools, strategies and best practices (at international level) in terms of innovation of the process (from conservation to management), scalability (re-applicability) and application in the local context of the European regions

Another important factor that has to be highlighted is connected to the technical organization of the Training Courses. Our suggestion is to arrange the Training Course in Teaching Modules for a better management of the teaching organization. With this kind of approach, it becomes possible to identify the specific themes, teachers and times (hours) that are necessary to carry out the lessons and to reach the goals that have to be achieved with the Teaching Module.

“Based on this approach, Training Courses organized by HerMan partners were divided into Teaching Modules to ensure achievement of specific educational goals and a balanced blend of theory and practice. The following table shows a presentation of the modules: left column contains the theme of the Teaching Module, right column contains the goal of the Teaching Module. Both themes and goals were chosen to improve knowledge and capabilities of cultural heritage management of the participants(2).”

(2) For more information regarding the training courses (tc), teaching modules (tm) and the curriculum see annex 2.

<table>
<thead>
<tr>
<th>Description of the Teaching Module</th>
<th>General goal of the Teaching Module. Who participated in this Teaching Module improved his/her knowledge in the following fields:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location / Module Type / General Introduction</td>
<td>Summary</td>
</tr>
<tr>
<td>---------------------------------------------</td>
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</tr>
<tr>
<td>Krakow / Teaching Module 1 / General Introduction to the concept of the management of cultural heritage. Moving from conservation to management</td>
<td>Provide partners with appropriate knowledge to manage different kinds of Cultural Heritage in a variety of conditions. This module shows the importance of (international and local) theoretical documents developed according to the following levels of activities: site management plan (made by UNESCO - WHC operational guidelines), development of a National Program, development of a Regional Program, development of a Municipal Heritage Conservation Program.</td>
</tr>
<tr>
<td>Krakow / Teaching Module 2 / Conservation Vs management. The HUL approach (Historic Urban Landscape)</td>
<td>Provide appropriate knowledge on the management of different aspects of Cultural Heritage (strongly connected to the urban patterns characterizing most European cities urban structures). Three case studies were analyzed in Krakow: Kazimierz Jewish district; Nowa Huta post-socialist urban district; Rynek underground old town medieval museum. The activities of this unit were carried out mainly through lectures, collaborative workshops and on-site visits.</td>
</tr>
<tr>
<td>Venice / Teaching Module 1 / General Introduction to the concepts of culture and art economics and cultural market</td>
<td>The purpose of this training module was to provide partners with the basic understanding on how economists are approaching culture, art and cultural heritage and how economists of culture are investigating tools to promote investments in this field. In particular, participants were provided with basic information on the existing tools and opportunities for investments on cultural heritage, on how funding proposals should be built in order to attract the attention of investors and on possible strategies on how to let the public sector prioritize culture investments and actions.</td>
</tr>
<tr>
<td>Location / Module</td>
<td>Title</td>
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<tr>
<td>------------------</td>
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<tr>
<td>Venice / Module 2</td>
<td>Financing cultural heritage from the past to the future</td>
</tr>
<tr>
<td>Venice / Module 3</td>
<td>Tourism and cultural tourism as a challenge in local economy</td>
</tr>
<tr>
<td>Ravenna / Module 1</td>
<td>Never waste a crisis. Towards a reform of the governance and business models in the cultural sector</td>
</tr>
<tr>
<td>Location</td>
<td>Teaching Module</td>
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<td>------------</td>
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</tr>
<tr>
<td>Ravenna</td>
<td>Teaching Module 2</td>
</tr>
<tr>
<td>Ravenna</td>
<td>Teaching Module 3</td>
</tr>
<tr>
<td>Regensburg</td>
<td>Teaching Module 1</td>
</tr>
<tr>
<td>Regensburg</td>
<td>Teaching Module 2</td>
</tr>
</tbody>
</table>
The purpose of this module was to introduce participants to the use of different techniques for the management of the collaboration between decision-makers and stakeholders. The Training Module provided participants with the appropriate tools to manage the development of relations between stakeholders and decision-makers.

To sum up, the experience of the contents development for the HerMan Training Courses was an important process for the outcomes of the WP5. In this specific case, it is important to underline that this is not a replicable process as a whole. Please consider that the process of contents creation for the HerMan project Training Courses was developed in cooperation with the partners of the project (cultural heritage managers, public administrators, technicians, experts) and not with “average stakeholders” who in some cases do not have specific skills of cultural heritage management. For this reason, we suggest to select information regarding the development of the themes of a Training Course from this process and from the outcomes of the Teaching Modules in order to verify if it is possible to replicate the same experience but with different contents and in different places (European regions, cities). In particular, we would like to highlight the following four topics:

a) Issues related to the transition from “conservation to active management” of cultural heritage can be elaborated in various ways according to the different characteristics (history, type of cultural heritage, tradition in the field of transmission of the heritages) of the European regions. Krakow’s case studies (Kazimierz Jewish district, Nowa Huta post-socialist urban district, Rynek medieval underground museum) are important examples of how “new cultural heritage” should be treated and managed with different and innovative methodologies. It is not only a matter of preservation of the tangible heritage (buildings, urban fabrics, remains), but also a challenge in terms of reconstruction of a contemporary historical identity to reinforce urban cohesion. For this reason, we would like to point out the importance of this aspect because these “new cultural heritages” represent the fields for innovation in terms of integrated management.

b) Regarding the economical aspects related to the sustainability of cultural heritage, we would like to highlight the necessity to change the mechanisms (not only direct financing) to attract investments of private or public bodies and the necessity to share skills with other private or public bodies (heritage management,
economic management, capacity to design strategies for the heritage management, etc.) in order to achieve the integration of economical aspects with other topics (i.e. reuse or regeneration of tangible cultural heritage, planning of cultural activities to be hosted in tangible cultural heritage, etc.) necessary for today’s cultural heritage management.

c) The communication of cultural heritage is related to the change of perspective on the mechanisms of communication: from the communication of the historic and cultural values of heritage (one direction) to the communication of a cultural experience (multiple directions). The challenge represented by the contemporary economic crisis is an opportunity not to be missed. This situation offers a chance to develop a reform of the cultural sector communicative approach, governance and business models. The experience of the “Museums beyond the walls” project is a concrete step towards this direction and it represents the possibility to develop a territorial system involving museums, local economic activities and stakeholders enhanced by an advanced communication system.

d) Participatory activities represent some of the most innovative management strategies for the sharing of cultural heritage values. Activities carried out during Regensburg Training Course proved the effectiveness of these methodologies for the general enhancement of cultural heritage, the identification of different stakeholders and “cultural layers” characterizing the tangible and intangible structure of cultural heritage cities, the use of different techniques for moderating debates among stakeholders, the use of different techniques for the management of the collaboration between decision-makers and stakeholders. All these techniques are important elements for the development of an heritage management integrated method. This approach truly enables the management of specific goals, related to specific areas, but all merged together in one single vision.

Training material

In this chapter, we provide teachers and lecturers with useful information for presentations and training materials (i.e. lecture notes) to support the activities of the Teaching Modules. A series of useful tips with strategies to hold the attention of participants is also present.

Training material / Power Point Presentation
Human attention is very limited. Don’t cram too many information, either in each slide or in the whole talk. Avoid details: they won’t be remembered anyway. A good presentation should not be longer than 15 minutes. If the presentation exceeds 15 minutes we recommend to divide the general presentation into several parts and to take into consideration to make short breaks among the various sections of the presentation.

Have a very clear introduction to motivate what you do and to present the problem you want to solve. The introduction is not technical in nature, but strategic (i.e. why this problem, big idea, etc.).

If you have a companion paper, mention it during the talk and recommend it for more details. Don’t put all the details in the talk. Present only the important ones. Use only one idea per slide.

Have a good “conclusions” slide: include the main ideas, the ones you really want people to remember. Use only one “conclusions” slide and do not put other slides after conclusions, as this will weaken their impact.

Having periodic “talk outline” slides (to show where you are in the talk) helps, especially for longer talks. At least one “talk outline” slide is very useful, usually after the introduction.

Don’t count on the audience to remember any detail from one slide to another (like color-coding, applications you measure, etc.). If you need it remembered, re-state the information a second time.

Especially if you have to present many different things, try to build a unifying thread. The talk should be sequential in nature (i.e. no big conceptual leaps from one slide to the next).

Try to cut out as much as possible; less is better.

Help the audience understand where you are going. Often it’s best to give them a high-level overview first, and then plunge into the details; then, while listening to the details they can relate to the high-level picture and understand where you are. This also helps them save important brain power for later parts of the talk which may be more important.

**Training material / Slide Text**
Slides should have short titles. A long title shows something is wrong. The text on the slides should have the same structure (e.g. complete sentences, one idea, etc.).

Put very little text on a slide; avoid text completely if you can. Put no more than one idea per slide (i.e. all bullets should refer to the same thing). If you have lots of text, people will read it faster than you talk, and will not pay attention to what you say. Don’t use small fonts.

Use very few formulas (one per presentation). The same goes for program code (at most one code fragment per presentation).

Do not put useless graphics on each slide: logos, grids, affiliations, etc.

Spell-check. A spelling mistake is an attention magnet.

**Training material / Slide illustration**

Use suggestive graphical illustrations as much as possible. Don’t shun graphical metaphors. Prefer an image to text. Do not put in the figures details you will not mention explicitly. The figures should be as schematic as possible.

Do not “waste” information by using unnecessary colors. Each different color should signify something different, and something important. Color-code your information if you can, but don’t use too many different colors. Have high-contrast colors.

A few real photos related to your subject look very cool. Real photos are much more effective during the core of the talk than during the intro.

For some strange reason, rectangles with shadows seem to look much better than without (especially if there are just a few in the figure).

Sometimes a matte pastel background looks much better than a white one.

Exploit animation with restraint. Do not use fancy animation effects if not necessary.

However, there are places where animation is extremely valuable, e.g., to depict the evolution of a complex system, or to introduce related ideas one by one.

Use strong colors for important stuff, pastel colors for the unimportant.
Encode information cleverly: e.g. make arrow widths showing flows proportional to the flow capacity.

**Training material / Mechanisms for the presentation**

Use a good “presentation” building tool. Among all, it is possible to identify two large groups of tools: commercial and free or open source applications (software).

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS PowerPoint</td>
<td>PowerPoint uses a graphical approach to presentations in the form of slide shows accompanying the oral delivery of the topic</td>
</tr>
<tr>
<td>Keynote</td>
<td>Keynote is a presentation software application developed as a part of the iWork productivity suite by Apple Inc.</td>
</tr>
<tr>
<td>Prezi (<a href="http://prezi.com/">http://prezi.com/</a>)</td>
<td>Prezi is a cloud-based program that allows users to create zooming slideshow presentations that truly capture listeners’ attention</td>
</tr>
<tr>
<td>Glogster Edu (<a href="http://edu.glogster.com/">http://edu.glogster.com/</a>)</td>
<td>Glogster Edu is the education-oriented sibling of the original Glogster. It allows users to create interactive posters that include information in various forms of media like text, images, and videos</td>
</tr>
<tr>
<td>Animoto (<a href="http://animoto.com/">http://animoto.com/</a>)</td>
<td>Animoto is an online video creation program. Users create memorable and mentally engaging videos by inserting pictures, videos and text into a template video style</td>
</tr>
<tr>
<td>Kizoa (<a href="http://www.kizoa.com/">http://www.kizoa.com/</a>)</td>
<td>Kizoa is a free online program that allows you to make slideshows, videos, or animated collages. It even allows users to edit photos for free. Kizoa differs from other slideshow makers in that, rather than providing you with blank slides, it allows your personal photos to serve as slide backgrounds</td>
</tr>
<tr>
<td>Slideful (<a href="http://slideful.com/">http://slideful.com/</a>)</td>
<td>Slideful is a simple online-based slideshow creation interface. Slideful ease of use makes it perfect for a younger class or a group that isn’t highly tech-savvy</td>
</tr>
</tbody>
</table>

Humor is very useful; prepare a couple of puns and jokes beforehand (but not epic
jokes, which require complicated setup). However, if you’re not good with jokes, better avoid them altogether. Improvising humor is very dangerous.

The more you rehearse the talk, the better it will be. A rehearsal is most useful when carried out loud. 5 rehearsals is a minimum for an important talk.

The more people criticize your talk (during practice), the better it will be; pay attention to criticism, not necessarily to all suggestions, but try to see what and why people misunderstood your ideas.

Not everything has to be written down; speech can and should complement the information on the slides.

Be enthusiastic.

Act your talk: explain, ask rhetorical questions, act surprised, etc.

Give people time to think about the important facts by slowing down, or even stopping for a moment.

Do not go overtime under any circumstance.

Listen to the questions very carefully; many speakers answer different questions than the ones asked.

Do not treat your audience as mentally impaired: do not explain the completely obvious things.

**Training material / Lecture note**

Teachers or lecturers should provide references, detailed bibliography or lecture notes regarding the issues of the presentation. Our suggestion is to prepare two types of lecture notes:

1. the former will be distributed before the lecture to introduce and better understand the topics of the lecture and to display the layout of the slides used during the presentation
2. the latter will be handed out after the lesson to go deeper in the issues raised during the lecture

Make sure the general introduction and the specific information (web links,
references, etc.) are closely connected in order to develop an integrated teaching approach. It is advisable to agree on a detailed program with the speakers, including the topics of the lectures and the timing.

Although this information is not closely related to the cultural heritage management, it is important because a good transmission of information is essential for the success of the Training Course.

**Methods of training**

"In this chapter, we talk about the different teaching methods used for the organization of the Teaching Modules of the HerMan project Training Course: lectures, on-site visits and participatory workshops. These methods were used with an integrated approach and, among all methods, we consider them as the best solution for the dissemination of the information related to cultural heritage innovative management."

<table>
<thead>
<tr>
<th>Lectures</th>
<th>The lecture is the first type of communication tool to be used in order to share information. These kinds of lessons must not last too much in order to avoid the risk of becoming boring. The aims of the lessons have to be declared as well, so that all participants can understand the value of the activity and relate the topics to the whole themes of the training course.</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-site visits</td>
<td>On-site visits are a good opportunity to mix a lecture (theoretical approach) with a concrete issue. In this case, we suggest organizing a lecture before the visit for a general introduction to the problems and an itinerant lesson during the visit to deepen the topics right on the field.</td>
</tr>
<tr>
<td>Participatory workshops</td>
<td>These kinds of activities are very important to facilitate the teamwork skills of the Teaching Module participants. In terms of methodology, there are many possibilities (i.e. round tables, thematic tables, world café, cards, etc.), to organize a workshop. The choice is deeply connected to the goals that have to be achieved.</td>
</tr>
</tbody>
</table>

Thanks to the HerMan Training Course experience, we suggest the following three activities as good practice examples for the use of an integrated teaching approach dealing with cultural heritage management matters.

**Krakow** / The Krakow Training Course was organized with the use of all three previously described methods (frontal lesson, on-site visit, participatory workshop). Its activities were developed in the main framework of the characterization and valorization of the so-called “New Heritage”, in particular the case study of Kazimierz, the Jewish district and Nowa Huta, the post-socialist district. Activities were organized in this way:

1. **Krakow / Lectures.** The first part of the course was dedicated to the theoretical introduction of the case studies history, their development processes and changes over time. In particular, focus was on current strategies for the valorization of this particular type of Heritage.

2. **Krakow / On-site visits.** On-site visits were designed to permit participants to verify all information acquired during lectures. The itinerary of the visits included all the features of the case studies useful for a good understanding of their urban evolution and of the urgency of current problems.

3. **Krakow / Participatory workshops.** After the on-site visits, workshops were organized in order to involve all participants in the identification of the possible solutions (strategies, actions) to the current problems. This activity represented a good occasion for the participants to work in team and to share their personal experiences and visions for the enhancement of cultural heritage.

**Ravenna** / The Ravenna Training Course was organized with the use of lectures and thematic workshops. This approach allowed to organize the communication of the topics using two interaction levels: theoretical and practical.

1. **Ravenna / Lectures.** The first part of the course was dedicated to the
theoretical introduction of the Training Course Teaching Modules. This activity was characterized by the presentation of real case studies, general concepts and new types of approach.

2. Ravenna / Participatory workshops. The second part of the course was developed with the organization of thematic workshops. Based on the contents and experiences shared on the lectures, the workshops were developed as a Teaching trail to transform theoretical information into real case studies simulations.

“Regensburg / In Regensburg, all the activity of the Training Course was organized through the use of participation techniques. The entire Teaching trail was developed with the use of small thematic workshops. The participants were an active part of the teaching activity throughout the course and were involved in the action with different kinds of tools.”

1. Regensburg / Participatory workshops. During the course, participants were introduced to the use of different types of participation tools developed for the management of relations among stakeholders in the processes of cultural heritage management. To explain the use of these techniques, participants were directly involved in participatory workshops. In this way, everyone was able to directly test the efficiency of the working methods. Here are some examples:

**Call-out question.** The call-out question can be used for collecting ideas, questions, experiences or topics. The moderator visualizes a question on the Flipchart or pin board and asks the group to answer to it. Participants call out their answers to the moderator and this last one writes them down under each question.

**Card-questions.** The card-questions can be used for collecting ideas, questions, topics or even solutions. The moderator visualizes the question on a pin board. Answering should be in written form, for which cards and pens are distributed among participants.

**One-dot-vote / Multiple-vote.** This technique is used to show transparency, to clear things up or take decisions. The moderator visualizes a question, writing it on the flipchart or pin board, and asks the group to vote. Each participant gets one or several glue-dots and is free to stick it wherever he or she wants. The final result will be discussed among the working group.

**Group session / Graphical session.** These techniques, in particular, were used to display and share ideas and tips concerning the use of participatory tools among
the participants of the workshop. The results were, in the first step, to study and understand the initial information, then, in the second step, to try to explain to other participants the main concepts of the participatory tools using graphical tools, diagrams and schemes.

**Trainers**

Teachers, speakers or lecturers should be selected in consideration of the organization and the topics of the Training Course (TC). If it is possible, our suggestion is to organize the Training Course in coordination or cooperation with local universities, local professional organizations and professional training consultants in order to guarantee the quality of the lessons and the coherence with innovative up to date issues of cultural heritage management.

This first activity (organization of the Training Course and development of the topics) is extremely important for the following selection of the speakers. A strong connection between the topics of the Training Course and the people should be created. Then, our suggestion is to select a group of trainers with different skills and specializations.

"The experience of the HerMan project showed the importance of combining different approaches or capabilities for reading and solving the same problem. For this reason, if it is possible, we suggest to identify different lecturers with different approaches for each topic: theoretical, practical, about management and so on and present the same topic through the integration of these different points of view."

**Dissemination and communication of the Training Course**

The communication of the planned activities (seminars and workshops) related to the TC should be done a few weeks earlier before the start of the course to have the suitable time to identify the participants and, if necessary, to make a selection. Communication strategy should involve websites (internet), mailing lists, specialized magazines, social networks and direct contacts with professionals and trade associations.

In the communication actions of a training course it is important to specify the
program of the seminars and workshops, the procedures for the enrolment and participation (if required) and, obviously, contact information. A promotional press conference should be scheduled too.

Communication of the aims of a Training Course can be successfully achieved with a “massive” use of social networks (i.e. Facebook, Twitter, LinkedIn, etc.). This strategy helps collecting agreements also outside of the usual network of contacts.

**Evaluation**

To evaluate the effectiveness of the TC, it is advisable to draw up a questionnaire\(^{(3)}\). This simple tool helps testing the success of the initiative. It helps monitoring the final effectiveness of the TC and it permits to obtain valuable feedbacks for further future activities.

For questionnaires delivery, we suggest two options: the first one is to deliver them at the end of each training module, the second one is to deliver them at the end of the entire Training Course. The first option helps evaluating step by step the quality of each training module. In this particular case, it is necessary to design the survey according to the themes of each single training module and single evaluations shall be merged to obtain a general evaluation of the course. The second option helps evaluating the entire Training Course but only at the very end of the activities. In this case, it is necessary to design the survey according to the whole theme of the course.

\(^{(3)}\) For more information regarding the survey form see the Annex \(^{3}\)

**Conclusions**

First of all, it is important to state that this handbook has been conceived as a “fast tool” to be used as a source of information for the development of training activities in the field of cultural heritage management. This element is relevant and must be taken into account because, of course, there are many different aspects of facing the management and enhancement of cultural heritage and in the framework of the HerMan project not all have been developed with the same
As previously stated, this handbook is deeply connected to the experience of the HerMan project Training Courses. The HerMan working group selected the cultural heritage management best practices for the identification of the contemporary themes (i.e. “new cultural heritages”, “new economic aspects”, “communication of 2.0 heritages”, “participatory activities”) and the final outcomes (improvement of the skills of the training courses participants).

The contents of this handbook, then, can be considered as “start-up items” for the planning and making of future training activities. For this reason, it is not advisable to simply use the handbook with a “copy and paste” attitude and to replicate the activities and topics described in it. We rather recommend using it as a reference starting point for the creation of a new tailor-made training course project according to the users’ needs and features. The strategies described in this handbook will also help creating strong connections with local context and local problems as well as finding resources such as themes to develop, people to involve, problems to solve.

The general approach of this handbook can provide readers with a useful connection between local heritage management knowledge and similar “best practices” in other contexts (at a national or international level). This approach is also coherent with the strategy of realizing a contemporary heritage management transnational culture shared among as many European regions as possible and the possibility to produce an innovative heritage management “creative cluster”.

Annex

Annex 1. Evaluation of the training needs. This section of the handbook presents the layout of the survey form used for the evaluation of the HerMan partners training needs.
particular attention should be given to issues of efficiency and effectiveness in terms of organizational professional skills - both at an administrative and managerial level.

The purpose of this questionnaire is to assess the training needs for the cultural heritage management enhancement of the people/organizations/institutions working in the field.

1. General information of the interviewee

<table>
<thead>
<tr>
<th>Question</th>
<th>Samples</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 - Working Institution:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 - Role in the organization or institution:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 - Age (years):</td>
<td>◊ 18 - 25&lt;br&gt;◊ 26 - 35&lt;br&gt;◊ 36 – 45&lt;br&gt;◊ 46 - 55&lt;br&gt;◊ 55 and over</td>
<td></td>
</tr>
<tr>
<td>1.4 - length of service in the organization or institution (years):</td>
<td>◊ 0 - 1&lt;br&gt;◊ 1 - 5&lt;br&gt;◊ 5 - 10&lt;br&gt;◊ 10 – 20&lt;br&gt;◊ 20 and over</td>
<td></td>
</tr>
</tbody>
</table>

2. General data of the organization

<table>
<thead>
<tr>
<th>Question</th>
<th>Samples</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 - Type of organization or institution</td>
<td>1. Public&lt;br&gt;2. Private&lt;br&gt;3. NGO&lt;br&gt;4. Other (specify)</td>
<td></td>
</tr>
</tbody>
</table>
### 2.2 - General mission of the organization in Cultural Heritage management

1. Cultural Heritage Preservation and management
2. Development of strategic tools for the enhancement of Cultural Heritage
3. Other (specify)

### 3. The network of the organization or institution (external and internal)

<table>
<thead>
<tr>
<th>Question</th>
<th>Samples</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 – Does the organization work in a network with other institutional or private actors for the management of Cultural Heritage?</td>
<td></td>
<td>◊ Yes  ◊ No</td>
</tr>
<tr>
<td>3.2 - If so, with what types of institutional or private actors does the organization work?</td>
<td>1. Public 2. Private 3. NGO 4. Other (specify)</td>
<td></td>
</tr>
<tr>
<td>3.3 - If so, what are the activities developed with the network of external actors? Please, specify for each individual actor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.4 - If not, why does not the organization work with other institutional or private actors? Please explain the reasons.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.5 - How many people work in the structure of the organization for the management of Cultural Heritage?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.6 – Are there any departments within the organization?

◊ Yes
◊ No

3.7 - If so, please, describe the departments and their specific tasks for the management of Cultural Heritage.

4. General information concerning the activities related to Cultural Heritage

<table>
<thead>
<tr>
<th>Question</th>
<th>Samples</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 - What types of Cultural Heritage does the organization manage?</td>
<td>1. Historic buildings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Historical Urban Landscape (HUL)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Collections</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Intangible Heritage</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Other (specify)</td>
<td></td>
</tr>
</tbody>
</table>
| 4.2 – Concerning working organization, does the Cultural Heritage have to be managed and enhanced with “special tools” or with “integrated tools”? |                                                                             | ◊ Special tools *(4)*  
◊ Integrated tools *(5)* |
| 4.3 - In case of “special tools”, which type of tools does the organization use for the management and enhancement of Cultural Heritage? | 1. Management plan                                               |                                             |
|                                                                         | 2. Other (specify)                                                     |                                             |
| 4.4 - In case of “integrated tools”, which type of “integrated tools” does the organization use? |                                                                             |                                             |

*(4)* With “special tools” we refer to programs and projects developing a specific aspect of the entire framework of the cultural heritage management.

*(5)* With “integrated tools” we refer to tools integrating existing programs/projects or aiming at the
creation of new programs/projects.

## 5. The general skills of the organization

<table>
<thead>
<tr>
<th>Question</th>
<th>Samples</th>
<th>Answer</th>
</tr>
</thead>
</table>
| 5.1 - What kind of skills do the people working in the organization have? Please indicate categories. | 1. Architects  
2. Restorers  
3. Economists  
4. Legal experts  
5. Other (specify) |        |
| 5.2 – Are the projects or programs built by the organization developed entirely within the organization? | | ◊ Yes  
◊ No |
| 5.3 - If so, which internal skills of the organization are usually involved? Please indicate categories. | | |
| 5.4 - If not, what external skills are used or integrated in the programs or projects of the organization? Please indicate categories. | | |
| 5.5 - If not, why does the organization prefer to use external consultants for the development of the projects? Please, explain the reasons. | | |

## 6. Trainings activities

<table>
<thead>
<tr>
<th>Question</th>
<th>Samples</th>
<th>Answer</th>
</tr>
</thead>
</table>
| 6.1 – Does the organization offer training courses? | | ◊ Yes  
◊ No |
| 6.2 - If so, what kind of training courses? | 1. To improve internal existing knowledge  
2. To train staff with new skills  
3. To teach PC use and Internet navigation  
4. To explore online and social networks communication techniques  
5. To better communicate with users  
6. To improve the organization of human resources management  
7. To learn legislation on cultural heritage safeguard  
8. To improve knowledge of languages  
9. To improve financial management  
10. Fundraising |
| 6.3 - Explain the modality of the trainings activities. | 1. Classroom teaching  
2. Case studies visits  
3. Workshops  
4. Seminars  
5. Other (specify) |
| 6.4 – How many training courses offered by your organization or institution did you attend last year? | ◊ None  
◊ 1  
◊ 2  
◊ 2 or more |
| 6.5 – Did you have benefits from these training courses (strategies, information, tools, techniques, tips, suggestions, etc.)? | ◊ Yes  
◊ No |