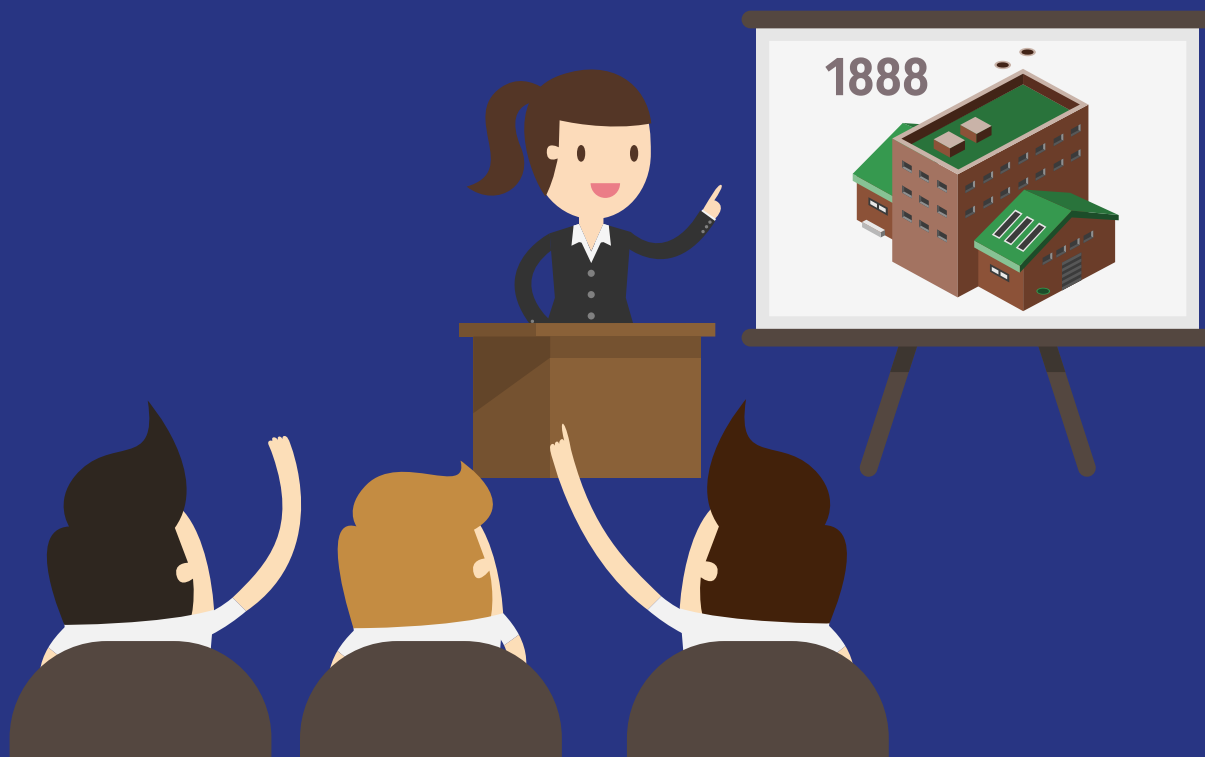


TRANSNATIONAL TRAINING MODEL

FOR HISTORICAL SITES MANAGEMENT

DELIVERABLE D.T2.2.1



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Development Fund

Forget Heritage





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1. PURPOSE OF THE DOCUMENT

Professionally active people constantly need to develop their own competencies: the soft ones, related to team work, planning and organisation, the ability to adapt to external conditions in change, problem solving skills, networking as well as those related to the area of competence of our activities.

Many cities and regions in Europe, on the one hand, have to deal with the need to redefine how to develop their cultural and historic heritage protection systems and, on the other hand, the challenge of generating development mechanisms based on endogenous potential and resources of the local heritage, social creativity and entrepreneurship.

The Transnational Training Model (TTM), developed within the experience of the Forget Heritage Project¹, is a **locally replicable, customisable canvas for designing and implementing training activities** with the aim of **enhancing the competence of the public and private sectors within the management of abandoned or underused historical and cultural heritage sites**.

The key to success is certainly the development of competences of all the local stakeholders involved in the area. The TTM **is a document for those cities or realities that want to develop training and education programs** differently combining:

- the potential of cultural heritage
- the space request from privates
- the sustainable development
- the social innovation
- the development of entrepreneurship within the creative industries.

Therefore, the TTM is addressed **to all the people responsible for initiating developmental programs on training and competence development in the management of underused or abandoned historical sites**.

What is the Transnational Training Model?

The TTM is a tool built up and developed from the Forget Heritage experience (jointly coming from 9 European realities) in the context such as:

- **improvement of managerial skills and capacities** of public and private sector for the sustainable use of the cultural heritage;
- creating new skills to allow the CCI operators **to revitalise historical abandoned buildings and to run them more efficiently**;
- **supporting competitiveness and employment**, in particular at the regional and local levels, and helping in strategic planning of professional development for staff in line with individual needs and organisational objectives.

¹ More info on the project at: <http://www.forgetheritage.eu>



Main aims of the Transnational Training Model

The main aims of the document are:

1. **to popularise the best possible training solutions addressed, in parallel to the representatives of public administration, the operators of heritage sites and representatives of the cultural sector and creative industries** within the management of abandoned or underused cultural and historic heritage assets, negatively impacting on the area as a result of a partial or total loss of their original identity;
2. **to promote training solutions focused on the use of abandoned or underused historic sites in the processes of development of cultural sector and creative industries;**
3. to provide **specific indications and recommendations for the implementation of training sessions in the management of historical sites.**

Who the Transnational Training Model is addressed to

The Transnational Training Model describes how to develop and implement **training sessions** for each reality kept in implementing local training activities on this issue and is addressed to Public Administration staff in charge of historical sites, cultural and historical heritage assets managers and representatives of the creative industries and the cultural sector.

What can be learnt from this document?

- How to improve skills to allow a better management and sustainable valorisation of the historical sites?
- How to increase opportunities for the professional development of the CCI operators and increase motivation and satisfaction in their daily work?

1.1. ADDRESSEES OF THE DOCUMENT

The role of the Public Administration in the valorisation of the cultural and historical heritage is particularly important as the owner of the assets and the promoter of the revitalisation processes. Specifically, the TTM is addressed to two main groups of functions within the local authorities.

1. **Decision makers, specialists and managers** who, on behalf of regions and cities, **are responsible for the revitalisation of cultural heritage sites, protection of monuments, and strategic planning in the area of cultural sector and development and creative industries.** In this case, it is extremely important to build programs and projects focused on networking and development - through training sessions - of practical competences among people associated with this area.

Generally, cities and regions that develop/implement strategic plans related to the revitalisation of heritage sites, relate cultural heritage management to the task of improving qualifications, competence development, and knowledge management. Therefore, this document can be useful in the specific task of combining the heritage protection area with the areas related to the development of creative industries in the aspect of building training programs.

2. **The staff of local authorities responsible for developing and implementing the training sessions,** dealing with arrangements with trainers and coaches, implementation of training activities, training process evaluation, and validation of training effects with the beneficiaries of training activities.



1.2. THE TRANSNATIONAL TRAINING MODEL AND THE FORGET HERITAGE APPROACH

Together with the other documents developed within the Forget Heritage Project², the TTM presents different typologies of actions, activities and tools, involving also training and other forms of competence improvement that can be undertaken by the involved stakeholders towards the path of the revitalisation of the historical assets.

The Cultural and Creative Industries are currently characterised by significant dynamics of development and interdisciplinary activities. Often, as an example, they combine art, culture and technology with carrying business operations. CCIs allow for the development of individual creativity, skills and talents, and their goal is to create intellectual property. These industries are suppliers of the creative initial capital: they are perceived as very positive in the context of the needs of the new economy of knowledge and considered very important in the context of strengthening other economic sectors and sustaining local functions. For this reason, the development of the Cultural and Creative Industries holds an important position in the development of local policies.

Moreover, the cultural and the creative sector includes forms of activities such as advertising, film and video, architecture, music, the art and antiques market, performative arts, computer and video games, publishing market, crafts, software, design, radio and television, and fashion design.

Additionally, attention should be paid to the coexistence of the creative sector in a more traditionally perceived culture sector, including the activities of public and private cultural institutions, activities related to the protection of heritage and tradition, the functioning of social institutions and organisations involved in the cultural animation and culture, the functioning of artists and works of art. This „non-profit“ activity, strongly supported with public funds and other non-public grants, very often creates a common ecosystem in the creative sector (both spheres are interdependent by providing know-how, employees and ideas).

At the same time, **cities and regions are struggling with the phenomenon of economic and social changes resulting in the loss of functions and the degradation of many functional areas:**

Urban revitalisation strategies should take into account numerous factors of the deteriorating economic situation of some urban areas; the most important among them are the functional aging of buildings, obsolete infrastructure and accessibility problems. Many businesses leave cities in search of lower operating costs and more space, and many employees follow them, hoping to achieve a better quality of life (social services or means of transport) or to reduce the cost of living (lower rents and more affordable real estate prices). In order to meet the expectations of enterprises that want to relocate into revitalised areas, appropriate programs should take into account innovative ways of using available space and improving city services, making the metropolitan features of city centres an asset³.

² See paragraph 1.2 for summary details and www.forgetheritage.eu to download the files

³ Opinion of the Committee of Regions "The significance of urban revitalisation for future development of cities in Europe" (2010/C 267/07): http://www.bip.krakow.pl/_inc/rada/posiedzenia/show_pdfdoc.php?id=54755



In such a described challenge of revitalisation, **historical sites that have lost their original functions and whose adaptation to new objectives is the basis for successful revitalisation processes, hold a special place:**

The vast majority of monuments has to be adapted to their new functions. In the social and economic dimension, this is the basic prerequisite for maintaining monuments. This prerequisite is even more important because the number and diversity of objects recognised as historic sites has increased significantly in recent decades. As a result, the vast majority of historic sites has to have useful functions, they have to function similarly to other building objects. [...] Adaptations of monuments are difficult also because each case is different. Each monument is different due to historical values, each monument is different as a building object, each monument is different due to its technical conditions and each monument has a different adaptation program. [...] As a result, each adaptation is an individual process whose scope and implementation manner are negotiated by the stakeholders⁴.

In reference to the above quotes, in general, **Forget Heritage proposes a management model combining the potential of „old buildings“ and new creativity and the entrepreneurship based on heritage/cultural resources.** The table below presents the four most important features of this Model.

TABLE 1. FORGET HERITAGE APPROACH	
Promoting Public Private Cooperation for the management of historical facilities with a transnational and joint approach	Considering revitalisation as a social process related to participation/ involvement of social and civic organisations and institutions
Revitalising underused or abandoned historic buildings with a focus on heritage, social relations, historic identity, etc.	Fostering the use of local cultural and heritage resources in undertaking developmental activities. Reviving space, creating places with the energy of culture and facilitating the development of the CCIs in the revitalised historic buildings

The major features of the approach can also be presented as assumptions suitable in the case of dealing with:

- revitalisation strategies for public-owned heritage sites;
- participative development — including bottom-up approaches and incorporating civil society actions and activities;
- focus on cooperative development approaches involving the public administration, small businesses and creative communities;
- enhancement by local authorities' actions of self-organised groups, artists or associations;

4 Protection of Values in the Monuments Adaptation Process: <http://bc.pollub.pl/Content/12729/ochrona.pdf>



- creation of management models to valorise abandoned buildings (public – private – social partnership);
- cultural and heritage resources for urban revitalisation.

In this context, the purpose of this document is to propose a training model that can be implemented in the context of historical heritage revitalisation projects and initiatives aiming at the **reinforcement of the competences, the ability to act and the ability to cooperate by various stakeholders**: Public Administration staff in charge of the historical sites, heritage sites managers and CCI operators active in the area.

TABLE 2. | STRENGTHENING OF KEY ACTIVE STAKEHOLDERS

Competences/ability to act/ability to cooperate: **decision-makers and Public Administration staff in charge of the cultural heritage**

Competences/ability to act/ability to cooperate: **entrepreneurs and employees of the CCIs/individuals associated with the cultural sector**: artists, animators, culture managers, social activists and urban activists, leaders of local communities and environments

Competences/ability to act/ability to cooperate: **managers of historic sites**

One of the first and crucial assumptions of the Transnational Training Model is that it has to be directed to three different groups of beneficiaries at the same time, based on the **cooperation and mutual understanding of different methods of operation of the public-private cooperation**.

At the same time, it should be remembered that this is not only about the perspective of legal and administrative solutions but also about the principle of relationship (partnership, participation, combining bottom-up initiatives and „top-down“ support mechanisms).

The strengthening of the stakeholders is understood as training activities related to three interdependent areas: **acquisition of competences, broadening of the ability to act**, including empowerment and initiative, **increasing the ability to cooperate** through networking, team building, etc.

TABLE 3. | STRENGTHENING KEY AREAS OF KNOWLEDGE AND COMPETENCIES

Competences: entrepreneurial activity (strategic planning, management and business models); communication activities (promotion and marketing); social relations of business, revitalisation and socially involved art; heritage as a resource and capital; designing services and products

Capability to act: empowerment; initiative, social and cultural activation; reflexivity; entrepreneurship

Capability to cooperate: networking, team building, social innovations, public management (governance, network governance and local partnership)

The **simultaneous reinforcement of these three areas can bring about the effect of successful ventures**.



1.3. FURTHER DOCUMENTS OF THE FORGET HERITAGE PROJECT

In the following, the content of other documents developed within the Forget Heritage Project is shortly described in order to provide a complete overview of the project approach. All complete documents are available in 8 different languages (English, Italian, Slovene, German, Polish, Hungarian, Croatian and Czech) at www.forgetheritage.eu - Publications.

The analysis of transferable elements in good practices of cultural heritage management.

While developing training activities, attention should be paid to **good practices as a source of transferable elements**. Sharing experience, working contacts with other professionals pointing to sources of success or the reasons for failures should be an important part of training sessions. The Forget Heritage Project is based on the principle of cooperation of more experienced professionals and individuals planning new activities, interested in starting their business operations as well as on the principle of cooperation between private and public sectors in relation to the objective of creating synergy between these two management methods/models.

The Management Manual

Attention should be paid also to issues related to the following **areas of knowledge or challenges related to the Management Model addressed to the actors of the Public and Private Collaboration, Public Administration and CCI historical heritage managers**:

- design thinking (a method of designing products and services);
- business model canvas (a method of business model analysis);
- social innovation (search for and implementation of social innovations);
- stakeholders involvement (cooperation with stakeholders, involvement of stakeholders in the development of the venue, ventures, creation of cooperation hubs);
- projecting visitor experience: public space, cultural events, social activities (a method of analysing and designing solutions for the recipients and participants, social communication, urban planning and architecture);
- new technologies and innovation (design and implementation of solutions in the area of new technologies and services);
- valorisation of heritage and heritage interpretation (designing activities rooted in/ taking advantage of heritage resources, tradition and history);
- foresight (a diagnosis of potential changes in the future, scenarios of potential change directions).

The Policy Handbook

To demand and promote new uses for abandoned heritage buildings that have lost their identity is of crucial importance. In this sense, the importance of investing in the re-use of cultural sites and on the cultural and creative sectors and the current related legislation scenario has to be clear for the policy makers - the addressees of the Policy .

Heritage buildings have been and will be revitalised throughout Europe into areas for trade, commerce and services, such as museums, cultural and meeting places, kindergartens and youth clubs. Here, the creative and cultural industries are one of the most important players in terms of reutilisation as they generate economic growth and innovation. And they still have a high demand for working space. Revitalisation processes, the activities related to the design of new functions for abandoned urban spaces are currently key factors in urban cultural, social and other policies related to social revitalisation.



The Guidelines for the citizens' involvement in historical sites

The redefinition of the significance of culture and the roles attributed to cultural institutions play a significant role in the valorisation process of the cultural heritage through the CCIs. In order to provide an effective and enduring sustainable growth, **the cultural institutions have to plan it in a much wider sense and include the setting up of practices aimed at achieving specific environmental, social, cultural and economic objectives.** Only in this way, cultural institutions can play an active role in the pursuit of 2030 Agenda for Sustainable Development and, in addition, contribute, in their specific context, to the definition of virtuous development models for the cultural heritage preservation and beyond. This means completely new tasks, challenges and competences that should be considered by the employees in the cultural sector.



2. DIAGNOSTIC, ANALYTICAL AND METHODOLOGICAL GROUNDS

This chapter presents the main steps and basis for the build up of a process of the improvement of the managerial skills and capacities of the public and private sector for the sustainable use of the cultural heritage as well as methodical approaches at the base of the development of a training model within the promotion of a public-private partnership and the connection among historical heritage, innovations and CCI.

The grounds for the development of proper improvement of managerial skills and capacities program are four main sources of knowledge of the local scenario:

1. a local report⁵ including a **diagnosis of the training needs of the different participants targets;**
2. **useful documents, such as the ones elaborated within the Forget Heritage Project:** the analysis of transferable elements in good practices of cultural heritage management, the Management Manual, the Policy Handbook, the Guidelines for the citizens involvement in historical sites;
3. **methodological materials** related to the creation of adequate and efficient training tools for people seeking additional knowledge and skills⁶;
4. identification and descriptions of the context in which the training model will be applied.

2.1. BASIC TRAINING MODELS⁷

While working on an effective and adequate training model related to the design of training activities to broaden knowledge, develop skills, search for new forms of activities, focus on team work and building social relations, **it is important to choose the right educational perspective.**

Above all, attention should be paid to the general training model related to the typology of potential competence improving actions.

The **methods can be chosen depending on many variables related to competence training.** Trainings can be designed for groups or for individuals. Trainings can be conducted for the entire organisation or also for a group of key workers and stakeholders. It can be focused on the people's competences but also on the development of cooperation, change of management methods or creation of new solutions. Trainings can be implemented at the moment of crisis or in a new challenge situation. The following table helps understand how a variety of methods can be used. From simple counselling (advice given by experts in the topic), through competence training (educational trainings and group workshops), through facilitation (the team process of development of own solutions), through tutoring (individual care method on the basis of master-student relationship) to coaching and mentoring (requiring a lot of experience based on a psychological, motivational approach, inspiring change). The three last methods (from over-therapy) are no longer relevant to the development of business activities but are related to personal training regarding much more private or spiritual life.

5 FORGET HERITAGE EXPERIENCE: Within Forget Heritage project specific actions in each context, including the collection of local training needs and related diagnosis as basis to prepare local actions plans were implemented. These moments have been an important source of knowledge on the training goals and preferred methods.

6 For example, UNESCO Competency Framework [https://en.unesco.org/sites/default/files/competency_framework_e.pdf] or Competencies for training and development professionals [<http://performanceandlearning.ca/ipl/wp-content/uploads/2015/10/Competencies-for-Training-and-Development.pdf>]

7 This part has been prepared based on an article by Anna Perkowska-Klejman entitled "Reflective learning models" available at: http://terazniejszosc.dsw.edu.pl/fileadmin/user_upload/wydawnictwo/TCE/2013_61_5.pdf



TABLE 4. | GENERAL TRAINING MODEL

Generativity	 Coaching Mentoring	Meditation Self-reflection Therapy
Directivity	Tutoring Facilitation Training (workshops) Counselling	
	Measurable results	Development

On this basis, many possibilities of carrying training activities tailored to the local context, needs, time, assumed effects, available budget, etc., can be indicated.

The general perspective may be based on a model of **reflective learning**⁸ due to the fact that it focuses on **practical experiencing (learning in action)** and because the focus is mainly on the **reflection understood as the possibility of a wider empowerment**:

Reflective thinking in education has to be **critical, systematic** and **creative**. It is thinking about an event with the inclusion of sources and the processuality of this event. Critical analysis of events can even lead to a change in the perspective of thinking and empowerment.

Reflection is the element of education that allows **integration between newly acquired and existing knowledge** as well as **between experience and practice**. Reflectiveness is also important in teaching completely new content.

The highest level of reflection is determined by the possibility of introducing changes not only in the subjects' previous knowledge, but **also in their way of understanding**. As a result, new experiences and ideas are integrated and become part of the human knowledge.

Translating this into the Transnational Training Model, it is worth paying attention to:

- the **role of heritage interpretation**,
- the **importance of networking and building social relations**,
- the **importance of involving both the Public Administrations and the local stakeholders in the revitalisation activities**, relating the future of creative industries to the task of sustainable development and social innovation.

To facilitate the understanding of the idea, **three stages of reflective learning** are presented, as follows.

⁸ The simple scheme of reflective learning elaborated by Terry Borton in Reach, touch, and teach: student concerns and process education has been proposed.



TABLE 5. | REFLECTIVE LEARNING MODEL BY T. BORTON⁹

What?

The first stage of reflective learning is the precise description of the analysed experience. It is possible by answering questions starting with „what?“, for example:

- What has happened?
- What have I done?
- What did I try to achieve?
- What was good and bad in this experience?

The answers to these questions enable describing **the level of the subject's awareness during the analysed activity.**

So what?

The answer to the second question will cover the analysis and evaluation of what has happened (second stage). The entity makes in-depth conclusions about **the occurrence and thinks about what is behind this experience.**

This process is structured by such questions as:

- What is the most important of what has happened?
- What can I learn from my experience?

Now what?

At the last third stage, **alternative ways of proceeding** can be considered and what to do next can be chosen. The following questions should be asked:

- What can I do now?
- What do I need to do now?
- What could I do later?
- What are the consequences of these events?

The general idea presented above can be instructive for the training plan design.

Then, a participant in the training process for the management of historical sites should be able to combine:

- **theory** (what is it about)
- **(co)operation** (so what we have to prepare together)
- **planning and reflection** (what we have to do now as a team)



TABLE 6. | TRAINING PROCESS COURSE.

Theory - acquiring knowledge, information, analysis of good practices, and getting to know the experience of others.

Co-operation - carrying common discussions, prototyping solutions, workshop exercises, and collaboration in workshop conditions.

Planning - action scenarios and plans resulting from the classes carried out, an opportunity to reflect on possible solutions and operational strategies.

To summarise, the model proposed here mainly refers to the **experimental**⁹ and the **reflection-action**¹⁰ learning.

TABLE 7. | COMPARISON OF THE KOLB'S AND SCHON'S MODELS

Kolb's Learning Styles and Experiential Learning Cycle	Schon's Reflection in/on action
<p>Specific experience (doing/having an experience)</p> <p>Reflective observation (reviewing/reflecting on the experience)</p> <p>Abstract conceptualisation (concluding/learning from the experience)</p> <p>Active experimentation (planning/trying out what you have learned)</p>	<p>Reflection in action (while the event is happening):</p> <p>how the professional performs an action and how that action generates an effect in the situation. This effect is a feedback for the professional to reaffirm, modify or reframe his approach and continue his action with modifications.</p> <p>Reflection on action (after the event):</p> <p>it can be done once the action has finished. It is an activity of reconstruction of an experience based on what can remembered about it. In particular, it is an effort of stepping back into the experience, exploring the memory, retrieving what is remembered for expressing and organising those fragmented elements with the purpose of understanding what has happened and learning lessons from the experience.</p>

⁹ Kolb, D.A. (1984): Experiential learning: experience as the source of learning and development.

¹⁰ Schön, D. (1983). The Reflective Practitioner: How professionals think in action. London: Temple Smith



2.2. TRAINING WITHIN THE CULTURAL AND CREATIVE SECTORS IN PUBLIC CULTURAL HISTORIC SITES

The Transnational Training Model takes into account not only the educational processes but also the scope of activities for which the training is needed, i.e. the management of cultural and historical heritage assets.

In general, these activities combine three key issues:

1. the **existence of specific places** in a specific environment requiring revitalisation processes (social and infrastructural);
2. the willingness to valorise the cultural heritage **creating the potential for change through the development/implementation of new initiatives;**
3. the focus on **a developmental element, integrating the needs of the final beneficiaries (artists, craftsmen, start-ups and local communities) with the cultural heritage managers' challenges.**

Such an approach means that there are three main challenges for participants and the training should give some advice on how to deal with them:

1. **the interpretation of heritage** (as resources for the area, its history, tradition, interrelations, possibilities of interpretation and re-use);
2. **the ability to create an initiative**, a transition from ideas, willingness, projects and existing relationships to a goal-oriented, professionally organised and planned undertaking;
3. **the synergy between the needs and challenges of the site managers**, how to adapt the site to new requirements, how to maintain its „profitability“, how to meet all the requirements for a historic site, how to assign new functions to the site and how to relate it permanently to the environment **and the users of the site**, and thus, to find a place with developmental potential, audience and energy that attracts the cooperates, partners and audience.



3. THE TRANSNATIONAL TRAINING MODEL

3.1. KEY ASSUMPTIONS OF THE TRANSNATIONAL TRAINING MODEL

While using and implementing this Training Model, it is important to underline that it is based on 4 key assumptions, as shown below.

TABLE 8. | KEY ASSUMPTIONS OF THE TRANSNATIONAL TRAINING MODEL.

1. The Reflective Learning Model as a theoretical basis.

The theoretical basis of this model is related to the problem of **learning in action** and **learning opportunities based on each own experience**.

The training plan should be designed in relation to specific public private cooperation historical sites valorisation projects designed for specific teams.

Learning in/on action

Related to a specific task, e.g. the possibility of experimenting and prototyping.

Reflection

Building space for critical analysis and changing the perspective of thinking - empowering participants.

Combining theory, (co)operation and collaboration, planning and reflection.

- Learning the theory (the basis for praxis).
- Learning in action (training put inside the project activity).
- Taking advantage of the experience of other people and sharing knowledge within the team.
- Planning as the following activities based on the reflection and experience gained during and after the activities.

2. Horizontal rules for the implementation of training activities.

The main objective of the public private cooperation historical sites valorisation should be always clear and remembered.

Practical problems related to revitalisation (heritage object, specific urban area as a challenge in the social, cultural and economic context).

Laboratory of social and technological changes (a key aspect of innovation in the face of civil, technological and social and cultural changes).

Empowerment (motivating to become independent and free projects and ideas).

Ideas in action (practising the ability to translate new ideas into solutions - products, services and new/revitalised spaces of activity).



TABLE 8. | KEY ASSUMPTIONS OF THE TRANSNATIONAL TRAINING MODEL.

3. Participants in training sessions.

Training activities have to be organised focusing **on the cooperation** among key groups of stakeholders in order to take advantage of the **differences** and the **potential of change** intrinsic within the collaboration of people from different sectors.

Designing training activities focused on **the simultaneous participation of all three groups of addressees**: decision makers and public-sector officials, private or public site operators (direct coordinators) and the representatives of the cultural sector and creative industries.

4. Proposed scopes of training sessions aimed at the development of skills for the cultural sites management.

Few key areas where training can be the most important in the field of the public private cooperation historical sites valorisation are indicated, thus underlining the importance of the local training needs being **determined by means of diagnosis and participation**. The Transnational Training Model indicates in which management-related areas it is worth to look for specific training needs.

Interpretation and valorisation of heritage (the use of heritage resources: re-use).

Networking and building social relations (the importance of the group process and the importance of cooperation).

Involving addressees and stakeholders in the revitalisation activities (building bridges between a given facility and its program and the social environment).

Sustainable development and social innovations (the search for new forms of economic activity and social life - the objectives of Agenda 2030).

Design Thinking Method (a method of designing products and services).

Business Model Canvas Method (a method of business model analysis).

Audience Development Method / Projecting Visitor Experience/Social Animation Method (a method of building social relations, building audience).

Foresight Method (a strategic analysis method).

Placemaking Method (a method of public space design).

Moreover, training activities should be implemented according to three main assumptions:

- they should include a component characterised by collaboration, workshops aimed at solving practical problems identified in individual cities with the participation of external trainers and people who can be considered locally as experts with extensive practical experience;
- they should contain a component **characterised by a dynamic way of transferring knowledge** in the form of case studies, practical workshops, inspirational presentations and panel discussions in small task groups;
- they should contain a component of **participation actions related to the design of urban cultural policies in the field of heritage revitalisation open to all the stakeholders** in public-private partnership with the cultural sector and creative industries so as to widely promote the information about the Forget Heritage Project and to attract people interested in the topic who want to „look around“ in the opportunities related to the use of abandoned heritage sites in the development of their own activities (social organisations, institutions of the culture sector and representatives of creative industries).



3.2. TRAINING TARGET GROUPS

The main beneficiaries involved in the management of historical sites, crucial in the context of competence development, are **three groups of beneficiaries** facing different (but interrelated) challenges.

TABLE 9. | GROUPS OF BENEFICIARIES AND THEIR CHALLENGES.

Beneficiaries	Scope of tasks and main challenge
<p>Public administration staff</p> <p>They create solutions and manage programs dedicated to the revitalisation of the abandoned heritage sites through cooperation with creative industries and the cultural sector.</p>	<p>Task</p> <p>Designing and implementing efficient and adequate solutions (programs).</p> <p>Creating effective and efficient partnership with companies, institutions and organisations and the creation of an effective structure prepared to implement the draft plans.</p> <p>Challenge</p> <p>How to create the development potential?</p>
<p>Managers of heritage sites</p> <p>They manage valorising them through their activity and create new functions for the abandoned cultural heritage assets (often they are also cultural sector organisations or companies from the creative sector).</p>	<p>Task</p> <p>Heritage sites management.</p> <p>Challenge</p> <p>How to carry business within the site?</p> <p>Task</p> <p>Site-specific strategy, business plan and the possibility of cooperation with strong, well-prepared business partners or highly inventive start-ups.</p> <p>Challenge</p> <p>How to create a cooperation network?</p>
<p>Operators from the cultural sector and creative industries</p> <p>They could be interested in implementing their activity in a historical site and becoming potential/future managers.</p>	<p>Task</p> <p>Renting spaces in a revitalised facility/heritage site in order to increase their potential on the market, the opportunity to develop activities, the brand and recognition in the city.</p> <p>Challenge</p> <p>How to liven up the space, attract audience and recipients?</p> <p>Task</p> <p>Future heritage sites managers.</p>

One has to say that **having three different groups of beneficiaries is the biggest challenge for designing a training plan** because they need different approaches, they need different “languages” and of course different training deliveries. However, on the other hand, they need a common space, common “language” and they have to share a common approach to build something jointly. That is the case – how to combine a common approach and three specific paths for three different groups.



3.3. IMPLEMENTATION STAGES AND KEY ACTIVITIES

To efficiently prepare, implement and manage a training activity, various individual stages should be identified and established.

Their correct implementation will allow to effectively and efficiently achieve the expected training goals.

- **Initial expectations**

In this stage, initial assumptions related to local expectations, challenges and objectives of the training project should be collected and listed as well as the description of the scenario should be prepared in terms e.g. of participants, location, possible barriers, challenges and processes.

[Suggestion: prepare a short text for trainers with challenges, timeline, budget, list of participants, crucial goals important for the leading organisation].

- **The identification and analysis of training needs**

After the definition of the assumptions, the methodical diagnosis of the training needs in the various groups of potential beneficiaries (the potential training group/s) and stakeholders will be carried on.

Useful tools could be applied such as interviews, focus groups, workshop groups, and the observations of the actual processes and activities.

[Suggestion: in order to carry a diagnosis of the training needs, one can use a method based on tools such as group interviews and questionnaires. The workshop/group interview method for enabling the recognition of the training needs and the selection of key issues based on the opinion of key individuals and the questionnaire method for enabling the specification of the recognised issues and the selection of specific training solutions based on the opinions of all the individuals.

During the working groups, the following leading questions were asked.

- Describe your work/project or challenge/task.
- What are the most important strengths of your organisation within that project/task?
- What are the main challenges that you face at your work/project?
- Please suggest some training solutions for the challenges you have mentioned.
- In your opinion, what is the best way of sharing knowledge/experience with others?
- Do you have any skills/knowledge/experience you would like to share with other stakeholders?
- Describe your experiences (bad or good) with trainings you attend; in your opinion, what is most important for a perfect training project?
- What actions are the best for the motivation and empowerment for people starting cooperation? Where is the key to collaboration?]



- **Definition of training goals**

The following stage concerns the selection and definition of the expected outcomes of the training implementation: what they are assumed to cause, what changes to introduce, what barriers to overcome and what challenges to answer.

[Suggestion: prepare a list of common objectives and objectives specific for three target groups which describe what the learners get to know (knowledge), should be able to do (skills) and how they can act better (planning and cooperation) after they complete the training.]

- **Training design**

After the definition of the goals the choice of the specific training solutions and methods has to be carried out, developing a training plan and adopting scenarios for all the modules and crucial elements on the basis of contents, arisen preference and the size of the audience.

[Suggestion: use one template for all the sessions to be provided by trainers that includes all the important information: objectives for the session, training methods, materials and scenario for the session, list of participants, duration time, risks and challenges, etc.]

- **Carrying the training**

Then, the designed and planned training will be carried on along with all the required changes resulting from the analysis of the process (training is a dynamic process – it is crucial to be prepared for changes and extra activities).

- **Training report**

Monitoring of the implemented training session is crucial in order to have a quick feedback about the outcomes and results for the participants. The next step is the evaluation of the training process. This can be done through surveys delivered to the audience as hard copies or via mail, immediately after the sessions, interviews with the participants or the group discussion about the results of the training. The methods and tools depend on local needs (how to prepare the next module, how to settle the project grant, etc.).

The results will be then collected and a report will be elaborated describing the direct outcomes and broader evaluation of the training project.

[Suggestion: compare different points of view in the evaluation: participants, trainers and others involved. Make a difference between the training delivery (direct comments on the sessions) and long-term effects (changes driven by the training – difficult to describe in short time after the project)].

- **Ex-post review – the analysis and evaluation of the entire training process (the preparation of the second report can be taken into account).**

Less formalised research activities focused on the review of the long-term outcomes of the training project in order to evaluate the following aspects.

- Did it bring the expected or any other unexpected change?
- How can we improve the solutions in the future?
- What can be the next training step?

[Suggestion: this activity can be productive in a situation when the next training sessions are going to be prepared, in long-term training projects, etc.]



3.4. METHODS OF WORK WITH TRAINING GROUPS

Many various solutions and training options can be applied to carry a training project and each training sessions can be characterised by different methods, dynamics and level of required involvement.

Regarding the training formats, they strongly depend on the implementation stage to pursue: there are formats that are best suited to transferring knowledge while others work better for the involvement of participants, and yet others are more effective in the development of cooperation or motivation to changes. Hereinafter, various formats are reported, together with the related best training delivery.

- **Transfer of knowledge**

The direct knowledge transfer is useful when people require introducing/general preparation for a specific challenge/issue.

The purpose is to acknowledge the training participants with a given problem overview.

Training delivery

- Lectures, mini-lectures, speeches and presentations
- Learning from documents, materials and publications
- Organising e-learning lessons with multiply choice question tests
- Study visits at partners and leaders
- Demonstrations

- **Involvement of participants**

Trainings focused on facilitation and group work with the use of generative elements should be dedicated to people in need of cooperating more closely, in a situation when the goals include teambuilding and empowerment or when, at the same time, there is a situation where the training is aimed at initiating a project/undertaking (strengthening the team, motivating to action and participation in the process).

Training delivery

- Discussion in subgroups, mini-seminars and debates, brainstorming
- Practical workshops (scenario-based exercises)
- Presentations of good practices
- Training simulation games
- Case-study analyses

- **Initiation of change processes**

The improvement of skills processes focused on reflection in direct relation to the implemented activities and project processes (reflection in/on action) are useful in the case of professionals or individuals jointly involved in an undertaking. This approach can also be used in situations when the training participants have to generate solutions and ideas themselves, based on activities focused on the preparation of an adequate educational situation by a trainer – a coach, a mentor or a facilitator.



Training delivery

- Preparation of the training together with the participants, including setting the training goals as well as preparing with the trainer and carrying the training by the learners themselves
- Sessions for sharing knowledge, good practices sessions
- Moderated working teamwork - solving tasks (collaboration)
- Interpersonal training
- Before-Action Review and After-Action Review, i.e. the analysis of teamwork before and after completing a task or a project
- Coaching and mentoring

In order to select the most suitable ones, depending on the situations, purpose and goals, to carry on proper training or facilitation activities the following leading questions should be answered.

- What are the training conditions? What is the environment and context of the training?
- Who are the training group members?
- How many people will attend?
- Is it a homogenous or a diversified group as for training needs, competencies or tasks the group members perform?
- What resources are available? What experience, good practices or support can we use?
- What are the characteristics of the training content? Is it soft (general issues) or hard (issues connected with specific competencies in a given field, environment or situation)?
- Who is your target audience?
- How many languages do you need to accommodate?
- How quickly do you need to accomplish training?

TIPS

In the selection of the proper training method in a given situation some key points should be highlighted about adult learners:

- they are self-directed and have their own expectations,
- they come to the training with a lifetime of existing knowledge, experience, and presumptions and beliefs,
- they are goal-oriented,
- they are usually in a big hurry (project oriented),
- they want the training to be relevant,
- they want the training to be task-oriented,
- very often, they have bad experience about former training activities,
- they want to be respected and feel so.



Another important point to consider is the evaluation of each implemented training method and the collection of feedback from participants in order to understand their level of satisfaction and learning.

The evaluation of the training project outcomes also requires the development of appropriate tools and procedures corresponding to the characteristics of the training. The evaluation is a process to verify whether the training fulfilled its purpose, i.e. the goals we assumed initially. Therefore, good evaluation starts with examining the needs and determining why we are carrying any specific training.

Next, the development and update of the training system is crucial: adequate evaluation is a key to mastering the training solutions. Hereinafter, some issue and leading question to evaluate the training are proposed.

TABLE 10. | MAIN ISSUES RELEVANT TO THE TRAINING EVALUATION

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

Based on the outline of the diagnosis, a model of training activities meeting the challenges and objectives can be prepared.



3.5. TRAINING SESSIONS - EXAMPLES

In order to implement training sessions addressed to cultural sites managers and beginner operators of the cultural and creative industries sectors, the following course of training is proposed.

Some suggested topics for Introductions sessions, depending on the audience.

TABLE 11. | INTRODUCTION SESSIONS TOPICS

<p>A joint session for three groups of participants.</p> <p>Urban public policies in the field of revitalisation and development of creative industries (strategic management) and the problem of overcoming bureaucracy during the implementation of activities (management of interdisciplinary pilot projects requiring new solutions with broad partnership).</p> <p>How to start the activities aimed at the creation of the (social) public-private-social partnership?</p>	
<p>Specific for historical sites managers and public officers.</p> <p>Managing and fundraising of activities combining the protection of monuments and development of creative industries.</p>	<p>Specific for operators of the CCI.</p> <p>Building business plans and strategies based on heritage resources and social/ technological innovation opportunities.</p>
<p>The Forget Heritage Manage Manual in local scenarios (how to prepare a project, how to collect funds).</p>	

After then, the training sessions could follow two potential paths:

TABLE 12. | TRAINING SESSIONS.

<p>A mentoring - facilitating path</p> <p>Focus: supporting activities related to the implementation of a specific project for a specific (not too large) group of coordinators and implementers who need conceptual and methodological support.</p> <p>Trainers: people with practical experience, preferably more experienced leaders of similar, advanced projects from other realities (Europe-wide).</p> <p>Training and workshops: schedule and topics not strictly programmed, based on the ongoing current problems and challenges.</p>
<p>A networking and training path for local stakeholders</p> <p>Focus: encouraging cooperation and developing the competences within the Forget Heritage Management Manual.</p> <p>Trainers: people with the knowledge of perceivable training issues, able to initiate and facilitate group processes among the individuals seeking partnership/cooperation opportunities.</p>



An example of a training program may look as follows:

TABLE 13. TRAINING PROGRAM EXAMPLE.	
<p>1st day of training session Public administration and historical sites managers</p>	<p>Session 1 Conceptual meeting of trainers, coordinators and experts (combining project activities, pilot projects and a training program).</p> <p>Session 2 Creating and managing integrated urban programs aimed at social revitalisation, heritage protection, development of entrepreneurship in the field of culture and creative industries.</p>
<p>2nd day of training session Local initiative groups and a wide team of people involved in the Public Private Cooperation for the management of historical facilities, individuals looking for knowledge development in the topic</p>	<p>Session 3 A lecture/debate opening the training session day held by a recognised expert.</p> <p>Session 4 Open space: valorisation of cultural heritage in the context of the possibility of its use in contemporary cultural circuits.</p> <p>Parallel sessions 5 and 6 A workshop using the Design Thinking Method in connection with the development of the main issues related to the Public Private Cooperation for the management of historical facilities / Placemaking Method Workshop in connection with the preparation of activities.</p> <p>Session 7 Group analyses of good practices with invited guest experts (a local project analysis; external practice analysis).</p> <p>Session 8 Heritage management (heritage site management) - a training session for a group of coordinators responsible for the implementation of the Public Private Cooperation for the management of historical facilities project and key stakeholders (public administration, environmental institutions and partners).</p>
<p>3rd day of training session Specific individuals and organisations wanting to broaden their knowledge of creative industries development and activities within heritage resources</p>	<p>Parallel sessions 9 and 10 Incubation of a new venture, support for beginners and empowerment of initiatives and Business Models/business plans/building an entrepreneurial activity start strategy.</p> <p>Parallel sessions 11 and 12 Development of products with the use of heritage resources; promotion and marketing of a new venue - a creative centre/fab-lab/ centre of art/ culture.</p>



3.6. THE FORGET HERITAGE EXPERIENCE: THE TRANSNATIONAL REPORT ON COMMON TRAINING NEEDS – MAJOR RESULTS¹¹

Within the experience of Forget Heritage Project it was possible to implement nine diagnoses on the local Public Administration staff and CCI operators training needs of nine of the project partners.

This report indicates a few key issues related to carrying the trainings which should be considered when designing specific solutions.

Individuals participating in the diagnosis indicated that, for the purposes of the project, the key trainings are **practical ones**, with the use of **dynamic training forms** focused on their **usefulness and purposefulness in the initiation of a task/project in the integration of abandoned heritage sites with the cultural sector and creative industries**. For this reason, an important advantage of the training is to be **networking**, an ability to involve people and organisations into the challenges of the project.

Therefore, trainings will be dedicated jointly to all the groups of stakeholders so that they can get to know different perspectives, requirements and organisational environments.

The Forget Heritage **main training needs** have been identified as follows:

- business models/business plans/entrepreneurial activity start-ups;
- knowledge of legislation and legal aspects of business of non-governmental organisation functioning;
- fundraising, financing of cultural activities;
- incubation of a new venture, support for beginners and empowerment of initiatives;
- social communication, marketing in culture, PR, advocacy, new media and social media;
- heritage management (heritage site management);
- legal and organisational conditions for the management of a heritage site (monument);
- networking, functioning in partnerships, non-hierarchical management models, design and network models;
- task and project management in public administration;
- human resources management (recruitment of specialists), team-building;
- management and development in the field of cultural tourism and heritage (cultural routes; cultural festivals and other products of cultural tourism).

11 File downloadable at www.forgetheritage.eu

TRANSNATIONAL TRAINING MODEL

