Methodology and programme for the Transferability training

THETRIS project

Output 5.1.1.

Prepared by: Jasna Fakin Bajec

PP9, Znanstenoraziskovalni center Slovenske akademije znanosti in umetnosti, Raziskovalna postaja v Novi Gorici – Research Centre of the Slovenian Academy of Sciences and Arts, Research Station Nova Gorica

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1. FOREWORD

Nowadays cultural heritage takes on different roles, meanings and appearances, which are the results of the newest scientific paradigms and contemporary social, cultural and economic situations around the world. New heritage concepts and the UNESCO's conventions emphasise that cultural heritage not only refers to material remnants but also to intangible elements including character of place, customs, dialects, music, legends, poems, traditional skills, knowledge. Important steps have been done also in understanding the role of local communities, groups and in some occasion individuals, who live with and potentially change and use heritage elements. Because of that heritage is not restricted only to actions from state officials or bodies, but can include the most basic and ordinary ways of life of people.

Being aware that in the light of contemporary social and economic problems the cultural heritage practices can ensure ways and mechanisms to relieve financial crisis, the main purpose of the transferability training will be to stress the development potentials of cultural heritage in order to improve the quality of live in rural areas. It is necessary to overcome the mentality that heritage can be used only to ensure elements for the construction of collective identities and the development of tourist programmes: it can and should be incorporated also into processes to advance sustainable development, resolve passiveness of local residents, alleviate social poverty, reduce unemployment and pollution, assure gender equality, give ideas for innovative economic products, enable social inclusion of persons with special needs and immigrants, create creative living areas, healthier societies and well-being of local residents.

Furthermore, because cultural heritage practices (like researching the local history, organizing village and local celebrations, reviving old customs, restoring local architectural objects or producing agricultural products for cousin, etc.) are social activities, which can involve different participants, the new challenge of heritage could be also in the processes of the establishment of networks for fostering interaction and cooperation of different stakeholders, especially local authorities, private sectors/entrepreneurs, scientists/researchers/experts and local residents, who are the main actors in forcing development, especially productivity and sustainability in agriculture and rural areas. Many rural areas have rich cultural and natural development potentials, but they are facing disconnections of different activities among residents. This situation contributes to uncompetitive and non-innovative products in wider national and global areas. The networks could link together different human energies and capitals, strengthen research, development and innovation, stimulate synthesising, share and present best practices, experiences, research results and other opportunities for fostering economically viable and sustainable development of local communities.

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2. CONTENT OF THE TRAINING

According to the presented opportunities that cultural heritage practices can give and problems, which were exposed by project's partners in regional SWOT analyses the training will focus on discussions and findings about ways, methods, tools, approaches of how to establish local/regional/transnational networks among local authorities, scientists, economists and local associations/individuals to achieve better uses of cultural heritage for the advanced and successful cultural management and entrepreneurship. Furthermore, different **added values** of the cultural heritage practices will be presented in order to make partners more aware of potentials that culture can give in establishing sustainable development (social, cultural, environmental and economic values). The examples of practices will be used from activities conducted in WP3 and WP4.

Although the transnational SWOT analyse shows the main opportunities of THETRIS regions are linked with the promotion and development of sustainable tourism, which will potentially also promote church heritage treasures and ensure financial resources for preservation, the question which arises is how to involve all important stakeholders into tourist industry or cultural management and achieve reciprocal cooperation among them.

Other problems, which were exposed in regional SWOT analyses, are low awareness of local residents towards development opportunities that heritage practices give and low percentage of informed local residents about the history, art history of churches and other treasures that enrich regions. Because of that it is necessary to present, emphasize and discuss some good cultural heritage practices of the involved partners (like festivals, meetings, exhibitions, amateur theatre, market, etc.), which give opportunities for informal education, awareness and other possibilities for better preservation and management of cultural heritage.

The main problems (weaknesses, threats) of the involved partners:
- lack of networking, individualistic approach to the cultural heritage preservation, tendency to individualism, localism;
- shortage of public funds for the maintenance, promotion and management of cultural heritage;
- low willingness of the local inhabitants and businessmen to support the preservation of the regional cultural heritage;
- absence of regional knowledge management;
- disorganized management (insufficient integration of sacral cultural heritage to tourist programme);
- low public awareness about the value of cultural heritage;
- lack of social integration and coordination in the protection, promotion and management of cultural heritage.

The main opportunities:
- development of awareness of decision makers and local people of the importance of networking and collaboration;

- creative revitalization of regional cultural heritage sites through religious cultural festival, concerts in churches and other events;
- the development and implementation of a set of policy instruments (regulations) and financial mechanisms that will enable better cooperation between the private and the public sector and the acquirement of the financial resources for the preservation and valorisation of cultural heritage;
- promotion of ethic entrepreneurship as a way of increasing utilization of religious sites and raising money for church heritage preservation;
- better cooperation between private and public sector;
- strengthening marketing of regional cultural heritage as an alternative target for tourism;
- build-up of networks that will connect currently existing structures as well as fostering the links between religious and touristic concepts;
- the rise of the awareness of the importance and the different values of cultural heritage among young generations and immigrants;
- social inclusion of persons with special needs in the process of preservation and valorisation of cultural heritage;
- advanced models of communication with the public (multimedia info-points, media touchscreens, totems, interactive maps, etc.) and advanced tools that promote the cultural heritage and raise the knowledge of the territory offer, etc.

The main strengths:
- beautiful sacral and historical monuments built in different art-historical styles, some also registered in the UNESCO list;
- unique cultural and natural landscapes, some also managed as national parks, which present diversity of European regions;
- many events, festivals, exhibitions demonstrating authentic regional cuisines, arts, music, handicrafts etc. throughout the year;
- attractive living environment and recreation areas in rural landscapes;
- many historical, natural and gastronomic routes connecting different local cultural and natural treasures.

Following presented problems, opportunities and strengths of included regions the main aims of transferability training are:
- introduction of new concepts of cultural heritage to solve contemporary social and economic problems (pointing out some good practices of the involved partners) in order to achieve sustainable development of regional communities.
- discussion about the uses of cultural heritage practices for the productivity and sustainable development of rural areas (sustainable uses of natural sources, innovative economic, social and cultural progress of local communities)
- findings of different approaches to establish the networks among politicians, scientists, economists and local associations/individuals etc. to achieve cultural management and entrepreneurship.
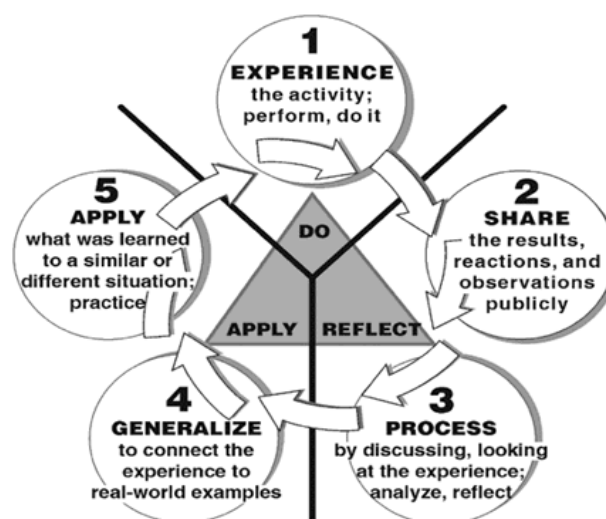
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3. APPROACH

The training will be designed as a learning workshop. Considering current practices of management training for development, the educational activities will be prepared on the principles of theory of experiential learning, where educator respects the experiences of the learners and use them as invaluable assets for future experiences on one hand, and design training activities that facilitate the current experiences as source of learning on the other (John Dewey 1938/1997).

Educational methods and techniques will be prepared on the base of four/five-step learning cycle constructed by David Kolb (1984), in which the continuity of the concrete experiences, reflection, abstract conceptualisation and active experimentation provide a holistic approach of learning, which involves the perceptual, affective, symbolic and behaviour aspects. In other words, we see something, we think about it, we consider how we might apply it to our situation and we try it – we learn through experience. This theory integrates experience into learning and transfer learning into performance.

The focus of this theory is placed on the process of learning, or as Kolbs says on "process whereby knowledge is created through the transformation of experience" (David Kolb 1984:41). The learners are actively involved in the learning process through discussion, group work, hands-on participation and applying information outside the classroom.

In some words, experiential learning provides a concrete experience that serves as a basis for reflection. From these reflections, the information is assimilated and abstract concepts are formed. These concepts also develop new theories, which are then actively tested. Through the testing of our ideas, once again the information are gathered through experiences, cycling back to the beginning of the process.

Kolb's experimental learning cycle.

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The following description of the methodological approach/steps is prepared in relation to the stages of Kolb's experimental learning cycle, most effective training techniques and content of project's transferability training. The focus of training will be on critical reflection practices and discussion about possible application in different regions.

Being aware that the special motivation element of training process is also location, which is not preferred to be classroom, the training will take place in surroundings of Franciscan Monastery Kostanjevica above Nova Gorica in Slovenia (roses garden and park), where historical and church cultural heritage would indirectly motivate and encourage participant for useful training outcomes.

LEARNING STEPS:

1. Experiencing/Exploring - **"Doing"**

Description of current situation about preservation and management of cultural heritage will be presented through lectures, where the focus will be on the presentation of new concepts of cultural heritage in solving contemporary social and economic problems. Special attention will be paid to the presentation of the added values of cultural heritage practices in the processes of establishing sustainable development of local/regional communities. The presentation will concentrate on four pillars of sustainable development, namely environmental, social, economic and cultural. The new approach of using heritage activities will be demonstrated by exposing some project activities achieved in WP3 and WP4 (e.g. Novalesa Abbey, wood churches in Poland, Cycle paths in Hungary, "Open air wooden churches museum" in Slovak Republik, "Creation of an event from the museum Riesa" in Germany, Via Francigena etc.) Through presentation the participant will be encouraged to share some experiences, comments on presented practices and results, reactions and observations.

2. Reflection – **"What Happened"** - reflection on personal feelings and actions and reflection on the external effects and interests, national/local opportunities, etc.

In the next step the participants will be divided into small groups regarding to their personal experiences and the roles they have in the regions. The division of the participants in groups will be prepared by the organizers of the training, who will analyse in detail the development problems of the involved partners in the process of preparation to the training. The discussions in groups will be organised around some key questions on which participants will discuss. The themes for discussion will refer to problems of involving four main actors/stakeholders into cultural network/management. Therefore, members of the first group will discuss the role of local authorities, the second group will talk about the problems regarding private sector/entrepreneurs, the third one will discuss the importance of experts/researchers in heritage practices and the last group will emphasise the role of local residents/associations/individuals. The focus will be on reflections about more and less successful practices/experiences from partners and best approaches of the

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involvement of different stakeholders. The participant will expose surrounding conditions (historical experiences, government problems, etc.), too.

Working in small groups will encourage all group members to speak about their experiences, ideas, doubts, solutions on discussed problems. Each group will have a facilitator who is an expert in the field of cultural heritage and will summarize the lecture's main points and guide the conversation, a keeper of the minutes and a reporter, who will present the discussion outcomes to all.

3. Processing/Analysing "**What is Important**" - Analysis of the alternatives outcomes, risk, ethnical issues, etc.

The next step will be the plenary sessions, where the participants will present discussion results and some interesting experiences. The educator/moderator will summarize the main outputs according to contemporary concepts of using cultural heritage and main goals of transferability training. The main focus in this step will be in analysing and synthesising the main cognitions, which will help to establish cultural networks in future. The advantages and disadvantages of networking will be discussed, too.

4. Generalizing **"So What"** - learning and change

The main goal of plenary session will be also to think about new ideas for the preparation of the transferability plan, and indirectly also the sustainability plan. This will also generate new project ideas for heritage management.

5. Application **"Now What"** - Evaluation and ways of future improvement

The last step will be dedicated to the main conclusions, which will be important for the preparation of recommendations for EU decision makers.

In small group the discussion will be conducted on the basis of the following suggestions:

1. **Group: target group - public sector**
In many municipalities the mayors and councillors are theoretically aware of the importance of potentials that cultural heritage ensures, but in reality, many times they are influenced by the sway of the power of economic capital, which has little use for historical, cultural and geographic unique features. Although the public servants/officers (from municipalities, research centres, public development agencies, public tourist offices, etc.) support the heritage activities conducted by different local associations, they do not participate in different events or village celebrations, because they usually happen during the weekends, thus, when they don't work.

What is the role of public sector in the preservation, valorisation and exploitation of cultural heritage in your country?

In which way the public authorities of your country support the preservation, valorisation and exploitation of cultural heritage? Which are the weaknesses and the advantages of their executing?

Please, according to your experience expose good approaches of how to involve and convince public sector, local authorities and councillors to take an active part in the restoration, maintenance, promotion and management of local cultural heritage.

Are you aware, where the obstacles or problems that the public sector does not see culture and its heritage as a main generator of local development and a stimulator of new innovative and creative economic products are?

2. Group: target group - private sector

UNESCO, The Council of Europe, and many scientists make a huge effort to highlight the development significance of culture and its heritage, since they represent the values and the meanings of the practices of a certain way of life in a particular local place which are also crucial for the further progresses. Culture, understood as a process of shaping values and meanings, has an unavoidable importance, because it reflects past and present experiences, needs, desires and expectations of the local population on the one hand and broader socio-political and economic flows on the other. If the political authorities, experts or economists impose development practices which are valued negatively by local residents or have no tradition in a given environment, the local population will have more difficulty in adapting them and may even resist in some cases. How to convince entrepreneurs that the respect of culture and uses of its elements can improve economic efforts or produce business ideas for new products?   The development role of heritage is seen in sustainable consumption and production; in energy use, in the economy and in the development of so-called sustainable communities or healthier communities.

What is the role of private sector in the preservation, valorisation and exploitation of cultural heritage in your country?

Do you have any experience or do you know any methods of how to convince entrepreneurs and private sector that the cultural heritage practices give opportunities for creative ideas for new innovative economic products, which can be based on tradition skills and experiences and enriched with new technologies and contemporary needs?

How to convince the private sector to support the preservation and maintenance of local cultural heritage in order to improve quality of living, where they conduct their business?

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In which ways the public authorities of your country support the inclusion of the private sector in the preservation, valorisation and exploitation of cultural heritage? Which are the weaknesses and the advantages of their executing?

3. Group: target group - experts and scientists

The preservation, presentation and management of cultural heritage demand the reciprocal collaboration of experts and local residents, who live with cultural heritage elements. Usually the experts in the processes of restoration or uses of heritage do not recognise the values and meanings that locals are embodied to local heritage elements (like village/familiar tradition, local community experiences, communities' habits …) and consider only experts measures (historical, art-historical, ethnological). Furthermore, lots of experts, who work on preservation or restoration of cultural heritage element (castle, houses …), do not communicate with the inhabitants about their needs, desires, proposals and prepare the content for cultural heritage in view of their knowledge, convictions, etc. Can you be an office expert if you work on cultural heritage?

How to convince the experts and scientists that cultural heritage is formed/constructed by local people, who live with heritage elements and according to their ways of life, experiences, needs, education modify its values and function? If the experts do not recognised the ways of life of local residents, their historian experiences and values that they give to its public heritage, no preservations and management will be successful.

Which are the successful methods to work and collaborate with local residents?

4. Group: target group - non-governmental organisations, associations, individuals, etc.

Usually the local population is not enough included in the preservation, exploitation and management of cultural heritage, although it presents the main actor in heritage processes. On the one hand the experts or local authorities do not see sense in including the locals in heritage activities, on the other hand the local residents are passive, not interested or are not aware of potentials that cultural heritage can offer.

How to make local residents (the youngest and the elderly) aware that the cultural heritage practices give opportunities for better life, new creative jobs, healthier society and well-being?

How to involve/invite local people (associations, NGOs, volunteers) into cultural heritage practices and show them economic opportunities to improve their and societies' ways of life?

In which ways the public sector on one hand and the private sector on the other support the involvement of non-governmental institutions, associations, individuals, etc. in presentation, valorisation and exploitation of cultural heritage?

Do you know some good practices or useful methods to stimulate the participation of different target groups in the preservation and valorisation of cultural heritage?

How to involve persons with special needs in the preservation, valorisation and exploitation of cultural heritage?

How can the cultural heritage stimulate the integration process of the immigrants into the social life of a community?

In which manner is it possible to raise the awareness that cultural heritage is not only a religious monument (spiritual heritage) but also a work of art that surmounts ideological and religious beliefs (art-historic, historic and cultural heritage)?

Which are, at the moment, the best advanced modes of communication with the public and advanced tools for the promotion of cultural heritage?

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Programme for Transferability training

8th May 2014

Hall and surroundings of Franciscan Monastery Kostanjevica above Nova Gorica, Slovenia

08:30 – Gathering in front of the Hotel Perla (on foot / by shuttle to the Monastery Kostanjevica)

09:00 – Welcome by Guardian of Franciscan Monastery

09:10 – 10:00 **Lecture and Introducing to the training** on development potentials of church cultural heritage to solve contemporary social and economic problems (Jasna Fakin Bajec, Neva Makuc)

10:00 –10:15 Coffee break

10:15 –12:15 **Group session:** Working in 4 groups according to the role of main actors in networking management

12:15 – 13:00 Lunch catering offered by ZRC SAZU, RP Nova Gorica

13:00 – 14:30 Guided visit to the monastery

14:30 – 15:30 **Plenary session** (Presentation and discussion of group session outcomes) (Moderator Jasna Fakin Bajec)

15:30 – 15:45 Coffee break

15:45 –16:45 **Discussion on recommendations for the EU** and conclusion of the training (moderator Neva Makuc)

19.00 Dinner offered by ZRC SAZU

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Author: Jasna Fakin Bajec

Language proofreading: Danila Zuljan Kumar

Project manager in Raziskovalna postaja ZRC SAZU v Novi Gorici: Špela Ledinek Lozej

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