The Italian National report on the Pilot Training

A – Introduction

ANHER Innovative format of education and training of the integrated archaeological and natural heritage is a project co-funded by the Erasmus plus program – VET.

In Italy, InEuropa srl as Partner, implemented 4 courses in blended learning through a dedicated moodle platform in the period 5th April 2017 – 31rst May 2017. 26 people registered and attended the course, out of them 17 successfully completed the course.

Out of 26 people enrolled, 20 were from cultural heritage domain (they had both education and professional experience in the cultural heritage sector or a more generic education with a more specific professional experience in cultural heritage), 4 from the natural heritage domain (they had both education and professional experience in the cultural heritage sector or a more generic education with a more specific professional experience in natural heritage) and 1 a more generic education profile with no specific experience in none of the 2 project domains.

Out of the 17 people that concluded the course, 13 were from the cultural heritage domain and 4 from the natural heritage one. Out of 26 people enrolled, 20 were from cultural heritage domain (they had both education and professional experience in the cultural heritage sector or a more generic education with a more specific professional experience in cultural heritage), 4 from the natural heritage domain (they had both education and professional experience in the cultural heritage sector or a more generic education with a more specific professional experience in natural heritage) and 1 a more generic education profile with no specific experience in none of the 2 project domains.

Out of the 17 people that concluded the course, 13 were from the cultural heritage domain and 4 from the natural heritage one.

This testing phase also allowed the participants, coming from different sectors, to network and work together at distance, as to be able to keep the interested group alive beyond the pilot training time.

- **Training syllabus per each course**

Some of the training modules of the ANHER project were chosen, they were integrated with additional readings linked to sector national and international best practices and documents. Some of such readings were marked as mandatory within

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the moodle. In addition some explanatory videos recorded by sector experts were published on moodle as introductions to the modules.

In total 4 courses proposals were provided in order to allow the participants select the one that better could fit their field of competences and interest.

Pilot course A:

Strategies for sustainable archaeology

Video Introduction 1 – Luca Baraldi

Mod. 1 – Europe's cultural landscapes: opportunities and threats

Mod. 2 – Heritage strategies, what, why, where, how, by whom and for whom? (with a focus on ICOMOS international charters and the structure of UNESCO and IUCN)

Mod. 5 – Traversing the disciplines of ecology and archaeology: the new horizon (within the wider framework of the sustainable development goals)

Video: Archaeology and the challenge of multidisciplinarity, Filippo Olari, Manifattura Urbana

Mod. 6 – Integrating heritage in land-use planning

Mod. 7 – Ownership and Benefits of Heritage

Mod. 8 – Participatory practices

Pilot course B:

Integrated Management of Cultural and Natural Heritage

Video Introduction 3 – Luca Baraldi

Mod. 1 – Europe's cultural landscapes: opportunities and threats

Mod. 2 Mod. 2 – Heritage strategies, what, why, where, how, by whom and for whom? (with a focus on ICOMOS international charters and the structure of UNESCO and IUCN, desktop research into the links to the pages of institutional sites)

Mod. 4 – Cultural heritage management for nature heritage managers (with presentation of additional best practices)

Video: Archaeology and territorial planning, Filippo Olari, Manifattura Urbana

Mod. 6 – Integrating heritage in land-use planning

Video: Strategies for community involvement in participatory conservations plans, Francesco Fulvi, Manifattura Urbana

Mod. 7 – Ownership and Benefits of Heritage

Within the additional readings: *Critical reading of the Pietrarsa Charter)

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Pilot course C:
Heritage and participative conservation
Video Introduction 2 – Luca Baraldi
Mod. 2 – Heritage strategies, what, why, where, how, by whom and for whom?
Mod. 5 – Traversing the disciplines of ecology and archaeology: the new horizon (within the wider framework of the sustainable development goals)
Mod. 6 – Integrating heritage in land-use planning (under teachers' guidance towards the adoption of a critical perspective)
Video: Landscape planning. Territory, heritage and community, Francesco Fulvi, Manifattura Urbana
Mod. 7 – Ownership and Benefits of Heritage (read under an operative perspective)
Video: The invisible side of the Canon de Combeima. An example of integration between culture and, Luca Baraldi
Mod. 8 – Participatory practices

Pilot course D:
International policies for cultural and natural heritage
Video Introduction 4 – Luca Baraldi
Mod. 1 – Europe's cultural landscapes: opportunities and threats
Mod. 2 – Heritage strategies, what, why, where, how, by whom and for whom?
Mod. 6 – Integrating heritage in land-use planning
Video: Strategies for community involvement in participatory conservations plans, Francesco Fulvi, Manifattura Urbana
Mod. 7 – Ownership and Benefits of Heritage
Mod. 8 – Participatory practices

● **Presentation of the Training Courses**

Pilot course A: Strategies for sustainable archaeology

The course is intended to provide the methodological tools to elaborate sustainable strategies for the management of archaeological heritage. Inspired by the Sustainable Development Goals, InEuropa and its expert Professor Luca Baraldi offered a path to analyse issues related to sustainability, accessibility and eco-compatibility that affect the strategies for the management of cultural

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heritage with a focus on archaeological heritage, drawing from a very rich pool of international best practices and case studies.

Pilot course B: Integrated Management of Cultural and Natural Heritage
The course objective is the development of integrated landscape management tools, through integrating the understanding, the conservation and fruition needs of cultural heritage. Starting from an excursus on landscape in Europe, the focus has been on some specific aspects of cultural sites within protected environmental areas. The course allows to get specific knowledge of cultural heritage conservation by professionals from the environmental sector.

Pilot course C: Heritage and participative conservation
The objective of the training is acquiring reflective capacities and critic skills over territorial planning strategies and heritage management strategies, with a particular focus on the role of cultural and natural policies social impact. The course provides tools and skills to reflect on how to strengthen the role of communities in the integrated management of cultural and natural heritage, starting from the valuable concept of regeneration. The training has provided tools for community engagement, lobbyism and public advocacy actions to support the development of methodologies that can foster active citizenship, with the ultimate aim to make international institutions reflections concrete into the Italian sector scenario.

Pilot course D: International policies for cultural and natural heritage

The course is aimed at describing and analysing sector legislative reference documents and international institutions reflections on the integrated heritage (cultural and natural). The path has analysed, in a selective way, tools and strategies elaborated and implemented by UNESCO, ICOMOS, IUCN, Council of Europe and the European Union to allow sector professionals to align their vision to international standard.

- **Target groups**

The pilot course A Strategies for sustainable archaeology addressed young professionals or students that have gained some professional experience in the field of archaeological heritage conservation. Graduates or students that attend the last university year of sector courses (cultural domain) that have gained professional experience.

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The pilot course B Integrated Management of Cultural and Natural Heritage addressed volunteers of organizations working with natural heritage, professional with multi-year experience, young professionals or students that have gained some professional experience. Sector vocational high school diploma (environmental heritage).

The pilot course C Heritage and participative conservation addressed Professionals and volunteers working in the field of cultural and environmental heritage, professionals with multi-year experience, young professionals, students that have gained professional experiences. Graduates and students attending the last year of sector university courses (culture) that have gained professional experiences and professionals with at least 5-year experience.

The pilot course D International policies for cultural and natural heritage addressed professionals and volunteers working in the field of cultural and environmental heritage that cooperates with public administrations, religious organizations, etc. Vocational sector high school diploma (culture or nature) is required.

- **Level**

    The four pilot courses proposed are post – graduate courses that within the Italian educational framework can be considered of a medium difficulty level considering that in our country sector vocational training and practices, especially for the cultural heritage domain, are quite developed.

- **Learning objectives**

    The main aim of course A Strategies for sustainable archaeology is the development of an operative vision and practical competences starting from a theoretical reference methodological framework. In particular, the aspects related to the sustainability of digging interventions and an integral sustainability approach for the site management strategies. Among the themes: integrated conservation, preventive analysis, reversibility, holistic management, all aspects that characterize the vision behind this course.
In particular the course aims at:

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- supporting the development of sustainable strategies for the management of archaeological heritage in relation to landscape
- favouring the understanding of the importance of preventive archaeology and the charters of the archaeological potential
- allowing young professionals to know international case studies and best practices.

In the end, beneficiaries were expected to:
- acquire a bigger awareness over the complex strategies for territorial analysis, planning of management strategies and elaboration of sustainable archaeology models
- gain a better knowledge of international documents over integrated heritage management and sustainability

The main aim of course B Integrated Management of Cultural and Natural Heritage is the enhancement of the professional and scientific competences needed for the management of the landscape and its complexity. Existing tools and methodologies were considered within an innovation perspective. From zoning to participation, form social value to political impact, landscape has been analysed as the meeting point for nature and cultural heritage and as the development field for integrated conservation strategies.

In particular the course aims at:
- favouring the understanding of international visions on the role of landscapes within society
- supporting the elaboration of sustainable strategies for the management of the environment that include cultural tangible and intangible heritage
- allowing environmental professionals to face specific aspect of cultural sites within environmental protected areas.

In the end, we expected beneficiaries to: acquire tools to operate on the landscape with an integrate approach

The main aim of course C Heritage and participative conservation is the development of competences for the involvement of communities in an efficacious management of the territory under its various aspects. In particular, social dialectic dynamics have been considered, in relation to the complex nature of landscape, in order to elaborate democratic participative methodologies for the protection and enhancement of public heritage.

In particular the course will aims at:

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- guiding reflection on the democratic value of the dialectics between cultural heritage, environment and society

- facilitating reflection on how to strengthen the role of community on the integrated management of heritage

- promoting development of conscious methodologies for active citizenship.

In the end we expected beneficiaries to:

- Better understand the role of community in the management of heritage

- Get acquainted with cultural leadership actions

- Become able to take or facilitate community engagement activities, lobbying and public advocacy.

The main aim of course D International policies for cultural and natural heritage is the acquisition of the basic competences on the political and institutional debates within world and European organizations caring for cultural and natural heritage. The comparison between the international debate and national experience allows developing critical evaluation skills over sector policies and strategies, favouring a multi-disciplinary professionalism.

In particular the course aims at:

- favouring the knowledge of tools and strategies developed by sector bodies

- favouring the elaboration of integrated conservation strategies based on long term visions and international policies

- favouring the critical analysis of political national, regional, local policies to foster sector democratic dialectics.

In the end, we expected that beneficiaries:

- adjusted their administrative vision and strategies related to heritage at the international standards

- acquired comparative analysis capacities over international policies and approaches

● **Language competence**

Basic knowledge of English language was required for the 4 pilot courses proposed. Courses were implemented in Italian but integrative readings indicated were both in Italian and English.

● **Mode of training**

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The courses were based on collective and individual activities and were held on the Internet. The courses included the following activities:

- Asynchronous distance learning – individual work of the student on study and research material.

- Synchronous and asynchronous distance debate – collective work of the students along with the teachers on debate forums and/or on Skype.

1) Asynchronous distance learning

The asynchronous distance courses was offered through a moodle e-learning platform (http://cr-it.e-archaeology.org/moodle/ or http://137.74.48.197/moodle/), where the four e-learning courses were made available in accordance with a fixed timetable

2) Synchronous and asynchronous distance online tutoring and debate

Synchronous and asynchronous distance dialogue took place through collective online sessions on the provided forums and through common discussion sessions on Skype at scheduled dates and times (see table below) to integrate the course on the basis of the attendees' interests. These sessions were preceded by some online tutoring to ensure the understanding of course contents and for professional consulting.

Online tutoring and collective sessions on chat forums or Skype	Dates
Bilateral dialogue with the teaches for doubts and questions	Saturday 22 April 2017 from 10:00 to 12:00 no of participants: 1
Skype session for in-depth learning with experts from the foreign bodies participating in the project as partners (during project meeting in Modena)	Thursday, 27th April 2017 from 16:00 to 18:00 no of participants: 6
Bilateral dialogue with the teaches for doubts and questions	Saturday 6 May 2017 from 10:00 to 12:00

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	no of participants: 6
Internal forum session or Skype meeting based on debate between students and teacher in the working groups	Saturday, 13th May 2017 from 10:00 to 12:00 no of participants: 5
Skype chat forum to jointly comment on the Carta of Pietrarsa facilitated by the teacher	Not initially foreseen – Saturday 10th June 2017 from 10:00 to 12:00 no of participants: 7
Skype call among students self-organized and self-managed to finalize comments on the Carta of Pietrarsa	Not initially foreseen – Monday 12th June 2017 from 10:00 to 12:00 no of participants: 5

Ten days before every chat forum or Skype meeting, students were required to read an international and institutional article or document (among those present in the bibliography) and critically analyse its characteristics and consequences in relation to the themes proposed above. Then, each student was required to write a short essay (maximum 1,500 characters) and send it to InEuropa three days before the meeting. Essays were written on the following themes:

1)   Reading of at least two of the following modules

- "Il Parco del Paesaggio di Muskau Bend" (mod. 2)

- "La diversità bio-culturale nella pianificazione urbana di Lisbona" (mod. 6)

- "Percorsi verdi in Spagna - Un progetto integrato per il patrimonio naturale e culturale" (mod. 6)

- "Le strategie del Patrimonio Scozzese" (mod. 2)

- "Hendrik de Keyser - Un'associazione di preservazione storica per la gestione del patrimonio" (mod. 8)

- "Archeostorie" (mod. 2)

Writing of a comment on the theme: "Lanscape, environment and territory: is an international common strategy possible?"

2)   comments to the Carta di Pietrarsa to be send to MiBACt through ICOMOS. In the Year for Sustainble Tourism for Development we proposed to comment the Carta di Pietrarsa, reference document for sustainable tourism in Italy

3)   Final on-site seminary

These distance courses were integrated with a final 4-hour on-site seminary that was held in cooperation with Manifattura Urbana at Modulo Eco in Parma at the end of the courses. 3 students participated in presence and discussed with the teacher concrete national cases concerning the management of cultural and environmental heritage in order to contribute to facilitating the integration of disciplines and intervention procedures on heritage.

A satisfying completion of the course depended on:

-    Attendance of the online lessons relating to the chosen course, which is to say reading the provided material and the mandatory resources and checking the box indicating that such resources and material had been read.

-    Regular participation along with contributions and quality ideas on the discussion forum which get a positive evaluation from the teacher. Guarantee the presence at least one of two sessions of chat forums or collective Skype meetings.

-    Handing in the reflection essays or collective debate on the chat forum or on Skype on prearranged conditions and times.

● **Trainee profile (1,2,3,4,5,6)**

The 18 respondents were all Italians (Q1) (39,9 % men and 61,9 % women – Q2) with a balanced age distribution between 25 and 58 years (Q3), a variety of professional profiles (11,1% students, 11,1% archaeologists, 5,6% heritage managers, 5,6% teachers, 66,7% other – Q4) and representing different

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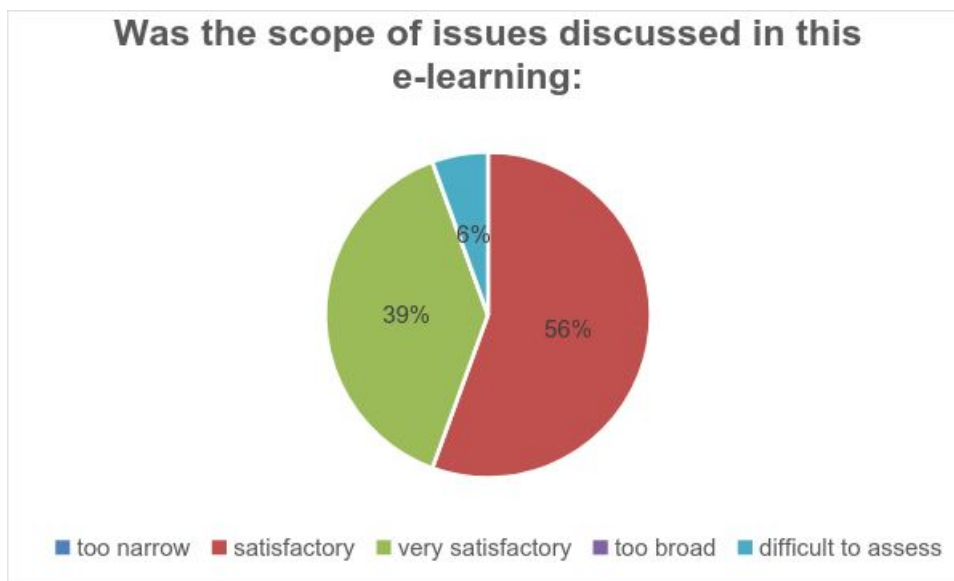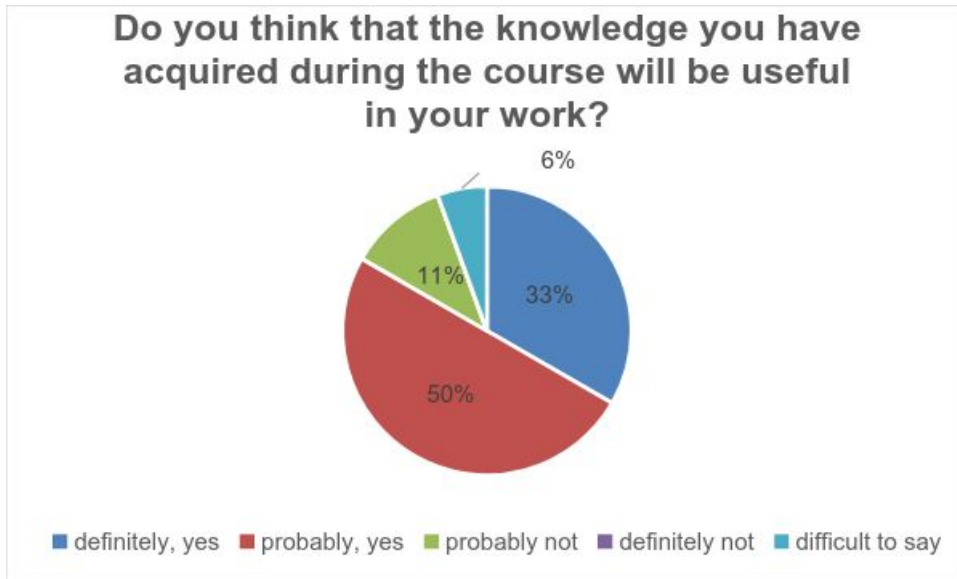
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organizations (5,6% higher education, 11,1% local administrations, 83,3% other – Q5). For most of them (72,2%) this was the first e-learning experience.(Q6)

B – Evaluation of contents by the learners

- **Scope of issues discussed** (7, 8)

In relation to the scope of the courses, most of participants found it satisfactory or very satisfactory (Q7).

Half of the participants agreed on indicating two main changes they would do to the courses: more collective work in discussion forum and more auxiliary traditional meetings. This confirms the consortium hypothesis that blended learning should be preferred (Q8).

- **Usefulness** (10, 12, 13, 15)

The content of the modules was deemed understandable or definitely understandable by all the participants (Q12).

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Was the content of modules understandable?

- yes, definitely (44%)
- yes (56%)
- probably not
- definitely not
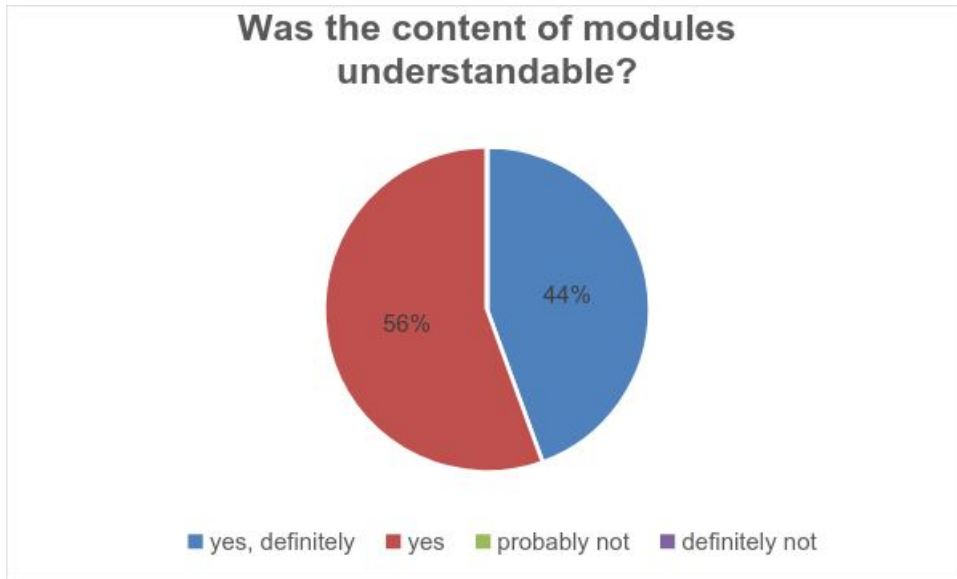
In addition to that, most of the respondents stated that the course did introduce new issues to them, thus confirming the need for an integrated training (Q10).

Has the course introduced new issues to you?

- yes definetely (33%)
- yes (39%)
- not really (22%)
- definitely not (6%)
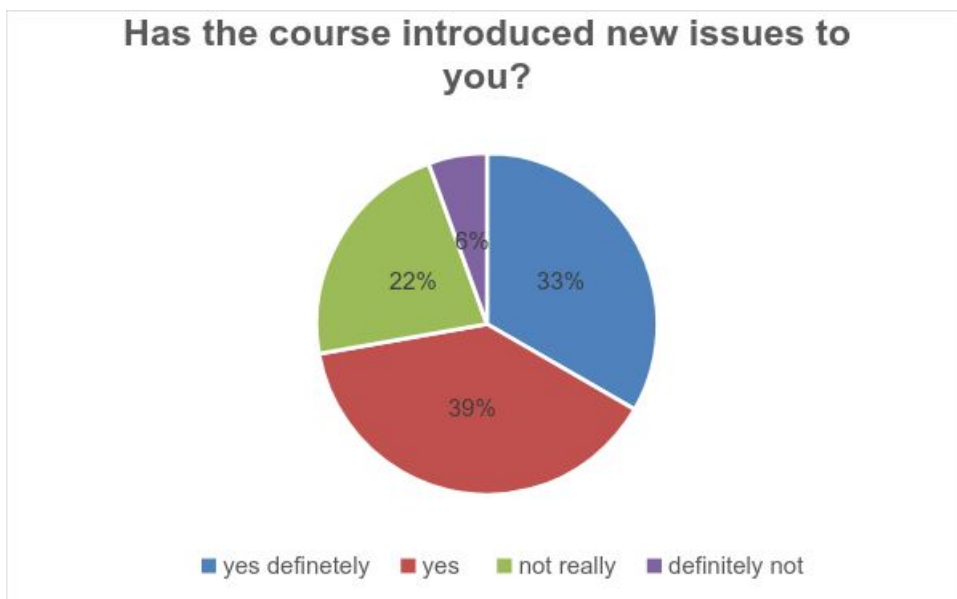
Most of the participants believe that the new knowledge acquired will be useful in their work (Q13).

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Do you think that the knowledge you have acquired during the course will be useful in your work?

6%

33%

11%

50%

■ definitely, yes   ■ probably, yes   ■ probably not   ■ definitely not   ■ difficult to say

Most of the participants found useful the participation into project discussion fora. In the Italian case the moodle chat forum was not so used and was replaced by Skype calls and chats. This choice taken during the training process was dictated by the willingness to facilitate participants with the use of a tool that most of them already use for work – personal reasons, without obliging them to get acquainted with and have to enter and use another communication system and simply allowing them to keep using communication tools they know and access daily (Q15)

Was participation in the discussion forum interesting?

17%

33%

50%

■ definitely, yes   ■ probably, yes   ■ probably not   ■ definitely not   ■ difficult to say

- **Assessment of the content** (9, 11, 14)

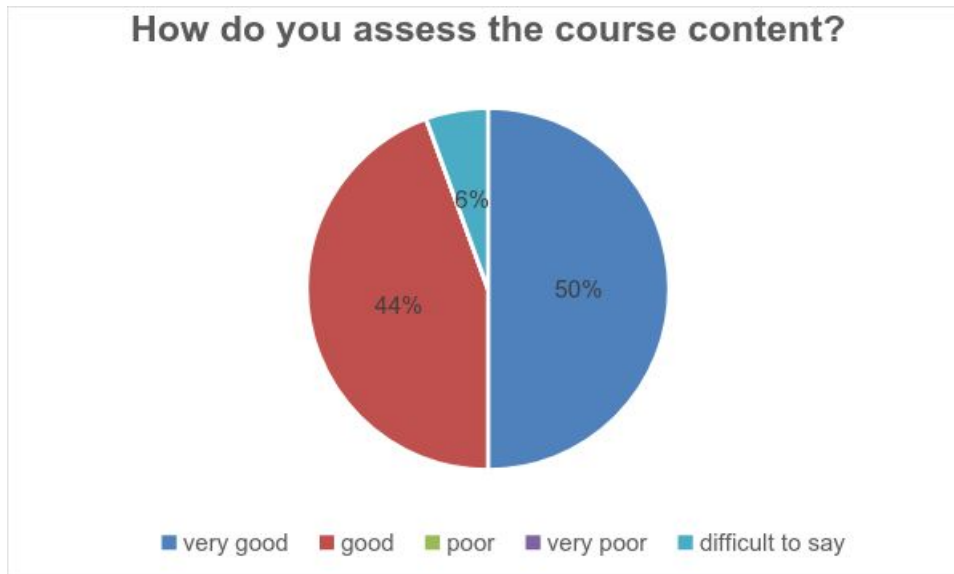Most of participants found the themes of the modules very interesting (61%). (Q9)
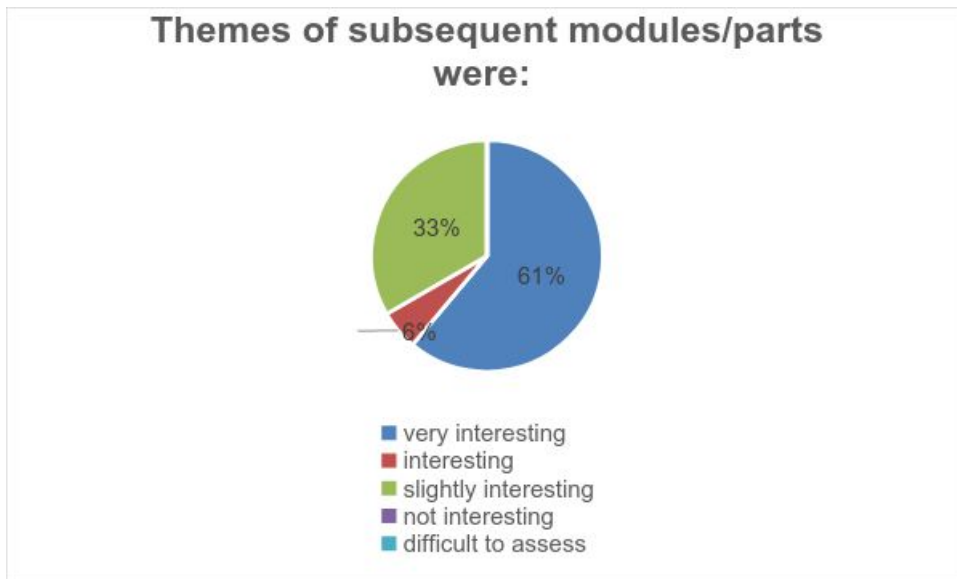
All participants except one found that the themes of the modules were presented in an appropriate order. (Q11)
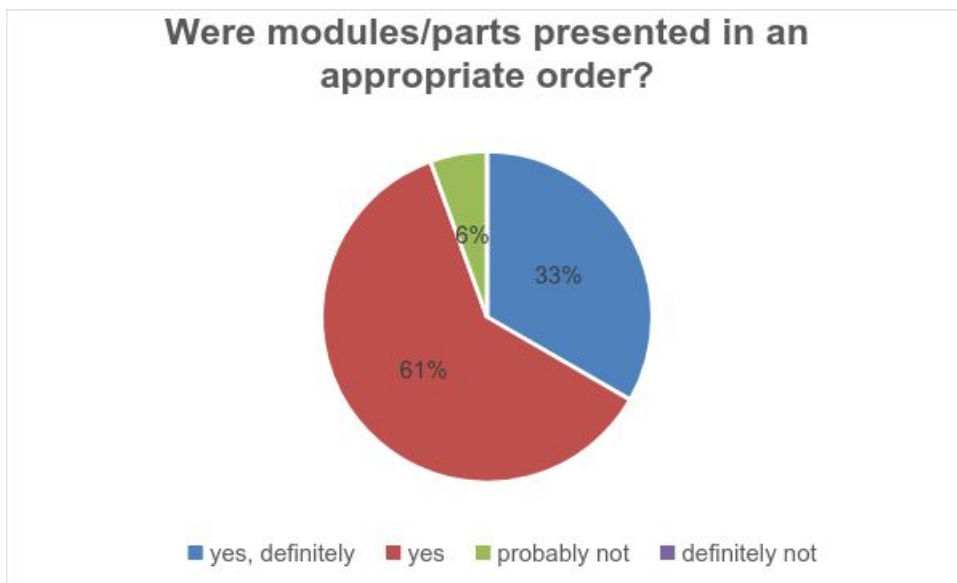
All participants except one gave a positive assessment of the overall course contents. (Q14)

- **Satisfaction** (22, 23)

Negative aspects indicated were relate to (Q.22):

❖ IT aspects, ie: use of the moodle platform, impossibility of downloading modules materials, availability of the contents into the platform limited in time (6)
❖ Meetings, ie: difficulty in meeting in presence as a group with participants from throughout the country, direct meetings with few participants (4)
❖ Contents, ie: contents not too much concrete, huge quantity of contents (3)
❖ Certification, ie: certification is not recognized at local – national level (1)

Positive aspects indicated were relate to (Q.23):

❖ Cooperation and networking, ie: effort to create a network, chance to discuss the same issue from different points of view thanks to the participation of different professionals (5)
❖ Contents, ie: quality and completeness of materials, competence of the authors and teacher (5)
❖ Flexibility, ie: flexibility in the reading of materials (3)
❖ Support, ie: concrete and informal support from tutors and teacher (3)

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C – Evaluation of the training mode by the learners

- **Communication (16, 21, 24)**

Almost all participants agree that participation in the discussion forum improved the quality of the training. (Q16)

Most of the participants found the contact with teachers/trainers satisfactory at both level of time – effort and quality. (Q21)

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Was the contact with teachers/trainers satisfactory (both level and quality of contact)
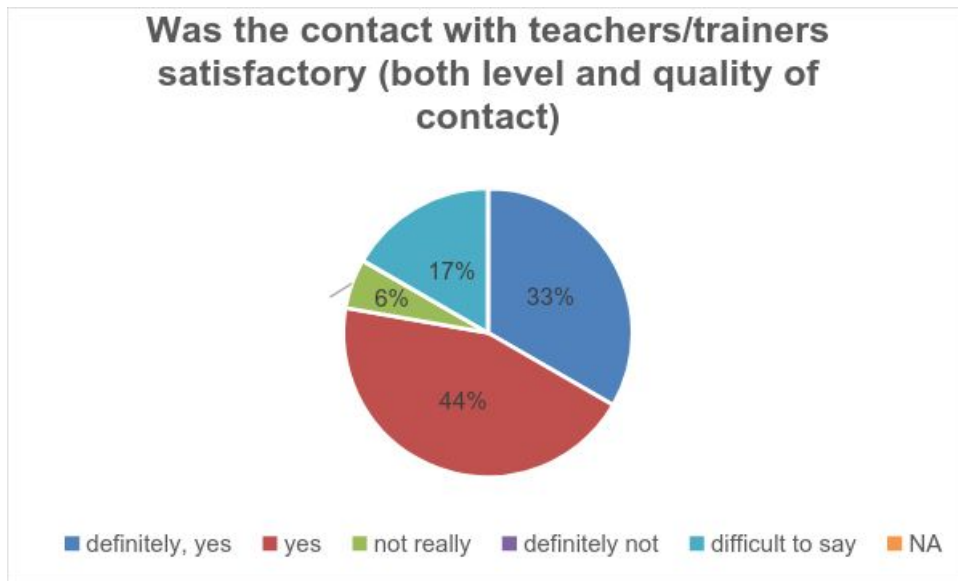
Half of participants agree that the course should be concluded with an online meeting with the modules authors. (Q24)

Should the course be concluded by an online meeting with the module authors?
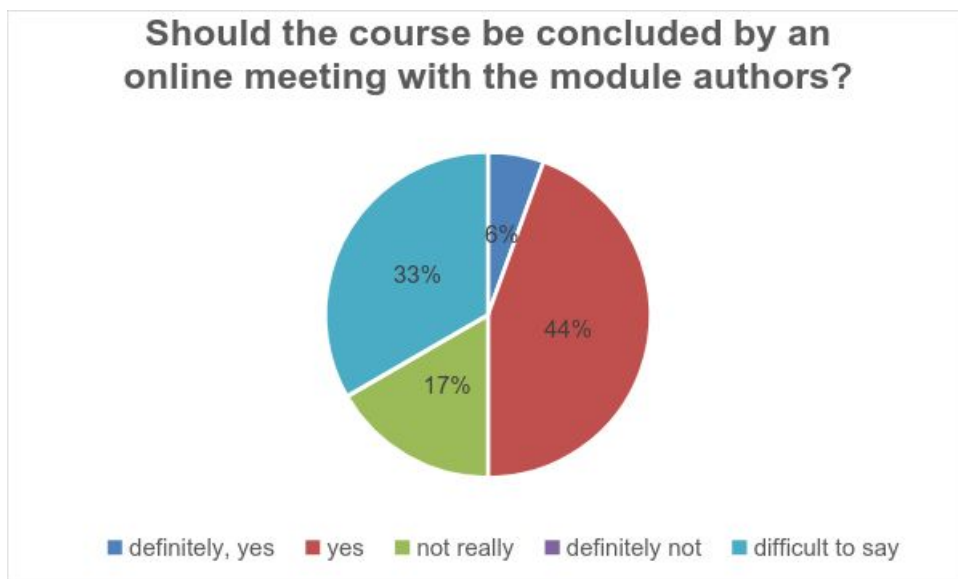
- **Efforts (17, 19)**

Most of the respondents dedicated c.a. 1 hour per day to the course or less, ranging from 15-30 minutes (7) to 1 hour (8) per day. Few of them spent on the course more than 1 hour per day (3). (Q17)

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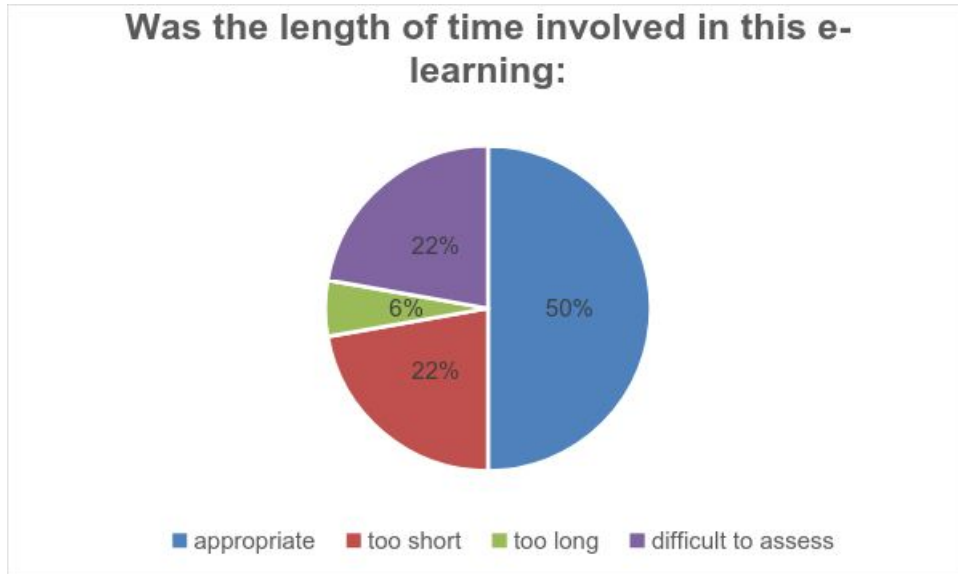
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Most of the respondents found the length of time involved in the course appropriate. (Q19)
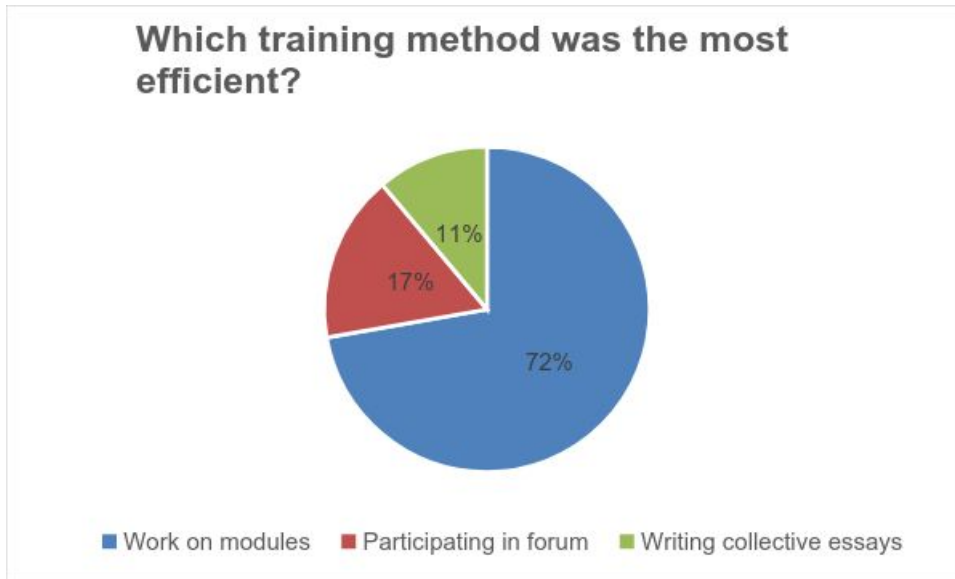

- **Learning activities (18, 20)**

In relation to the effectiveness of the training method, participants indicated their preference as (Q18):

- ❖ Work on modules (13)
- ❖ Participating in forum (3)
- ❖ Writing collective essays (2)

Which training method was the most efficient?

Half of participants state that, the choice on e-learning or traditional (academic) learning would depend on the training topic. 22% of respondents stated that, if given a choice, they would choose a traditional (academic) course and 22% of respondents stated that in the same condition they would choose an e-learning course. (Q20)

If you could have a choice between e-learning or a traditional (academic) course what would be your preferred choice:
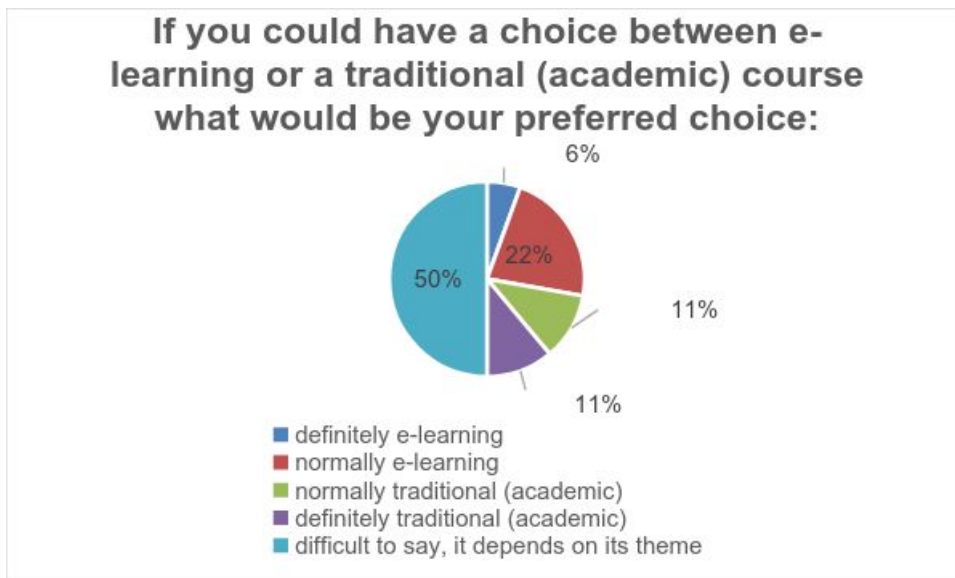
D – Evaluation of the training process by the trainers

- **Training content vis-a-vis defined expectations (O1)**

The courses organized met the expectation of providing an integrated training for both sectors professionals as per the training needs highlighted in IO1_A3 National Report.

Also, through the effort of creating a network among participants, ANHER courses in Italy, created the mind setting among students and the conditions (ie exchange of contacts, sharing of project ideas) for the setting-up of multidisciplinary teams working on heritage.

Most of the elements indicated as key aspects to be taken into consideration to provide a proper training to such sectors professionals were introduced into the training approach, ie providing practical contents and relying exclusively on specialised experts, providing hands-on experiences (ie the joint work on commenting the Pietrarsa Chart and sending a feedback to MiBACt through ICOMOS) , flexibility of hours.

Unfortunately, within project duration it was not possible to provide a certification of completion acknowledged by Italian authorities because of the length, complexity and specific requirement of accreditation procedures ie: since the process of accreditation of an online course to the Professional Order of Architects in Italy happens only at national level through a dedicated demanding and time consuming procedure and the accreditation requirements for quality standards are very peculiar. However, this doesn't mean that it will not be possible to get it after project end by further developing the course according to required standards.

- **Training mode vis-a-vis defined expectations (O1)**

In relation to training modes suggested into Training Guidelines IO1_A1, we believe the courses met initial expectations, in particular:

❖ Self-paced learning from didactic material available online on moodle platform with InEuropa's control and tracking / reporting on learners' activity together with human support for learners provided
❖ Didactic materials were accompanied by course syllabi, short videos with introduction, course objectives
❖ Scheduled blended learning sessions were organized (scheduled sessions held by a teacher to deepen some of the course materials)

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- ❖ Community learning was also used in discussion forums with facilitation of the teacher
- ❖ Synchronous consultation with the teacher available online through a chat room in skype for professional consulting
- ❖ Requisites for course completion – consortium certificate delivery were set in advance

Some difficulties emerged with the delivery of the course through moodle, that was probably connected to the specific version of the moodle used that presented several bugs in the showing of contents to end-users.

As far as completion requirements are concerned, we acknowledge that out of 26 persons that registered:

- 17 entered the moodle platform and read at least part of the materials provided;

- 10 guaranteed their presence at least one session of collective Skype meetings;

- 11 handed in required essays on prearranged conditions and times, even though they could not always join the following collective Skype meeting.

- • **Training content vis-a-vis trainees' questionnaire results (part B)**

Trainees' appreciation of the contents confirmed the need for an integrated training transcending the division between the two disciplines. Some of them claims that contents are too many and not enough concrete, therefore highlighting that inserting case studies was a winning choice and must be given more space.

- • **Training mode vis-a-vis trainees' questionnaire results (part C)**

Trainees' answers highlighted some difficulties with the use of the moodle platform. Appreciation was expressed for in presence and synchronous moments thus validating blended learning choice. A dedicated fb group was created to serve as an arena for sharing of ideas, information and professional opportunities adverts among students called "ANHER project network". The effort for the creation of a network and the joint work on the Carta di Pietrarsa were seen as positive outputs.

Partners: www.e-archaeology.org/anher

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Annex I: A joint comment to the Carta di Pietrarsa (in Italian)

The Carta di Pietrarsa (Pietrarsa Charter, 2015) is the reference document for the enhancement of sustainable tourism in Italy. The students have been invited to produce a critical analysis of the document, trying to figure out its features and goals. Starting from a SWOT analysis model, we specifically asked to analyze the criticalities, with the aim of producing a report to be delivered to the Ministry for Cultural Heritage through ICOMOS Italia. Among the many observations, three major issues have been identified: 1. lack of a strategy for enhancing synergy between citizens' activism and and organizations working in the field of tourism, environment and cultural heritage; 2. inadequacy of the proposal for the management of tourist flows, evidently weak for the Italian context; 3. Insufficient clarity about integrated management models of cultural and environmental heritage, in the pursuit of the 2030 Sustainable Development Goals. Subsequently, students were asked to analyze the national tourism plan 2017-2022 and to reconsider the role of the Pietrarsa Charter in the national development scenario. The analysis report will be delivered to the president of ICOMOS Italia on the occasion of the National Assembly, which will be held in Rome on July 14.

Annex II: Google drive questionnaires answers sheet

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