

Output factsheet: Tools

Project index number and acronym	CE81, ECRR
Lead partner	Association for Rural Development Thuringia
Output number and title	O.T.2.2 Training curriculum
Responsible partner (PP name and number)	Upper Austrian Tourism Board (PP 12)
Project website	http://www.interreg-central.eu/ECRR
Delivery date	06.2019

Summary description of the key features of the tool (developed and/or implemented)

Curricula for Train-the-Trainer-seminars (TTT) on the topics of “Preservation of Cultural Heritage”, “Stakeholder Alignment” and “Promotion of Cultural Heritage incl. Low-Carb-Tourism” have been developed. On basis of these curricula three international trainings with in total 129 participants from all partner countries have been carried out. In addition a methodology for performing peer reviews has been developed as a basis for international mentoring amongst the partners.

The training curricula should not only build the theoretical background for designing the seminars but should work as a kind of “handbook” for the partners dealing with the mentioned topics during ECRR projects or even afterwards.

Still the main goal was to train and enable important key people in the project regions relating to the curricula in order to build and increase capacities and competencies for sustainable capitalization and management of Reformation cultural heritage, on building networks and aligning stakeholders and on performing good promotion for their sites and projects. Therefore relevant topics had been tackled and described in the curricula like possibilities of fund raising and financing, ways of stakeholder management and an outline for creating an efficient regional marketing strategy. The training curricula also introduced the topic of low-carbon tourism which is important to take care about in the future. The curricula help to understand the necessity of developing low-carbon offers and packages. Furthermore the curricula also describe proven useful methods and settings for elaboration things in different kinds of group work sessions.

The training curricula had been designed for target groups like local, regional and national public authorities; interest groups including NGOs and churches; education/training centers and schools; SMEs.

The peer review methodology provides a guideline on how to conduct meaningful peer

reviews within the consortium starting from the selection of relevant topics and moving on to collect experts for these topics, to match the “right” partners, and to give them advice on how to build a good reviewing team. It offers a suggestion for designing a 2-days peer review including preparation tasks before the review starts. And finally a template for reporting shall help to document the crucial outcomes of the peer review.

Target groups for the peer reviews were partners and their employees (or volunteers) involved in ECRR project as well as regional stakeholders interested in the further performance of ECRR/Routes of Reformation.

NUTS region(s) where the tool has been developed and/or implemented (relevant NUTS level)

TTT Module 1 took place in Erfurt: NUTS 2: DEG0, Thüringen - NUTS 3: DEG01, Erfurt kreisfreie Stadt

TTT Module 2 took place in České Budějovice - NUTS 2 - CZ 03 Jihozápad (Southwest); NUTS 3 CZ 031 Jihočeský kraj

TTT Module 3 took place in Velenje - NUTS 2 - SI 03 Vzhodna Slovenija; NUTS 3 SI 034 Savinjska

The peer review methodology has been implemented by reviews in Slovenia: NUTS 2 - SI01 East Slovenia, NUTS 3 - SI014 Savinjska

Italy: NUTS 2 - ITC 1 Piedmont Region, NUTS 3 - ITC 11 Metropolitan Area of Turin

Czech Republic: NUTS 2 - CZ 03 Jihozápad (Southwest); NUTS 3 CZ 03 Plzeňský kraj

Germany: NUTS 2 - DEG0 Thüringen; NUTS 3 - DEG0C Gotha

Poland: NUTS 2 - PL51 Dolnośląskie; NUTS 3 - PL518 Wrocławski

Both training curricula and peer review methodology have been developed in Austria: NUTS 2 - AT31 Oberösterreich; NUTS 3 - AT314 Steyr-Kirchdorf

Expected impact and benefits of the tool for the concerned territories and target groups

The curricula as well as the peer review methodology were expected to contribute to the qualities and the performance of the regions involved. They should help to enhance professionalism as well as standards in some relevant processes (e.g. the integration of low-carbon tourist offers into the programs). They should contribute to raise all partners involved to a similar level of know-how, to close the gaps between the more and the less experienced at least to a certain extent.

The curricula and the peer review method should answer questions on “how to do” important tasks within ECRR project. This will help the partners and their regional stakeholder in developing and realizing their steps and projects.

Sustainability of the tool and its transferability to other territories and stakeholders

The curricula of the TTT modules and the peer review methodology were not meant to be used for a single event, but contents and methods should be applied in each of the seven countries further on. The handbook on usable methods as part of the curricula (chapter 4) is a good guideline for transferring this know-how into other countries. During the development of the curricula all the partners had been invited to submit their own examples, needs and challenges so that they could be addressed later on in the seminars and could be useful for transfer their content into the different European regions.

In addition to the methods also the tools introduced in the curricula enable active project workers to apply them to their regional processes - whenever they need tools like that. Examples for that are tools like stakeholder mapping as a basis for promotion and communication activities. Also the canvas templates for developing a basic marketing/promotion strategy can be used and transformed by all of the partners and others interested in building marketing strategies.

Lessons learned from the development/implementation process of the tool and added value of transnational cooperation

It is important to ask for participation of the project partners during the development of curricula so that they can meet the “right” concerns. On the other hand it is meaningful not to be too specific, just addressing topics tackled by the project, because the curricula and the peer review methodology should be applicable for other situations as well.

For some of the involved people handling of English language is a problem still. Perhaps it can be considered in future projects that the most important working tools should be translated into the languages necessary - and allocate budget for this. Perhaps tools like curricula and methodologies are meant to be applied in practice which is difficult if I don't understand the language properly in which they are written.

An added value is the fact that almost all of the partners involved in the peer reviews are planning to repeat this kind of mentoring method - and the guideline for it can be adapted and improved by practical experiences. This means that these tools are vivid and can be more and more developed by reflection of practical appliance.

References to relevant deliverables and web-links
If applicable, pictures or images to be provided as annex

- D.T2.2.1 - Training Curriculum for the Preservation of Cultural Heritage
- D.T2.2.2 - Event Documentation TTT Preservation of Cultural Heritage
- D.T2.3.1 - Training Curriculum for Stakeholder Alignment
- D.T2.3.2 - Event Documentation TTT Stakeholder Alignment
- D.T2.4.1 - Training Curriculum for Promotion of Cultural Heritage including Low Carb Tourism
- D.T2.4.2 - Event Documentation TTT Promotion of Cultural Heritage including Low Carb Tourism
- D.T2.5.1 - Mentoring storified report
- D.T2.5.2 - Cultural heritage management guidelines
- D.T2.5.3 - Peer review methodology
- D.T2.5.4 - Peer review reports

Web-link: <https://www.interreg-central.eu/Content.Node/ECRR.html>