

# Impact study on international heritage cooperation

Commissioned by the Cultural Heritage Agency of the Netherlands (RCE)



Panteia

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# Summary

Commissioned by the RCE, Panteia examined the longer term impact of the three training programmes that have been developed during the policy period 2021-2024, within the framework of the International Heritage cooperation programme (IE-programme). During this policy period the focus is on **shared challenges**. The implemented trainings are: **Urban Heritage Strategies (UHS)**, **Sharing Stories on Contested Histories (SSoCH)**, and the **UNESCO Training on the Protection and Management of Underwater Cultural Heritage (PMUCH)**. This impact study only focuses on the trainings held between 2021 and 2023, as these were completed at the time of this study.

This report presents insights on the impact of the three courses on past participants and recommendations for future policy making.

In this summary, we briefly describe the **study approach**, followed by the main conclusions based on the insights gained per training and where possible we discuss overarching results for the three trainings together. We present the results following the two main questions:

- **What has been done and achieved at stakeholder level?**
- **What are lessons learned that may feed into future policy making?**

The summary ends with **policy recommendations**.

## Study approach

In order to measure the impact we carried out desk research, an online survey among partners (individuals involved in the trainings as organizers and/or instructors), an online survey among past participants of the trainings, followed by 12 in-depth interviews with past participants. We developed the research instruments based on the impact strategy and Theory of Change (ToC) of the IE-programme. The ToC distinguishes 5 types of change that the programme aims to instill on the stakeholder level through its projects and activities: **a change in knowledge, awareness, skills, relationships and behaviour**. All 279 past participants and all 49 partners received an invitation to fill in the online survey, 73 of all participants and 11 of all partners completed the questionnaire. As the group of partners is relatively small, we took a qualitative approach to the results concerning this group. The group of past participants is large enough to approach the results quantitatively as well as qualitatively. Where applicable a weighing factor is applied and indicated in the report.

## What has been done and achieved at stakeholder level?

### **Urban Heritage Strategies (UHS)**

During the examined period **3 UHS trainings** were held. The 2020-2021 edition was held online, due to the Covid-19 pandemic, and **focused on four World Heritage Cities**: Paramaribo (Surinam), Willemstad (Curaçao), Salvador de Bahia (Brazil) and Sawahlunto (Indonesia). The course was attended by 25 professionals from these



cities. The following two editions (2022 and 2023) consisted both of 2 parts, the first part taking place online and the second part taking place physically in Rotterdam. In 2022, the course was **tailored to four port cities**: Alexandria (Egypt), Amsterdam (the Netherlands), Casablanca (Morocco) and Istanbul (Turkey). The 2023 course was **tailored to four main urban topics**: climate adaptation, urban densification, social housing, and adaptive reuse. It was open to all countries, with a focus on the 24 partner countries within the Dutch International Cultural Policy Framework. A total of 18 professionals attended the course.

### **Sharing Stories on Contested Histories (SSoCH)**

Three SSoCH trainings were held between 2021 and 2023, the first two were held online and the last one consisted of a virtual museum tour and an on-site training in Cape Town. The average attendance rate was 23 participants. The main objectives of the training are to:

- gain a deeper understanding and greater expertise in dealing with contested heritage,
- contribute meaningfully to the global debate and implementation of strategies to address complex narratives in challenging contemporary contexts;
- address these common challenges by bringing together emerging museum and heritage professionals and academics from different countries;
- encourage reflection on the RCE's approach to international cultural heritage topics that are often considered controversial.

### **Protection and Management of Underwater Cultural Heritage (PMUCH)**

Since 2010, the RCE, in cooperation with UNESCO and other partners, has been organising the UNESCO Training on the Protection and Management of Underwater Cultural Heritage (PMUCH) in Latin America and the Caribbean.

The main objectives of the training are to:

- facilitate training for future maritime heritage experts and archaeologists worldwide;
- spread knowledge and increase expertise in order to protect underwater cultural heritage from risks such as natural degradation and illegal salvage;
- organise training courses as preparation for the implementation of the 2001 UNESCO Convention on the Protection of Underwater Cultural Heritage;
- provide a Training Manual for the UNESCO Foundation Course on the Protection and Management of Underwater Cultural Heritage in Latin America and the Caribbean in English and Spanish to support the training.

During the period 2021-2023, English trainings took place in the Caribbean countries Jamaica, St. Eustatius and Trinidad & Tobago, while also a digital training was organised during the COVID-19 pandemic. Spanish courses were organised in Cuba, Argentina and Mexico.

### **Concrete changes in knowledge, skills, perspectives, relationships and behaviour**

The study shows that the UHS, SSoCH and PMUCH-trainings have sparked the five changes as formulated in the impact strategy for the IE-programme, on the professional careers of the participants of the training that responded to the questionnaire. The participants as well as partners of all three trainings indicate that there have been **changes in knowledge, skills, new perspectives, relationships as well**



as behaviour. Almost all responding participants are positive about the contents of the trainings and would recommend their colleagues to participate in the training. Furthermore, the trainings have led to concrete contributions to the international heritage field as nearly half of all responding participants indicate that the trainings have led to concrete projects.

In addition, the respondents we spoke in the follow-up interviews indicate that they have shared their newly gained knowledge and expertise in one way or another with their direct colleagues, students, stakeholders in the field and the general public within their country or region through projects, publications and organisational strategies.

### Changes in the sector

Past participants indicated that the trainings were a welcome added value to their national programmes. Many participants were supported by their employer for implementing and transferring what they learned during the training. This also had an impact on the participants' organisations, with a change of collaboration for a quarter of the respondents and an increase in space for shared activities within the organisation's policy and budget for almost half of the participants. Many participants increased their network as a result of the training, resulting in a change of collaboration with others for half of them. The training also made participants more aware about challenges others face in their work and 99% of participants agrees that working together with professionals from organisations from other countries is an added value to their work.

### Specific changes resulting from UHS

The responding UHS partners indicate that they notice a change in perspective in the sector regarding topics that were taught in the training: a changing perspective regarding effectively managing historical city centres and on the link between city development and heritage conservation. Some of the partners mention that they see past participants actively applying this topic in their work, others are not sure to what extent this can be contributed to the training.

Past participants worked on several concrete projects following the UHS training in which the newly gained knowledge and skills were implemented.

### Specific changes resulting from PMUCH

The responding PMUCH partners notice that past participants are applying changing perspectives in their work on the protection of underwater cultural heritage. They see that they are actively implementing their newly gained knowledge and skills, and are actively making changes in the way underwater cultural heritage is protected. Past participants that we interviewed indeed explained how they brought the newly gained knowledge and expertise back to their countries and used this to create awareness on the value of their maritime heritage and the importance of protecting it.

In addition, the UNESCO manuals, which are part of PMUCH training, are used by four out of five participants who responded to the questionnaire. All of them are promoting the handbook to others. In a follow-up interview with a past participant who is not using the manual, the interviewed person explained that this is due to the local politics and has nothing to do with the UNESCO manual itself. Only very few respondents mention that the manual should be better promoted.





### Specific changes resulting from SSoCH

The SSoCH training impacted the way the respondents look at **taking different perspectives into account**, almost all respondents agree that it is important to take different perspectives into account into their work and half of them was inspired by this through the training. All respondents agree that bringing young professionals and academic experts from different countries together is an important step in tackling shared challenges on contested histories.

In the follow-up interviews several respondents discussed in what way the newly gained knowledge, skills and/ or tools have been useful for their work. One respondent explained that, again due to **local politics**, they did not make any concrete contributions to the implementation of strategies to tackle complex narratives in challenging contemporary contexts following the training.

### An increase in awareness on the IE-programme of the RCE

The trainings also had impact on the awareness of respondents on the International Heritage Programme of the RCE. Thanks to the training, **63% of participants learned more about the work of the RCE**. The vast majority (99%) thinks that the knowledge, skills and/ or approaches developed by the RCE and the International Heritage Programme are an added value to their work. Most participants know how to make use of the material of the RCE or how to approach the organization. Finally, **seven out of ten participants classifies the RCE as an approachable organization**.

## What are lessons learned that may feed into future policy making?

Broadly speaking, there are **three lessons learned** coming out of the impact study that may be taken into consideration for future policy making.

### 1 The trainings correspond to a need.

The trainings have proven useful for the work of past participants and correspond to their expectations and needs. Respondents who were less enthusiastic about the impact of the training in their work are blaming the politics in their country (and not the content of the trainings).

### 2 There is a need for an active alumni network.

The most important point coming out of the impact study is the need for an active alumni network through which past participants can continue sharing information and engage with each other. Some ideas for this alumni network were discussed in the interviews.

### 3 Some critical responses that may feed into future policy making.

**Only few respondents were critical** about the trainings and the IE-programme. Nevertheless, they might be worthwhile to take into account for future policy making.

- **The impact of the UHS training could be improved**, according to one respondent. This person also shared possibilities for further enhancing the impact of the UHS course;
- **The RCE is seen as an unapproachable organisation**, according to a small percentage of the respondents. They are also **unaware of the work of the RCE**,





- and/or do not know how to get access to the knowledge, tools, or approaches developed by the RCE and the IE-programme. Improving the approachability of the RCE could be done by adding small biographies of the employees of the RCE on the website, including contact information. In addition, a dedicated contact person during the course of a training could also decrease the perceived distance between RCE and participants.
- The UNESCO manual is not widely known and should be better promoted, according to a small number of respondents. For the next policy period it is advisable to think of possibilities to give more attention to the UNESCO manuals.

## Recommendations

The lessons learned that are described above feed into **four recommendations** that are listed below.

### **Recommendation #1: consider continuing the trainings**

The impact study shows that the trainings have had the desired impact on past participants and answer to a need in the field. By facilitating these courses, **the RCE gives substance to its facilitating and connecting role.**

### **Recommendation #2: secure and maintain the connections and the network created**

The **main challenge** that appears from the study is to secure and maintain the connections made and the network created. There is **a need for an active alumni network** among past participants. **We distinguish several possibilities the RCE may consider to facilitate an active alumni network**, depending on the available budget for the coming years. Below are listed four options to consider, they may be combined.

#### **1 Online webinars facilitated by the RCE, organized by past participants**

The RCE appoints a coordinator (one per training or one for all three trainings) who facilitates and coordinates rotating online meetings or webinars by and for past participants of the trainings. For every (for example bi-monthly, 1 hour) edition, the coordinator invites a past participant to take charge of the contents. The coordinator should possess knowledge of and affinity with the subject, and networking skills. It may be convenient (but not necessarily) when the coordinator has previously been involved in the organisation of the training programme.

#### **2 Online webinars facilitated and organized by the RCE**

The RCE is responsible for the contents of an online webinar series by acting as a facilitator and organizer. This provides the opportunity to spread knowledge on the work of the RCE, to facilitate follow-up courses with invited experts, and to steer the discussions.

#### **3 An annual physical meeting, according to a rotating system (per training)**

This can be organized in combination with options 1 or 2. Every year, per training, an annual (hybrid) meeting is hosted by a past participant in their respective country. Through a rotating system, participants invite fellow alumni to their organisation to participate in an active programme.

#### **4 A global network around a specific theme**

The RCE organizes a global network around a specific, overarching theme. Past participants of the three trainings are brought together, which may stir collaboration and exchange on more levels. This option could include the elements 1-3 listed above.



**Recommendation #3: assess the impact of the other elements of the IE-programme**

In this impact study we have focused on one element of the IE-programme: the trainings. The available budget for the coming policy period might be smaller than previous years, in which case it may be desirable to also examine the impact of the other aspects of the programme. This may give the necessary insights in order to make well-informed decisions about the future.

**Recommendation #4: continuous assessment of the impact of trainings**

The questionnaires and approach used for this study can easily be copied for continuous monitoring of training impact. For instance, questionnaires could be distributed shortly after a training and again 2 years later.





1

# 1 Introduction

**The Cultural Heritage Agency of the Netherlands (RCE) commissioned Panteia to conduct an impact study focusing on the training projects implemented during the policy period 2021-2024 within the framework of the International Heritage Cooperation programme (hereafter: IE-programme). The goals of this impact study are to provide insights on the impact of the trainings on past participants and lessons learnt for future policy making. In this report, we present the results of this study which consisted of desk research, an online survey conducted among past training participants, an online survey conducted among partners - individuals involved in the trainings as organizers and/or instructors, and 12 follow-up interviews with past participants.**

**In this introductory chapter we first briefly describe the IE-programme (1.1), then we outline the rationale and purpose of the study - which includes the research questions and study approach (1.2), followed by a description of the scope of the study (1.3) and a reading guide (1.4).**

## 1.1 International Heritage Cooperation Programme

The RCE is part of the Ministry of Education, Culture and Science. The agency works under the direct responsibility of the minister and implements laws, regulations and heritage policy jointly made by the ministry and the RCE. Furthermore, the RCE generates and disseminates knowledge and provides practical advice on national monuments, landscape and environment, archaeology, and movable heritage. Within the framework of the IE-programme, the RCE works together with various partners worldwide to implement the International Cultural Policy of the Netherlands 2021-2024. In addition, what had been built up between 2009 and 2020 within the Shared Cultural Heritage programme is being continued.

There has been a shift in emphasis within the IE-programme in comparison to the previous policy period. Although shared heritage remains relevant for the Netherlands, shared challenges have a central role in the current policy period. Countries are facing similar challenges related to heritage management. However, every country operates in a different context with different issues and approaches. This shift in emphasis is in line with the need in the partner countries and the Netherlands to ensure that international cooperation not only benefits shared cultural

heritage, but also the shared challenges that are being faced in the international heritage field. As described in the International Heritage Cooperation Note 2021-2024, when assessing potential challenges, the following criteria are applied: relevance, urgency and added value. (Source: International Heritage Cooperation Policy Note 2021-2024. Retrieved from: <https://english.cultureelerfgoed.nl/topics/international-heritage-cooperation/publications/publications/2021/01/01/international-heritage-cooperation-policy-note-2021-2024>.)

The vision, mission, goals, values and assumptions for the IE-programme are formulated in the table below.

#### **Vision**

International exchange through cultural heritage strengthens countries' abilities and capacities to shape a sustainable future.

#### **Mission**

A worldwide heritage community, in which professionals connect, learn from each other and develop knowledge together towards finding solutions to shared challenges.

#### **Goals**

- Fostering connections, exchange and cooperation in order to strengthen heritage conservation in the Netherlands and in the partner countries;
- Developing new knowledge and expertise together towards addressing urgent societal challenges where international cooperation offers greater added value than national cooperation alone;
- Ensuring that knowledge and expertise developed within the programme are visible and accessible.

#### **Values and assumptions**

- **The societal value of heritage:** heritage is valuable in a changing world. Because it shows who we are, where we come from and what we stand for. But also because it can contribute to finding solutions to societal challenges, such as climate change, sustainability, participation and social inclusion.
- **The added value of international cooperation:** the international exchange of knowledge, expertise, experiences, tools, approaches and perspectives enriches heritage conservation in the Netherlands and the partner countries. Working together with other countries on cultural heritage strengthens countries' abilities to share more sustainable futures. Because certain societal and heritage challenges (see above) are shared amongst different countries.

Source: Impact strategy, Cultural Heritage Agency of the Netherlands, International Heritage Cooperation Programme 2021-2024

The IE-programme consists of three programme lines: built environment, museum collections and maritime heritage. Within these programme lines the RCE distinguishes three types of projects: training, advice and instruments (e.g. handbooks, methods). This exploratory impact study focuses on the three types of

trainings that are being implemented within the programme lines: Urban Heritage Strategies, Sharing Stories on Contested Histories and UNESCO (see table below).

Programme line	Training
Built environment	Urban Heritage Strategies
Museum collections	Sharing Stories on Contested Histories
Maritime underwater heritage	UNESCO Training on the Protection and Management of Underwater Cultural Heritage (PMUCH)

## 1.2 Rationale and purpose of the study

### 1.2.1 Impact strategy

In 2021, the RCE set up an impact strategy for the 2021-2024 policy period. The impact strategy includes a roadmap and planning to measure the impact of the programme at mid-term and at the end of the policy period. Of this roadmap, only the first phase has been issued. As we are nearing the end of the policy period 2021-2024, the RCE wishes to get insight in the impact the IE-trainings have had on the main stakeholders of the IE-programme: the heritage professionals in the Netherlands and the partner countries who participated in the trainings organised within the framework of the IE-programme. Therefore, this exploratory impact study focuses on the final phase of the impact strategy, the longer term impact of the programme. The study only focuses on the trainings held between 2021 and 2023, as these trainings are completed and the ones in 2024 are still being implemented.

The impact strategy is based on a pilot project conducted between 2019 and 2020, on the latest policy note and the 2021-2024 programme plan. Furthermore, the IE programme's vision, mission, goals and assumptions (see chapter 1.1) form the basis of the impact strategy. The IE-programme's Theory of Change (ToC) also reflects these, as well as the formulation of the desired impact to be achieved at societal, sector and stakeholder level.

Although the IE programme aims to achieve impact at three levels, the focus of the IE-impact strategy is on the stakeholder level, as opposed to the sector and societal level, because this level falls to some extent within the *sphere of control* of the programme. The main stakeholders of the impact strategy correspond to the heritage professionals in the Netherlands and in the partner countries who participate in the projects and activities organised by the IE-programme. The secondary stakeholders of the impact strategy are the colleagues, managers, etc. with whom the participating professionals have subsequent contact within their organisations. This second group of stakeholders fall only within the *sphere of influence* of the programme.

As described in the impact strategy of the IE-programme, “impact” refers to: “an effect on, change of, or benefit to society, culture, economy, government policies or services, health, the environment, or quality of life. It refers also to the positive and





negative long-term effects of an intervention (e.g. a programme, activity or project), direct or indirect, intended or unintended.”

The impact strategy and ToC identify five main types of change – or intermediate outcomes – which the IE-programme aims to achieve on the stakeholder level through its projects and activities. They are summarized and listed in the table below.

Types of change:
1. Change in knowledge
2. Change in awareness
3. Change in skills
4. Change in relationships
5. Change in behaviour

Source: Impact strategy, Attachment 1, Cultural Heritage Agency of the Netherlands, International Heritage Cooperation Programme 2021-2024. (For the full definition of the types of change, see this source document.)

We developed the research methods for this exploratory study in line with the described impact strategy of the IE-programme. The focus of this study is on the main stakeholders of the programme that lie in the sphere of control of the programme: the past participants of the trainings and the partners who were involved as teacher and/ or in the organisation of the trainings.

### 1.2.2 Research questions

To measure the impact of the three training programmes that were implemented between 2021 and 2023 at a stakeholder level we formulated the following principal and sub-questions:

Principal questions	Sub-questions
1. What has been done and achieved at stakeholder level?	1a. What are the objectives of the three training programmes?
	1b. What do the available mid-term evaluations/ surveys show in terms of achieved goals and outcomes (intermediate outcomes)?
	1c. What are the intended and unintended changes that have taken place as a result of the 3 trainings, in the short and long term?
	1d. Do the trainings meet the expectations and needs of the field? What are suggestions for improvements?
2. What are lessons learnt that may feed into future policy making?	2a. Are there any adjustments needed in the objectives and practices of the 3 training courses?
	2b. What are best practices and lessons learnt that could possibly be incorporated into the other activities within the IE-programme?

In the concluding chapter we will answer these questions.





### 1.2.3 Study approach

This impact study consisted of an exploratory impact study, followed by more in-depth interviews with past participants. The complete study consisted of the following phases:

- a kick-off meeting
- desk research
- two online surveys: one for past participants and one for partners
- analysis/ mid-term reporting phase
- interviews with 12 past participants
- analysis/ final reporting phase.

After the **kick-off meeting** with the RCE and the **desk research** we developed **two overlapping online surveys** in close collaboration with the RCE: one for past participants of the three trainings and one for partners. This last group consisted of individuals who were involved in the trainings as teachers and/ or organising parties. Based on these phases we made an analysis and wrote an **exploratory mid-term report**. Based on this analysis we planned 12 interviews with past participants, 4 respondents per training. These **interviews** fed into this **final impact study report**.

The first questionnaire was partly based on the questions included in the impact strategy of the IE-programme (with a focus on the intermediate outcomes), complemented by additional questions focusing on the longer term impact. The focus of this questionnaire was about the experiences of the trainees themselves. The second questionnaire, partly overlapping with the first, was mostly focused on the vision of the collaborating partners on the impact of the trainings on the participants and the heritage field in which they are working.

With both questionnaires we envisaged to indicate to what extent the five types of change that the IE-programme aims to achieve on the stakeholder level have indeed been achieved.

At the end of the questionnaire, we asked if the respondent was willing to participate in a potential follow-up interview (through Microsoft Teams). For the more in-depth study, we looked at all responses from respondents who said they were willing to be interviewed. For each training course, we selected 4 respondents. A total of 12 respondents were interviewed.

Based on the analysis of the questionnaire, we distinguished the following type of questions that we discussed in the follow-up interviews (also see annex 2):

- Critical and training specific
- About the usefulness of the training in the respondents' daily work
- About projects initiated as a result of the training
- Selected answers to open questions (one answer was selected for each training course)



## 1.3 Scope of the study

### *Response rate*

In order to collect data from both participants and partners (co-organizers and lecturers) of the three trainings over the years 2021-2023 we developed two overlapping questionnaires. We received a list of 279 email addresses from past participants and a list of 49 email addresses from partners. The questionnaire for respondents and the questionnaire for partners were sent out to the corresponding lists. Of the list of past participants a total number of 73 responded to the questionnaire and completed all questions. Of the list of partners a total number of 11 completed all questions. This means a response rate of 28,3% for past participants and 22,4 % for partners. These percentages are in line with the response rate of similar previously carried out surveys.

### *Reliability of the results*

In total, the three trainings were followed by 279 participants. These 279 participants all received an invitation to fill in the questionnaire. Out of these, 73 fully completed the survey and 6 did not meet the criteria. In order to calculate the reliability of the results we used sample size calculator Raosoft (source: <http://www.raosoft.com/samplesize.html>). Based on our calculation the results mentioned in this report have a reliability certainty of 95%. This means that there is a certainty of 95% that the results mentioned in this report (based on 73 responses) will differ no more than 10% from the potential results had all participants (279) replied.

### *Representativeness of the results*

The total group of partners (49) and the number partners who filled in the questionnaire (11) is relatively small. Therefore, we take a qualitative instead of a quantitative approach towards the results concerning this group.

Regarding the group of past participants of the trainings, the total research population (279) and group of respondents (73) is large enough to approach the results quantitatively as well as qualitatively.

The table below shows the total number of participants per training over the years 2021-2023, the total number of respondents who completed the questionnaire per training and a weighing factor. We apply the weighing factor in certain cases when we make statements about all respondents of the questionnaire, instead of the results per training. The reason for this is the slight difference that is noticeable between the percentage of respondents who completed the survey and the percentage of actual participants per training. For example, 43% of the participants followed the SSoCH-training, while in the survey 48% of the respondents followed this training. In this report we indicate it in which cases this weighing factor has been applied.

**Table 1 Training participants and survey respondents**

	Participants		Respondents		Weighting factor
Sharing Stories on Contested Histories	120	43%	35	48%	0.897
Urban Heritage Strategies	59	21%	20	27%	0.772
Maritime Underwater Heritage	100	36%	18	25%	1.454
<b>Total</b>	<b>279</b>	<b>100%</b>	<b>73</b>	<b>100%</b>	

Source: Panteia

As explained above, we are approaching the group of partners that responded to the questionnaire qualitatively instead of quantitatively due to the small size of this group. Therefore, there is no need to apply a weighing factor to this group of respondents. However, to get a better view on the response to the questionnaire, we also included the table below showing the total number of partners per training over the years 2021-2023 and the total number of respondents who completed the questionnaire per training.

**Table 2 Partners and survey respondents**

	Partners		Respondents	
Sharing Stories on Contested Histories	9	18%	3	27 %
Urban Heritage Strategies	32	65%	5	46 %
Maritime Underwater Heritage	8	16%	3	27 %
<b>Total</b>	<b>49</b>	<b>100%</b>	<b>11</b>	<b>100%</b>

Source: Panteia

### *Nature of collaboration*

In the questionnaire targeted at partners we also requested what the nature was of their collaboration with the RCE. Six out of eleven partners indicated to have been involved in the trainings as a lecturer or trainer in (one of) the international training sessions, four were developing and implementing (one of) the training sessions, and one was involved both as a lecturer or trainer and as an implementing partner. (One partner selected the 'other' option, explaining to be part of UNESCO. We qualified this respondent as 'developing and implementing (one of) the training sessions'.)



**Table 3 Q: What was the nature of your collaboration with the RCE?**

I was a lecturer or trainer in (one of) the international training sessions.	6
I was one of the partners developing and implementing (one of) the training sessions.	4
I was involved both as a lecturer or trainer and as an implementing partner.	1

Source: Panteia

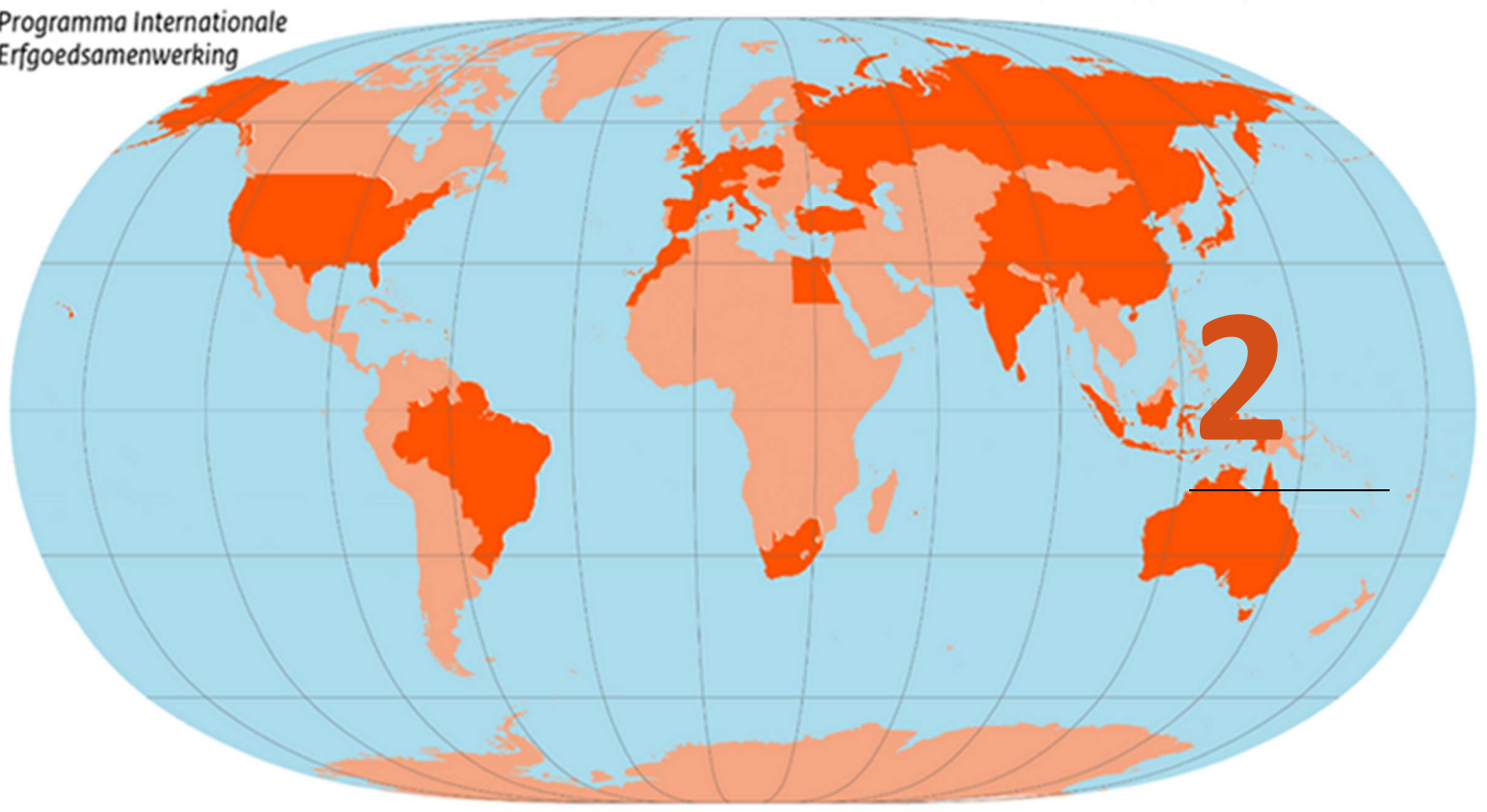
## 1.4 Reading guide

This report consists of 7 chapters.

- In chapter 2 we describe the characteristics of the respondents to the questionnaire. It gives some insights into the general background of the respondents.
- Chapters 3, 4 and 5 focus on the three trainings separately (chapter 3: UHS, chapter 4: SSoCH and chapter 5:PMUCH). Per chapter we describe the training, the results of the questionnaires and a sub-conclusion. Due to the relatively low sample size, it is not possible to draw conclusions about the differences between the trainings.
- In chapter 6 we are diving into the overall opinion of all respondents about the international heritage programme and the RCE in general. For this chapter, a weighting factor is included, to be able to draw conclusions about the research population and not only about the respondents.
- In final chapter 7 we discuss the overall conclusions of the impact study and lessons learnt for future policy making.

Throughout the report the results are highlighted and further contextualized by the input we received from the follow-up interviews.





## 2 Characteristics of the respondents

In this chapter we describe some general background information about the respondents of the questionnaire, for both the group of partners as well as the group of participants who responded. The chapter gives an overview of the geographical spread, regarding the location where they are based and where they work. Furthermore, it gives an account of their years of working experience and field of expertise. It also gives some insight in the type of organisations they work for, in terms of size and field of expertise.

### 2.1 Geographical spread

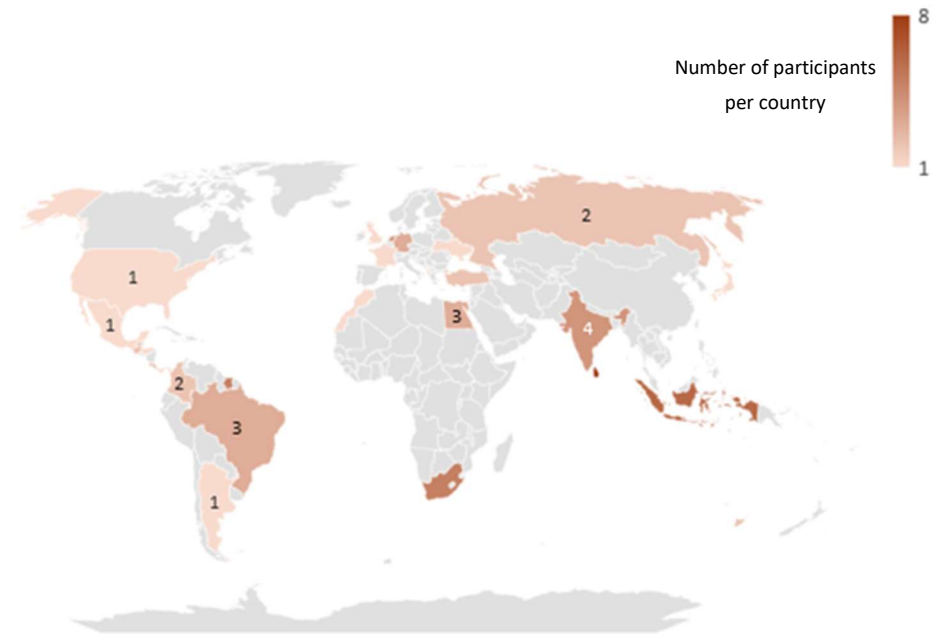
The majority of the partners who responded to the questionnaire are located in Europe, of which five out of eleven coming from the Netherlands. The other three are located in the United States of America. However, they are all working in multiple regions throughout the world.

In contrast, the group of past participants who filled in the questionnaire are located all over the world and each participant works mostly in one region only.

The map below shows the location of the participants who filled in the questionnaire: the darker the colour of the country, the more respondents are located there. It makes visible that the respondents are located all over the world, spread out over 31 different countries. Most of the respondents are located in Sri Lanka (11%). Nearly all respondents who followed the PMUCH-training were located in South America, only one respondent was located in the United Kingdom.



**Figure 1 Location of survey respondents N=73**

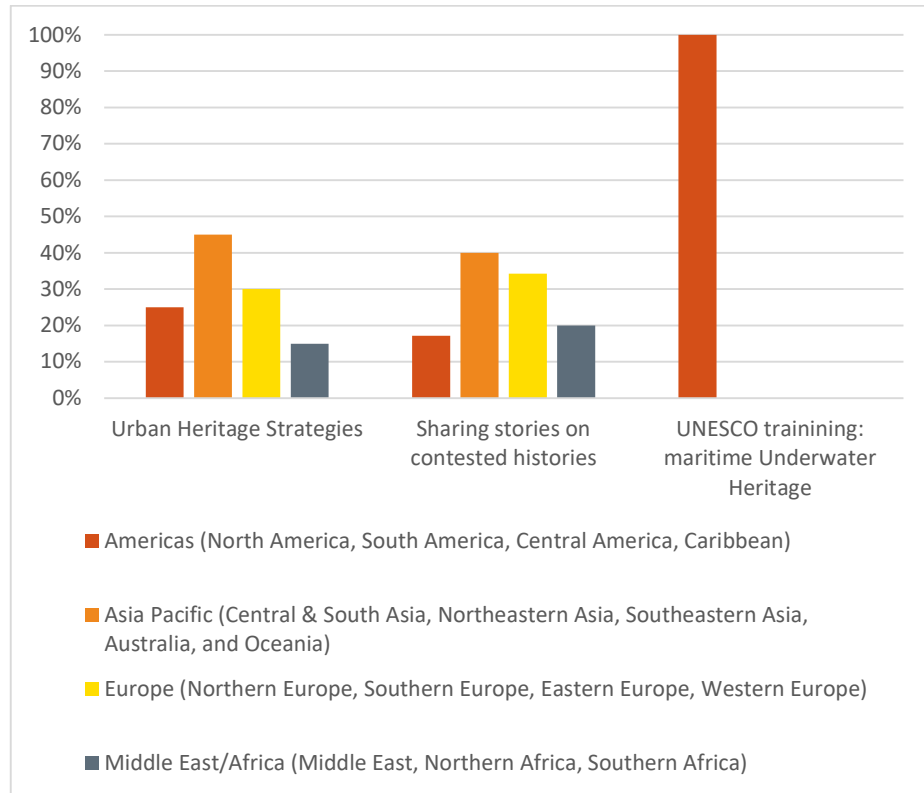


Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

Respondents who participated in the UHS- and SSoCH-trainings worked in all four regions. Respondents who followed the PMUCH-training worked only in the Americas region. In the questionnaire it was possible to select multiple options. However, the received data indicate that most respondents are working in one region only. The figure below indicates the world regions where the responding participants work.



**Figure 2 Respondents work in these region(s) N=73**



Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

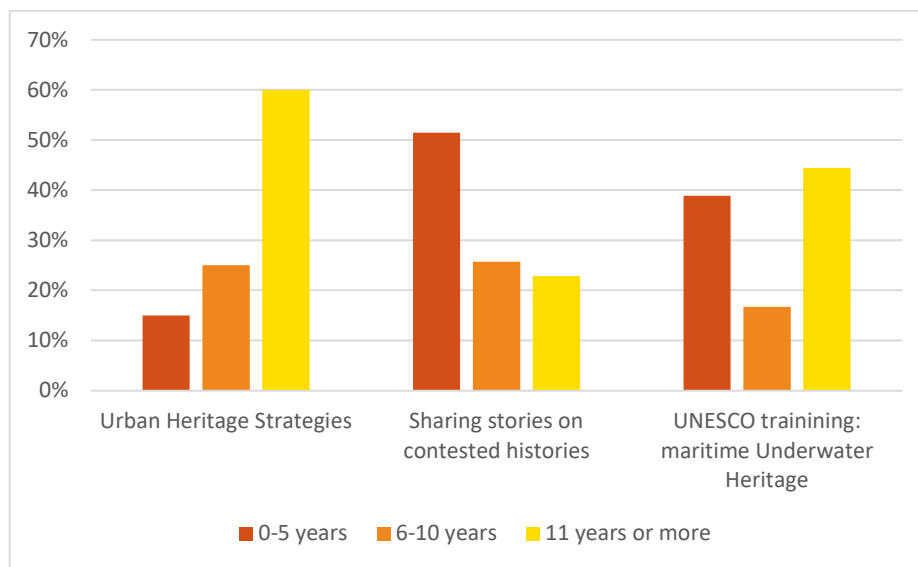
## 2.2 Years of experience

As expected, the group of partners that responded to the questionnaire consists mostly of well-established professionals with many years of working experience. Eight out of eleven respondents has more than 11 years of working experience, one has 6-10 years of experience and only two of the partners that responded have 0-5 years of working experience.

The group of respondents who participated in UHS-trainings as participants consists mostly of respondents with 11 or more years of work experience. This in contrast to SSoCH-respondents, of which the larger part indicates to have 0-5 years of work experience. The respondents who participated in the PMUCH-trainings consists of an almost equal number of respondents with roughly the same number of respondents with 0-5 years of experience as 11 years of experience or more. The years of work experience of responding participants are indicated in figure 3 below.



**Figure 3 Years of work experience N=73**



Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

## 2.3 Field of expertise of the respondents

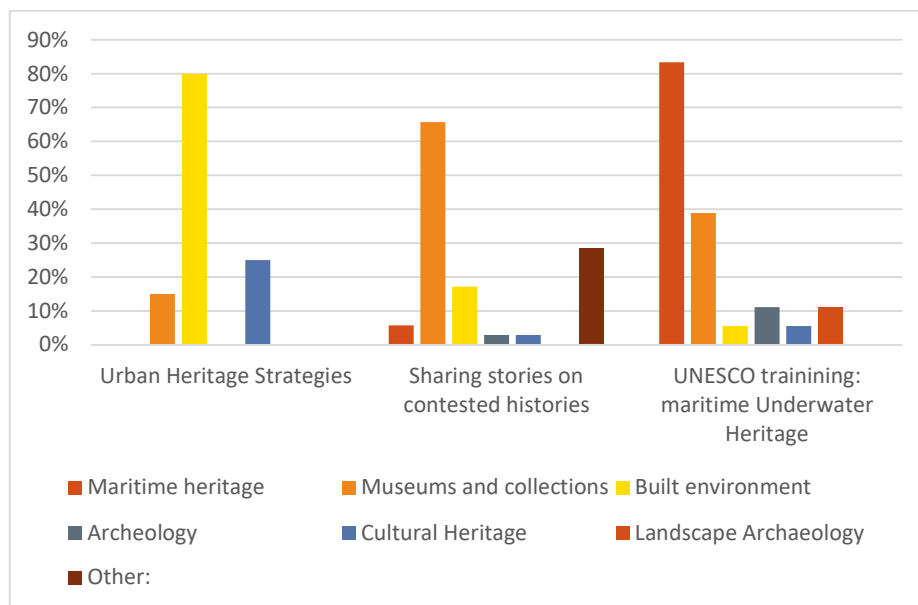
In the questionnaire we asked about the expertise of the respondent. It was possible to select multiple options. The eleven partners who responded are covering the three fields of expertise that were defined in the questionnaire: maritime heritage (3), museums and collections (2) and built environment (4). In addition, six respondents selected 'other' and define their expertise as follows: 'heritage economics', 'international heritage cooperation', 'international law' and 'disaster management', 'teaching' and 'world heritage'.

The figure below shows how the three areas of expertise that are defined in the questionnaire are divided over the responding participants who participated in the three trainings. The main expertise of respondents who participated in the UHS-trainings as participants is 'built environment', respondents who followed SSoCH-trainings are mostly experts in 'museums and collections' and the expertise of respondents who were involved in PMUCH-trainings mostly involves 'maritime heritage'.

When comparing the expertise of responding participants who followed PMUCH-trainings with the expertise of responding past participants of the UHS-trainings it is noticeable that the expertise of the first group is more diverse than the expertise of the second.

Some respondents who participated in the SSoCH-trainings indicate having 'other' expertise. When asked to specify, they indicate that this expertise includes: 'facilitating heritage cooperation', 'finance/ projects', 'general protection of cultural property such as in armed conflicts', 'heritage participation', 'social science', 'multivocality', 'history', 'history, research and archives', 'performance management and compliance', 'policy', 'project management in the cultural sphere' and 'vernacular literature'.

**Figure 4 Expertise of respondents N=73**



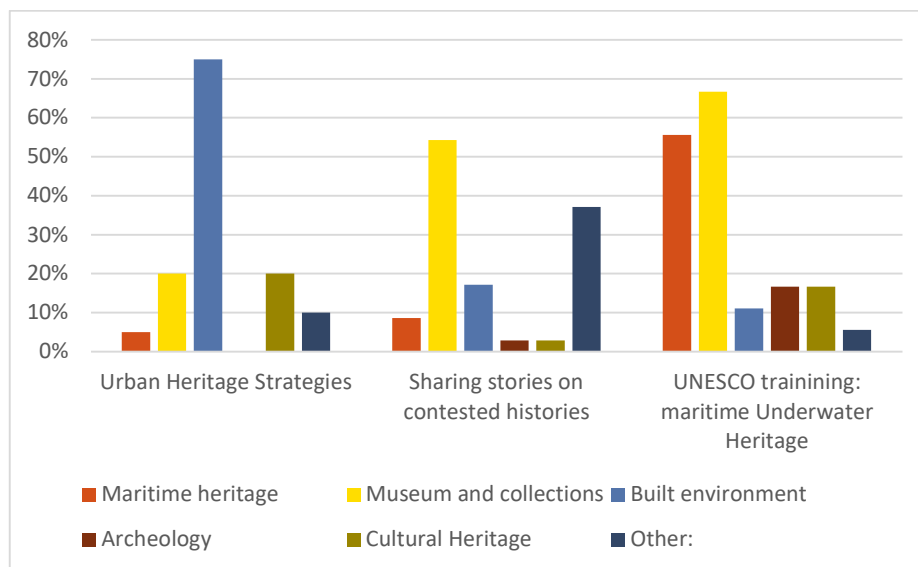
Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

## 2.4 Expertise of the respondents' organisations

In terms of organisational expertise, the partners who filled in the questionnaire are working for a variety of organisations. In the questionnaire it was possible to select multiple options (so also a combination of expertise). Similar to the individual's expertise, the expertise of the organisations they are working for cover the three fields of expertise that were defined in the questionnaire: maritime heritage (4), museums and collections (3) and built environment (6), and in addition six respondents selected 'other' and defined the expertise of their organisation as follows: 'heritage economics', 'it's a school', 'material cultural heritage', 'networking and facilitation', and 'science, culture, education'.

Figure 5 below indicates the expertise of the organisation of the participants who responded to the questionnaire. The type of training does not seem to be limited to a certain type of organisation expertise. Nevertheless, the main organisation's expertise for respondents who participated in UHS is 'built environment', and for SSoCH and PMUCH it is 'museums and collections'. Some respondents indicate that their organization involves different fields of expertise, including: 'academic', 'cultural cooperation', 'education', 'facilitating heritage cooperation', 'foreign affairs/ foreign relations', 'generalist', 'heritage governance', 'international representations', 'department of history which caters to masters level students', 'land policy', 'political and historical research', 'restoring', 'preserving and making archives accessible', 'tertiary education (university)' and 'virtual reality'.

**Figure 5 Expertise of organisation N=73**



Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

## 2.5 Organisation size

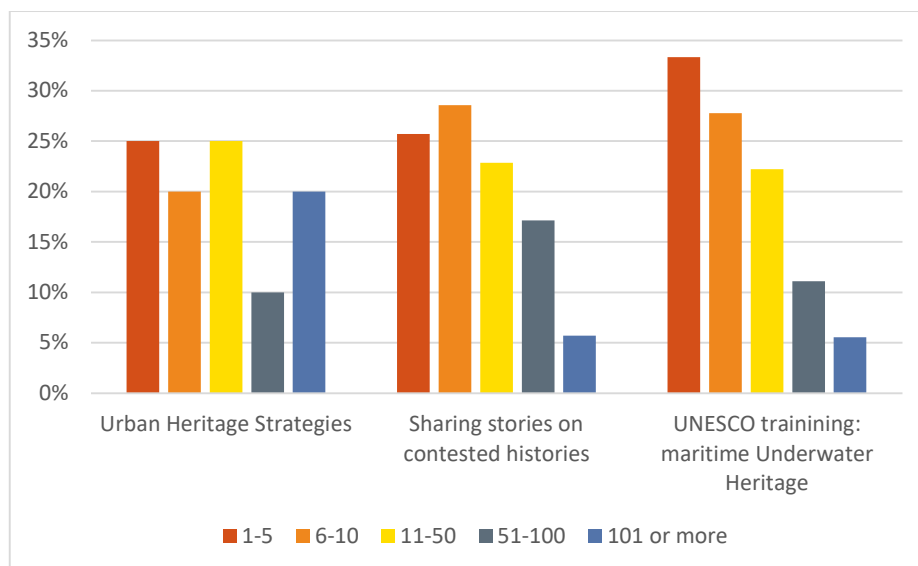
In order to get an impression of the size of the organisations the respondents are working for and the sphere of influence of the trainings, we asked the respondents to indicate the number of people they are working with directly.

Six of the eleven partners who responded to the questionnaire are working with 1-10 colleagues directly and therefore seem to work for smaller organisations. One respondent indicates to work with 11-50 colleagues directly, two with 51-100 and two are working with 51-100 colleagues directly.

The majority of past participants who responded to the questionnaire are working with a smaller number of colleagues as well, with the exception of the UHS training. For UHS it looks quite evenly distributed: respondents are working with a larger and smaller number of colleagues directly. Respondents who participated in SSoCH mainly work together with a smaller number of colleagues and this is even more applicable to respondents who participated in the PMUCH-trainings. The figure below makes visible the number of people respondents are working with directly per training.



**Figure 6 With how many people are you working directly in your organisation?  
N=73**



Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

## 2.6 Nature of collaboration (partners)

The responding partners have participated as lecturers or trainers in the training sessions and/or as implementing partners. We inquired about the changes they notice in the field and with past participants as a result of the training.

In the questionnaire targeted at partners we requested what the nature was of their collaboration with the RCE. As can be concluded from the table below, the majority of the respondents to this questionnaire were involved in the international training sessions as lecturer or trainer. Six out of eleven partners indicated to have been involved in the trainings as a lecturer or trainer, and one was involved both as a lecturer or trainer and as an implementing partner. The other four were developing and implementing (on of) the training sessions. (One partner selected the 'other' option, explaining to be part of UNESCO. We qualified this respondent as 'developing and implementing (one of) the training sessions'.)



**Table 4 Nature of collaboration with the RCE**

**Q: What was the nature of your collaboration with the RCE?**

I was a lecturer or trainer in (one of) the international training sessions.	6
I was one of the partners developing and implementing (one of) the training sessions.	4
I was involved both as a lecturer or trainer and as an implementing partner.	1
<b>Total</b>	<b>11</b>

Source: Panteia









# 3 Urban Heritage Strategies

In this chapter we focus on the respondents who followed (one of) the Urban Heritage Strategies (UHS)-training editions that were organised in 2020-2021, 2022 and 2023, and the impact the training has had on their professional career.

In paragraph 3.1 we give a brief description of the programme, including its objectives and the editions that were taking place within the evaluated period. In paragraph 3.2 we describe the impact the training has had on the respondents, focusing on the five types of change as described in the ToC and Impact strategy of the IE-programme: change in knowledge, awareness, skills, relationships and behaviour. In paragraph 3.3 follow sub-conclusions on this part of the study.

## 3.1 Description of the UHS-training programme

Urban Heritage Strategies (UHS) is a collaborative programme between the RCE, the Institute for Housing and Urban Development Studies (IHS) at Erasmus University of Rotterdam, and the Section Heritage & Architecture (H&A) of the Faculty of Architecture at Delft University of Technology.

### Objectives

The training was organized for the first time in 2011, with the main aim to provide participants with a better understanding of the complex relationships between urban development and heritage management, and the ability to immediately apply this knowledge to local situations. Its overall objectives are listed below.

- Enhancing understanding of the intricate link between urban development and heritage conservation;
- Enhancing participants' cognitive knowledge and practical skills for effectively managing historic town centres;
- Promoting exchange of experiences among participants;
- Promoting the expansion of participants' professional network.

### Partner countries

Partners included in the trainings 2020-2023: Australia, Belgium, Brazil, China, Egypt, France, Germany, Hungary, India, Indonesia, Italy, Japan, Morocco, Poland, Russia, South Africa, South Korea, Spain, Sri Lanka, Suriname, Turkey, Ukraine, the United Kingdom and the United States.

### Concept of the course

The aim and concept of the course is the same in each edition. However, focus and execution differ per edition, according to the target group and case study. In every edition there is a focus on cognitive learning, acquiring skills and network building.

Every session of the course has a similar structure, part 1 consisting of the following elements.

- **Two pre-recorded lectures.** Each of the 6 tools and contexts mentioned is addressed through two lectures: one by experts from the organising institutes or



from other relevant organisations focussing on generic and global issues; and one by experts focussing on specific and local issues. Each lecture is pre-recorded and uploaded on Canvas, and has a duration of circa 20 minutes.

- **A question or statement.** After watching the lecture online, the participants are asked to provide an individual reflection on a question or statement provided by the lecturer in maximum 250 words. Also, the participants are asked to provide a question they would want to ask the lecturer, and to comment on at least two reflections of their fellow-participants.
- **Daily 60-minutes live session.** The reflections are the basis of a daily 120-minute live session with both lecturers (60 minutes per lecturer). The lecturers decide whether to respond to specific questions, or to address general points that were made in the reflections provided by the participants. The live session is moderated by one of the course team members.
- **Assignment.** After each live session, the participants are given an assignment in which they work within their city groups. With every assignment they build up their final presentations, which are held on the last day of Part 1.

With the successful completion of Part 1 of the course, the participants receive a certificate of attendance, which is required to proceed to Part 2, consisting of the following elements.

- **City profile.** The final group assignment presented at the end of Part 1 of the course provides the main elements for drafting a city profile. In this document the participants describe their case-cities or topic and address the tools at their disposal, as well as the context of the challenges they face in its management. The participants draft this city profile in the period between Parts 1 and 2 of the course.
- **Strategic Action Planning workshop (SAP).** This is the main activity of Part 2 of the course, aiming to translate the theory learnt in Part 1 into the participants' professional practice. They learn how to develop strategic action plans to address the challenges they identified in their cities. The SAP process follows the planning cycle. For each step, practical tools are used which contribute gradually to the final output of the course: an Urban Heritage Strategic Action Plan.

#### Editions in the policy period 2021-2023

##### **The 2020-2021 edition: Urban Heritage Strategies for World Heritage Cities 2020**

Within the policy period 2021-2023, the UHS training took place three times. The course has run since 2011 and its sixth edition took place in 2020-2021. In contrast with earlier editions, this edition was executed online, resulting from the Covid-19 pandemic and related travel restrictions. The organizing partners redesigned the course curriculum in two parts, hoping that the second part could take place in person in Rotterdam. However, as the pandemic lingered on, the second part was forced to take place online as well.

The 2020-2021 edition focused on four World Heritage Cities, being Paramaribo (Surinam), Willemstad (Curaçao), Salvador da Bahia (Brazil) and Sawahlunto (Indonesia). The course was attended by 25 professionals from these cities, who were selected from 49 applications.



### **The 2022 edition: Urban Heritage Strategies 2022, Port cities & Water challenges**

The 2022 edition's topic was 'port cities and water challenges'. It consisted of two parts, of which the first was held online and the second physically at IHS in Rotterdam. It was for the first time that the course was held in a hybrid form.

This edition was tailored to four port cities, being Alexandria (Egypt), Amsterdam (the Netherlands), Casablanca (Morocco) and Istanbul (Turkey). A total of 18 professionals were selected out of 60 applications to participate in the course.

### **The 2023 edition: Urban Heritage Strategies 2023, Short course for professionals**

The first part of the training was executed online while part 2 was conducted physically at the IHS in Rotterdam. The course was tailored to four main urban topics: climate adaptation, urban densification, social housing, and adaptive reuse. The 2023 edition was open to all countries, with a focus on the 24 partner countries within the Dutch International Cultural Policy Framework. Considering time zones and group work among participants, it was decided to prioritize participants from Middle- and East Europe, Africa, Asia, and Australia. Participants joined from 13 countries, being Indonesia, China, South Korea, Australia, Sri Lanka, India, Turkey, Spain, Poland, South Africa, Ukraine, Poland and the Netherlands.

#### **Intermediate evaluations**

Participants and lecturers were requested to participate in short online evaluations right after each course.

Based on the mid-term evaluations, received feedback and the course team's own observations, the team defined a number of recommendations and comments for future online courses. The main recommendations being mainly focused on the organizational structure of the course.

The mid-term evaluations show that in general, the participants were positive about the contents of the course, that they acquired new knowledge, skills and perspectives. Several participants are expressing the wish and expectation to incorporate their newly gained knowledge, skills and perspectives in their work.

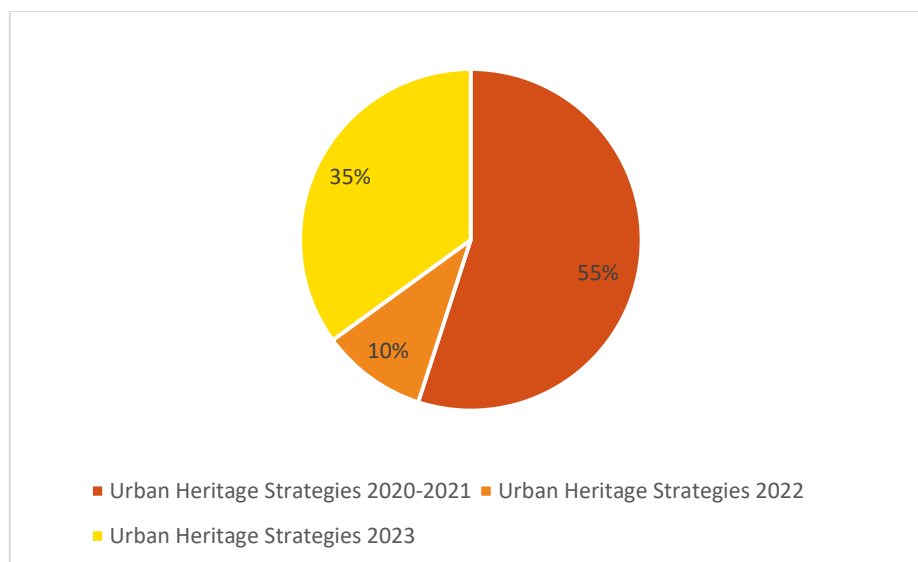
## **3.2 Longer term impact**

### **3.2.1 General opinion on the training**

All past participants of the 2020-2021, 2022 and 2023 editions of the UHS training received an invitation to fill in the questionnaire. The majority of the respondents participated in the 2020-2021 training (see figure 7). All respondents, of the different editions, indicated that the training lived up to their expectations (see table 3) and they would all recommend the training to their colleagues (see figure 4)



**Figure 7 Urban Heritage Strategies: in which training did you last participate?  
N=20**



Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

**Table 5 Knowledge and skills Did the training live up to your expectations content-wise?**

	N	%
Yes	20	100%
No	0	0%
Don't know	0	0%
Total	20	100%

Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

**Table 6 Would you recommend your colleagues to participate in the training?**

	N	%
Yes	20	100%
No	0	0%
Don't know	0	0%
Total	20	100%

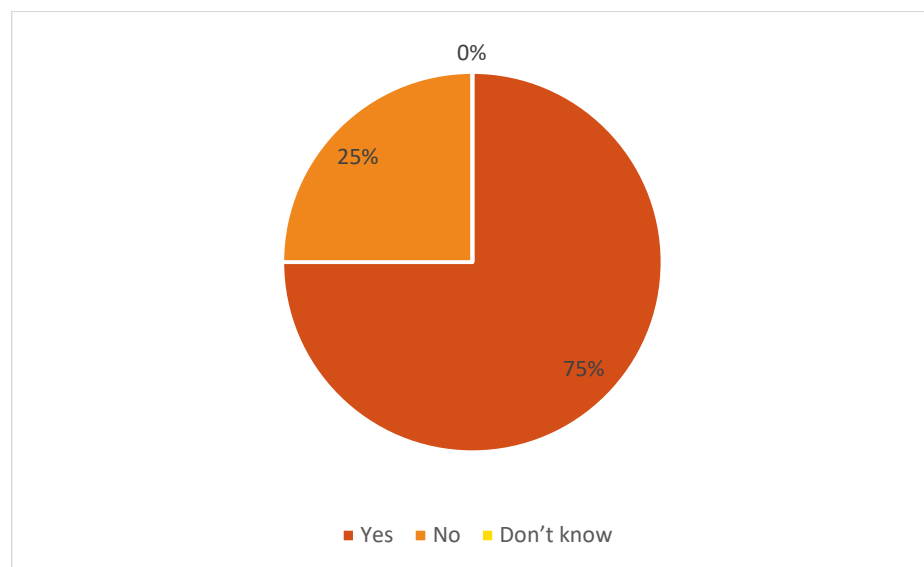
Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).



### 3.2.2 Change in behaviour

The figure below indicates that the majority of respondents from the UHS training changed their daily work due to the participation in the training. This is further analysed in the paragraphs hereafter which focus on a change in knowledge and skills, awareness and relationships.

**Figure 8 Did your participation in the training lead to any changes in your daily work? N=20**



Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

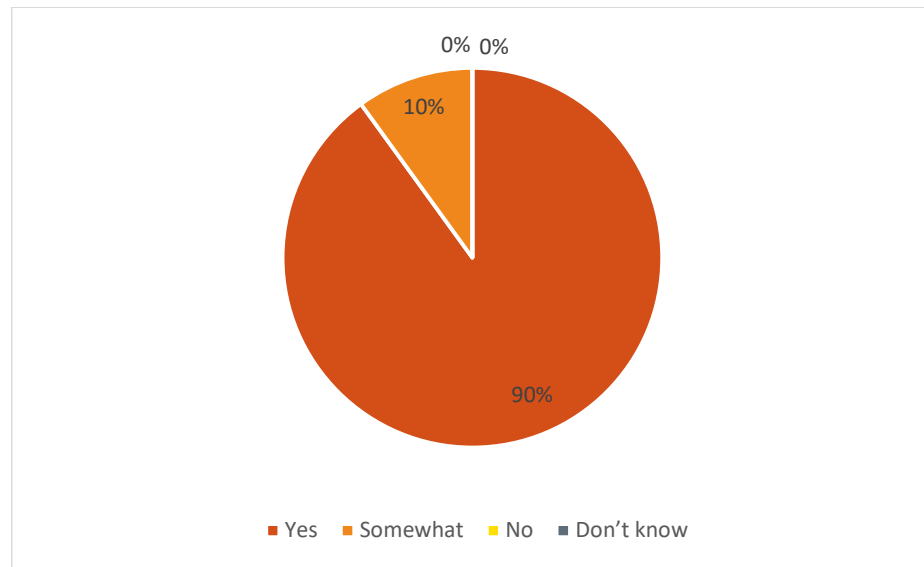
### 3.2.3 Change in knowledge and skills

This paragraph looks into the question whether the UHS training has influenced respondents' knowledge and skills. All respondents have acquired new skills, knowledge and/ or tools, as the figures and quote below are indicating.

Figure 9 shows that 90% of the respondents in the UHS training learned new practical skills regarding effectively managing historical city centres.



**Figure 9** Through the training, did you learn new practical skills regarding effectively managing historical city centres? N=20

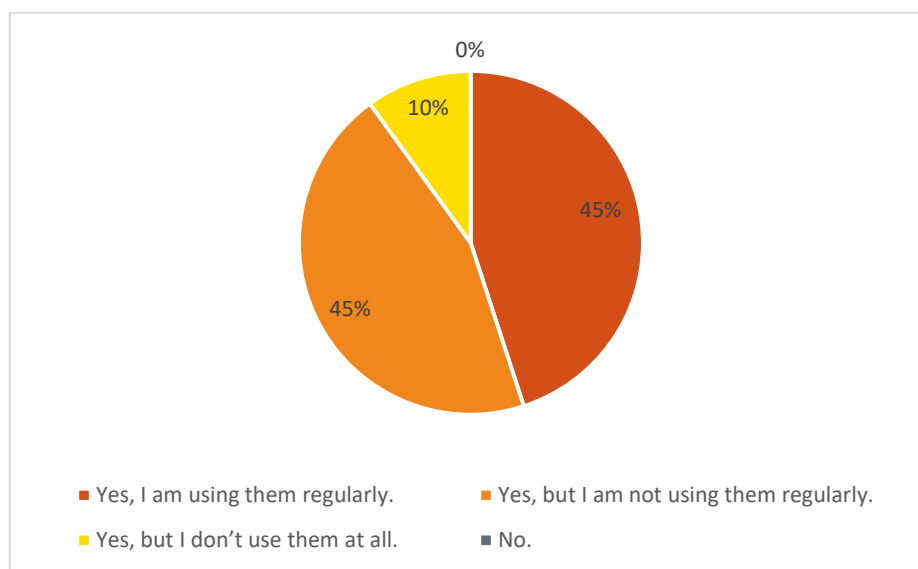


Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

The figure below indicates that all respondents acquired new knowledge and/ or improved their knowledge, skills and tools that are useful for their work. That means that also the respondents that indicated not to have learned any practical skills regarding effectively managing historical city centres have learned something during the training that was useful for their work. This makes sense as the training includes multiple topics. From all the people who learned new useful knowledge, skills and or tools, around half of them indicate that they are using these regularly. Likewise, around half indicates to use the newly acquired knowledge, skills and tools not regularly. Only 10% does not use them at all.



**Figure 10 Did you acquire new knowledge, and/ or did you improve knowledge, skills and/ or tools during the training that have proven useful for your work? N= 20**



Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

### 3.2.4 Change in awareness and concrete actions

This paragraph looks into whether the USH training has led to a change in awareness and related concrete actions (and thus behaviour).

The responding partners who were involved in the UHS trainings indicate that they notice a changing perspective regarding the link between city development and heritage conservation in the sector. They also notice a changing perspective regarding effectively managing historical city centres.

Three of the partners indicate that they notice past participants actively applying changing perspectives on the first topic in their work, adding to this changing perspective. Two of the partners indicate that although they notice a changing perspective regarding this topic in the sector, they are not sure to what extent this is due to the training.

Regarding perspectives on effectively managing historical city centres, one of the partners specifically notices past participants applying changing perspectives on this topic in their work. Two other partners notice a changing perspective regarding this topic in the sector but are not sure to what extent this may be contributed to the training, and two others selected the option 'don't know'.

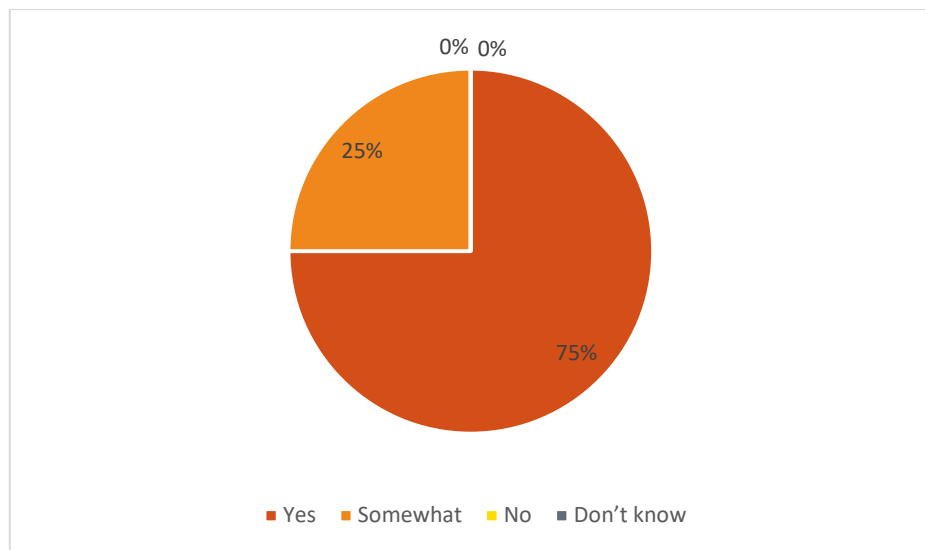
When looking at the responses from the past participants of the training (see figure 11), it becomes clear that all respondents were changed or challenged in their perspective on the link between city development and heritage conservation. Only the extent to which they are influenced differs. One out of four was only somewhat changed or challenged in their perspective, whereas three out of four were certain about a change or challenge in their perspective.





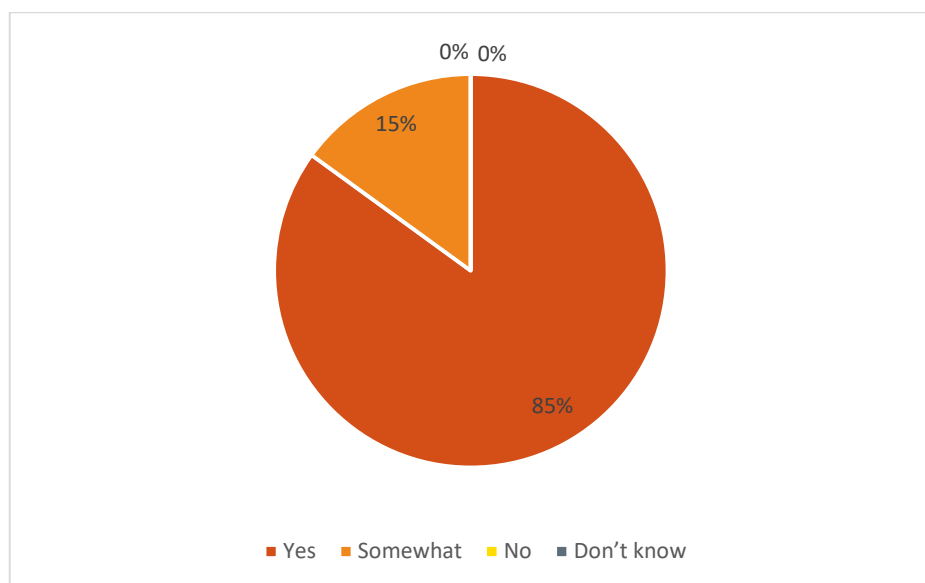
In relation to the topic of effectively managing historical city centres, all respondents affirmed that the training changed or challenged their perspective on this topic to some degree. This time more respondents were certain about the shift in their perspective (85%), while only 15% indicated to be only somewhat changed or challenged in their perspective (see figure 12).

**Figure 11 Did the training change and/ or challenge your perspective on the link between city development and heritage conservation? N=20**



Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

**Figure 12 Did the training change and/ or challenge your perspective on effectively managing historical city centres? N=20**



Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).



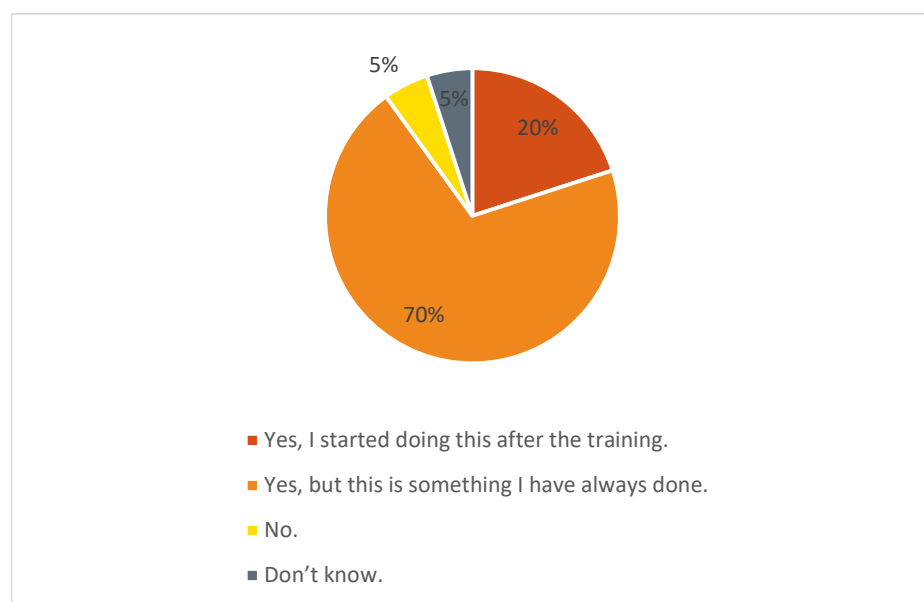
### Suggestions for further impact

A small percentage (15%) of respondents answered that they were only 'somewhat' changed or challenged in their perspectives. We interviewed one of them, a past UHS participant from Turkey, on the reasons behind their answers. The respondent answered that their perspectives were indeed challenged, but could have been more challenged. They provided the following suggestions to improve the training in this respect:

- allow participants to select their own groups so they can enhance their experience by focusing on specific interests;
- extend the duration of site visits;
- record and document these events;
- better prepare participants beforehand on the topics to be discussed.

The figure below indicates that 90% of respondents seek other perspectives, approaches and or issues in their work since the training. For 20% respondents participating in the training made them do so. The other 70% indicate that seeking different perspectives is something they have always done in their work. Only 5% indicate that there has not been any change in seeking other perspectives in their work since the training. Interestingly, the previous figures indicate that the participants' perspectives on managing historical city centres and the link between city development and heritage conservation were challenged or changed due to the training. This is not visible in the figure below. An explanation for this could be that these two topics are not directly related to the (daily) work of the respondents and therefore the answers in the figure below are different.

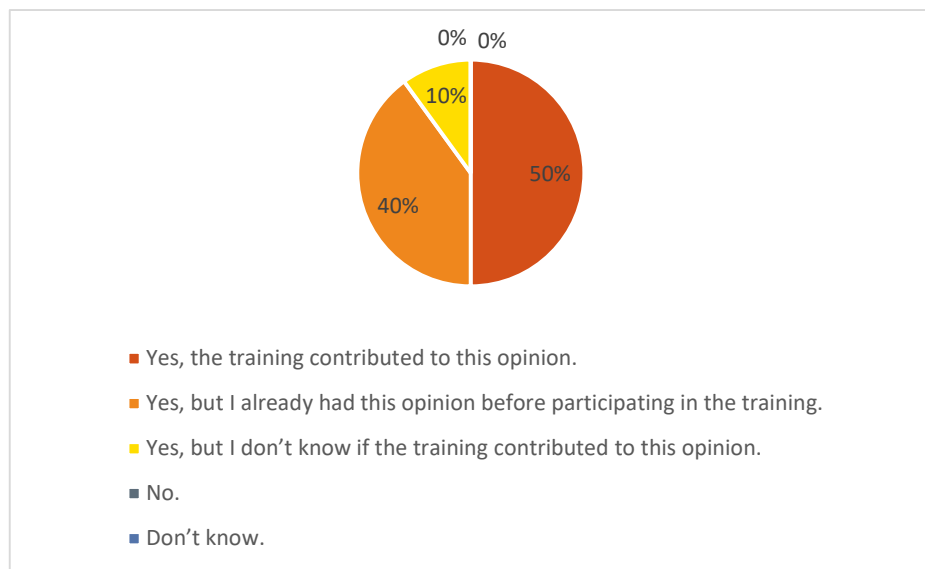
**Figure 13** Since the training, do you seek other perspectives, approaches, and/ or issues in your work? N=20



Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

In the pie chart provided below, it becomes clear that 90% of respondents indicate that they think it is important to take different perspectives, approaches, and/ or issues into account in their work. Of all respondents, 50% indicates that the training contributed to their opinion. Another 40% indicate that they already had this opinion before participating in the training. Also, 10% indicate that they are not sure whether the training contributed to their opinion.

**Figure 14 Do you think that it is important to take different perspectives, approaches, and/ or issues into account in your work? N=20**

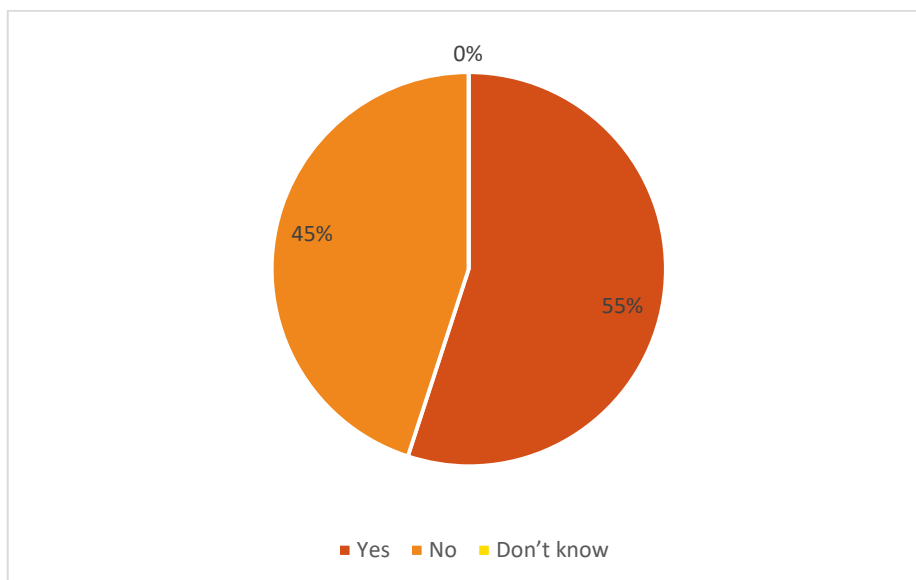


Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

In the figure presented below, it becomes clear that participating in the UHS training led to concrete projects for 55% of respondents.



**Figure 15 Did your participation in the training lead to any concrete projects? N=20**



Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

### Past participants about the impact of the UHS training on their work

In a follow-up interview we asked past participants, who indicated in the questionnaire that the training led to concrete projects, to give a bit more insight on the projects they were referring to. When asked to provide us with more information on how the training has helped them in their work they provided us with the answers below.

*'Participating in the training helped to solidify my thesis idea. The PhD proposal focuses on urban heritage, specifically using the Historic Urban Landscape approach. In Amsterdam, the focus will be on risk management, particularly flood risk. While flood risk is also an issue in my country, the context is different, given the fact that the Netherlands are below sea level. This comparison aims to provide valuable insights into managing urban heritage and addressing flood risks in different contexts.'*

- Past UHS participant

*'Climate adaptation in terms of heritage was something completely new for me. I had never perceived climate adaptation as part of heritage. I am working in an area where there is colonial architecture. Some metro stations are very near to these heritage sites. In these particular areas we are looking at how to preserve the existing conditions and create more accessibility. It is a different perspective altogether. The knowledge I gained was completely unique and broadened my view on climate adaptation and how climate crises can be solved.'*

- Past UHS participant

*'Through the training I gained useful knowledge on making conservation assessments. At my organisation we are putting this knowledge into practice for*



*several heritage buildings: a hospital, hotels, a former office of a mining company, and a former market of the city.'*

- Past UHS participant

*'The knowledge gained through the training was specifically useful in one of my projects, because I was able to advise the staff to improve the proposal on the preparation of the documentation and definition. I use the knowledge for the conservation and maintenance plans for heritage buildings and monuments and I train my students in strategy planning for ancient heritage. First we prepared the plan on how to do the biological rot management. I prepared the action plan concerning this knowledge.'*

- Past UHS participant

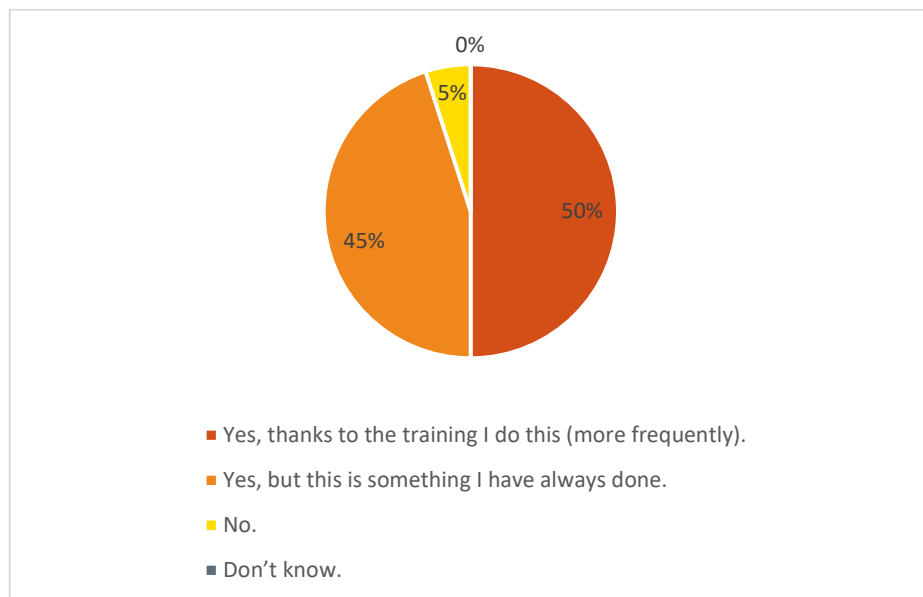
### 3.2.5

#### Change in relationships

This paragraph focusses on the influence of the USH training on the relationship of the respondents with others in general and with other participants.

As depicted in the pie chart below, a majority of 95% indicates that they seek to develop new knowledge, skills, tools and/ or approaches through cooperation with others. For 50% of the respondents this has changed due to the training, as they have either started doing this or they are doing this more frequently since the training. For 45% of the respondents this is something that has not changed due to the training, as they were already doing this before. Only 5% of the respondents indicate that they are not cooperating with others for this purpose since the training.

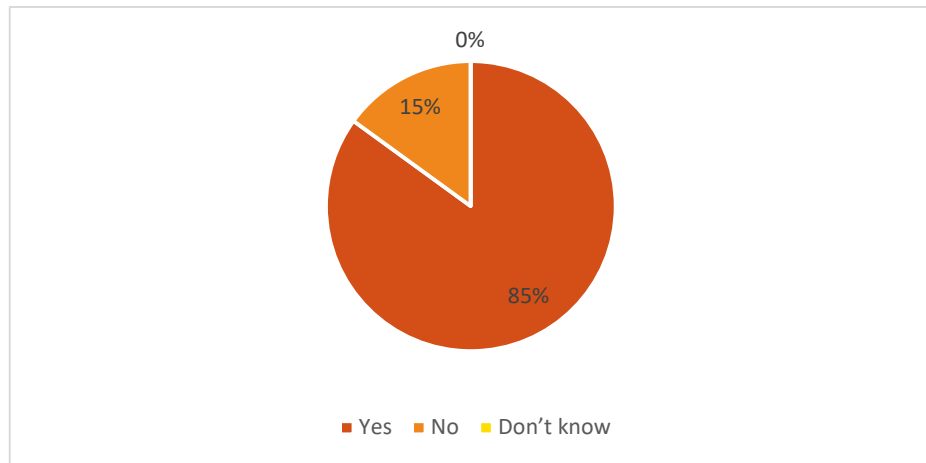
**Figure 16** Since the training, do you seek to develop new knowledge, skills, tools and/or approaches through cooperation with others? N=20



Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

The figure below highlights that most respondents did develop new knowledge, skills, tools and/ or approaches together with the other participants. Only 15% indicate that this was not the case.

**Figure 17 Since the training, have you developed new knowledge, skills, tools and/ or approaches together with the other participants? N= 20**



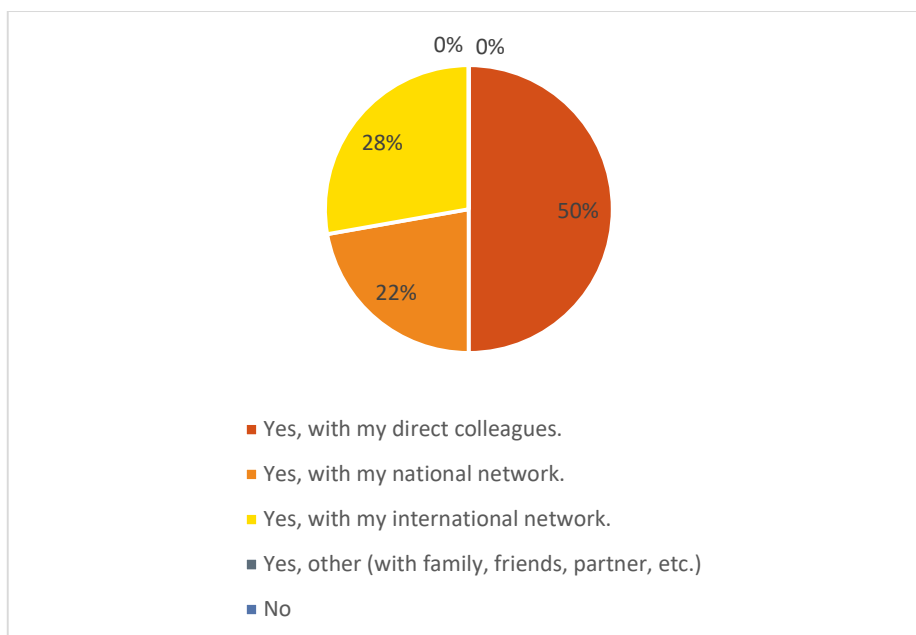
Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

As depicted in the pie chart and illustrated by the quotes below, all people who have acquired new knowledge, skills or tools during the training that have been proven useful for their work have shared these with others. Respondents shared their new experiences mostly with their direct colleagues (50%), followed by their international network (28%) and their national network (22%).

This question only allowed for one answer, so it could be possible that respondents shared their experience with even more people, which is not reflected in the pie chart below. In any way, none of the respondents kept the experience for themselves, as none selected the 'No' option.



**Figure 18 Did you share or are you still sharing the newly gained knowledge, skills, tools and/ or approaches after the training with others? N=18**



Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

### Past participants about sharing their new knowledge and skills

All respondents shared in the interviews that they shared their newly gained knowledge and skills in one way or another with colleagues and/ or students. Some examples of their answers are listed below.

*'I am now more attuned to the importance of preserving our cultural legacy in the face of environmental challenges. In my ongoing projects, I am actively incorporating this awareness to sensitize my team to these critical considerations.'*

- Past UHS participant

*'I use the knowledge I gained through the UHS training for the conservation and maintenance plans for heritage buildings and monuments and I train my students in strategy planning for ancient heritage.'*

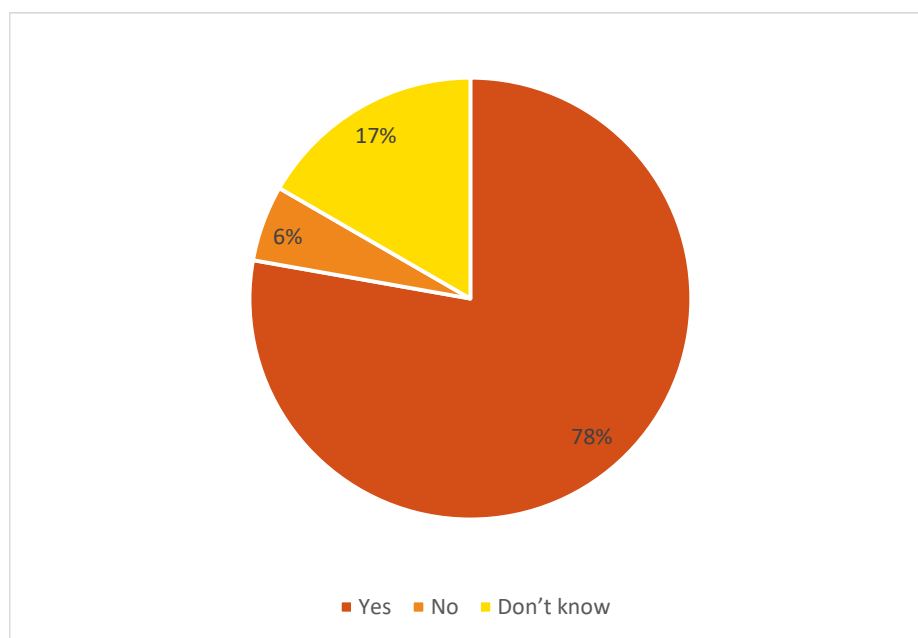
- Past UHS participant

According to the chart below, the way respondents shared their new knowledge, skills, tools and/ or approaches with others since the training reflected a change in the way they work for 78% of the respondents. Only 6% indicated that the training did not influence a change in the way they work in sharing their experience.





**Figure 19 Does the way you share your new knowledge, skills, tools and/ or approaches with others since the training reflect a change in the way you work? N=18**



Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

### 3.3 Sub conclusions on the UHS training

The five changes that are formulated in the Impact strategy and aimed for within the IE-programme are reflected in the answers of the respondents who participated in the UHS training. Based on the results of the questionnaire and on the follow-up interviews it can be concluded that the UHS training has left an impact on the professional careers of the participants that responded to this survey in terms of changes in knowledge, skills, new perspectives, relationships as well as behaviour. The respondents are positive about the impact the training has made. Also, for more than half of the respondents their participation in the training has led to concrete projects.

The respondents all indicated that the training lived up to their expectations and that they would recommend colleagues to follow the training. Also in daily live there was an impact, as 75% indicated that the training changed their daily work. This was mainly due to changes in knowledge and skills, awareness and concrete actions and relationships. For example, all respondents indicated that they acquired new knowledge, skills and/ or tools that are useful for their work. Similarly, all respondents learned new perspectives thanks to the training of whom 20% now takes into account different perspectives, approaches and issues into their work thanks to the training. The training led for 55% of respondents to concrete projects. Also, the training changed respondents relationships as all of them share the newly acquired knowledge and skills with others and 50% indicates to seek to develop new knowledge, skills and tools in cooperation with others, thanks to the training.



In line with this, the responding partners see a change in perspective in the sector regarding topics that were taught in the UHS training - the link between city development and heritage conservation, and a changing perspective regarding effectively managing historical city centres. Some of the partners notice a direct link with the training, as they see past participants actively applying this topic in their work. Other partners do see a change of perspective in the sector regarding these topics but are not sure to what extent this can be contributed to the training.





# 4 Sharing stories on contested histories

This chapter focusses on the respondents who followed (one of) the Sharing Stories on Contested Histories trainings (SSoCH) that were organised in 2021, 2022 and 2023, and the impact the training has had on their professional career.

In paragraph 4.1 we briefly describe the objectives of the programme, in 4.2 we describe the impact the training has had on the respondents of the questionnaire, focusing on the five types of change as described in the ToC and Impact strategy of the IE-programme, followed by 4.3 in which we present sub-conclusions for this training programme.

## 4.1 Description of the SSoCH training programme

Since 2018, the RCE and the Reinwardt Academy have been organising the training 'Sharing stories on contested histories'.

### Objectives

For the SSoCH training programme the following objectives are formulated:

- Gaining a deeper understanding and greater expertise in dealing with contested heritage;
- To contribute meaningfully to the global debate and implementation of strategies to address complex narratives in challenging contemporary contexts;
- Addressing these common challenges by bringing together emerging museum and heritage professionals and academics from different countries;
- Encouraging reflection on the RCE's approach to international cultural heritage topics that are often considered controversial.

### Concept of the course

The training programme is explorative in its nature, utilising innovative methods to achieve:

- a better understanding of exhibiting/storytelling and its emotional impact;
- a strong understanding of constructivist learning regarding open and multiple interpretations;
- a good understanding of concepts of empathy as a means to enable an open-minded and safe sharing of ideas;
- insight into methods that enhance mutual tolerance through emotional networks;
- insight on how to develop multi-vocal exhibiting and storytelling;
- An intercultural experience that opens new perspectives and expands the networks of the participants (2023 only);
- An understanding how marginalized communities use the museum concept to promote their interests (2023 only).

### Partner countries

Partner countries are: Australia, Belgium, Brazil, China, Egypt, France, Germany, Hungary, India, Indonesia, Italy, Japan, Morocco, Poland, Russia, South Africa, South Korea, Spain, Sri Lanka, Suriname, Turkey, Ukraine, the United Kingdom and the United States.

Around 25 participants take part per edition: one from each partner country (including the Netherlands).

### Editions in the policy period 2021-2023

The training found place in 2021, 2022 and 2023 during the policy period 2021-2024. Some additional information per year:

- 2021
  - Number of participants: 23
  - Focus: By using case studies from Dutch museums, the participants of this course will try to come to new strategies of storytelling, where multiple points of view are offered on problematic or contaminated histories and cultural heritage. This training was online only.
- 2022
  - Number of participants: 24
  - Focus: Case studies from Brazil, Indonesia, the Netherlands and South Africa. The case study museum in this year were often connected to ‘marginalised communities who have complicated, delicate relationships with other groups or authorities. This training was online only.
- 2023
  - Number of participants: 23
  - Focus: Case studies from Brazil, Indonesia, the Netherlands and South Africa. The case study museum in this year were often connected to ‘marginalised communities who have complicated, delicate relationships with other groups or authorities. This training consisted of both a virtual museum tour and an on-site training in Cape Town.

### Intermediate evaluations

- Participants highlight the opportunity to get to know and together with participants from different backgrounds and to extent their network.
- The content of the training is highly appreciated, some participants are even indicating that this was one of the best trainings they have followed.
- The newly gained perspectives thanks to the training are highly valued.
- Participants indicate that they will apply what they have learned as well as share the information with others.
- Many participants indicate that they would recommend the training to a colleague.
- As a result of the training, several policy officers from the Netherlands have indicated a need for a similar training programme. They experience an increasing relevance of the theme within their roles and responsibilities and are motivated to develop a multi-perspective approach within their work.
- Dr. Sophie Vohra, a participant in the 2022 edition, has written an article for the University of York’s website, reflecting on the positive impact of the training.

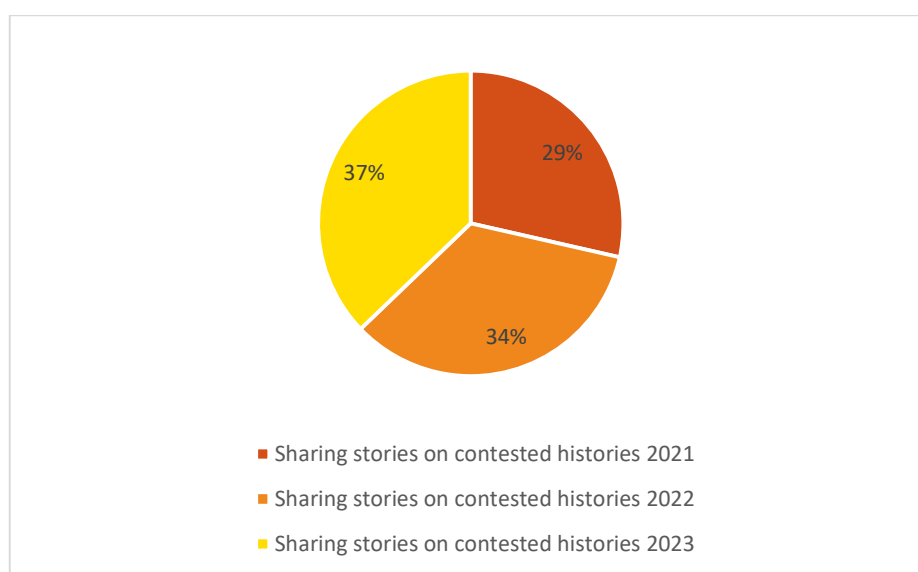
Next to the regular editions of the SSoCH training, there was also a diplomat edition in the year 2021 and 2023. This training took place online. Participants of this training

‘will learn more about a wide field of museological and cultural developments that relate to global challenges.’

## 4.2 Longer term impact / results of the questionnaire

All participants of the 2021, 2022 and 2023 SSoCH training received an invitation to participate in the survey. Of the respondents who participated in the training a slightly larger percentage participated in the 2023 edition. However, the percentage of respondents who participated in the training over the years is quite evenly divided (see figure 20). Nearly all respondents of the different editions indicate that the training lived up to their expectations (see table 5) and that they would recommend the training to their colleagues (see table 6). Only one respondent indicated that the training did not live to their expectations and one does not know whether or not to recommend the training to others.

**Figure 20** Sharing stories on contested histories: in which training did you last participate? N=35



Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

**Table 7** Knowledge and skills Did the training live up to your expectations content-wise?

	N	%
Yes	33	94%
No	1	3%
Don't know	1	3%
Total	35	100%





Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

The table below demonstrates that 97% of respondents would recommend colleagues to participate in the SSoCH training.

**Table 8** Would you recommend your colleagues to participate in the training?

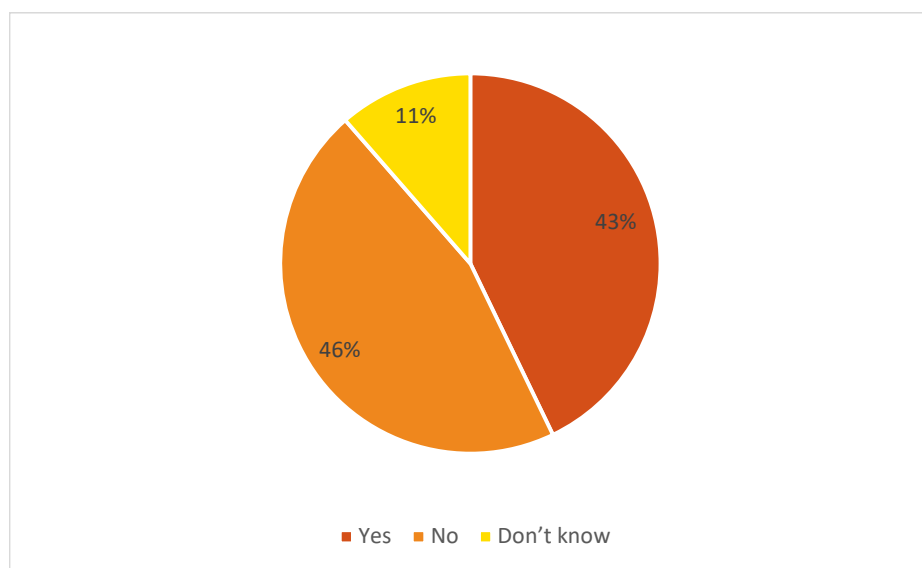
	N	%
Yes	34	97%
No	0	0%
Don't know	1	3%
Total	35	100%

Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

#### 4.2.1 Change in behaviour

As indicated by the pie chart below, the SSoCH training had a mixed influence on the daily work of respondents. The training led for 43% of respondents to a change, while for 46% there was no change in their daily work. Additionally, 11% does not know whether their daily work was influenced due to the training. This is further analysed in the paragraphs hereafter which focus on a change in knowledge and skills, awareness and relationships.

**Figure 21** Did your participation in the training lead to any changes in your daily work? N=35



Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).



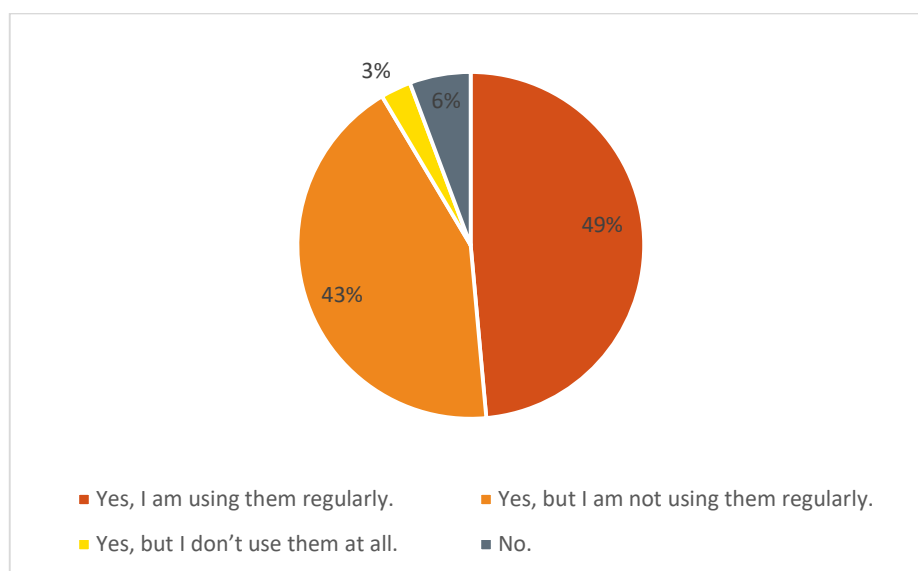


#### 4.2.2 Change in knowledge and skills

All respondents have acquired new skills, knowledge and or tools, as the figures below are indicating.

As indicated by the pie chart below, 94% of the respondents in the SSoCH training acquired new knowledge and or improved their knowledge, skills and tools that are useful for their work. Only 6% indicated not to have gained new knowledge, skills and or tools during the training. Most respondents who learned new things also use them: 49% regularly, 43% not regularly and only 3% do not use them at all.

**Figure 22 Did you acquire new knowledge, and/ or did you improve knowledge, skills and/ or tools during the training that have proven useful for your work? N= 35**



Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

#### Past participants about the impact of the SSoCH training on their work

In a follow-up interview we asked respondents to give some more insight in what way the new knowledge, skills and/ or tools have been useful for their work. Below are listed some of their answers.

*'Participating in the programme in general, has helped me in terms of reimagining on how my organisation fits in and contributes to the international landscape of heritage and culture. And because of my position I'm able to influence my organisation's outlook on the sector and what role we want to play in the international space. So I use that in our performance planning, in our annual strategic planning, and even in my own performance contract. In defining where do I see myself as a professional, what are the things that I want to prioritise, what I want to approach and how to structure my work.'*

- Past SSoCH participant

*'It was a good opportunity to read some of the assumptions when working in this field, concerning contested heritage, and working within museums and exhibitions. Also when looking at the audience: who is your target group? The exercises really helped putting that down on paper and have that dedicated time to think through it. We as an organisation were already thinking about launching and becoming an independent entity. So the training was more like a support. (...) In terms of knowing that there are other museums in Europe and more provincial museums that have very similar issues, not because we are in the global South that we have these issues.'*

- Past SSoCH participant

#### 4.2.3 Change in awareness and concrete actions

This paragraph looks into whether the SSoCH training has influenced the respondents' awareness in their work.

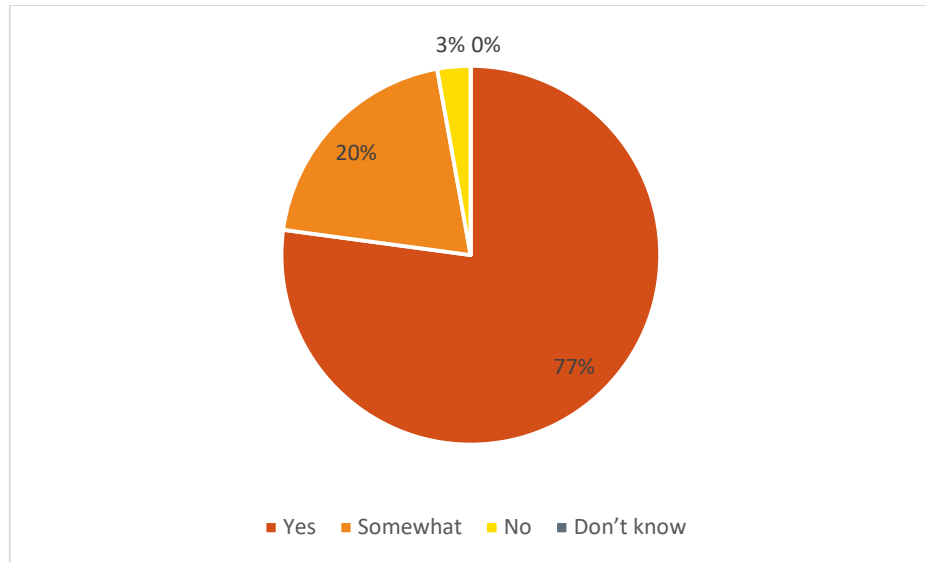
The partners who were involved in (one of) the SSoCH-trainings and who responded to the questionnaire state that they have noticed a change in behaviour, relationships, awareness, knowledge and skills of the participants since the training. Two of the partners notice past participants applying changing perspectives on this topic in their work. All three notice that past participants are actively contributing to the international debate on tackling complex narratives in challenging contemporary contexts. One of the partners states in the questionnaire:

***"I have noticed participants engaging actively in discussing contested heritage topics in the field and sharing their knowledge. They have also connected their networks internationally and are initiating collaborative projects on cultural heritage."***

As becomes clear from the figure below, most respondents were indeed changed or challenged in their perspective about handling contested heritage or histories. The majority (77%) was certain about this impact and 20% indicated to have been impacted somewhat. Only 3% indicated that the training did not impact their perspective on handling contested heritage or histories.



**Figure 23 Did the training change and/ or challenge your perspective about handling contested heritage or histories? N=35**



Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

The figure below indicates that all respondents seek other perspectives, approaches and or issues in their work since the training. For 31% respondents participating in the training made them do so. The other 69% indicate that seeking different perspectives is something they have always done in their work.

**Figure 24 Since the training, do you seek other perspectives, approaches, and/ or issues in your work? N=35**



Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).



### New perspectives enriching the work of past participants

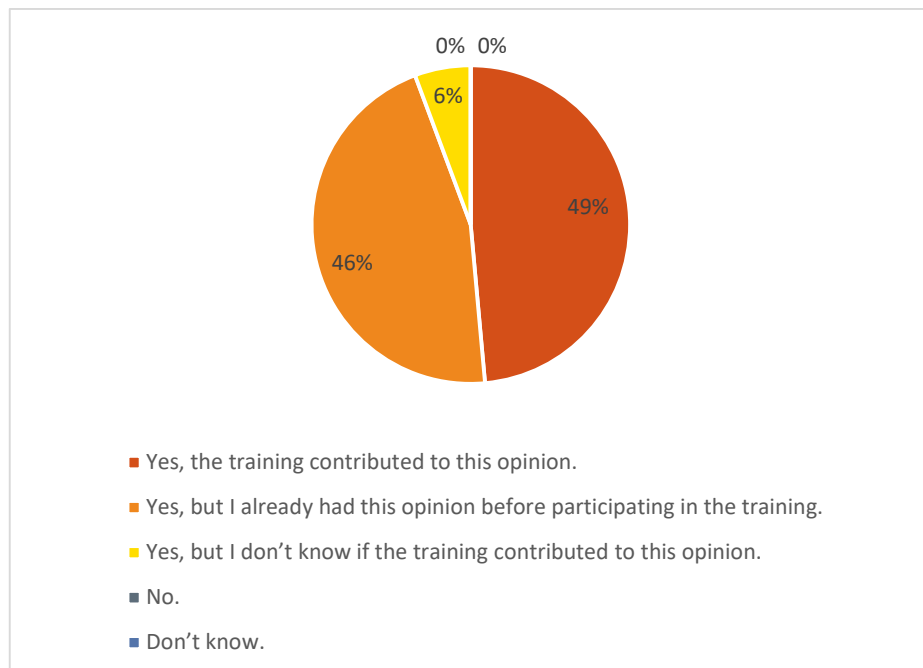
We interviewed some of the respondents on the new perspectives they gained from the training. One of the respondents answered the following:

*'The talk with Christina Kreps was a real eye opener for me. Her ideas on museology have found a home in my PhD. As a VR developer for museums it also changed the way I think about how I approach implementation and consultation when developing new exhibitions. Especially her idea of appropriate museology. It also gave me a sense of movements in the field of museology and historical changes. Museology is a field I am working in but have no formal training in so this was helpful to me.'*

- Past SSoCH participant

The pie chart below illustrates that all respondents agree that it is important to take different perspectives, approaches, and/ or issues into account in their work. For 49% the training contributed to this opinion. For a similar share (46%) the training did not influence their opinion, it was something they already believed before participating in the training. Also, 6% of respondents was not sure if their opinion was influenced due to the training.

**Figure 25** Do you think that it is important to take different perspectives, approaches, and/ or issues into account in your work? N= 35

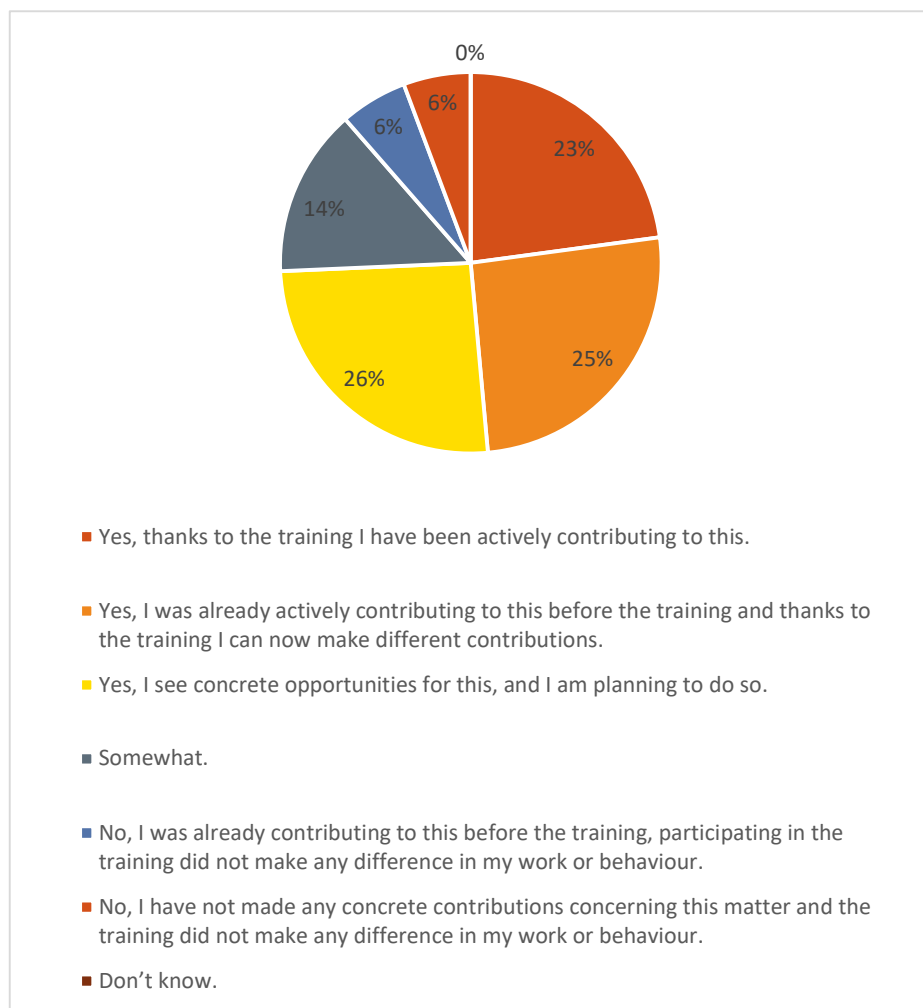


Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

As indicated in the figure below, the majority 88% of respondents made concrete contributions to the implementation of strategies to tackle complex narratives in

challenging contemporary contexts due to the training. To be more specific, 23% indicate that the training helped them to now actively contributing to this while 25% already did this in the past and can make a different contribution now thanks to the training. There is also a number of respondents that indicate that they are equipped to make a concrete contribution now, but did not do it at this moment although they are planning to do so in the future (26%). Only 12% indicate that the training did not influence their behaviour in making concrete contributions.

**Figure 26 Did the training lead you to make concrete contributions to the implementation of strategies to tackle complex narratives in challenging contemporary contexts? N=35**



Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

**‘It’s all about the politics’**

We interviewed one of the respondents on the reasons why they ‘did not make any concrete contributions to the implementation of strategies to tackle complex narratives in challenging contemporary contexts’ following the training.



They answered that this was due to the political situation in their country and is not due to the training:

*‘Even if you do a training, and you want to implement it, you can do it within your own department. It does not have to be the case that advice is implemented by the Director. In addition, because of politics it happens that there is no continuity or that people are not involved in committees, for example, where the commitment of someone who has followed a training course can be very valuable, but because people do not realise it, that person is not part of committees.’*

- Past SSoCH participant

According to the table displayed below, all respondents agree with the statement that bringing together young professionals and academic experts in the museums and heritage field from different countries is an important step to tackle shared challenges on contested histories. As the SSoCH training is a place where these people come together, the training can be seen as an important contribution to tackle challenges on contested histories.

**Table 9** Do you agree or disagree with the following statement: “Bringing together young professionals and academic experts in the museums and heritage field from different countries is an important step to tackle shared challenges on contested histories.”

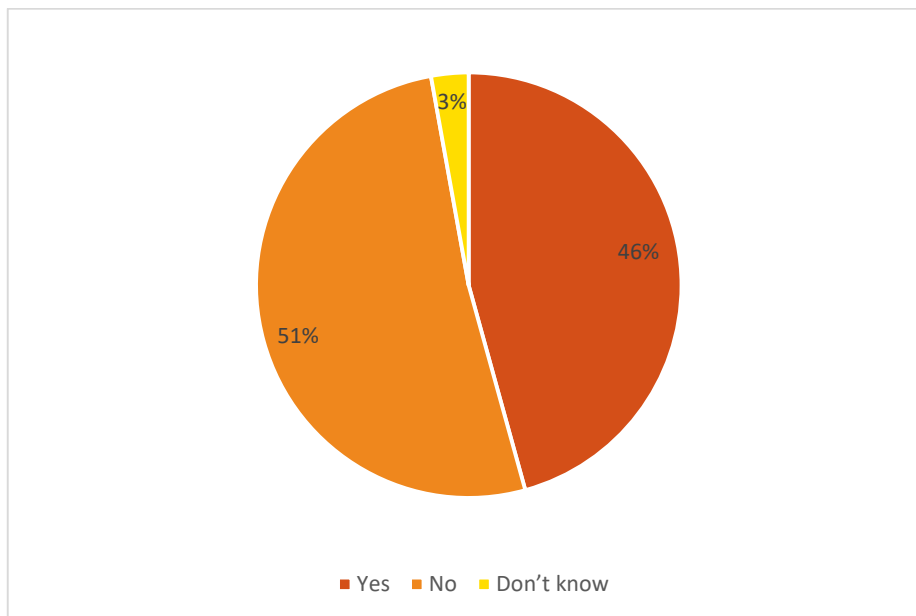
	N	%
Agree	35	100%
Disagree	0	0%
Don't know	0	0%
Total	35	100%

Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

Participating in the SSoCH training led to concrete projects for 46% of respondents, as depicted in the pie chart below. However, for most respondents (51%) participation in the training did not lead to a concrete project. Another 3% is not sure the training contributed to concrete projects.



**Figure 27 Did your participation in the training lead to any concrete projects? N=35**



Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

#### **Concrete projects following SSoCH**

We did a follow-up interview with some respondents who answered in the questionnaire that their participation led to concrete projects. On the question to further elaborate on those projects they answered as follows:

*'I am a researcher looking specifically at VR for museums. I also spoke at a conference. Especially the discussion on the definition of a Museum have made it into these contributions. .'*

- Past SSoCH participant

*'One of the things that we were exposed to was a black culture walking tour. That was something new, to understand that you can be in a city and tell a very different perspective, given your personal history, given your history in that country, as a migrant, as not being part of the majority population. So we do walk in the museums as well. Obviously we don't really talk about slavery as it is not really the prominent discourse within my country. Since looted objects are returned recently, we do a walk within the museum that talks about looting. What does it mean? What does it mean to receive them, what does it mean for them to remain, what does it mean to have these requests. So I think it is a very particular moment in history. It's hard to contribute one course to all of these developments, because it is a much larger situation that is happening globally, that's happening between governments, that's happening between museums. But the training came at a good time.'*

- Past SSoCH participant

#### **4.2.4**

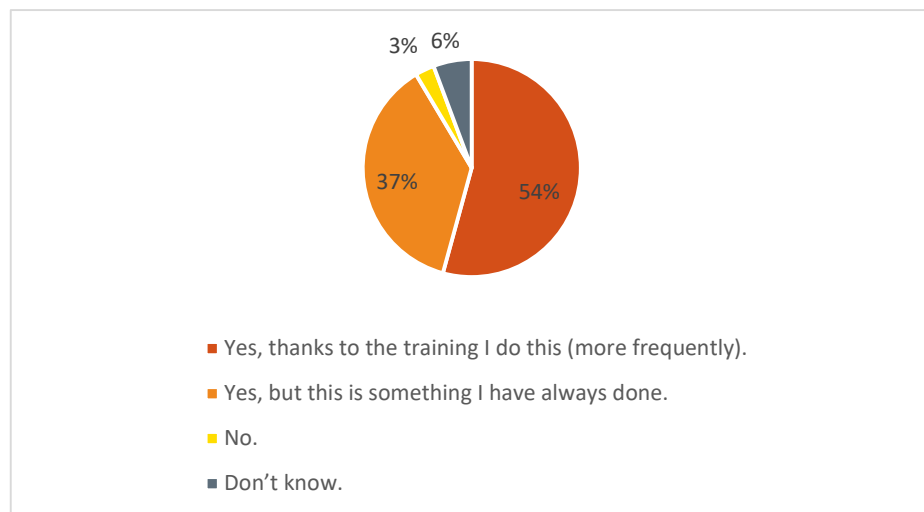
#### **Change in relationships**

This paragraph focusses on the influence of the SSoCH training on the relationship of the respondents with others in general and with other participants.



As depicted in the pie chart below, a majority of 91% of respondents indicate to seek to develop new knowledge, skills, tools and/ or approaches through cooperation with others. For 54% of the respondents this is changed due to the training, as they have either started doing this now or they are doing this more frequently now. For 37% of respondents this is something that has not been changed due to the training, it was simply something they already did in the past. Only 3% of respondents indicate that they do not seek to develop new knowledge, skills, tools and/ or approaches through cooperation with others.

**Figure 28 Since the training, do you seek to develop new knowledge, skills, tools and/or approaches through cooperation with others? N=35**

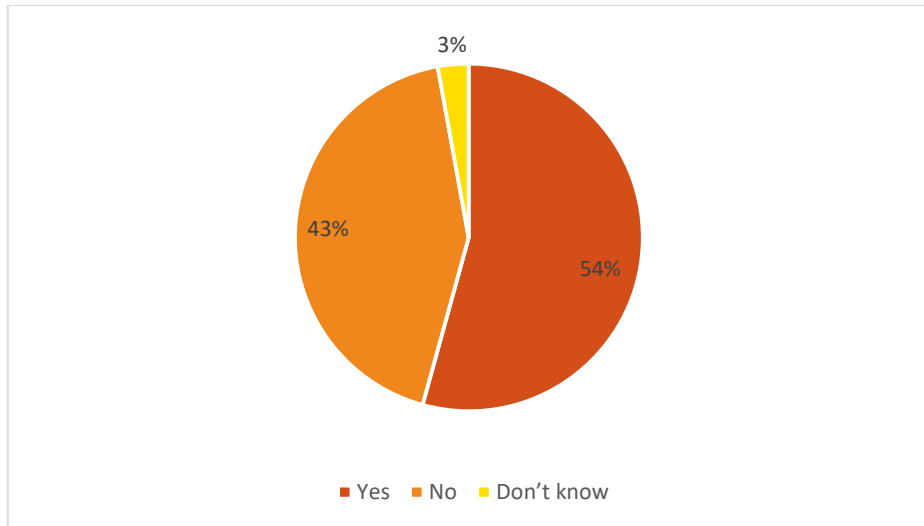


Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

The figure below highlights that slightly more than half of the respondents (54%) did develop new knowledge, skills, tools and/ or approaches together with the other participants. The other 43% did not develop this together with the other participants. Referring back to the figure above, where 91% of participants developed new knowledge, skills, tools and or approaches through cooperation with others.



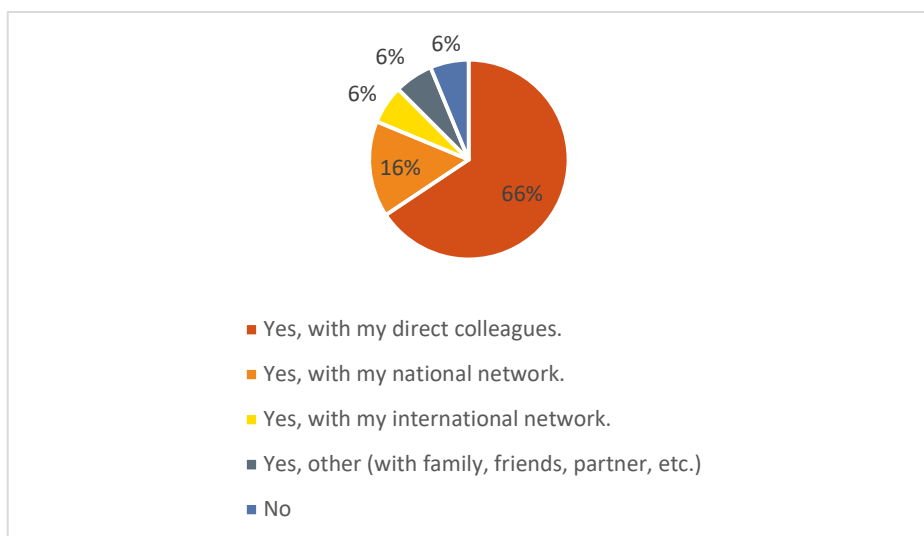
**Figure 29** Since the training, have you developed new knowledge, skills, tools and/ or approaches together with the other participants? N=35



Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

As depicted in the pie chart below, respondents shared their new experiences mostly with their direct colleagues (66%), followed by their national network (16%) and their international network and other (6%). This question only allowed for one answer, so it could be possible that respondents shared their experience with even more people, which is not reflected in the pie chart below. Also, 6% of respondents did not share the experience with anyone.

**Figure 30** Did you share or are you still sharing the newly gained knowledge, skills, tools and/ or approaches after the training with others? N= 32

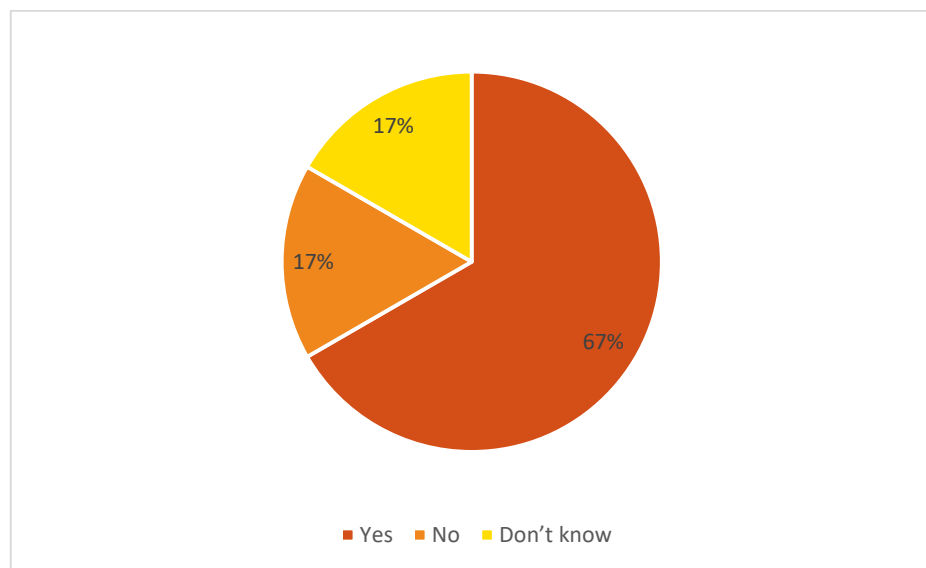


Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).



According to the chart below, the way respondents shared their new knowledge, skills, tools and/ or approaches with others since the training reflected a change in the way they work for 67% of respondents. Only 17% indicated that the training did not influence a change in the way they work in sharing their experience. Another 17% is not sure about whether it was changed for them.

**Figure 31 Does the way you share your new knowledge, skills, tools and/ or approaches with others since the training reflect a change in the way you work? N=30**



Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

### 4.3 Sub conclusions on the SSoCH training

Based on the results of the questionnaire and follow-up interviews it can be concluded that the SSoCH training has left an impact on the professional careers of the majority of the participants that responded to this survey. The five changes that are formulated in the Impact strategy and aimed for within the IE-programme are reflected in the answers of the respondents. Also, the answers reflect a positive opinion on the training and the impact it has left. For a little less than half of the respondents the training led to concrete projects.

The Sharing Stories on Contested Histories training was well received, with the large majority of respondents indicating that the training lived up to their expectations content-wise. Therefore, it is no surprise that the vast majority would recommend a colleague to participate in the training. For almost half respondents, the training changed their daily work. For example, through the acquiring of new knowledge, skills and/or tools. The SSoCH training impacted the way the respondents look at taking different perspectives into account, almost everyone agrees that it is important to take different perspectives into account into their work and half of them was inspired by this through the training. One way to learn about different perspectives is by bringing together young professionals and academic experts from different countries



together. All respondents agree that this is an important step in tackling shared challenges on contested histories. The training led for almost half of the respondents to concrete projects. The training changed the relationships of respondents. For example, half of the participants now seek to develop new knowledge, skills, tools and/ or approaches through cooperation with others due to the training. Furthermore, the large majority shared what they learned during the training with others.





5

# 5 UNESCO Training on the Protection and Management of Underwater Cultural Heritage

This chapter focusses on the respondents who participated in the UNESCO Training on the Protection and Management of Underwater Cultural Heritage (PMUCH) and the impact the training has had on their professional career. In paragraph 3.1 we briefly describe the objectives of the programme, then we describe in 3.2 the intermediate outcomes of the programme based on previously carried out intermediate evaluations, and in 3.3 we describe the impact the training has had on the respondents of the questionnaire, focusing on the five types of change as described in the ToC and Impact strategy of the IE-programme.

## 5.1 Description of the PMUCH-training programme

Since 2010, the RCE, in cooperation with UNESCO and other partners, has been organising the UNESCO Training on the Protection and Management of Underwater Cultural Heritage (PMUCH) in Latin America and the Caribbean. Other partners include: National Archaeological Anthropological Memory Management; Museo Arqueologico Nacional Aruba/National Archaeological Museum Aruba; Public Entity of Bonaire; Saba Archaeological Center; St. Eustatius Center for Archaeological Research; Sint Maarten Archaeological Center; Sekshon di Kultura Arte I Literature; the UNESCO offices in the Netherlands, Jamaica, Trinidad & Tobago, Cuba and Peru; Universidad Externado Colombia, and others.

### Objectives

The objectives of the training are:

- To facilitate training for future maritime heritage experts and archaeologists worldwide.
- To spread knowledge and increase expertise in order to protect underwater cultural heritage from risks such as natural degradation and illegal salvage.
- To organise the training courses as preparation for the implementation of the 2001 UNESCO Convention on the Protection of Underwater Cultural Heritage.
- To provide a Training Manual for the UNESCO Foundation Course on the Protection and Management of Underwater Cultural Heritage in Latin America and the Caribbean in English and Spanish to support the training.

The training is being held in various countries and regions in Latin America and the Caribbean. Within the period 2010-2024 English trainings took place in the Caribbean countries Jamaica, St. Eustatius and Trinidad & Tobago, while also a digital training

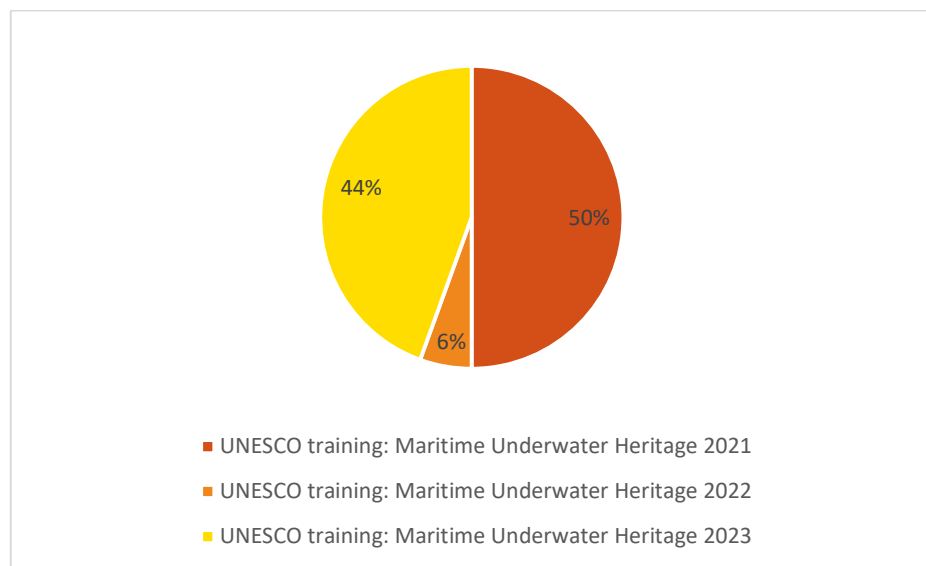
was organised during the COVID-19 pandemic. Spanish courses were organised in Cuba, Argentina and Mexico.

## 5.2 Longer term impact/ results of the questionnaire

### 5.2.1 General opinion on the training

All past participants of the 2021, 2022 and 2023 editions of the PMUCH-trainings received an invitation to share their opinion and experience through the survey. Most respondents participated in the 2021 training (see figure 32). Nearly all respondents (94%) of the different editions indicated that the training lived up to their expectations. Only one respondent indicates that the training did not live up to their expectations and one respondent answered 'Don't know' (see table 10). Nevertheless, all respondents indicate that they would recommend the training to their colleagues (see table 11).

**Figure 32 UNESCO Training on the Protection and Management of Underwater Cultural Heritage (PMUCH): in which training did you last participate?  
N=18**



Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).





**Table 10 Knowledge and skills Did the training live up to your expectations content-wise? N=18**

	N	%
Yes	33	94%
No	1	3%
Don't know	1	3%
Total	35	100%

Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

**Table 11 Would you recommend your colleagues to participate in the training?**

	N	%
Yes	18	100%
No	0	0%
Don't know	0	0%
Total	18	100%

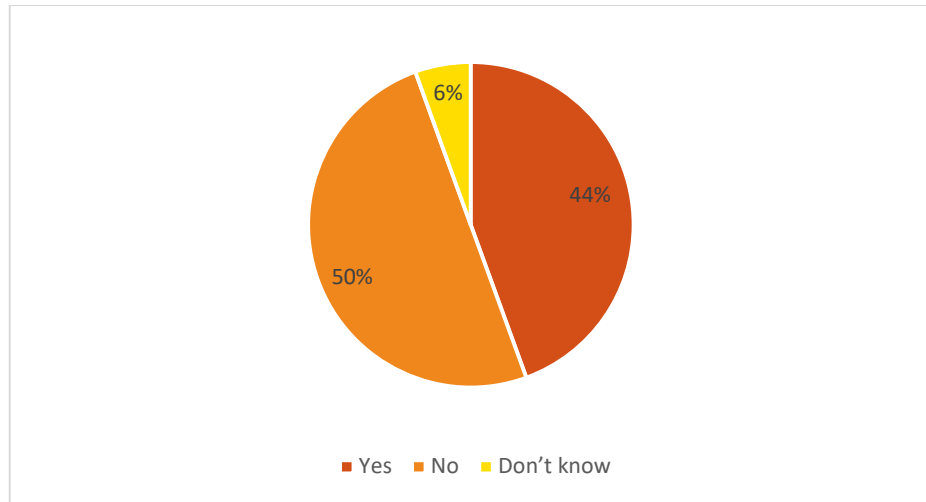
Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

## 5.2.2 Change in behaviour

The figure below indicates that half of the respondents who participated in the PMUCH training did not change their daily work due to their participation. Slightly less than half, 44% indicate the opposite, which means that for them their daily work was changed because of their participation in the training. This is further analysed in the paragraphs hereafter which focus on a change in knowledge and skills, awareness and relationships.



**Figure 33 Did your participation in the training lead to any changes in your daily work? N=18**



Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

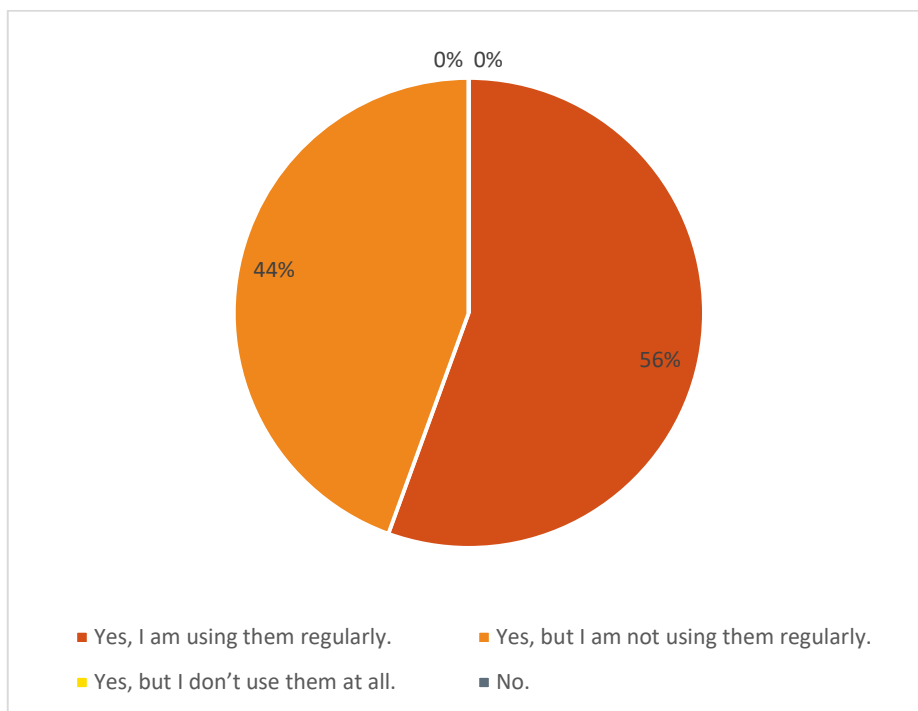
### 5.2.3 Change in knowledge and skills

This paragraph looks into the question whether the PMUCH training has influenced the knowledge and skills of responding past participants. All respondents have acquired new skills, knowledge and or tools, as the figures below are indicating.

Figure 34 shows that 100% of the respondents in the PMUCH acquired new knowledge and/or improved their knowledge, skills and tools that are useful for their work. Out of these, 56% use these regularly and 44% do not use them regularly.



**Figure 34 Did you acquire new knowledge, and/ or did you improve knowledge, skills and/ or tools during the training that have proven useful for your work? N= 18**



Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

### Past participants about the impact of the PMUCH training on their work

*'This training provided me with specific information which I could translate into the work here: definitions, practical steps that I use to make stakeholders aware of the value of our maritime heritage and on the importance of protecting it. Although the convention is not yet ratified, laws have been created. We have a maritime heritage working group since 2021, which works together towards UNESCO standards and preparation for the future implementation of the convention. I just worked on the development of a 10-minute video with the purpose of building support for the implementation and ratification of the convention.*

*Also, I am now able to write management plans that can be implemented and that make stakeholders aware. I learnt all these practical steps in the course and I am now putting into practice what I learnt.'*

- Past PMUCH training participant

*'The UNESCO course taught me how to do planimetry of objects underwater, which involved a practice conducted on land. Participants were tasked with placing various objects on the ground and creating a planimetry as if they were underwater, similar to terrestrial archaeology.*

*During my master's degree, I did an internship on board of an oceanographic vessel, involving diving and creating planimetries. I recalled and applied the*

*concepts learned in the UNESCO course. Although the experience was new, the conceptual understanding from the course provided clarity and guidance, proving helpful despite my lack of previous practical experience.'*  
 - Past PMUCH training participant

#### 5.2.4 Change in awareness and concrete actions

The three responding partners who were involved in the PMUCH-trainings all notice past participants applying new perspectives in their work on the protection of underwater cultural heritage. Two of them see an increased effort in the sector regarding minimizing the impact of the tourism industry on submerged archaeological sites in the sector as a result of the training, as they notice past participants applying the newly gained knowledge and skills regarding this topic in their work. Two of the three partners notice past participants actively making changes in the way underwater cultural heritage is protected.

According to the table displayed below, the training indeed changed and/ or challenged the perspectives of all responding participants on the protection of underwater cultural heritage.

**Table 12 Did the training change and/ or challenge your perspective on the protection of underwater cultural heritage? N=18**

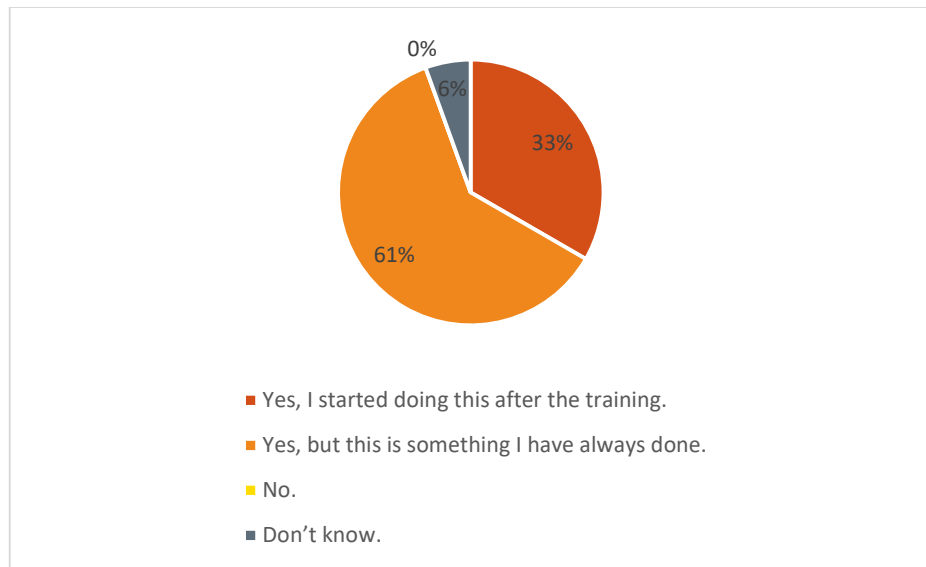
	N	%
Yes	18	100%
No	0	0%
Don't know	0	0%
Total	18	100%

Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

The figure below indicates that 94% of responding past participants seek other perspectives, approaches and/ or issues in their work since the training. For 33% respondents participating in the training made them do so. The other 61% indicate that seeking different perspectives is something they have always done in their work.



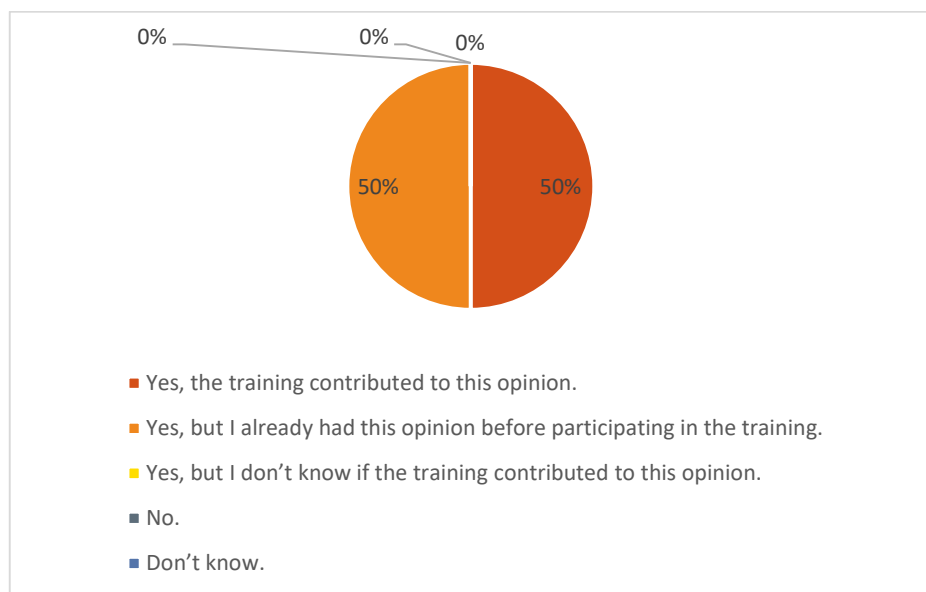
**Figure 35** Since the training, do you seek other perspectives, approaches, and/ or issues in your work? N=18



Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

In the pie chart provided below, it becomes clear that all respondents indicate that they think it is important to take different perspectives, approaches, and/ or issues into account in their work. For half of them the training contributed to their opinion. The other half already had this opinion before participating in the training.

**Figure 36** Do you think that it is important to take different perspectives, approaches, and/ or issues into account in your work? N= 18



Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).



### Broadening perspectives

*'Training programs like this can be eye-opening as well as broaden perspectives, providing participants with incentives and ideas. The initiatives presented in the training, despite constraints by specific limitations of each country, can indeed be implemented within those contexts.'*

- Past PMUCH participant

As portrayed in the figure below, 39% of respondents indicates that they have made a contribution to minimizing the impact of the tourism industry on submerged archaeological sites. For 22% this was due to the knowledge and skills they gained during the training. For 11% this was due to a combination of knowledge, skills and contacts. Moreover, 6% indicate that they made a contribution but this was not linked to the training. The largest group of respondents (50%) indicate that they did not make any contribution yet, but see opportunities to do so thanks to the training. Only 11% indicated that they have not made any contributions nor see the opportunity to do so.

**Figure 37** Since the training, have you made any contributions to minimizing the impact of the tourism industry on submerged archaeological sites? N=18



Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

### Contributions to minimizing the impact of tourism on underwater heritage

*'In my country, there are only two land-based archaeological sites that can be visited in full condition, and there are currently no underwater cultural heritage sites open for tourism. There is a need to address the looting of underwater archaeological sites, many of which are destroyed by tourists taking parts of wrecks as souvenirs. Based on the training, I developed a strategy as a topic for my final master's thesis to address this problem. The proposed solution involved creating underwater archaeological easement zones to highlight areas with archaeological potential and raise awareness about the presence of submerged cultural remains. This strategy aims to prevent the destruction and removal of artefacts and encourages reporting findings to the National Museum, benefiting the national database. I promoted this strategy through talks and conferences. I have been raising awareness and gained positive feedback. Although the impact has been modest, the idea has been well received by the public. Underscoring the importance of spreading awareness about underwater archaeological preservation.'*

- Past PMUCH participant

In the figure below it is illustrated that 44% of the respondents made a change in how underwater cultural heritage is protected in their respective countries since the training. For 11% this is due to the knowledge and skills they gained in the training. For another 11% it is due to the contacts they made during the training. For 22% it is a combination of both knowledge, skills and contacts they made during the training. Not everyone made a change in their work already, as 45% indicates that they see opportunities thanks to the training, but have not yet applied these opportunities into their work. Only 11% indicates that they neither made any changes nor see opportunities to make changes.



**Figure 38** Since the training, did you make any changes in the way underwater cultural heritage is protected in the country in which you work?  
**N=18**



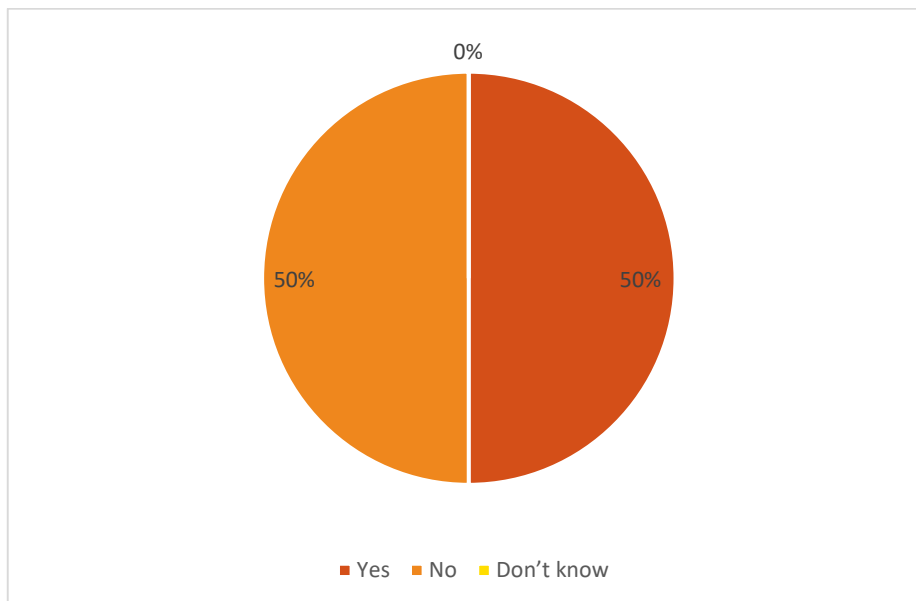
Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

In the figure presented below, it becomes clear that participating in the PMUCH training led to concrete projects for half of the respondents.





**Figure 39 Did your participation in the training lead to any concrete projects? N=18**



Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

### Concrete projects following PMUCH

We interviewed some of the respondents who mentioned in the questionnaire that their participation led to concrete projects and asked them to elaborate on those projects.

*'The idea was to develop an underwater archaeological map in my country. This map serves as a heritage protection mechanism to identify underwater cultural heritage sites for investigation and responsible dissemination, which in my country was something never done before.*

*The course provided me with a first introduction to underwater archaeology and cultural heritage, and with the concepts and techniques learnt, I was able to implement them in my own country. As a result, I began developing tours and expeditions to potential archaeological sites. I identified some sites and started diving, although it was challenging due to having only UNESCO training at that time. Now I have more training and I recognize the importance of my initial efforts. These initial efforts have resulted in the beginning of my work in underwater archaeology.'*

- Past PMUCH participant

*'Before the course started, there was an ongoing initiative to write an article on underwater cultural heritage at the Central American level. The training was valuable because it brought together a group of people who were not working full time on archaeological heritage underwater, but dedicate their time to trying to create and launch initiatives, leading to further research and projects. After the training, and with the support of the lecturer who gave the workshop, we were able to complete and finalise the article that we had begun. This article was eventually published in an academic journal.'*

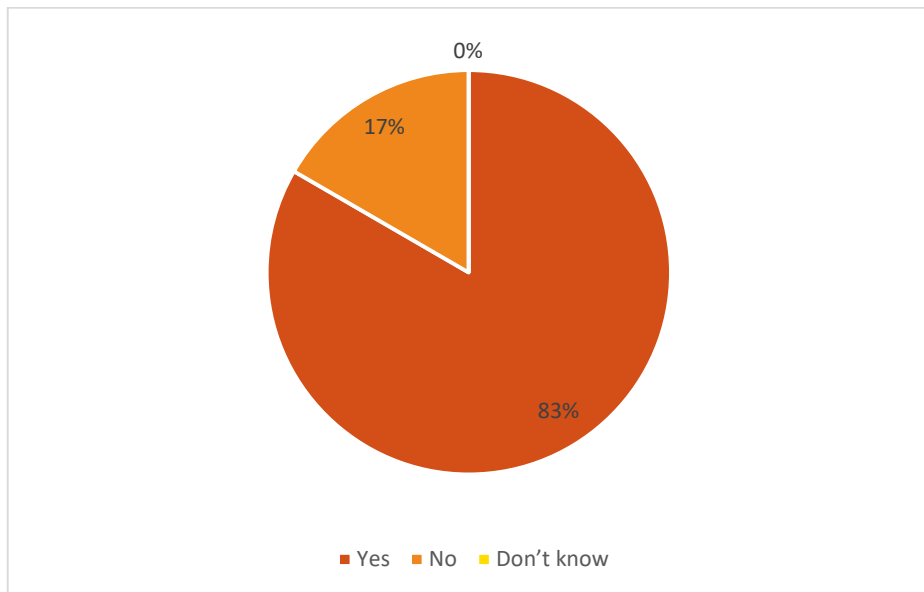
*This was viewed as an accomplishment in Latin American countries, considering the topic. The topic receives limited attention and not much research is done.'*  
- Past PMUCH participant

### 5.2.5 UNESCO manuals and handbook

According to the responding partners, the UNESCO manuals on the effective protection of underwater cultural heritage have an added value to the field. One respondent notices that the manual is actively being used by past participants and two indicate that the manual is not widely known and that it should be better promoted.

As portrayed in the pie chart below, 83% of responding participants indicates that they are actively using the UNESCO manuals on the effective protection of cultural heritage.

**Figure 40** Since the training, are you actively using the UNESCO manuals on the effective protection of underwater cultural heritage? N=18



Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).



### Participants speaking about the use/ non-use of the UNESCO manuals

We did a follow-up interview with a respondent who indicated to have been actively using the UNESCO manuals on the effective protection of underwater cultural heritage in their work and asked them for examples.

*'The manuals serve as a guide for all matters related to underwater cultural heritage. Last year, an investigation was conducted at an archaeological site classified as underwater cultural heritage, involving a shipwreck. To provide an informed opinion and participate in the research, I was asked to verify and supervise the site. The UNESCO manuals were used to guide the excavation system, methodology, and approach to underwater archaeology. These practices are part of the day-to-day work of an underwater archaeologist in my country'*

- Past PMUCH training participant

Another respondent was interviewed because they had indicated that they had NOT been actively using in the manuals in their work. We asked them for the reasons behind their answer and how the manuals could be better tailored to their needs.

*'In my view, the manual is fabulous, informative and motivational, especially for countries that are less informed on the topic and where there is limited knowledge on underwater heritage. It provides a good starting point for understanding and protecting underwater heritage. The problem is not the UNESCO manual itself but the fact there is no unity in the underwater cultural heritage at any level in my country.*

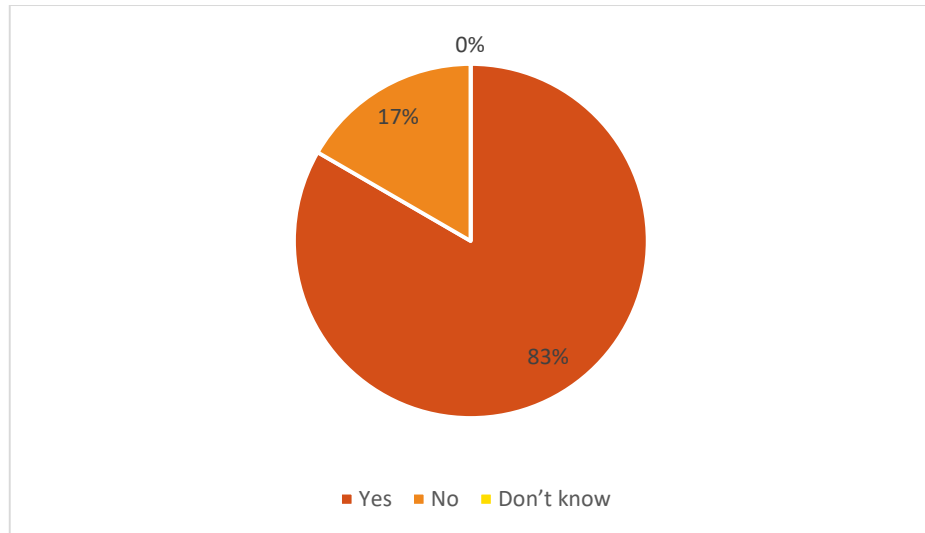
*I have made efforts to use the manual in isolated ways to find out how an initiative for underwater heritage protection could be planned. However this still raises difficulties, due to the absence of authorities to consult or rely on. Moreover, the authorities tend to disregard proposals or initiatives of this type. I attempted to make a change by suggesting the establishment of a dedicated unit. Unfortunately, there was no interest in the idea.'*

- Past PMUCH participant

The pie chart below shows the same picture as the one above, indicating that 83% of respondents shared and/or promoted the handbook to others. The survey results show that the respondents who are actively using the UNESCO manuals are also the ones that are sharing the handbook to others.



**Figure 41** Since the training, did you share and/ or promote the handbook to others? N=18



Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

## 5.2.6

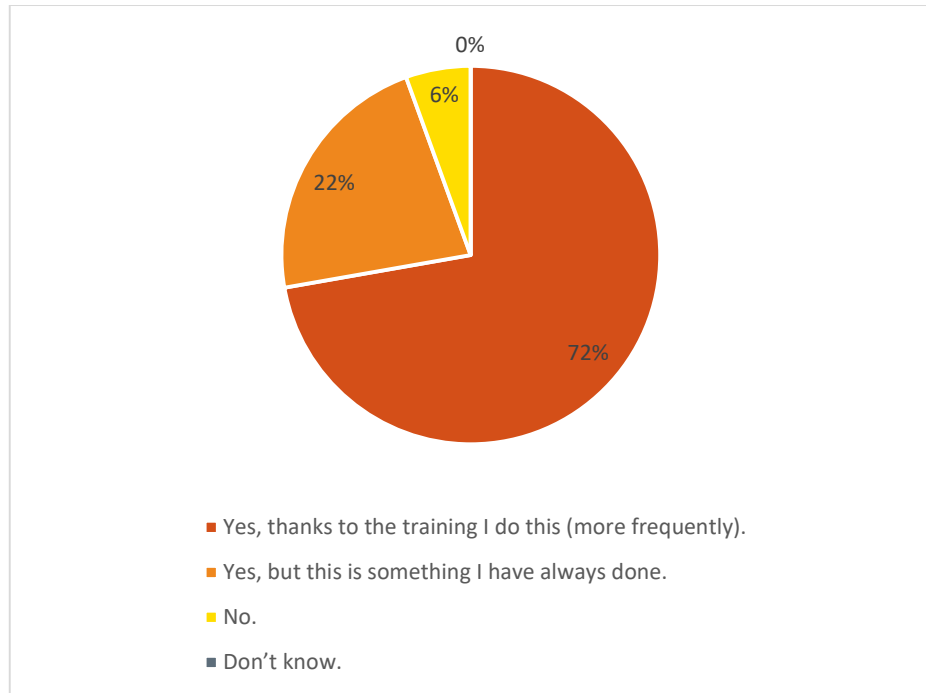
### Change in relationships

This paragraph focuses on the influence of the PMUCH training on the relationship of the respondents with others in general and with other participants.

As depicted in the pie chart below, a majority of 94% seeks to develop new knowledge, skills, tools and/ or approaches through cooperation with others since the training. For 72% of the respondents this is a result of the training, as they have either started doing this or they are increasing cooperation with others more frequently since their participation. For 22% of the respondents this is something they were already doing before participating in the training. Only 6% of the respondents indicates that they are not seeking to develop new knowledge, skills, tools and/ or approaches through cooperation with others.



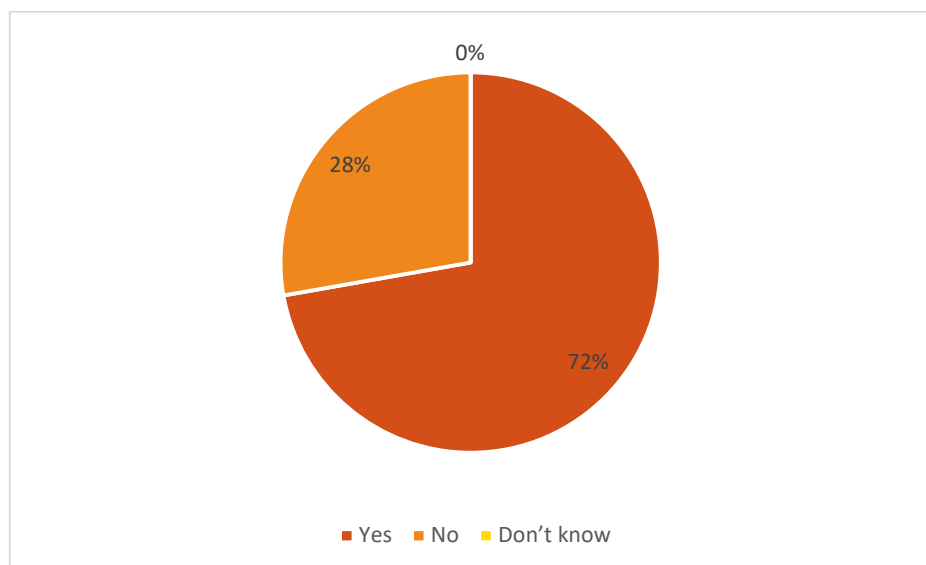
**Figure 42 Since the training, do you seek to develop new knowledge, skills, tools and/or approaches through cooperation with others? N=18**



Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

The figure below highlights that most respondents did develop new knowledge, skills, tools and/ or approaches together with the other participants. The remaining 28% indicates that this was not the case.

**Figure 43 Since the training, have you developed new knowledge, skills, tools and/ or approaches together with the other participants? N=18**

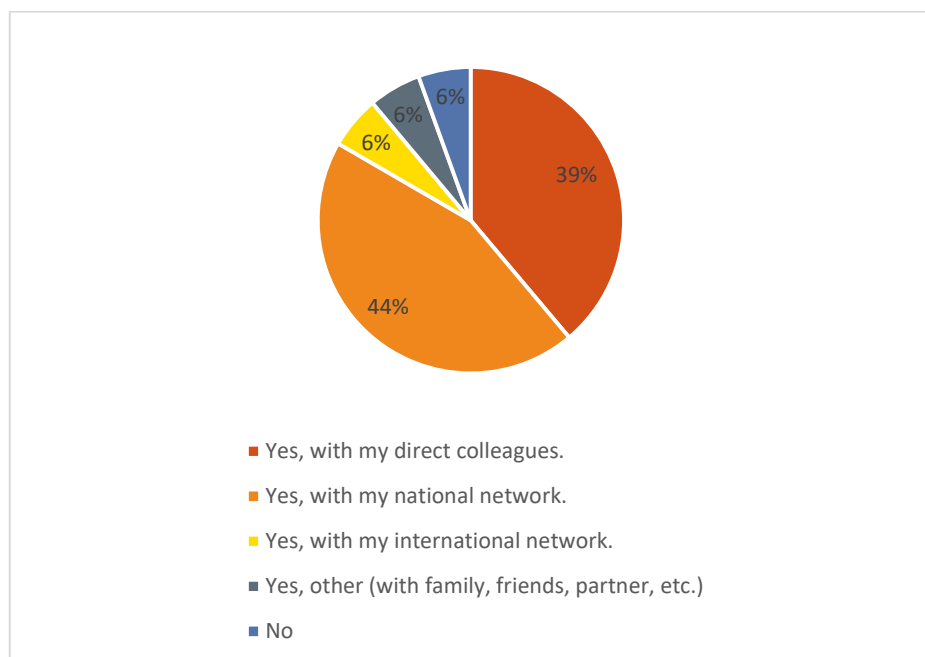


Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).



As depicted in the pie chart below, most people who have acquired new knowledge, skills or tools during the training that have proved to be useful for their work have shared these insights with others (94%). Respondents shared their new experiences mostly with their national network (44%), followed by their direct colleagues (39%) and their international network and others (6%). This question only allowed for one answer, so it could be possible that respondents shared their experience with even more people, which is not reflected in the pie chart below.

**Figure 44 Did you share or are you still sharing the newly gained knowledge, skills, tools and/ or approaches after the training with others? N=18**

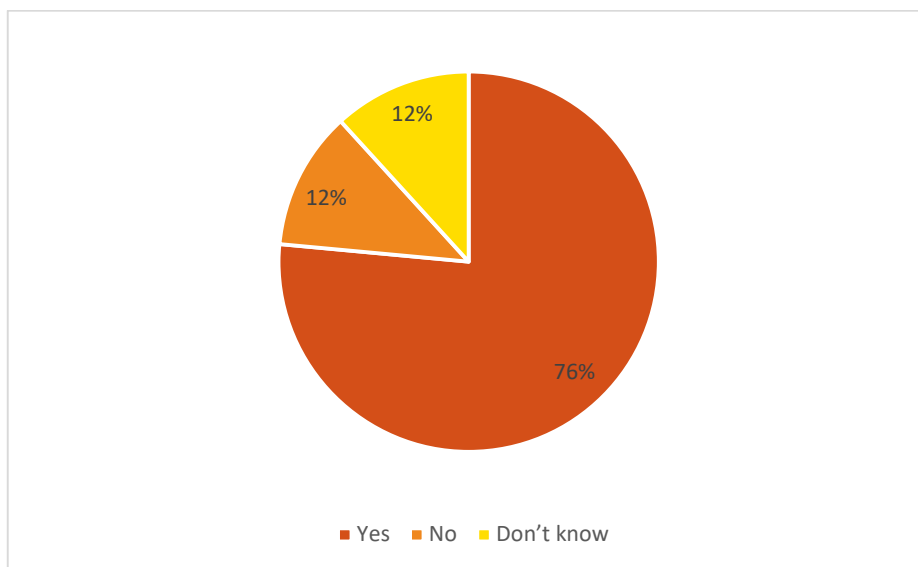


Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

According to the chart below, the way respondents shared their new knowledge, skills, tools and/ or approaches with others since the training reflected a change in the way they work for 76% of the respondents. Only 12% indicated that the training did not influence a change in the way they work in sharing their experience.



**Figure 45 Does the way you share your new knowledge, skills, tools and/ or approaches with others since the training reflect a change in the way you work? N=17**



Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

### 5.3 Sub conclusions on the PMUCH training

The responding partners who were involved in the PMUCH-trainings notice that past participants are applying changing perspectives in their work on the protection of underwater cultural heritage. They notice that they are actively implementing their newly gained knowledge and skills, and are actively making changes in how underwater cultural heritage is protected.

The answers of the responding past participants of the PMUCH training also reflect that there has been a change in knowledge, awareness, skills, relationships and behaviour among the majority of the participants. For almost all of them, the training lived up to their expectations in terms of content, and all respondents would recommend the training to their colleagues.

Nearly half of the respondents indicate that there has been a change in their daily work due to the training. These results are not a surprise, as all respondents indicate that they have acquired new knowledge and/ or improved knowledge, skills, and/ or tools during the training that have proven useful for their work. Furthermore, the training changed or challenged all respondents' perspectives on the protection of underwater cultural heritage. The training inspired half of the respondents to take different perspectives into account into their work.

Furthermore, the respondents indicate concrete changes in their work: thanks to the training, one out of three respondents made concrete contributions to minimizing the impact of the tourism industry on submerged archaeological sites.

The responding partners indicate the added value of the UNESCO manuals and handbook to the field. One of them underlines that it should be better promoted as it



is not widely known yet. The UNESCO manuals, which are part of this training, were used by four out of five responding participants, all of them are promoting the handbook to others.

Half of the respondents indicate that the training led to concrete projects for them. Besides this, the training changed the relationships of respondents. Because of the training, seven out of ten respondents seek to develop new knowledge, skills, tools and/ or approaches through cooperation with others. A similar number did this together with the other participants. Finally, the vast majority of respondents in sharing what they learned during the training with others.







6



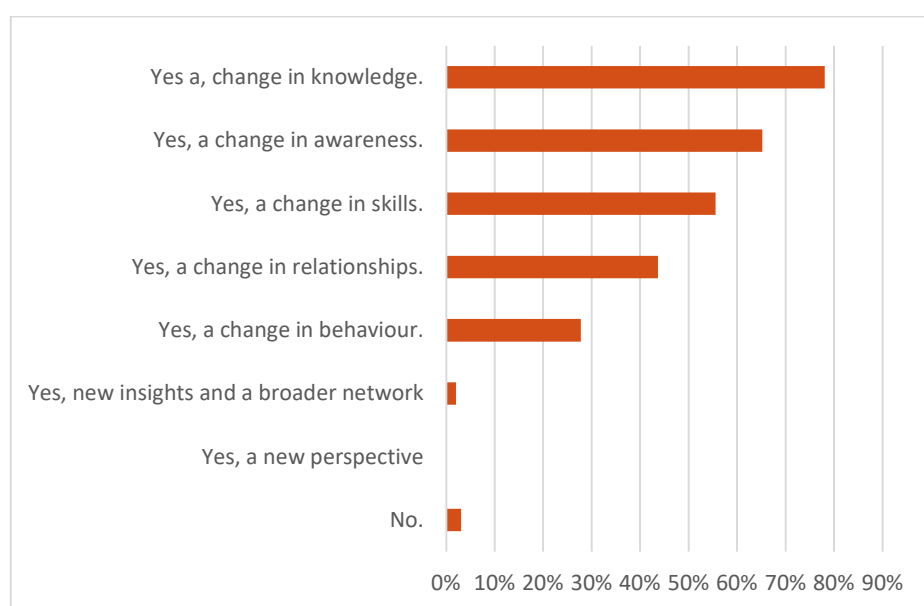
## 6 Impact on the sector

In the previous chapters we discussed the impact per training. In the current chapter we discuss the general view of the participants and partners on the impact of all trainings that are implemented within the framework of the IE-programme. For this purpose, the answers of the responding participants are weighted to be able to draw representative conclusions on the impact of the programme on all participants and not only on the respondents of the questionnaire.

### 6.1 Added value to national programmes

As the figure below indicates, the training offered added value compared to the national programmes of the participants. Only 3% indicates that the training did not offer added value. Almost 80% acquired new knowledge, more than 75% experienced a change in their awareness, more than 55% learned new skills, more than 40% indicates a change in relationships, almost 30% a change in behaviour and less than 5% gained new insights and a broader network. None of the respondents selected the option 'Yes, a new perspective' This means that the trainings did not offer a new perspective in comparison to their national programmes. However, in response to specific questions on the training in which they participated the majority of the participants do mention that the trainings in which they participated offer them new perspectives.

**Figure 46 Did the training offer you added value compared to your national programmes?**



Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

## 6.2 Impact on the organization of the participants

For this paragraph, the answers of the respondents are unweighted and categorized in the size of the organisations they work for. The organisation size is distributed across the participants as follows below.

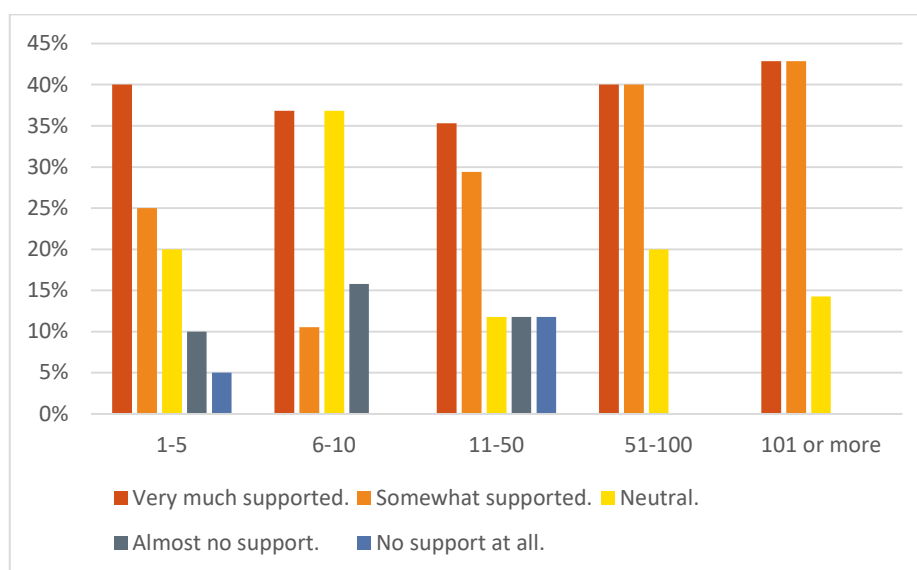
**Table 13 With how many people are you working directly in your organisation?**

Size	N	%
1-5	20	27%
6-10	19	26%
11-50	17	23%
51-100	10	14%
101 or more	7	10%
Total	73	100%

Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

The bar chart below indicates to what extent respondents are supported by their employer for implementing and transferring the knowledge, skills, tools and/or approaches acquired during the training. As becomes clear from the chart, the large majority of respondents is supported by their employer to use what they learned during the training. Most respondents even felt very much supported in this. This is the case across all organisational sizes.

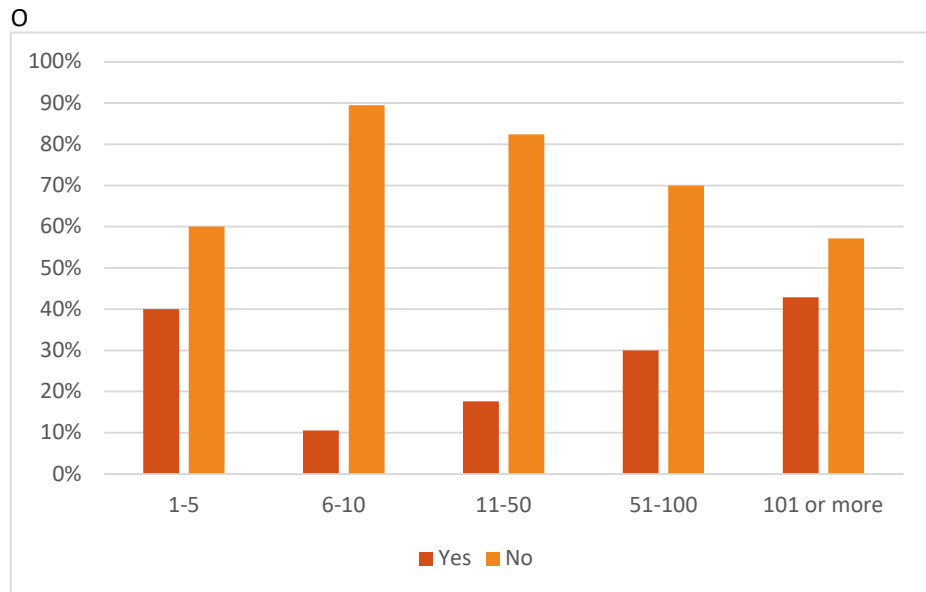
**Figure 47 To what extent are you supported by your employer for implementing and transferring the knowledge, skills, tools and/ or approaches acquired during the training? N=73**



Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

In the chart below it is noticeable that most respondents indicate that their organisation's collaborations did not change due to the training. This is the case both for smaller and larger organisations. Overall, 26% of respondents' organisation's collaboration changed due to the training.

**Figure 48 Did your organisation's collaboration change due to the training? N=73**

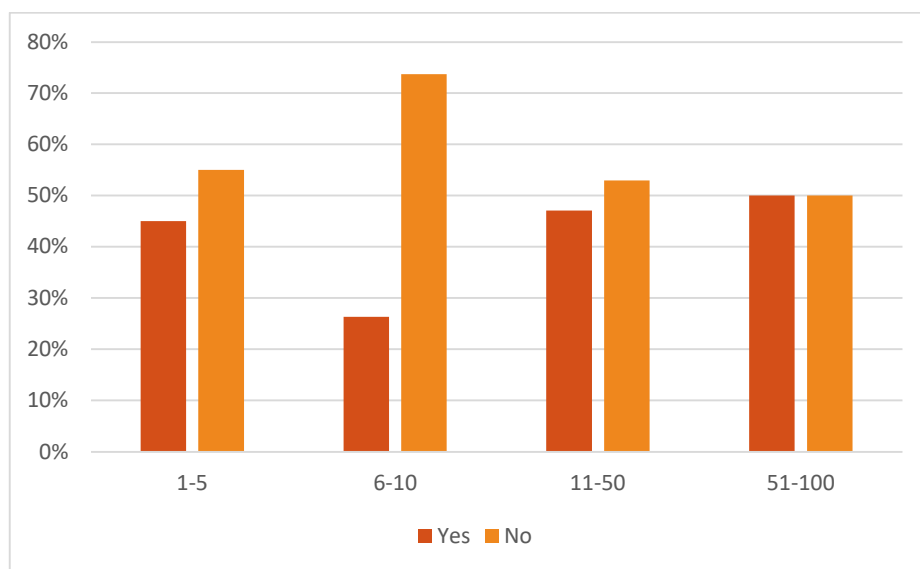


Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

The bar chart shown below highlights that almost half of respondents indicate that their participation in the training helped to provide more space for shared challenges activities within their organisation's policy and budget. This is roughly the picture for all organisational sizes. Overall, 41% of respondents indicates this.



**Figure 49 Did your participation in the training help to provide more space for shared challenges activities within your organisation’s policy and budget?  
N=73**



Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

### 6.3 Professional networks

Based on the results of the questionnaire and the follow-up interviews we can conclude that past participants have been able to increase their professional networks and are exchanging their knowledge and skills actively.

#### Past participants about their increased professional networks

*'I am still in touch with the other past participants of the training via a Whatsapp group. We are sharing our knowledge and projects there.'*

- Past UHS participant

*'I am in touch with some past participants. One of the participants was from the same country.. We have collaborated afterwards. I am looking forward to more opportunities where I can contribute.'*

- Past UHS participant

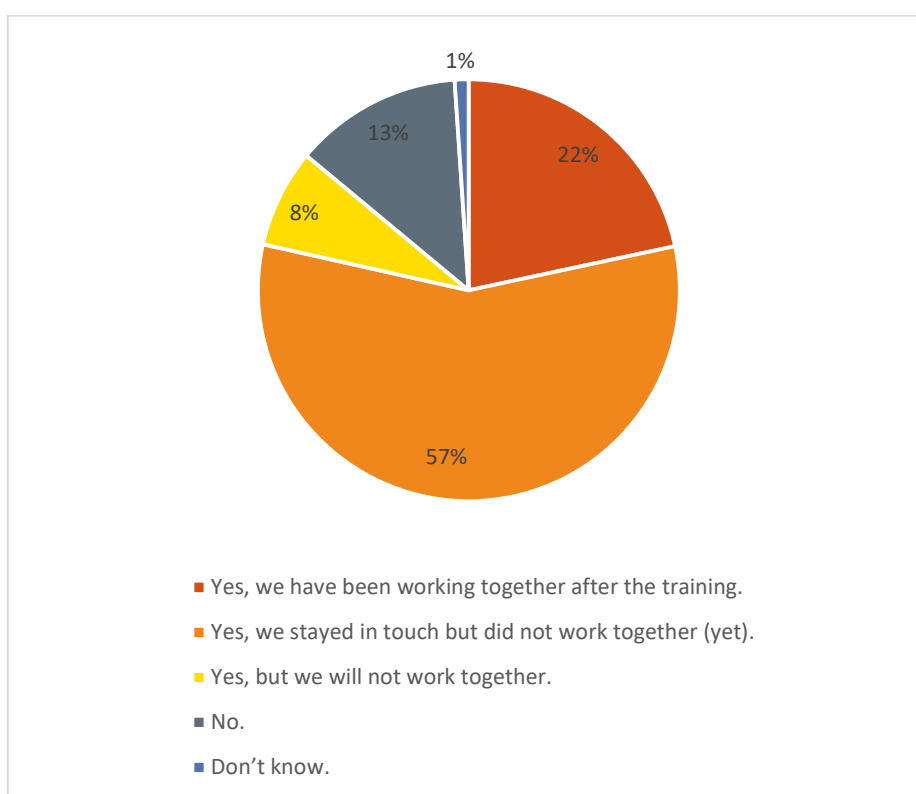
The results of the questionnaire show that the majority of the responding partners notices an increase in collaborations in the field as a result of the training. Two out of nine indicate that they are unaware if this is the case. From the responses given by



past participants can be concluded that the training indeed led to an increase in collaborations in the field.<sup>1</sup>

The pie chart provided below illustrates that 87% of the participants did increase their network of professionals in the field due to the training. From all participants, 22% have been working together after the training. Most participants, however, stayed in touch but did not work together (yet) (57%). A small part, 8% of participants, increased their professional network but will not work together with these newly acquired contacts. Only 13% of participants indicated that the training did not increase their professional network. Only 1% of participants indicated that they did not know.

**Figure 50 Did you increase your network of professionals in the field due to the training?**



Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

The respondents, who indicated that they have been working together after the training, were asked what the nature of their collaboration was with them. The response was as following: 14% started a common project, 33% work(ed) on a common project, 22% work(ed) on (a) similar project(s), 20% shared knowledge/expertise and 11% had a different nature of collaboration.

<sup>1</sup> For this paragraph the answers of the respondents are weighted, which means that these results can be interpreted as the results for the participants of the training.



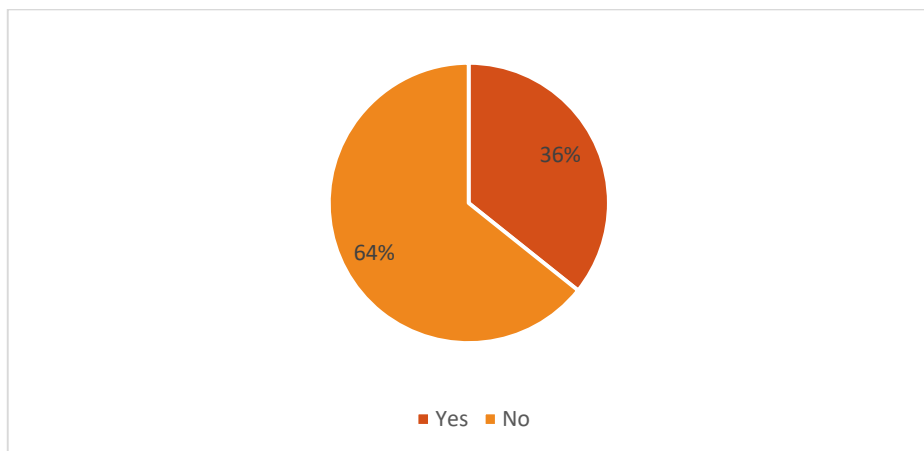
**Figure 51 What is/ was the nature of your collaboration with them?**



Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

In the figure provided below, it is notable that 36% of participants did or do work on international projects centred around shared challenges due to the training. However, the majority of 64% indicated that this was not the case.

**Figure 52 Did or do you work on international projects centred around shared challenges due to the training?**

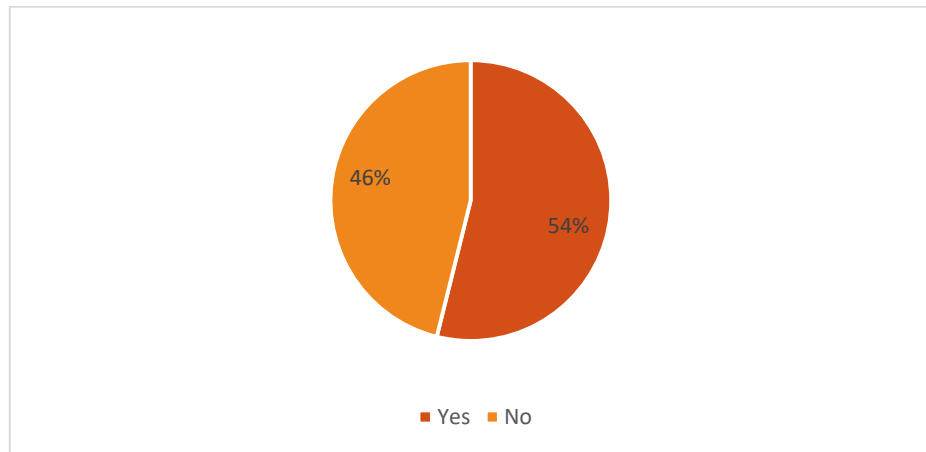


Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).



As shown in the figure below, 54% of participants indicate that their collaboration with others changed due to the training. However, for 46% this was not the case.

**Figure 53 Did your collaboration with others change due to the training?**



Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

The figure below indicates that 95% of participants experienced that professionals and organisations in other countries face similar challenges as they do or as their organisation does. For 70% the training made them realize this.

**Figure 54 Did you experience that professionals and organisations in other countries face similar challenges as you do or as your organisation does?**



Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).





### Past participants about sharing similar challenges

*'I realised that there are so many organisations doing good work that is similar to what we do. Participating in this programme, it got me thinking a lot about strategic partnerships. We do have a lot of partners in my country. There is so much that needs to be explored. We have barely scratched the surface of what we can do and I know we are capable of as an organisation.'*

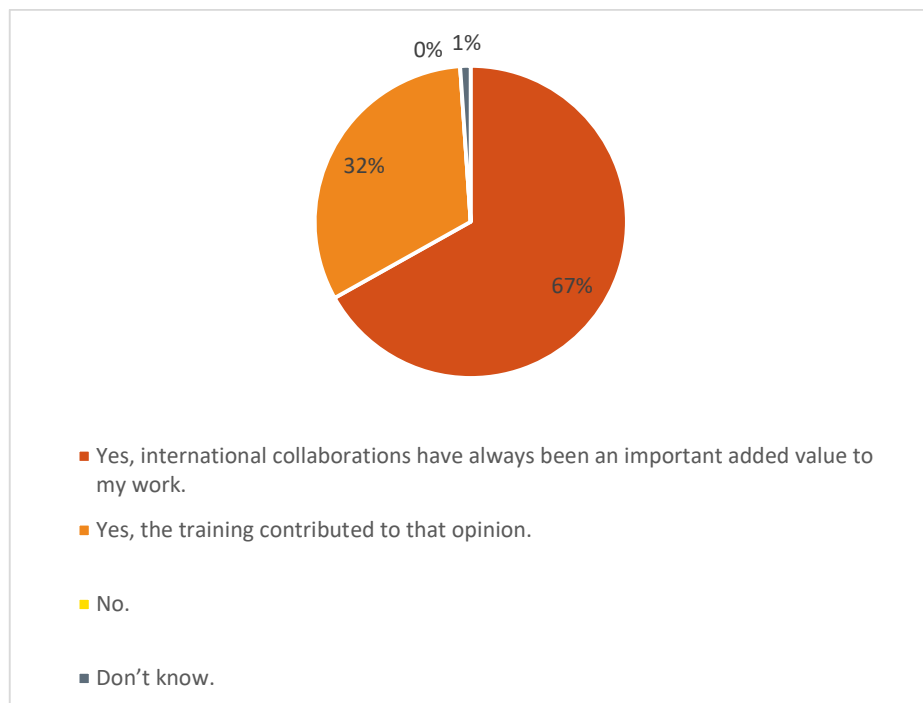
- Past SSoCH participant

*'The networking during the training can be a breaking point, where meeting people from different countries dealing with the same issue can change your perspective'*

- Past UHS participant

As portrayed in the pie chart below, the majority indicates that working together with other professionals and organisations from other countries is an added value to their work. For 67% this international collaboration is something they have always valued and for 32% this is something that participating in the training made them aware of.

**Figure 55 Do you think that working together with other professionals and organisations from other countries is an added value to your work?**



Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

### A need for sharing follow-up information

Many respondents are still in touch with alumni of the trainings, for example through a Whatsapp group. Nevertheless, several respondents that were

interviewed express the need for a follow-up training or follow-up possibilities for alumni of the course to stay in touch and to continue sharing information.

*'I feel there is a need for training or sharing follow-up information for previous training participants so that we can continue to improve the quality of work in each city.'*

- Past UHS participant

*'The programme was really good. I wish it was longer or that there was an alumni network that you can tap into. So that we can still be engaged and can still build onto what we have already learnt and have access to more opportunities to build onto what we already had. I mean we did the programme, we did the contact session, then there was this big vacuum of...what's next?'*

- Past SSoCH participant from

*'Is there an alumni network? Sometimes you need an organisation to organize this. To bring people together, to reflect together on how the organisations themselves have grown, or what different paths they have taken. That would be useful. And particularly, I would like to meet some of the participants from Indonesia and the Netherlands who unfortunately I could not meet in person. (...)You could appoint someone from the group who takes the incentive, to share different opportunities that are coming up, or resources, updates from their own museums, organize visits to some of these museums. Just for a small group, it could be by application.'*

- past participant who participated in the SSoCH training that took place remotely due to the Covid-crisis

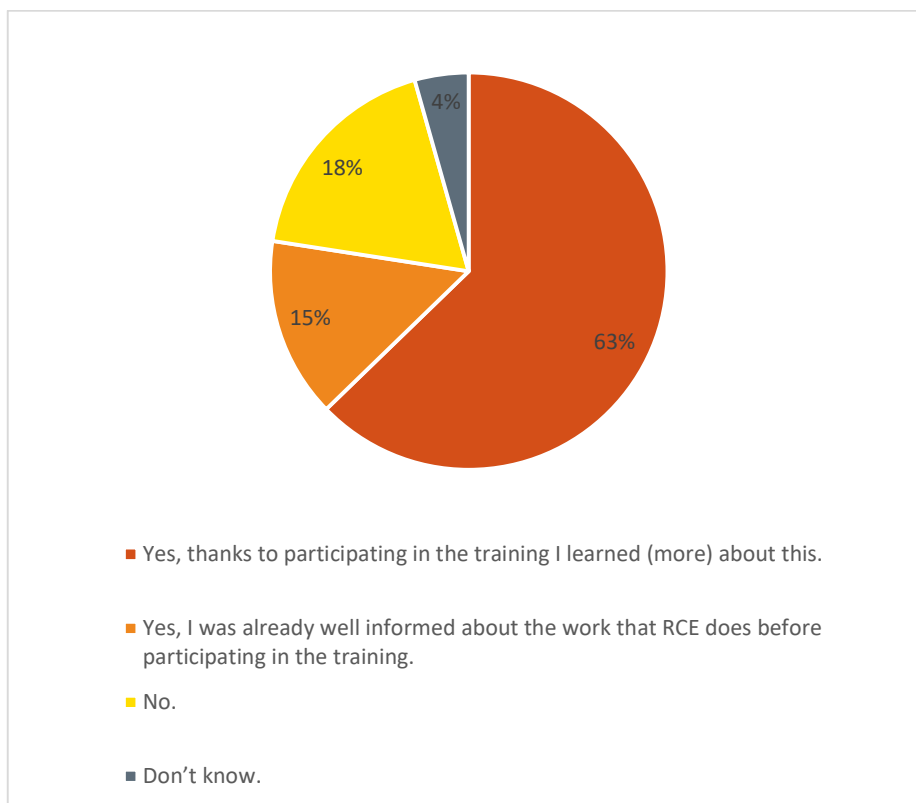
## 6.4 Awareness on the international heritage programme/ RCE

The majority of the responding partners is familiar with the international heritage programme of the RCE and thinks it is of great value to the field. However, two out of nine indicate that they are unaware of this. Those who are familiar with the programme were asked to what extent the IE-programme is an added value to the sector, on a scale from 1 (redundant) to 5 (of great value). All together the programme is rated a 4,8 by the responding partners.

Most responding participants are aware about the international work of the RCE. Thanks to the training 63% learned (more) about the RCE's work. Also, a number of participants was already aware of the work the RCE does (15%). However, for 18% of participants it is unclear what the nature of work of the RCE entails.



**Figure 56 Do you know about the work that RCE does?**



Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

The next figures only include the participants who were aware about the work of the RCE, participants that were not aware or did not know were excluded from the next questions.

According to the table displayed below, 99% of participants think that the knowledge, skills, tools and/ or approaches developed by the RCE, and the international heritage programme are an added value to their work.

**Table 14 Do you think the knowledge, skills, tools and/ or approaches developed by the RCE, and the international heritage programme are an added value to your work?**

	N	%
Yes	54	99%
No	0	0%
Don't know	1	1%
Total	55	100%

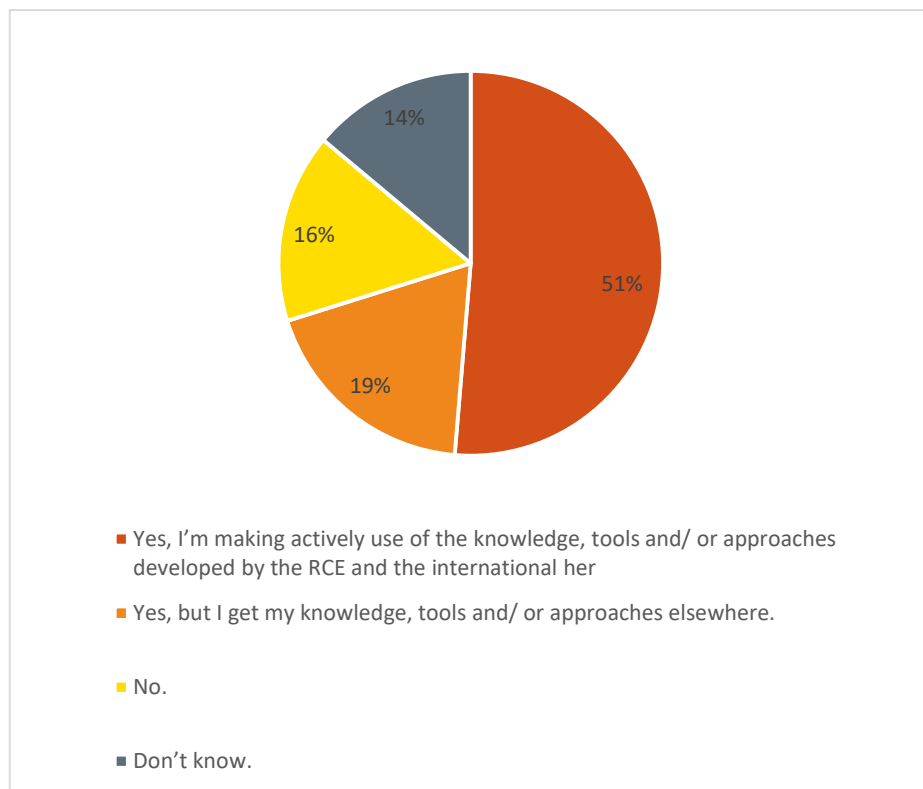
Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).



The majority of the responding partners thinks the knowledge, tools and/ or approaches developed by the RCE and the IE-programme are easily accessible to the sector. However, one partner does not agree with this.

When looking at the responses given by past participants, the majority knows how to get access to this (see pie chart below). The information provided by the RCE is actively used by 51% of participants. Another 19% knows where to find it but gets their information from a different source. For some participants it is unclear how to access the information as 16% indicates that they don't know this.

**Figure 57 Do you know how to get access to the knowledge, tools or approaches developed by the RCE and the international heritage programme?**

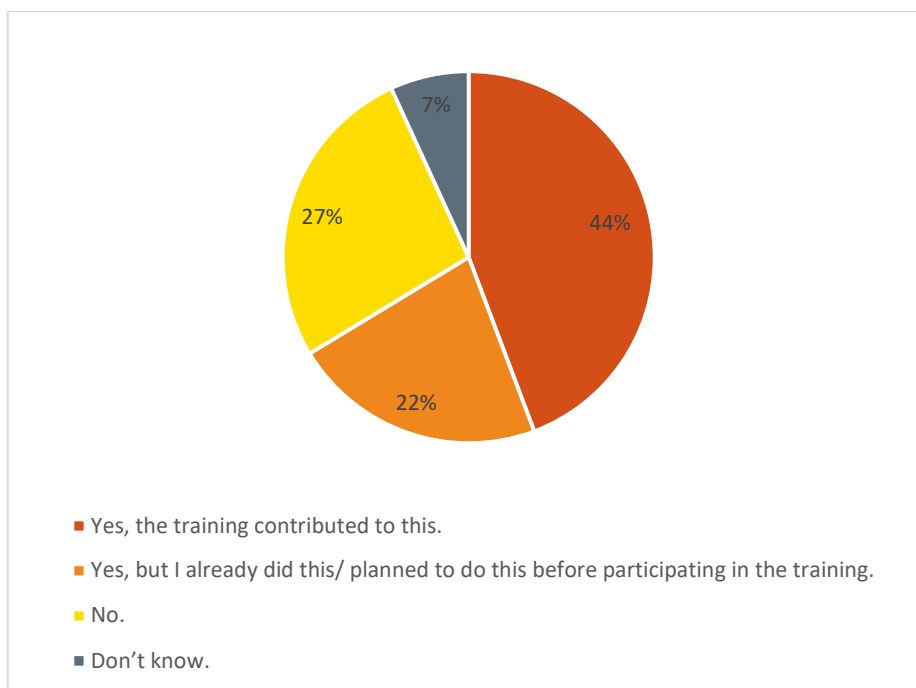


Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

The pie chart below illustrates if participants actively approached the RCE for cooperation, expertise and/ or information or if they are planning to do so. Thanks to the training 44% of participants approached the RCE. Another 22% approached the RCE, but this was not due to the training. Also a number of participants did not approach the RCE, which was the case for 27% of participants.



**Figure 58 Did you actively approach the RCE for cooperation, expertise and/ or information or are you planning to do so?**



Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

All responding partners who are familiar with the work of the RCE indicate that they view it as an approachable organisation. They feel respected, listened to, and experience reciprocity when communicating with them.

The same counts for the majority of the responding participants (71%) who are familiar with the work of the RCE (also see the pie chart below). However, a limited number of participants indicates that the RCE is an unapproachable organisation and that communicating with them is difficult (3%). Another 10% selects the option 'other', and elaborates their answer as follows.

*'Besides the training, I have not had much interaction with the RCE.'*

*'I approached them but am unsure of which channels to follow. My attempts at collaborating have so far hit a dead end but I hope that this will still change as I build up my academic cloud and reputation. It is a difficult organisation to get support from in my experience and I hope this can change and that I can be made aware of opportunities for collaboration in the future. Especially with my niche skillset.'*

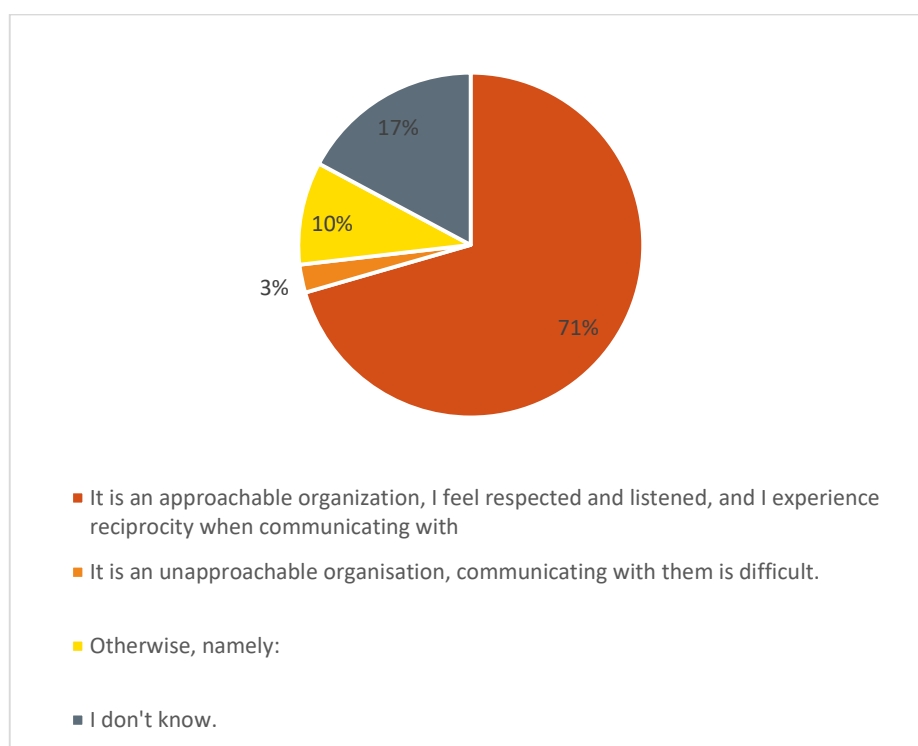
*'It's complicated.'*

*'My interaction with RCE especially stems from another, previous job assignment. The contacts are now more personal, or they approach me for incidental international expert advice.'*

*'At the moment, I have not tried to get in closer collaboration with them, but I hope to do so soon.'*

*'The newsletter does inform the subscribers about what they are doing.'*

**Figure 59 How do you experience your interaction with the RCE?**



Source: Questionnaire participants RCE International heritage cooperation, Panteia (2024).

## 6.5 Respondents' views on the value of the IE-programme to the field

Below we highlight some views of the responding partners on the value of the IE-programme to the field.

*'The RCE adds value to the sector in a very practical way supporting projects by lending their expertise, supplying funding and making their network available.'*

*'The International Heritage Programme is an imperative part (and implementation of) the Netherlands' International Cultural Policy, which*

*seeks collaboration between heritage professionals in and outside of the Netherlands and as such strengthens relationships between individuals, organizations and countries.'*

*'The funds from the Cultural Heritage Agency of the Netherlands helped create innovative tools such as the Urban Heritage Atlas, a digital tool for cultural mapping and inventorying attributes of urban heritage on a GIS data base. It builds capacities at the local level of the site managers and other local authorities.'*

*'For me it was valuable to discuss contested histories with people outside Netherlands. I understood better which themes are globally and which themes are locally relevant.'*

*'The International Heritage Programme 2021-2024 has the potential to bring immense value to the sector in which I work. By focusing on preserving and promoting cultural heritage on a global scale, this program can help raise awareness about the importance of safeguarding our shared heritage for future generations. Through initiatives such as capacity-building workshops, knowledge-sharing platforms, and collaborative projects, the program can empower professionals in the sector to better protect and promote cultural heritage. Additionally, the International Heritage Programme can foster international cooperation and partnerships, facilitating the exchange of best practices and innovative approaches to heritage preservation. By connecting professionals from different countries and cultural backgrounds, the programme can create a vibrant and diverse community dedicated to safeguarding our collective heritage. Moreover, the program can serve as a platform for advocacy and policy development, influencing decision-making.'*

Below we highlight some of the responses of past participants indicating the impact of the training on their work and organisation.

*'It led to a change in my awareness: It has improved my general awareness of multivocality and multi-perspectivity of history and shared experiences. The realization that at times conviviality can be more effective than pushing for cohesion when tackling difficult and contested pasts. These above perspectives contribute greatly to how I now approach exhibition making and curatorial theorizing. The greatest impact though is that I have developed a greater empathy for my colleagues and how they approach their work.'*

*'This program is important and has increased our concentration on maintaining city change.'*







7

# 7 Conclusions

As commissioned by the RCE, Panteia carried out an impact study on the three training programmes that have been developed and implemented during the policy period 2021-2024, within the framework of the IE-programme. In order to measure the impact we carried out desk research, shared two questionnaires with past participants and partners, followed by follow-up interviews with 12 past participants. The study gives insights into the impact of these trainings on responding participants, as well as into the impact they notice in the sector in which they work.

At the start of the study we posed two main questions (also see paragraph 1.2.2):

- What has been done and achieved at stakeholder level?
- What are lessons learnt that may feed into future policy making?

In the previous chapters we elaborated on the first question and discussed the objectives of the training programmes, the intermediate outcomes, the intended and unintended changes, whether the trainings met the expectations and needs of the field and potential suggestions for improvements. Below in paragraph 7.1 we present the overall conclusions regarding the impact at stakeholder level.

In paragraph 7.2 we answer the second main question by discussing lessons learnt that may feed into future policy making. Finally, 7.3 presents recommendations for future policy making.

## 7.1 Impact at stakeholder level

### Concrete changes in knowledge, skills, perspectives, relationships and behaviour

We notice that the UHS, SSoCH and PMUCH-trainings have inflicted the five changes as formulated in the impact strategy for the IE-programme, on the professional careers of the participants of the training that responded to the questionnaire. The participants as well as partners of all three trainings indicate that there have been **changes in knowledge, skills, new perspectives, relationships as well as behaviour**.

Almost all responding participants are positive about the **contents** of the trainings and would **recommend** their colleagues to participate in the training.

Furthermore, the trainings have led to concrete contributions to the international heritage field as nearly half of all responding participants indicate that the trainings have led to **concrete projects**.

In addition, the respondents we spoke in the follow-up interviews indicate that they have **shared** their newly gained knowledge and expertise in one way or another with their direct colleagues, students, stakeholders in the field and the general public within their country or region through projects, publications and organisational strategies.

### Changes in the sector

The trainings were a welcome added value for participants, compared to their national programmes. Many participants were supported by their employer for implementing and transferring what they learned during the training. This also had an impact on the participants' organisations, with a change of collaboration for a quarter



of respondents and an increase in space for shared activities within the organisation's policy and budget for almost half of the participants. Due to the training, many participants increased their **network** and half of them indicated that their collaboration with others changed due to this reason. The training also made participants more aware about challenges others face in their work and 99% of participants agrees that **working together with professionals from organisations from other countries is an added value to their work.**

### **Urban Heritage Strategies**

More specifically zooming in on the UHS training programme, the responding partners indicate that they notice a **change in perspective in the sector** regarding topics that were taught in the UHS training - a changing perspective regarding effectively managing historical city centres and on the link between city development and heritage conservation. Some of the partners notice a direct link with the training, as they see past participants actively applying this topic in their work. Other partners do see a change of perspective in the sector regarding these topics but are not sure to what extent this can be contributed to the training.

Through the follow-up interviews we identified several examples of concrete projects following the UHS training in which the **newly gained knowledge and skills** were implemented. For example, the training proved helpful solidifying a PhD proposal focusing on urban heritage and flood risk, by comparing different contexts. Another respondent mentioned that the knowledge gained through the UHS training broadened their view on climate adaptation in heritage, which they subsequently **applied** in their work in the design of metro stations near heritage sites. The knowledge also proved useful in making **conservation assessments** for several heritage buildings: a hospital, hotels, a former office of a mining company, and a former market of the city.

### **Maritime Underwater Heritage**

The responding partners, who were involved in the PMUCH-trainings and who filled in the questionnaire, notice that past participants are applying changing perspectives in their work on the protection of underwater cultural heritage. They notice that they are actively implementing their **newly gained knowledge and skills**, and are actively making changes in the way underwater cultural heritage is protected. This is backed up by the follow-up interviews that we carried out with past participants of the PMUCH course. Past participants that we interviewed explained how they brought the newly gained knowledge and expertise back to their countries and used this **to create awareness on the value of their maritime heritage and the importance of protecting it**, through writing articles, setting up a maritime heritage working group, setting up strategies, developing practical heritage management plans and an underwater archaeological map.

Furthermore, the **UNESCO manuals**, which are part of PMUCH training, are used by four out of five participants who responded to the questionnaire. All of them are **promoting the handbook to others**. In a follow-up interview, one of the past participants explained how they are using the manuals to guide the excavation system, methodology, and approach to underwater archaeology. This person explained that these practices are part of the day-to-day work of an underwater archaeologist in their country. We also spoke with a past participant who is NOT using



the manuals. This person underlined that the problem is not the UNESCO manual itself, but that there is no unity at any level in policy making regarding underwater heritage in their country.

### **Sharing Stories on Contested Histories**

The SSoCH training impacted the way the respondents look at taking different perspectives into account, almost everyone agrees that it is important to take different perspectives into account into their work and half of them was inspired by this through the training. One way to learn about different perspectives is by bringing together young professionals and academic experts from different countries together. All respondents agree that this is an important step in tackling shared challenges on contested histories.

In the follow-up interviews several respondents discussed in what way the newly gained knowledge, skills and/ or tools have been useful for their work. They explained how **the course changed their perspectives on contested heritage and narratives**, and how the course **inspired them to implement these insights into activities and tours**. They also talked about how they are implementing the insights into the strategy of their organisations, **reimagining the role they want to play in the heritage field**, **rethinking their target groups** and how they can be reached.

We also interviewed one respondent on the reasons why they 'did not make any concrete contributions to the implementation of strategies to tackle complex narratives in challenging contemporary contexts' following the training. They answered that this was due to the political situation in their country and is not due to the training.

### **An increase in awareness on the IE-programme of the RCE**

The trainings also had impact on the awareness of respondents on the International Heritage Programme of the RCE. Thanks to the training, **63% of participants learned more about the work of the RCE**. The vast majority (99%) thinks that the knowledge, skills and/ or approaches developed by the RCE and the International Heritage Programme are an added value to their work. Most participants know how to make use of the material of the RCE or how to approach the organization. Finally, **seven out of ten participants classifies the RCE as an approachable organization**.

## **7.2 Lessons learnt that may feed into future policy making**

One of the main questions of this impact study is: What are lessons learnt that may feed into future policy making? Sub questions are: Are there any adjustments needed in the objectives and practices of the three training courses? And what are best practices and lessons learnt that could possibly be incorporated into the other activities within the IE-programme?

### **The trainings correspond to a need**

Based on the results of the questionnaire and short follow-up interviews we had with past participants we can conclude that the three trainings answer to a need in the field and have proven useful for the work of past participants. The majority of the respondents indicate that the trainings correspond to their expectations and needs. This finding is strongly supported by concrete examples provided by the interviewees





of how they applied lessons learned in practice. Therefore, it seems that no adjustments are needed in the objectives and practices of the three trainings, and that they should be **continued**. However, an explanation for the overall positive responses might be that **the trainings were available for free** to the participants.

Nevertheless, a small percentage of the respondents who filled in the questionnaire seemed **less enthusiastic about the impact** of the training in their work. We interviewed some of those respondents. Through those talks we learnt that they had less opportunities to implement what they had learnt in their work due to **the politics in their country**. This was **not due to the content of the trainings**.

### **Some critical responses that may feed into future policy making**

Although we received few critical responses, the ones we did receive might be worthwhile to take into consideration for future policy making.

#### *Enhancing the impact of the UHS course*

Only one past participant who participated in the 2023 edition of the UHS training shared some suggestions for improvement, answering that participants' perspectives were indeed challenged, but not sufficiently so. This person provided the following suggestions to improve the training in this respect:

- allow participants to select their own groups so they can enhance their experience by focusing on specific interests;
- extend the duration of site visits;
- record and document these events;
- better prepare participants beforehand on the topics to be discussed.

#### *Improving the approachability of and awareness on the RCE*

Although the majority of the respondents sees the RCE as an approachable organisation and is well aware of the international heritage programme of the RCE and its work, a small percentage of the respondents sees this differently. The latter group perceives the RCE as an unapproachable organisation, is unaware of the work of the RCE, or does not know how to get access to the knowledge, tools, or approaches developed by the RCE and the IE-programme.

The approachability of the RCE could be improved by adding small biographies of the employees of the RCE on the website, including contact information. A dedicated contact person during the course of a training could also decrease the perceived distance between RCE and participants.

#### *Spreading the UNESCO manuals*

A small percentage of the responding past participants indicates that the manual is not widely known and should be better promoted. Although it is only a minority of the respondents who is indicating this, it is a point of attention. For the next policy period it is advisable to think of possibilities to give more attention to the UNESCO manuals.

### **There is a need for an active alumni network**

The most important point coming out of the impact study is the need for an **active alumni network**. The results from the questionnaire show that the majority of the past participants (87%) increased their network of professionals in the field due to the training. Some of the participants (22%) have been working together after the training. Most participants, however, stayed in touch but did not work together (yet)



(57%). A small part, 8% of participants, increased their professional network but will not work together with these newly acquired contacts. Only 13% of participants indicate that the training did not increase their professional network.

What becomes apparent from both the questionnaire as well as the interviews is that there is a need for an active alumni network through which they can continue sharing information and engage with past participants. Some ideas for this alumni network were discussed in the interviews. It was suggested to appoint someone from the group to take the initiative, to organise visits to participating museums, to organize annual international meetings and to facilitate online follow-up courses.

## 7.3 Recommendations for future policy making

### Recommendation #1: consider continuing the trainings

Depending on the available budget for the coming policy period and the number of applicants per year, there are several arguments to continue the trainings, or at least to follow-up on them and secure the results. **The training courses give substance to the facilitating and connecting role of the RCE.** This impact study shows that the trainings answer to a need in the field and have **proven to be useful tools to establish international heritage connections.** There have been interactions between the participants and the trainings have led to concrete collaborations and projects.

As described on its website, being part of the Ministry of Education, Culture and Science, the RCE is involved in the implementation of laws, regulations and heritage policy jointly made by the ministry and the RCE. Also, the RCE **generates and disseminates knowledge** and provides practical advice on national monuments, landscape and environment, archaeology, and movable heritage. Within the framework of the IE-programme, the RCE works together with various partners worldwide to implement the International Cultural Policy of the Netherlands 2021-2024. The main focus of this policy period is on shared challenges in heritage management.

Operating as a facilitator and connector in the international heritage field, the RCE fosters connections between the Netherlands and the international heritage field, and between heritage professionals internationally. Although the RCE is not a knowledge institute, it facilitates trainings within its IE-programme and thereby contributes to the generation and dissemination of knowledge.

### Recommendation #2: secure and maintain the connections and the network created

The **main challenge is now to secure and maintain the connections made and the network created.**

There are several possibilities to **facilitate an active alumni network**, depending on the available budget for the coming years. Below are listed several options to consider, they may also be combined.

#### 1 *Online webinars facilitated by the RCE, organized by past participants*

For every training programme, appoint a coordinator at the RCE who facilitates and coordinates rotating online meetings or webinars by and for past participants



of the training. For every (for example bi-monthly, 1 hour) edition, the coordinator invites a past participant to take charge of the contents. They may give a presentation of their work and/or invite guest speakers. Depending on the size of the group, the meeting may end with a discussion or attendees may participate in a poll on shared challenges.

Every coordinator at the RCE should possess knowledge of and affinity with the subject, and networking skills. It may be convenient (but not necessarily) when the coordinator has previously been involved in the organisation of the training programme. It is also possible to appoint one coordinator for all three training programmes.

**2 *Online webinars facilitated and organized by the RCE***

Another possibility is to keep the responsibility of the organisation and contents of the webinars within the RCE. This provides the opportunity to spread more knowledge on the work of the RCE, to facilitate follow-up courses with invited experts, and to steer the discussions.

**3 *An annual physical meeting, according to a rotating system (per training)***

Every year, per training, a yearly meeting is hosted by a past participant in their respective country. Through a rotating system, participants are given the opportunity to invite fellow alumni to their museum or organisation and engage in discussions, collaborations, and/or workshops. This yearly meeting may also be organized in combination with options 1 or 2. It could be partly hybrid, in order to make it accessible for those unable to travel.

**4 *A global network around a specific theme***

Another possibility is to organize a global network around a specific, overarching theme, such as decolonization. This gives the possibility to bring the past participants of all three trainings together and enhance collaboration and exchange on more levels. Some respondents may have been involved in all three training programmes and/or their expertise might be relevant for all three programmes. This option could include the elements listed above: online webinars organized by way of a rotating system or organized by the RCE, and physical/hybrid annual meetings.

**Recommendation #3: assess the impact of the other elements of the IE-programme**

The available budget for the coming policy period might be smaller than previous years, in which case inevitable choices need to be made between the different elements of the IE-programme. This impact study only focuses on one element of the IE-programme: the trainings. An in-depth impact study of the other elements of the programme gives a broader view on the different aspects of the programme and may give the necessary insights in order to make well-informed decisions for the future.

**Recommendation #4: assess the impact of trainings continuously**

The questionnaires and approach used for this study can easily be copied for continuous monitoring of training impact. For instance, questionnaires could be distributed shortly after a training and again 2 years later.



# Annex 1 Questionnaires

## 1.1 Questionnaire: participants

### QUESTIONNAIRE INTERNATIONAL HERITAGE COOPERATION - **Participants**

#### **A. Introduction**

Thank you for taking part in this short survey on your experiences with one of the international training programmes, facilitated by the Cultural Heritage Agency of the Netherlands (Rijksdienst voor het Cultureel Erfgoed, hereafter: RCE) and its partners. We are interested in the impact it has had on your professional career, your work, and your organisation.

The survey takes no longer than 10 minutes to complete.

#### **B. Characteristics of participant**

The next questions are about your background and organisation.

1. In which country are you located?

- Australia
- Belgium
- Brazil
- China
- Egypt
- France
- Germany
- Hungary
- India
- Indonesia
- Italy
- Japan
- Morocco
- Netherlands
- Poland
- Russia
- Spain
- South-Africa
- South-Korea
- Sri Lanka
- Suriname
- Turkey
- Ukraine
- United Kingdom
- United States of America
- Other, namely....



2. In which world region(s) do you work? Multiple answers possible.
  - Americas (North America, South America, Central America, Caribbean)
  - Asia Pacific (Central & South Asia, Northeastern Asia, Southeastern Asia, Australia, and Oceania)
  - Europe (Northern Europe, Southern Europe, Eastern Europe, Western Europe)
  - Middle East/Africa (Middle East, Northern Africa, Southern Africa)
  
3. What is your expertise? Multiple answers possible.
  - Maritime heritage
  - Museums and collections
  - Built environment
  - Other...
  
4. How many years of working experience do you have within your field of expertise?
  - 0-5 years
  - 6-10 years
  - 11 years or more
  
5. What is the expertise of your organisation? Multiple answers possible.
  - Maritime heritage
  - Museum and collections
  - Built environment
  - Other...
  
6. With how many people are you working directly in your organisation?
  - 1-5
  - 6-10
  - 11-50
  - 51-100
  - 101 or more
  
7. Considering the list below, in which training did you last participate?
  - Urban Heritage Strategies 2020-2021 -> **Go to block C1.**
  - Urban Heritage Strategies 2022 -> **Go to block C1.**
  - Urban Heritage Strategies 2023 -> **Go to block C1.**
  - Sharing stories on contested histories 2021 -> **Go to block C2.**
  - Sharing stories on contested histories 2022 -> **Go to block C2.**
  - Sharing stories on contested histories 2023 -> **Go to block C2.**
  - UNESCO Training on the Protection and Management of Underwater Cultural Heritage -> **Go to block C3.**
  - UNESCO training: Maritime Underwater Heritage 2022 -> **Go to block C3.**
  - UNESCO training: Maritime Underwater Heritage 2023 -> **Go to block C3.**



## C1. Urban Heritage Strategies

You indicated that you participated in one of the editions of the 'Urban Heritage Strategies'-trainings. The next questions are about the impact of the training on your work and professional career.

8. Did the training change and/ or challenge your perspective on the link between city development and heritage conservation?
- Yes
  - Somewhat
  - No
  - Don't know.
9. Did the training change and/ or challenge your perspective on effectively managing historical city centres?
- Yes
  - Somewhat
  - No
  - Don't know.
10. Through the training, did you learn new practical skills regarding effectively managing historical city centres?
- Yes
  - Somewhat
  - No
  - Don't know.

--> Go to block D

## C2. Sharing stories on contested histories

You indicated that you participated in one of the editions of the 'Sharing stories on contested histories'-trainings. The next questions are about the impact of the training on your work and professional career.

11. Did the training change and/ or challenge your perspective about handling contested heritage or histories?
- Yes
  - Somewhat
  - No
  - Don't know.
12. Did the training lead you to make **concrete contributions to the international debate** on tackling complex narratives in challenging contemporary contexts?
- Yes, thanks to the training I have been actively contributing to the debate.
  - Yes, I was already actively contributing to the debate before the training and thanks to the training I can now make different contributions.

- Yes, I see concrete opportunities for this, and I am planning to do so.
- Somewhat.
- No, I was already contributing to the debate before the training, participating in the training did not make any difference in my work or behaviour.
- No, I have not made any concrete contributions concerning this matter and the training did not make any difference in my work or behaviour.
- Don't know

13. Did the training lead you to make **concrete contributions to the implementation of strategies** to tackle complex narratives in challenging contemporary contexts?

- Yes, thanks to the training I have been actively contributing to this.
- Yes, I was already actively contributing to this before the training and thanks to the training I can now make different contributions.
- Yes, I see concrete opportunities for this, and I am planning to do so.
- Somewhat.
- No, I was already contributing to this before the training, participating in the training did not make any difference in my work or behaviour.
- No, I have not made any concrete contributions concerning this matter and the training did not make any difference in my work or behaviour.
- Don't know

14. Do you agree or disagree with the following statement:

“Bringing together young professionals and academic experts in the museums and heritage field from different countries is an important step to tackle shared challenges on contested histories.”

- Agree
- Disagree
- Don't know.

--> **Go to block D**

### C3. UNESCO Training on the Protection and Management of Underwater Cultural Heritage

You indicated that you participated in one of the editions of the UNESCO underwater cultural heritage-trainings. The next questions are about the impact of the training on your work and professional career.

15. Did the training change and/ or challenge your perspective on the protection of underwater cultural heritage?

- Yes
- No
- Don't know.



16. Since the training, have you made any contributions to minimizing the impact of the tourism industry on submerged archaeological sites?
- Yes, thanks to the knowledge and skills I gained in the training.
  - Yes, thanks to the contacts I made in the training.
  - Yes, thanks to the knowledge, skills, and contacts I gained in the training.
  - Yes, but there is no link with the training.
  - No, but thanks to the training I see opportunities to do so.
  - No.
  - Don't know.
17. Since the training, did you make any changes in the way underwater cultural heritage is protected in the country in which you work?
- Yes, thanks to the knowledge and skills I gained in the training.
  - Yes, thanks to the contacts I made in the training.
  - Yes, thanks to the knowledge, skills, and contacts I gained in the training.
  - Yes, but there is no link with the training.
  - No, but thanks to the training I see opportunities to do so.
  - No.
  - Don't know.
18. Since the training, are you actively using the UNESCO manuals on the effective protection of underwater cultural heritage?
- Yes
  - No
  - Don't know.
19. Since the training, did you share and/ or promote the handbook to others?
- Yes
  - No
  - Don't know.

--> Go to block D

#### D. Knowledge and skills

20. Did the training live up to your expectations content-wise?
- Yes
  - No
  - Don't know
21. Did you acquire new knowledge, and/ or did you improve knowledge, skills and/ or tools during the training that have proven useful for your work?
- Yes, I am using them regularly.
  - Yes, but I am not using them regularly.
  - Yes, but I don't use them at all.
  - No. -> Go to question 24
  - I don't know. -> Go to question 24



22. Did you share or are you still sharing the newly gained knowledge, skills, tools and/ or approaches after the training with others?
- Yes, with my direct colleagues.
  - Yes, with my national network.
  - Yes, with my international network.
  - Yes, other (with family, friends, partner, etc.)
  - No -> **Go to question 24**
23. Does the way you share your new knowledge, skills, tools and/ or approaches with others since the training reflect a change in the way you work?
- Yes
  - No
  - Don't know
24. Since the training, **have you developed** new knowledge, skills, tools and/ or approaches together with the other participants?
- Yes
  - No
  - Don't know.
25. Since the training, **do you seek to develop** new knowledge, skills, tools and/or approaches through cooperation with others?
- Yes, thanks to the training I do this (more frequently).
  - Yes, but this is something I have always done.
  - No.
  - Don't know.
26. Since the training, do you seek other perspectives, approaches, and/ or issues in your work?
- Yes, I started doing this after the training.
  - Yes, but this is something I have always done.
  - No
  - Don't know.
27. Do you think that it is important to take different perspectives, approaches, and/ or issues into account in your work?
- Yes, the training contributed to this opinion.
  - Yes, but I already had this opinion before participating in the training.
  - Yes, but I don't know if the training contributed to this opinion.
  - No
  - Don't know.



28. Did the training offer you added value compared to your national programmes? Multiple answers possible.
- Yes a, change in knowledge.
  - Yes, a change in awareness.
  - Yes, a change in skills.
  - Yes, a change in relationships.
  - Yes, a change in behaviour.
  - Yes, other....
  - No.
29. Would you recommend your colleagues to participate in the training?
- Yes
  - No
  - Don't know.
30. To what extend are you supported by your employer for implementing and transferring the knowledge, skills, tools and/ or approaches acquired during the training?
- Very much supported.
  - Somewhat supported.
  - Neutral
  - Almost no support.
  - No support at all.
31. Did your participation in the training lead to any changes in your daily work?
- Yes
  - No
  - Don't know.
32. Did your participation in the training lead to any concrete projects?
- Yes
  - No
  - Don't know.

### E. Professional networks

The next questions are about your professional network and the potential effects of the training on your professional relations.

33. Did you increase your network of professionals in the field due to the training?
- Yes, we have been working together after the training.
  - Yes, we stayed in touch but did not work together (yet). -> **Go to question 35**
  - Yes, but we will not work together. -> **Go to question 35**
  - No -> **Go to question 35**
  - Don't know. -> **Go to question 35**

34. What is/ was the nature of your collaboration with them?
- We started a common project.
  - We work(ed) on a common project.
  - We work(ed) on (a) similar project(s).
  - We shared knowledge/ expertise.
  - Other, ...
35. Did or do you work on international projects centred around shared challenges due to the training?
- Yes
  - No
36. Did your collaboration with others change due to the training?
- Yes
  - No
37. Did your organisation's collaboration change due to the training?
- Yes
  - No
38. Did your participation in the training help to provide more space for shared challenges activities within your organisation's policy and budget?
- Yes
  - No
39. Did you experience that professionals and organisations in other countries face similar challenges as you do or as your organisation does?
- Yes, the training led me to this realisation.
  - Yes, but the training did not specifically lead me to this realisation.
  - No
  - Don't know.
40. Do you think that working together with other professionals and organisations from other countries is an added value to your work?
- Yes, international collaborations have always been an important added value to my work.
  - Yes, the training contributed to that opinion.
  - No
  - Don't know.

#### **F. Awareness on the international heritage programme/ RCE**

The following questions are about the international heritage programme/ the RCE.



41. Do you know about the work that RCE does?
- Yes, thanks to participating in the training I learned (more) about this.
  - Yes, I was already well informed about the work that RCE does before participating in the training.
  - No -> **Go to question 46**
  - Don't know -> **Go to question 46**
42. Do you think the knowledge, skills, tools and/ or approaches developed by the RCE, and the international heritage programme are an added value to your work?
- Yes
  - No
  - Don't know
43. Do you know how to get access to the knowledge, tools or approaches developed by the RCE and the international heritage programme?
- Yes, I'm making actively use of the knowledge, tools and/ or approaches developed by the RCE and the international heritage programme in my work.
  - Yes, but I get my knowledge, tools and/ or approaches elsewhere.
  - No
  - Don't know.
44. Did you actively approach the RCE for cooperation, expertise and/ or information or are you planning to do so?
- Yes, the training contributed to this.
  - Yes, but I already did this/ planned to do this before participating in the training.
  - No
  - Don't know.
45. How do you experience your interaction with the RCE?
- It is an approachable organization, I feel respected and listened, and I experience reciprocity when communicating with them.
  - It is an unapproachable organisation, communicating with them is difficult.
  - I don't know.
  - Otherwise, namely...
46. V46. Can you elaborate on **the impact (the negative or positive influence or effect) of the training** in which you participated on your work and organisation?  
Answer:.....
47. V47. Can you elaborate on **the added OR the lack of value of the International Heritage Programme 2021-2024** of the Cultural Heritage Agency of the Netherlands for your work and organisation?  
Answer:....





## G. Conclusion

48. Thank you for participating in this questionnaire. Are you willing to participate in a follow-up in-depth interview via telephone or Teams?

- No, thanks.
- Yes, please find my contact details below (please note: we will process your answers to this questionnaire and the interview anonymously, your contact details will only be used to contact you for the interview):

Name:

Email:

Telephone:



## 1.2 Questionnaire: partners

### QUESTIONNAIRE INTERNATIONAL HERITAGE COOPERATION - **Partners**

#### **A. Introduction**

Thank you for taking part in this short survey on the impact of (one of) the international training programmes that are part of the International Heritage Cooperation programme 2021-2024, facilitated by the Cultural Heritage Agency of the Netherlands (Rijksdienst voor het Cultureel Erfgoed, hereafter: RCE) and partners. We are interested in **your view on the impact of the training in which you were last involved on the work of past participants and the field in general.**

The survey takes no longer than 10 minutes to complete.

#### **B. Characteristics of respondent**

The next questions are about your background and organisation.

1. In which country are you located?

- Australia
- Belgium
- Brazil
- China
- Egypt
- France
- Germany
- Hungary
- India
- Indonesia
- Italy
- Japan
- Morocco
- Netherlands
- Poland
- Russia
- Spain
- South-Africa
- South-Korea
- Sri Lanka
- Suriname
- Turkey
- Ukraine
- United Kingdom
- United States of America
- Other, namely....

2. In which world region(s) do you work? Multiple answers possible.
- Americas (North America, South America, Central America, Caribbean)
  - Asia Pacific (Central & South Asia, Northeastern Asia, Southeastern Asia, Australia, and Oceania)
  - Europe (Northern Europe, Southern Europe, Eastern Europe, Western Europe)
  - Middle East/Africa (Middle East, Northern Africa, Southern Africa)
3. What is your expertise? Multiple answers possible.
- Maritime heritage
  - Museums and collections
  - Built environment
  - Other...
4. How many years of working experience do you have within your field of expertise?
- 0-5 years
  - 6-10 years
  - 11 years or more
5. What is the expertise of your organisation? Multiple answers possible.
- Maritime heritage
  - Museum and collections
  - Built environment
  - Other...
6. With how many people are you working directly in your organisation?
- 1-5
  - 6-10
  - 11-50
  - 51-100
  - 101 or more
7. What was the nature of your collaboration with the RCE?
- I was a lecturer or trainer in (one of) the international training sessions.
  - I was one of the partners developing and implementing (one of) the training sessions.
  - I was involved both as a lecturer or trainer and as an implementing partner.
  - I didn't collaborate with the RCE on any of these international training sessions. -> **END QUESTIONNAIRE**
  - I was involved otherwise, namely:

[Please explain:....]



8. Considering the list below, in which training were you involved most recently (as a lecturer and/ or implementing partner)?
- Urban Heritage Strategies 2020-2021 -> **Go to block C1.**
  - Urban Heritage Strategies 2022 -> **Go to block C1.**
  - Urban Heritage Strategies 2023 -> **Go to block C1.**
  - Sharing stories on contested histories 2021 -> **Go to block C2.**
  - Sharing stories on contested histories 2022 -> **Go to block C2.**
  - Sharing stories on contested histories 2023 -> **Go to block C2.**
  - UNESCO training: Maritime Underwater Heritage 2021 -> **Go to block C3.**
  - UNESCO training: Maritime Underwater Heritage 2022 -> **Go to block C3.**
  - UNESCO training: Maritime Underwater Heritage 2023 -> **Go to block C3.**

### C1. Urban Heritage Strategies

You indicated that you were involved in (one of the editions of) the ‘Urban Heritage Strategies’-trainings. The next questions are about the impact of the training on past participants and the sector in which they work.

9. As a result of the training, do you notice a **changing perspective** regarding the link between city development and heritage conservation in the sector?
- Yes, I notice past participants applying changing perspectives on this topic in their work.
  - Yes, since the training I notice a changing perspective regarding this topic in the sector. However, I’m not sure to what extent this is a result of the training.
  - No
  - Don’t know
10. As a result of the training, do you notice a **changing perspective** regarding effectively managing historical city centres in the sector?
- Yes, I notice past participants applying changing perspectives on this topic in their work.
  - Yes, since the training I notice a changing perspective regarding this topic in the sector. However, I’m not sure to what extent this is a result of the training.
  - No
  - Don’t know
11. As a result of the training, do you notice **new practises** being applied regarding effectively managing historical city centres in the sector?
- Yes, I notice past participants applying the new practices in their work.
  - Yes, since the training I notice an increase in new practices being applied regarding this topic in the sector. However, I’m not sure to what extent this is a result of the training.
  - No
  - Don’t know

--> **Go to block D**



## C2. Sharing stories on contested histories

You indicated that you were involved in (one of the editions of the) 'Sharing stories on contested histories'-trainings. The next questions are about the impact of the training on past participants and the sector in which they work.

12. As a result of the training, do you notice a **changing perspective** regarding handling contested heritage or histories in the sector?
- Yes, I notice past participants applying changing perspectives on this topic in their work.
  - Yes, since the training I notice a changing perspective regarding this topic in the sector. However, I'm not sure to what extent this is a result of the training.
  - No
  - Don't know
13. Did the training lead to an increase in **concrete contributions to the international debate** on tackling complex narratives in challenging contemporary contexts by past participants?
- Yes, I notice past participants actively contributing to the debate.
  - Yes, since the training I notice an increase in concrete contributions to the worldwide debate regarding this topic. However, I'm not sure to what extent this is a result of the training.
  - No
  - Don't know
14. Do you agree or disagree with the following statement:  
"Bringing together young professionals and academic experts in the museums and heritage field from different countries is an important step to tackle shared challenges on contested histories."
- Agree
  - Disagree
  - Don't know

--> Go to block D

## C3. UNESCO Training on the Protection and Management of Underwater Cultural Heritage

You indicated that you were involved in (one of the editions of) the UNESCO underwater cultural heritage-trainings. The next questions are about the impact of the training on past participants and the sector in which they work.

15. As a result of the training, do you notice a change in **perspective** on the protection of underwater cultural heritage in the sector?
- Yes, I notice past participants applying changing perspectives on this topic in their work.
  - Yes, since the training I notice a changing perspective regarding this topic in the sector. However, I'm not sure to what extent this is a result of the training.
  - No
  - Don't know
16. As a result of the training, do you see an increased effort in the sector regarding minimizing the impact of the tourism industry on submerged archaeological sites in the sector?
- Yes, since the training I notice past participants applying the newly gained knowledge and skills in their work.
  - Yes, but it is hard to estimate to what extent this is thanks to the training.
  - No
  - Don't know
17. Since the training, do you notice a change in the way underwater cultural heritage is protected in the field?
- Yes, since the training I notice past participants making changes in the way underwater cultural heritage is protected in the countries they work in.
  - Yes, but it is hard to estimate to what extent this is thanks to the training.
  - No
  - Don't know
18. In your opinion, what is the added value of the UNESCO manuals on the effective protection of underwater cultural heritage?
- It is an added value to the field: I notice that the manual is actively being used.
  - It is an added value to the field, but it is not widely known and should be better promoted.
  - It is redundant to the field.
  - Don't know

--> Go to block D

#### **D. Value of the training and the international heritage programme for the field**

The next questions are about your opinion on the value of the training and the international heritage programme of the RCE for the field.

19. On a scale from 1 to 5 to what extent does the training offer added value to the field compared to other national programmes? Answer:

The training is...

[sliding bar]

1-redundant 3-of some value 5-of  
great value

20. Do you notice an increase in collaborations in the field as a result of the training?  
 Yes  
 No  
 Don't know
21. Are you familiar with the international heritage programme of the RCE?  
 Yes  
 No -> **Go to question 25**
22. On a scale from 1 to 5 to what extent do you think the international heritage programme of the RCE is an added value to the sector? Answer:

The international heritage programme is...

[sliding bar]

1-redundant 3-of some value 5-of  
great value

23. Do you think the knowledge, tools and/ or approaches developed by the RCE and the international heritage programme are easily accessible to the sector?  
 Yes  
 No  
 Don't know
24. How do you experience your interaction with the RCE?  
 It is an approachable organisation, I feel respected and listened, and I experience reciprocity when communicating with them.  
 It is an unapproachable organisation, communicating with them is difficult.  
 I don't know.  
 Otherwise, namely...
25. Can you elaborate on **the impact (the negative or positive influence or effect) of the training** in which you participated on the sector in which you work?  
Answer:.....
26. Can you elaborate on **the added OR the lack of value of the International Heritage Programme 2021-2024** of the Cultural Heritage Agency of the Netherlands for the sector?  
Answer:....



## E. Conclusion

27. Thank you for participating in this questionnaire. Are you willing to participate in a follow-up in-depth interview via telephone or Teams?

- No, thanks.
- Yes, please find my contact details below (please note: we will process your answers to this questionnaire and the interview anonymously, your contact details will only be used to contact you for the interview):

Name:

Email:

Telephone:





## Annex 2 Interview questions

Question in online questionnaire	Answer	Follow-up question in interview	Respondents
<i>Critical and training specific</i>			
V21 / Did you acquire new knowledge, and/ or did you improve knowledge, skills and/ or tools during the training that have proven useful for your work?	No	Can you please elaborate your answer? Do you have any suggestions on how to improve the training in this respect?	UHS: 1 PMUCH: 7
UHS: V08 Did the training change and/ or challenge your perspective on the link between city development and heritage conservation?	Somewhat	Can you please elaborate? Do you have any suggestions on how to improve the training in this respect?	UHS: 1
UHS: V09 Did the training change and/ or challenge your perspective on effectively managing historical city centres?	Somewhat	Can you please elaborate? Do you have any suggestions on how to improve the training in this respect?	UHS: 1
SSoCH: V12 / Did the training lead you to make concrete contributions to the international debate on tackling complex narratives in challenging contemporary contexts?	Somewhat	Can you please elaborate? In your opinion, how could the training be adjusted in a way that it equips you better to make concrete contributions? What can make a difference according to you?	SSoCH: 2
SSoCH: V13 / Did the training lead you to make concrete contributions to the implementation of strategies to tackle	Somewhat	Can you please elaborate? How could the training be adjusted in a way that it equips you better to make	SSoCH: 1



complex narratives in challenging contemporary contexts?.		concrete contributions? What can make a difference according to you?	
<b>SSoCH:</b> V13 / Did the training lead you to make concrete contributions to the implementation of strategies to tackle complex narratives in challenging contemporary contexts?.	No, I have not made any concrete contributions concerning this matter and the training did not make any difference in my (...)	Can you elaborate? How could the training be adjusted in a way that it equips you better to make concrete contributions? What can make a difference according to you?	SSoCH: 1
<b>PMUCH:</b> V16 / Since the training, have you made any contributions to minimizing the impact of the tourism industry on submerged archaeological sites?.	No	Can you elaborate your answer? In your opinion, how could the training be adjusted in a way that it equips you better to make concrete contributions? What can make a difference according to you?	PMUCH: 1
<b>PMUCH:</b> V17 / Since the training, did you make any changes in the way underwater cultural heritage is protected in the country in which you work?	No	Can you elaborate your answer on the reasons why?	PMUCH: 1
<b>PMUCH:</b> V18 / Since the training, are you actively using the UNESCO manuals on the effective protection of underwater cultural heritage?	No	Can you elaborate your answer on the reasons why?	PMUCH: 1



*About the usability of the training in the daily work of respondents*

**V21 /** Did you acquire new knowledge, and/ or did you improve knowledge, skills and/ or tools during the training that have proven useful for your work? Yes, I am using them regularly Can you elaborate your answer and give some more insight in what way the new knowledge, skills and/ or tools have been useful for your work? UHS: 5 SSoCH: 9 PMUCH: 6

**UHS: V10** Through the training, did you learn new practical skills regarding effectively managing historical city centres? Yes Can you elaborate your answer and give some more insight in what way the new knowledge, skills and/ or tools have been useful for your work? UHS: 9

**SSoCH: V12 /** Did the training lead you to make concrete contributions to the international debate on tackling complex narratives in challenging contemporary contexts? Yes, thanks to the training I have been actively contributing to the debate. Can you please elaborate/ specify? What kind of contributions? SSoCH: 4

**SSoCH: V13 /** Did the training lead you to make concrete contributions to the implementation of strategies to tackle complex narratives in challenging contemporary contexts?. Yes, thanks to the training I have been actively contributing to this. Can you please elaborate/ What kind of contributions? SSoCH: 2

**PMUCH: V16 /** Since the training, have you made any contributions to minimizing the impact of the tourism industry on submerged archaeological sites?. Yes, thanks to the knowledge and skills I gained in the training. Can you please elaborate? What kind of contributions? PMUCH: 3



<b>PMUCH: V16</b> / Since the training, have you made any contributions to minimizing the impact of the tourism industry on submerged archaeological sites?.	Yes, thanks to the knowledge, skills, and contacts I gained in the training.	Can you please elaborate? What kind of contributions?	PMUCH: 1
<b>PMUCH: V17</b> / Since the training, did you make any changes in the way underwater cultural heritage is protected in the country in which you work?	Yes, thanks to the knowledge and skills I gained in the training.	Can you please elaborate? What kind of changes?	PMUCH: 1
<b>PMUCH: V17</b> / Since the training, did you make any changes in the way underwater cultural heritage is protected in the country in which you work?	Yes, thanks to the contacts I made in the training.	Can you please elaborate? What kind of changes?	PMUCH: 1
<b>PMUCH: V17</b> / Since the training, did you make any changes in the way underwater cultural heritage is protected in the country in which you work?	Yes, thanks to the knowledge, skills, and contacts I gained in the training.	Can you please elaborate? What kind of changes?	PMUCH: 3
<b>PMUCH: V18</b> / Since the training, are you actively using the UNESCO manuals on the effective protection of underwater cultural heritage?	Yes	Can you please elaborate? Can you mention examples of occasions you have been using the UNESCO manuals and how the knowledge in the manual has made a difference?	PMUCH: 10



**About the projects that were set up as a result of the training**

V32 / Did your participation in the training lead to any concrete projects?.	Yes	Can you please elaborate? What target groups were involved and what results were achieved?	UHS: 8 SSoCH: 6 PMUCH: 7
V33 / Did you increase your network of professionals in the field due to the training? Yes-> V34 / What is/ was the nature of your collaboration with them?.	We started a common project	Can you please elaborate? What target groups were involved and what results were achieved?	PMUCH: 1
	We worked on a common project	Can you please elaborate? What target groups were involved and what results were achieved?	UHS: 2 PMUCH: 1
	We shared knowledge/expertise	Please elaborate: what kind of knowledge/expertise? How did you share this, on what occasion, with who?	UHS: 1 SSoCH: 1 PMUCH: 1

**Selected answers to open questions**

V47N@ / Can you elaborate on the added OR the lack of value of the International Heritage Programme 2021-2024 of the Cultural Heritage Agency of the Netherlands for your work and organisation?	The Urban Heritage Strategies 2023 program has significantly broadened my perspective and equipped me with invaluable tools for addressing climate change's impact on cultural heritage. As an Architect with a Master's degree in Urban Planning, currently employed with the Indian Government, I am now more attuned to the	Can you elaborate more specifically on how you are actively incorporating this awareness in your work? How does this awareness manifest itself in your team?	UHS
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importance of preserving our cultural legacy in the face of environmental challenges. **In my ongoing projects, I am actively incorporating this awareness to sensitize my team to these critical considerations.**

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**This program is important and has increased our concentration on maintaining city change.** I feel there is a **need for training or sharing follow-up information for previous training participants** so that we can continue to improve the quality of work in each city.

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Can you elaborate on UHS the specific impact the training had had on your work? And do you have any suggestions on how to share follow-up information with past participants?

My employer alerted me to this program. After each virtual session I would have discussions with my boss about the things that I learnt, the organizations that were involved and **the ideas we could implement.**

---

Did you indeed implement the ideas?  
If yes, can you please elaborate?  
SSoCH

I consider that at the organisational level it does not generate an impact, because they are not in charge of looking after the submerged cultural heritage. But individually **it has contributed to generate projects or initiatives that can**

---

Can you please elaborate on the projects and initiatives?  
PMUCH



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**have an impact on the  
SACP.** (translated from  
Spanish)

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