

# Local Workshop 1

## TOOLKIT

Version 1: 09 November 2021



To be used by Pilot Heritage Sites in conjunction with the supporting files available in the LWS1 Master Folder [\[LINK\]](#) and individual Pilot Files [\[LINK\]](#)

Please submit your reporting documentation in your PHS Teams Folder *within two weeks* of your LWS1. Notify [sophia.silverton@iclei.org](mailto:sophia.silverton@iclei.org) once complete.

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## Introduction

Local Workshops constitute a core element of the Be.CULTOUR co-creation process, enabling stakeholders of the Heritage Innovation Networks (HIN) to meet, exchange and gradually co-develop Action Plans for circular cultural tourism in each Pilot Heritage Site (PHS).

The Be.CULTOUR workplan foresees the implementation of three 2-day Local Workshops (LWS) in each of the 6 Pilot Heritage Sites, over a period of 10 months (M8-M18). Using human-centred design methodologies, these LWS will enable local stakeholders to define challenges, ideate solutions and co-develop actions for circular cultural tourism in their region.

LWS are being developed by ICLEI as modular events with specific Modules / building blocks that can be spread over one or two days, proposing activities that can be implemented in both physical and online environments, depending on COVID-19 restrictions. Modules that focus on community building, networking and place making are treated as optional, while Modules that focus on co-creation and co-decision will be treated as mandatory. This approach aims to provide a certain degree of flexibility to Local Coordinators to adapt the LWS programme to their local needs and realities, but at the same time ensure a robust co-creation methodology and comparable documentation of LWS results between the six Pilot Heritage Sites.

## Toolkit Structure

This Toolkit aims to provide a comprehensive overview of LWS1 methodology in order to facilitate implementation at local level. The LWS1 is comprised of 6 modules and this Toolkit provides an overview of the following aspects for each module:

### *Methodology*

Overview of the method(s) used and objectives of the module

### *Preparation*

What the facilitation team needs to prepare or decide in advance in collaboration with Mentor, in order to adapt the module to local needs / realities.

### *Tools*

Instructions regarding space arrangements and materials used.

Links to the Worksheets to be used during the module and additional useful sources.

Worksheets are highlighted in blue colour and correspond to one or more Slides in the Worksheets PowerPoint provided for translation, adaptation and printing on behalf of each PHS.

### *Implementation*

Step-by-step instructions for the facilitator with timed interventions to provide guidelines to participants. The timeframe provided is indicative and needs to be transformed into a detailed agenda before workshop implementation (indicating start/end time in local timezone).

### *Reporting*

Structured form to be completed by the LWS documenter, summarising the key insights collected and main outcomes of each activity (See Reporting Forms for all Modules in your PHS Folder on Teams, links at end of document). The content of LWS Reporting Forms is foreseen to be directly used in the LWS Progress Reports and the final Action Plan, hence texts need to be reviewed by and finalised in collaboration with the LWS Organiser and PHS Mentor shortly after LWS implementation.

## Toolkit Navigation

The Toolkit is enhanced by Master Files provided by ICLEI including guidelines and templates for LWS1 Implementation and Pilot Files which constitute copies of the Master Files for translation and adaptation by the six Pilot Heritage Sites, according to the Agendas of the six LWS1. General questions / comments relevant to all partners can be included in the Master Files, while Pilot Files should be used only for interactions between your local facilitation team and your Mentor. Please use the **LWS1 Materials** folder in Teams to **view** the **Master Folder** as reference for LWS1 and the **Pilot Folders** (links below) to be used for adaptation by your local facilitation team. Each pilot has its own shared folder which can be shared with the members of your facilitation team at the preparation, implementation and reporting phase of your LWS1:

[LWS1\\_BAS for Basilicata](#)

[LWS1\\_TER for Teruel](#)

[LWS1\\_LAR for Larnaca](#)

[LWS1\\_VAS for Vastra Götaland](#)

[LWS1\\_VOJ for Vojvodina](#)

[LWS1\\_ROM for NE Romania and Moldova](#)

All LWS1 Materials you will use for your LWS1 should be saved inside your Pilot Folder according to the LWS1 Master Folder structure:

- Toolkit (PDF to share and Word for comments/questions on Teams)
- Worksheets (PPT)
- Agenda template (Word)
- Registration Form Template (Word)
- Sign-in sheet (Word)
- Privacy Policy (Word)
- M2.1.Project Presentation (PPT)
- M2.1.Project Presentation Script (Word)
- LWS1 Reporting (Folder) to organise Reporting Forms, Worksheets and photos in subfolders according to Modules (M1, M2, M3 etc)
- Evaluation Questionnaire (Word)

In the present Toolkit Document, the following color-coding has been adopted to facilitate navigation between the guidelines and the external files, folders and online resources to be used in each Module:

- **TEAMS Folders** [\[LINK\]](#) divided into Master Folder and Pilot Folders
- **PPT Worksheets** [\[LINK\]](#) available in the TEAMS Master Folder for replication in Pilot Folders
- **MIRO Worksheets** [\[LINK\]](#) available in the MIRO Master Board
- **Reporting Forms** [\[LINK\]](#) available in the TEAMS Master Folder

## From Local Workshops to Local Action Plans

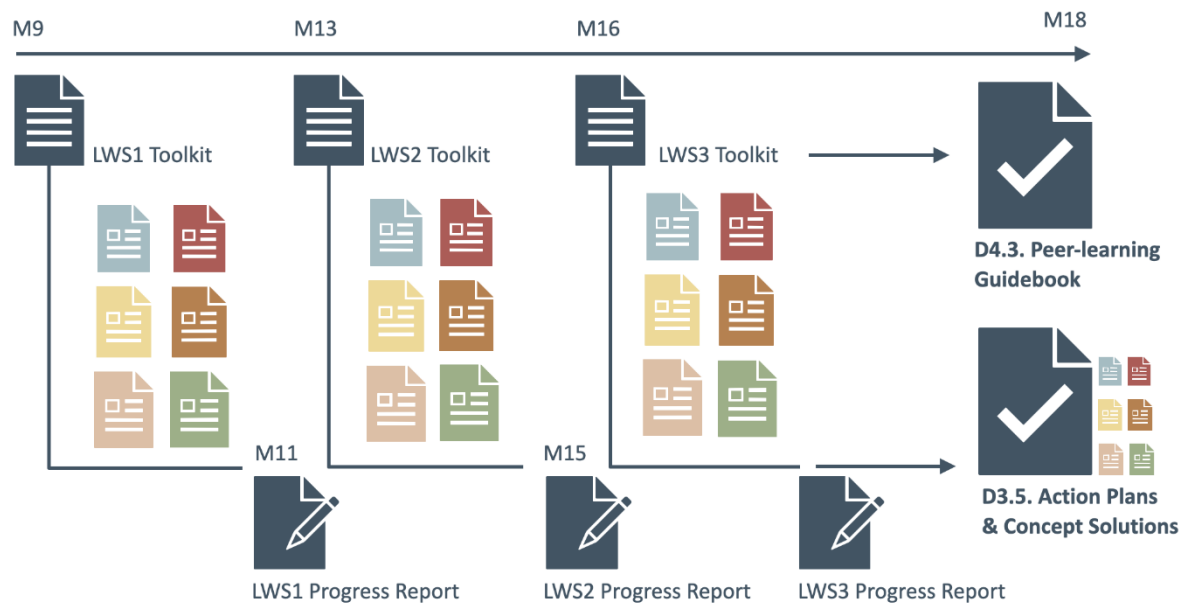
As demonstrated in the figure below, the preparation, implementation and reporting of the three series of LWS spans over a period of 10 months and follows an evolutionary process that leads to the co-development of a Be.CULTOUR Action Plan for each PHS. Based on the Be.CULTOUR co-design methodology (D 3.1. Protocol Methodology) LWS1 will focus on **Problem Exploration**, LWS2 will focus on **Problem Definition**, and LWS3 will focus on **Problem Solving**, engaging stakeholders from the 6 Heritage Innovation Networks in co-developing local Action Plans for circular cultural tourism.

For each Workshop, a **Toolkit** is prepared and a Training is provided to Pilots, Mentors and Facilitators (see 'Roles & Responsibilities'). During the **Training**, the different modules of each LWS are presented. After each module, one break out session is arranged for each PHS in order for the local facilitation team and the Mentor to discuss how the module will be adapted to the local context-needs. After the Training, a follow up **Mentoring session** is arranged in order to finalise the adaptation and translation of Toolkit elements and the organisational aspects of the LWS.

Upon completion of each Workshop, **Reporting Forms** are submitted by each PHS to ICLEI Europe which produces a **Progress Report** for each Workshop Series. These Progress Reports

form the basis of the deliverable D3.5. Action Plans & Concept Solutions which will include the 6 **Action Plans** as developed at Pilot level. In parallel, the methodological co-creation process presented in the three LWS Toolkits will be included in the deliverable D4.3. Peer-learning Guidebook, aiming at the replication of LWS modules and tools by the Mirror Regions / Community of Interest.

Image 1. Structure of reporting elements

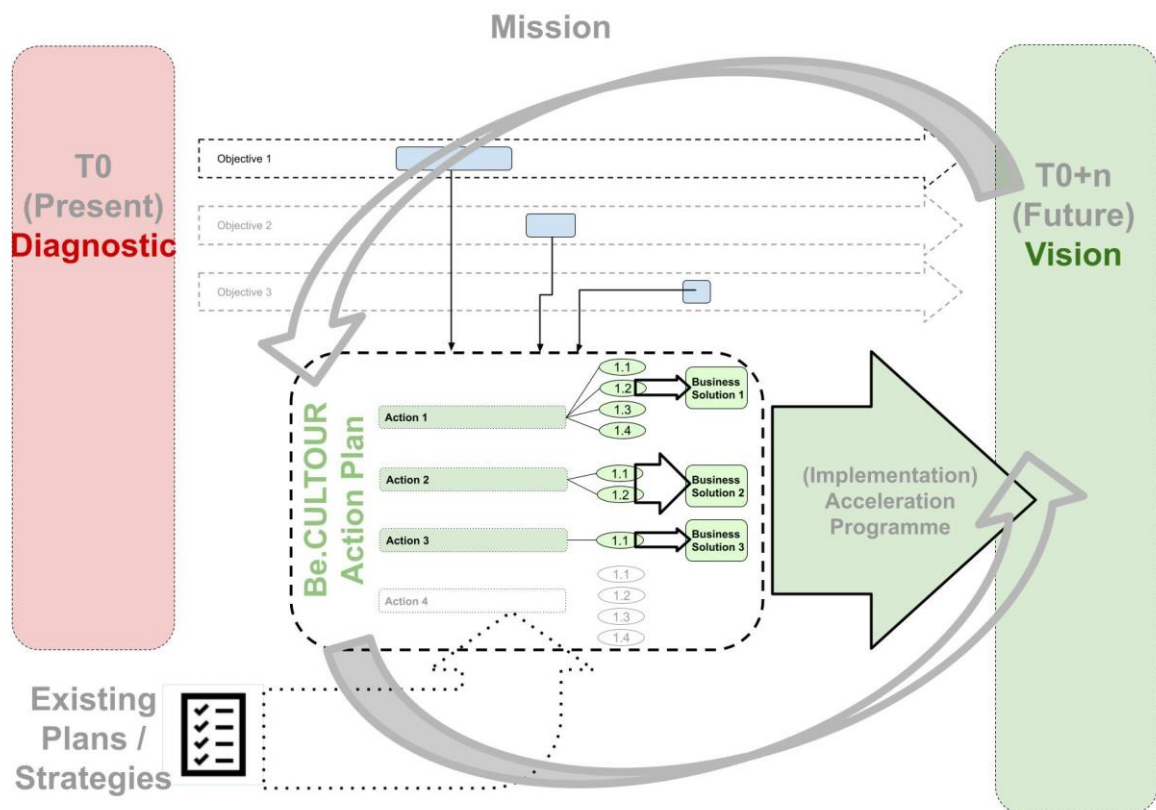


## What is a Local Action Plan?

Each Local Action plan developed within the Be.CULTOUR Pilot Heritage Sites is expected to:

- Directly link to PHS partners' **mandate** (it's YOUR action plan!)
- Contribute to the existing **regional development** strategies/plans
- Localise the "**Circular Economy**" concept
- Demonstrate implementation of **human-centred design** principles
- Include **Europeanization** dimensions
- Focus on 3 **Innovation Areas**
- Valorise concrete **Heritage Sites** & Cultural Assets
- Define a timeline for implementation of Actions, identifying short term targets that can be achieved in the framework of the Be.CULTOUR project and long-term targets that go beyond the project timeframe.
- Define primarily Actions that the project partner organisations can implement based on their mandate and capacity, as well as optional Actions that can be recommended for external stakeholders at regional level

Image 2. Diagram of the relations between Existing Policy documents and the Be.CULTOUR Local Action Plans



The above diagram indicates and explains the relations that the Be.CULTOUR Action Plan will have with other existing local policies, programs, strategies and plans.

The Action Plans developed under the Be.CULTOUR project will need to contribute to [improving regional development through cultural tourism](#). It is therefore important that they will make synergy with other existing local policies, programs, strategies and plans. They need to create continuity of the exiting work and not duplicate work already done or create new silos. The Action Plan should have its roots inside the existing local policies, programs, strategies and plans and contribute to achieving their objectives.

A strategy has three important components:

- a **diagnostic** (A comprehensive description of the current reality);
- a **vision** (A comprehensive description of a desired reality. It is an imagined description, of how a certain place is at a certain moment in the future.); and
- a **mission** (a set of structured and interrelated objectives, programs, plans and actions that make the transition from the current reality to the desired reality).

The Be.CULTOUR preparatory questionnaires (WP3), the data collection process (WP1) and most of the Deliverable D3.4 Report on challenge-driven innovation, are all complementing the diagnostic and help all of us understand the current reality.



The Action Plan will need to: (1) identify (parts of) strategic objective to which it will contribute to and if existing (2) other Action Plans/ Projects that are under implementation. (E.g. The existing RIS3, Regional development strategy, Circular economy strategy/ plan, etc and the existing [CLIC Action plan for Västra Götaland](#) and the [Draft touristic route in North-East Romania and Moldova.](#))

When defining the actions and sub-actions, the Be.CULTOUR partners and their local stakeholders will need to constantly look back at the diagnostic and the vision to make sure the action are indeed a real answer to an existing reality and a desired future.

The Action Plan will need to include a limited but well selected number of clear actions (ideally between 3 and 7). Each action can have several interrelated sub-actions. From these actions/sub-actions (minimum) three business solutions will need to be developed and proposed for the Hackathon. The implementation of the actions, sub-actions and the business solutions will contribute to implementing parts of the strategic objective, other existing Action Plans and therefore bring the local reality closer to the desired vision.

## Indicative structure of Local Action Plans

The table below outlines an indicative structure for the final output of Be.CULTOUR co-creation process: the development of one Local Action Plan for circular cultural tourism on behalf of each Pilot Heritage Site. This structure is expected to be enhanced as Local Workshops are implemented and adapted to the specific needs of each PHS. The objective is that each LWS Module produces concrete outcomes documented in the Reporting Form, which in turn become chapters of the Action Plan. Hence each Action Plan evolves as a living document throughout the implementation of the project, being regularly enhanced with the outcomes of different Tasks.

Table 1. Structure for a Local Action Plan

Chapter	Source
Introduction to PHS <ul style="list-style-type: none"> <li>Including Regional Development context and</li> <li>Cultural Tourism context</li> </ul>	Interviews, Data Collection
Heritage Innovation Network	Stakeholder Mapping & LWS1
Cultural Mapping	LWS1
Local Pact framework <ul style="list-style-type: none"> <li>Aims of the collaboration</li> <li>Key concepts</li> <li>Responsibilities &amp; Governance Structure</li> </ul>	LWS1- LWS2

Selected Innovation Areas Links to regional development strategies and existing objectives	LWS1
Vision	LWS2
Strategic priorities	LWS2
SWOT & PESTEL	LWS1 & Interviews
Selected Actions	
<ul style="list-style-type: none"> <li>• Challenge addressed</li> <li>• Objectives and KPIs</li> <li>• Stakeholders involved (Action Groups)</li> <li>• Allocation of Tasks</li> <li>• Timeline &amp; Milestones</li> <li>• Funding sources [ESF and beyond]</li> <li>• Relevant Business Solution (if relevant)</li> </ul>	LWS1 LWS2 LWS2 LWS3 LWS3 LWS3 LWS3 Hackathon

## LWS1 Timeline

The first series of Local Workshops (LWS1) is planned to take place in November 2021. The LWS1 Toolkit will be shared with Pilots and Mentors in early October and presented during the LWS1 Training on October 5<sup>th</sup>. Pilots will then have the opportunity to translate the necessary materials and prepare the LWS1 in collaboration with the selected Facilitator. All PHS are expected to submit their Reporting Forms to ICLEI Europe within two weeks after the implementation of their 1<sup>st</sup> Local Workshop so that a comprehensive Progress Report of all LWS1 outcomes can be processed by early January 2022. The same process is foreseen to be repeated for LWS2 and LWS3 coordinated by ICLEI in terms of methodology (Toolkit – Training – Implementation – Reporting) supported by ERRIN in terms of Communication and implemented by PHS with the support of their Mentors.

**Table 2. Timeline for LWS1**

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
LWS1 Communication HIN Stakeholder Engagement	LWS1 Toolkit Training  Adaptation & Translation	LWS1 Implementation & Documentation	Submission of Reporting Forms  LWS1 Progress Report

## LWS1 Objectives

The first Local Workshop aims to achieve the following objectives, through a series of information and co-creation activities divided into 6 modules:

- Framing of **project concepts & objectives** and links to local challenges and regional development strategies
- **Networking, team-building and peer learning** between HIN members
- Assessment of **visitor experience** in selected heritage site through the lens of different target groups and user journey exercises
- Participatory **discovery of hidden assets** through the lens of circular cultural tourism
- Initial of assessment of **challenges and opportunities** per Innovation Area to be addressed by the HIN
- Enhancement of **Stakeholder Mapping** and initial Innovation Ecosystem Mapping
- Introduction to the idea of the “**Local Pact**”
- Presentation / exchange on indicative / inspirational **examples** or ideas of possible actions that could be explored in the next stages
- 

## LWS1 Preparation

### Communication & Engagement Guidelines

#### Stakeholder Engagement

The success of the Heritage Innovation Network building process highly depends on the mix of participants that will be invited and inspired to join the LWS. Selecting and booking the most appropriate **venue(s)** and selecting the most convenient **date & time** to maximise stakeholder engagement are key to the success of the LWS. To do so, exploratory communications with key stakeholders and local partners may be needed. Each LWS is expected and designed to actively involve a between **25 and 30 participants** hence foreseeing **at least 50 targeted invitations** to different stakeholders is considered necessary to ensure quantitative and qualitative outcomes. Apart from the number of participants, engaging a diversity of ecosystem actors (eg. Tourism sector, Local Authorities, NGOs, Cultural Institutions) is key to fostering new connections and harnessing collective intelligence.

#### Invitations & Registrations

In order to ensure participation on the day(s) of the LWS1, we recommend you make a round of invitations connected to a registration system through which your invitees will confirm

participation and provide the necessary data for enhancing the Stakeholder Mapping process. Use the [Be.CULTOUR Branding Guidelines and Materials](#) provided by ERRIN to create simple invitations or ask for a tailor-made poster / invitation that integrates the project branding with your local information.

- **Invitations:**  
In order to have a personalised invitation or poster, send the below information to [Agnieszka.Wieczorek@errin.eu](mailto:Agnieszka.Wieczorek@errin.eu) ([with gaia.marotta@errin.eu](mailto:with.gaiamarotta@errin.eu) [in cc](#)) [at your earliest convenience \(ideally a few weeks before the workshop\)](#):
  - Date, start and end time of the event
  - Venue of the event (name, address)
  - Type of the event (online, hybrid, in person)
  - “First Be.CULTOUR local workshop” written in your local language
  - A very short description of the workshop (up to three lines max.) in your local language
  - Logos that may need to be included
- **Registration Form:**
  - Use the online tool "[EU Survey](#)" for online registration of participants and include the link to your invitation
  - Translate the [Registration Form Template](#) (Word) [\[LINK\]](#) in your local language and use it to create your LWS1 Registration Form on EU Survey
  - Translate and use the [Privacy Policy](#) here [\[LINK\]](#)
  - Send invitations to selected organisations according to the Stakeholder Mapping exercise and the Local Open call responses

As you disseminate your invitations, keep monitoring **registrations** and follow up if needed to ensure 20-30 relevant stakeholders join the 2-day workshop. A few days before the LWS1 send a reminder attaching the **Agenda** of your LWS1 and **encourage** participants to bring one local product or object that symbolises the local cultural heritage or captures a story about the place (to be used during Module 3)

## LWS1 Dissemination

During and after the workshop, share selected snapshots of your LWS1 with the broader Be.CULTOUR Community.

- Select 10 best photos from you LWS1 and upload to your social media channels. Avoid close-ups on participants faces, focus on group work and interaction with materials used and sites visited.
- You can also use the personalised workshop flyer to promote the event.
- Create a short post focusing on the outcomes of the workshop – how it can contribute to the overall Community? What are the next steps?
- Use the hashtags: #BeCultour #Community and tag the official projects social media channels (@BeCultour)

- Link the project's website when possible: [www.becultour.eu](http://www.becultour.eu)
- Prepare a "thank you" e-mail to be sent to all participants after LWS1 which you can enhance with some photos, key insights and calls to action for the next steps of the HIN.

## Organisational Guidelines (Physical Workshop)

- Select local **Facilitator** and engage him/her to the LWS1 Training
- Share adapted **Toolkit** with local hosting team and review proposed modules
- Structure your LWS1 **Agenda** integrating compulsory Modules. Be especially mindful of timing ensuring enough time for transportation and venue reorganisation where needed, as well as enough Breaks between Modules. Remember Breaks offer valuable informal networking between HIN members!
- **Rehearse** the Workshop with local hosting team and the Mentor, focusing on adaptation of materials and roles distribution during Modules implementation.
- Organise the Workshop taking care of all **logistical** aspects (venues, dates, transport, catering, consumables)
- Adapt, translate and print all necessary materials for LWS1 Implementation
- Talk thorough **documentation** of the workshop and ensure the Reporting Forms structure is clear to all members of your facilitation team (Scanned Worksheets, Photos, Notes, Video/Audio recordings)
- Translate key insights and complete **Reporting Forms** to be submitted to ICLEI Europe two weeks after LWS1 Implementation

## Roles & Responsibilities

A co-creation workshop requires a **facilitation team** with clear roles and responsibilities, to ensure that all organisational aspects are covered and all workshop modules produce the best possible outcomes. In the framework of Be.CULTOUR Local Workshops, the following four roles are suggested, which can be divided between several (e.g. 4-8 people), depending on the capacity of the hosting organisation.

### *Organiser*

This role corresponds to the Local Coordinator who on behalf of the local Partner Organisation is responsible for the development of the Heritage Innovation Network at Pilot level, managing the relevant project resources. He/she is in charge of all the production needs of the workshop and can delegate the following tasks to additional colleagues. The organiser is responsible for coordinating communication & engagement tasks to ensure invitations are sent in time to a curated guest list reflecting the diversity required for a Heritage Innovation Network (see D3.1). He/she monitors an RSVP system (eg. EU Survey registration form) and ensures all participants fill the Sign-in sheet upon arrival.

He/she is in charge of **setting up the space(s)** in terms of furniture, light, and **audio-visual equipment** and arranging **catering** services to ensure a warm and hospitable atmosphere. The organiser also purchases, prepares and distributes the necessary consumables (pens, post-its) and print materials (Worksheets) for each activity. Last but not least, during the LWS implementation the organiser acts as **time-keeper**, ensuring that all activities are completed within the agreed timeframe or that the necessary adaptations do not affect the total time dedicated on behalf of participants.

#### *Mentor*

One Mentor has been assigned to support each PHS in the framework of the Be.CULTOUR project in order to ensure the adaptation of the overall Be.CULTOUR methodology to the local needs and circumstances of each Pilot Heritage Site, in terms of content and processes. Mentors participate in the Training and support the local facilitation team in adapting the LWS modules to the local context, providing context-specific input, assisting with translation and cultural interpretation of key concepts or supporting local outreach activities. Mentors are expected to be (physically or digitally) present during the LWS and provide mentoring sessions for both the preparation and the reporting phase of each LWS. Their critical review and feedback to the LWS Reporting Forms is essential to ensure consistency in the Action Plan co-design process.

#### *Facilitator*

This role corresponds to the “frontman/woman” facilitating the workshop. It is recommended to engage an external, neutral facilitator with previous experience in co-creation workshops as well as personal understanding of local realities. The facilitator is in charge of implementing and adapting the Workshop Toolkit to local language and needs, working in close collaboration with the Local Coordinator and the respective PHS Mentor. He/she is responsible for welcoming participants and presenting the hosting team and guest speakers, ensuring a warm and engaging atmosphere throughout the workshop. Delivering the Agenda within agreed timeframes, guiding participants through the modules, keeping discussions focused on LWS objectives and ensuring all Worksheets are completed constitute core responsibilities of the facilitator.

#### *Documenter*

The documenter is in charge of documenting the process and all outcomes of the Workshop. The documenter prepares audiovisual equipment in order to cover the LWS in terms of photography. Video or audio recording of key presentations in plenary is also recommended to facilitate reporting processes. During the LWS, the documenter takes snapshots of the LWS



experience, focusing on HIN collaboration and interaction with the selected heritage site. He/she ensures that all completed Worksheets are photographed and/or scanned in high definition in order to be digitally saved and made accessible on Be.CULTOUR Teams, together with all relevant audiovisual documentation material. The original copies of Worksheets are saved in a pre-agreed office of the local partner, for future reference. Upon completion of the LWS, the documenter is in charge of compiling the Reporting Forms in English language summarising the outputs of each module, gathering the necessary feedback from the facilitation team and Mentor and submitting the final Reporting Forms to ICLEI Europe by the agreed deadline.

**>> Specific instructions for the Documenter can be found in each Module's Reporting section and the final LWS1 Reporting chapter of this Toolkit**

#### *Table host*

Table hosts can be staff or volunteers of the hosting organisation and need to be familiar with the Toolkit in order to answer participant's questions, facilitate discussion and support documentation during group discussions. They take part in the workshop as participants supporting the organiser, facilitator and documenter, ensuring discussions at table/team level run smoothly. In case of confusion, delays or derailment of group discussions, the need to ask for facilitators' support and be open to participants' suggestions to improve the completion of each module.

### Organisational Guidelines (Digital Workshop)

While physical local workshops are preferable, digital workshops can be a suitable substitute. They can be efficient, collaborative, and cost-effective. However, online meetings can lead to fatigue and lower levels of participation and informal interaction. The adaptations of each Module in LWS1 to an online format strive to minimise these factors. Remember that digital *workshops* are not equivalent to standard online *meetings*. An online LWS should involve active participation in group activities and co-creation of materials. Therefore, they require more preparation than regular online meetings. Like a physical workshop, they require formally assigned roles (see Roles & Responsibilities section) and various tools and materials (see Digital Tools and Materials section).

**Specific suggestions for facilitating a digital LWS1 are located within each Module description.**

However, general tips for online workshops are found below. You may also find these two **webinars** useful to get a general idea of tools and methods for online facilitation - feel free to share with your team:

[The five Ws of online stakeholder engagement](#)

[Co-creation methods for online stakeholder engagement webinar](#)

Table 3. Tips for online workshops

Event flow for online workshops:	Rules of online engagement:
<ul style="list-style-type: none"> <li>• Follow a <b>script</b> (who does what when)</li> <li>• Keep sessions between <b>60-90min</b> sessions</li> <li>• Provide <b>breaks</b> between sessions</li> <li>• Calculate 20% more time for online <b>transitions</b> (log in, break outs, speaker alterations, questions)</li> <li>• Try to <b>alternate</b> speaker / activity every 10-20min</li> <li>• Use <b>audiovisual</b> content (music, videos, pre-recorded inputs, graphs, photos)</li> <li>• Keep track of audience needs &amp; time and <b>adjust</b> accordingly</li> <li>• Always start and end <b>on time</b></li> <li>• Enable time for <b>feedback &amp; questions</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Express your ideas</b></li> <li>• There are no bad ideas               <ul style="list-style-type: none"> <li>○ Encourage thinking out of the box</li> <li>○ Defer judgment</li> </ul> </li> <li>• <b>Quantity over quality</b> <ul style="list-style-type: none"> <li>○ Encourage collective thinking</li> <li>○ Capture everything</li> </ul> </li> <li>• <b>Stay focused on the topic</b> <ul style="list-style-type: none"> <li>○ One conversation at the time</li> </ul> </li> </ul>



## Roles & Responsibilities

A co-creation workshop requires a facilitation team with clear roles and responsibilities, to ensure that all organisational aspects are covered and all workshop modules produce the best possible outcomes. In the framework of Be.CULTOUR Local Workshops, the following four roles are suggested, which can be divided between several (e.g. 4-8 people), depending on the capacity of the hosting organisation.

### Organiser

Similar general role as with physical workshop (see p. 10). Special attention is given to time-keeping, sending private messages to Facilitator and speakers to ensure each Module runs within agreed timeframe.

### Mentor

Similar general role as with physical workshop (see p. 10).

### Facilitator

Similar general role as with physical workshop (see p. 10), but with added attention to the



rules of online engagement, above, and modified reporting tasks as specified within each module.

#### *Documenter*

Similar general role as with physical workshop (see p. 10), but with modified reporting tasks as specified within each module. The Documenter is in charge of recording the LWS1 plenary sessions and taking screenshots instead of photos.

#### *Table host*

Similar general role as with physical workshop (see p. 11), but with modified digital hosting tasks as specified within each module. The Table hosts play a special role in Break-Out Rooms, as they facilitate and document group discussions in different Modules. Recording Break-Out discussions may limit the freedom of expression of participants, but keeping an audio recording (on Zoom or on a mobile) may be useful for exclusively documentation and reporting purposes. Ensure that participants are asked permission to record.

#### *Tech host*

Responsible for all technical aspects (log in, sound, light, break outs, videos). Provides technical support to speakers and participants. The tech host accepts participants in the Zoom meeting and organises Break Out rooms. The composition of each Break Out room can be pre-decided based on Registrations or can be random, as long as a Table host is assigned to each Break Out room. The Tech host is responsible for providing access to MIRO Worksheets and sharing screen when needed.

#### *Conversation assistant* (Optional but recommended)

Manages chat and encourages engagement through polls and quizzes.

## Digital Tools and Materials

Specific digital tools (namely Zoom and MIRO) are recommended for the online implementation of the LWS1, however here are some additional points to help you prepare:

### **Suggested workshop platforms (Zoom, MIRO and MENTIMETER):**

- **Pricing:** ZOOM is free only for meetings under 40 minutes, therefore *a paid ZOOM plan will be necessary* for the online workshop. See pricing [here](#). In case you are not able to cover such a ZOOM PRO account for your LWS1, please contact ICLEI partners to explore co-hosting options.

MIRO is free for guests, and all LWS1 MIRO Worksheets will be provided using the ICLEI paid account on MIRO. *A paid MIRO plan is therefore not necessary* for the online workshop.

MENTIMETER is free for asking up to two questions. See pricing [here](#). *A paid plan will not be necessary for the online workshop.*

- **Participant limit:** 100-300 participants for Zoom, plan dependent. Unlimited participants for MIRO and MENTIMETER.
- **Access to the platforms:** Easy to join via link to Zoom call or link to a MIRO worksheet or MENTIMETER poll.
- Zoom allows:
  - Single or multiple virtual spaces (break out rooms)
  - Manual or random allocation of participants in breakout rooms
  - Screen sharing and sharing of audiovisual material
  - Recording of main session and/or break out rooms
  - Private chat, public chat or Q&A function
- MIRO allows:
  - Easy navigation between and editing (e.g. adding postit notes) of pre-existing worksheets
- MENTIMETER allows:
  - Instantaneous sharing of poll questions and viewing results

Table 4. Array of online tools

Complementary online tools				
Need	Online conferencing	Whiteboard	Shared files	Surveys and polls
Feature	Presentation, group discussion, breakout rooms	(Collaborative) Workshop canvas illustration	Note keeping	Live feedback
Sample tools	<ul style="list-style-type: none"> <li>• ZOOM</li> <li>• Microsoft Teams</li> <li>• Skype</li> <li>• GoTo Meeting</li> <li>• Cisco Webex</li> </ul>	<ul style="list-style-type: none"> <li>• MIRO</li> <li>• Mural</li> <li>• Jamboard</li> <li>• Stormboard</li> </ul>	<ul style="list-style-type: none"> <li>• TEAMS</li> <li>• Google docs/slides/sheets</li> <li>• Evernote</li> </ul>	<ul style="list-style-type: none"> <li>• Mentimeter</li> <li>• Slido</li> <li>• Kahoot!</li> </ul>

Most materials are the same for physical and digital implementation of LWS1. Printed Worksheets are replaced by MIRO Worksheets. View the [Master MIRO Board \[LINK\]](#) and we will provide you a Pilot MIRO Board for your LWS1 including the following MIRO Worksheets:

1. Module 1 - Community Building
  - a. Stakeholder mapping
2. Module 4 – Website visit
  - a. Virtual user journey
3. Module 5 – Discovering our ‘hidden’ assets
  - a. Asset mapping and challenge cards
  - b. Dot voting process
  - c. Challenge driven team-building phase

4. Module 6 – Strengthening our Heritage Innovation Network
  - a. Innovation ecosystem mapping  
LWS1 Implementation

Transferring the LWS1 structure to an online setting requires certain adaptation of the timeframe so as to avoid “Zoom fatigue”. Make sure you keep each session under 90min, provide coffee and lunch breaks and stick to the Agenda.



## LWS1 Implementation

Table 5. Overview of Modules

Module (Compulsory modules are <b>bolded</b> )	Physical Workshop	Online Workshop
1. Community Building	60 min	30min
<b>2. Introduction to Be.Cultour</b>	<b>60 min</b>	<b>60min</b>
3. Food for Thought	120 min	60min
<b>4. Web/site Visit</b>	<b>120 min</b>	<b>60min</b>
<b>5. Discovering our 'hidden' assets</b>	<b>140 min</b>	<b>120min</b>
6. Strengthening our Heritage Innovation Network	40 min	40min

### Module 1. Community building (60min)

*Method: Interactive introductions*

The first module serves as an ice-breaker and community building warm-up.

#### Expectations mapping

As participants arrive in the space and register to the LWS, they are asked to fill coloured post-its, using green post-its to share their **motivations** for joining the LWS and pink post-its to share **expectations** from the LWS. They are instructed to write **one idea in each post-it** with clear large letters and motivated to use more than one post-it if needed. Post-its are then placed on the display wall and clustered by the Documenter in terms of commonalities or emerging patterns.

#### Constellations

Participants are welcomed by the Facilitator and asked to move around the space forming constellations according to different characteristics: They cluster in **sectoral groups**, place themselves on a fictional map of their region according to **living and working location**, and organise themselves in **alphabetical order** based on their first names. This activity serves a conversation starter, enabling the group to understand the diversity of actors participating in the Heritage Innovation Network and possible interconnections among common threads (eg. organisation, neighbourhood).

#### Circle

Participants are invited to sit in a big circle of chairs for a round of introductions. The dynamic of the circle is enhanced with a “flying thread” activity, interconnecting HIN members. Participants use a thread to create a tangible network, while **introducing themselves** to the group, sharing the **core activities of the organisations** they represent and how they relate to Be.CULTOUR. The Documenter fills one yellow post-it for each participant and places him on the “Stakeholder Map” according to the sector they represent and the reach of the organisation they represent (micro-meso-macro). At the end of the circle participants are asked to review the Stakeholder Map: they can move stickers around or **draw connections** between organisations that already work together.



The **outcome** of this module is an enhanced understanding of the local Heritage Innovation Network and a mapping of participating stakeholders identifying their key motivations and expectations from this Workshop.

## Preparation

- Review your list of participants to anticipate the flow of the Constellations and Circle activities
- Set up the space with enough chairs organised around one big circle and enough empty space in the middle/around the circle for participants to move comfortably
- Define a large Display Wall for printed Worksheets to be visibly hanged and accessed throughout the LWS

## Tools

- Display wall at the entrance of the venue where the Motivations & Expectations Mapping can take place. You can either print the [Worksheet 1.1 \[LINK\]](#) in A2 or recreate the two columns with the two respective questions, using roll paper.
- [Worksheet 1.2 “Stakeholder Map” \[LINK\]](#), printed in A1 format or redrawn in larger roll paper displayed on the wall, visible from all participants throughout the workshop. Allow enough space for multiple post-its to be inserted during Module 1 and Module 6.
- Post-its in 3 different colours (Green, Pink, Yellow). Place packs of Green and Pink post-its by the display wall for the Motivations & Expectations Mapping. Leave Yellow post-its to Documenter to use for the Stakeholder Mapping.
- 50 marker pens
- Extra blue tack or tape to fix post-its on the wall
- You can use white sticker Nametags, asking people to write their first name and stick it on their shirt as they register.
- One big knitting thread / yarn. You can choose it in the Be.CULTOUR colour selected for your PHS.



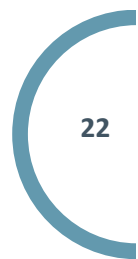
## Implementation

WHEN	WHERE	WHO
Module duration: 60min	Workshop venue with chairs arranged in a big circle. Expectations & Motivations Map displayed by the registrations desk. A map of the PHS	25+ participants LWS1 Facilitation team

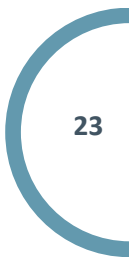


	can be displayed on the wall, enhanced with post cards of key cultural assets.	
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Step	Timing	Facilitator	Participants
Step 0	10min Before start	Arrival – Registrations	Participants populate the <b>Expectations / Motivations Map</b> with green and pink post-its
Step 1	5min	Welcome by Facilitator and quick Overview of LWS1 Agenda  Ask participants to stand up, gather in the middle of the circle and organise themselves in the space according to the following “Constellations”	
Step 2	5min	Assign 5 areas in the room to the 5 sectors below and ask them to physically move to their sector.  <i>Which sector do you represent here today?</i> <ul style="list-style-type: none"> <li>• Tourism Sector</li> <li>• Cultural Organisation</li> <li>• Research Institution</li> <li>• Public Authority</li> <li>• Civil Society</li> </ul> Provide a quick overview of the constellations formed,	Participants physically move to one of the 5 proposed areas in the room. Those who “wear multiple hats” can stand between sectors, or propose an extra sector.  The cross-sectoral mix of participants become visible and participants relate to each other based on their area of work.
Step 3	5min	<i>Now, imagine this room is a map of our region. If these four walls symbolise the North, South, East, West of our map and here (show) is the capital...</i>  <i>Where do you currently live?</i>	Participants physically move on the proposed imaginary map, discussing interrelations between different locations. The geographical representativity of the group becomes visible and participants relate to neighbours.
Step 4		<i>Where do you currently work?</i>	Most people may stay in the same place, but those who have to commute will change position. An extra space can be indicated for “online workers / digital nomads”.



Step 5	5min	Arrange yourselves around the circle of chairs in alphabetical order according to your first name! This chair is letter A and this one letter Z.	Participants start introducing each other to get in alphabetical order. Nametags can help accelerate this process.
Sep 6	5min	Ask participants to sit around the circle. Present the thread and introduce the circle process.	Participants check the alphabetical order and switch seats if needed.
Step 7	25min	Launch the thread to one participant, asking to take 1min to introduce themselves, their organisation and their relation to the project, by completing three phrases: <ul style="list-style-type: none"> <li>• I am.....</li> <li>• I represent....organisation</li> <li>• Our core activities are....</li> <li>• We are interested in cultural tourism because....</li> </ul>	Participant 1 answers the questions, holds one side of the thread and throws thread to Participant 2 across the circle  (Repeat)
Step 8		Documenter keeps notes on the <b>Stakeholder Map</b> : One yellow post-it for every participant, placed according to sector and scale of activity.  Ensure that participants hold their part of the thread stretched across the circle.	As one participant throws the thread to the other, a network is created in the middle of the circle.
Step 9	2min	When everyone has spoken, refer to the symbolism of the network created. Ask participants to slightly pull the thread to feel the connections and interdependence within the ecosystem.	
Step 10	8min	Let the thread fall in the middle of the circle and ask participants to stand up and gather around the Display Wall. <ul style="list-style-type: none"> <li>• Are you located in the right spot?</li> <li>• Is there any connection you would like to draw to other participants?</li> </ul> The Documenter helps move post-its around and visualise	Participants review the <b>Stakeholder Map</b> , suggesting changes and drawing interconnections between organisations e.g. working together on other projects/initiatives.



		interconnections between stakeholders	
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## Reporting

This reporting is important for creating the progress reports and Action Plans from local workshop outputs.

- Fill in **M1.1. Reporting Form: “Motivations and Expectations mapping”** [\[LINK\]](#): Summarise briefly in English various commonalities and patterns in participants’ motivations and expectations.
  - Scan / Take pictures of the physical expectations/motivations mapping or online poll results. Save the pictures in your **PHS Module 1 Reporting Folder** [\[LINK\]](#).
- Fill in **M1.2 Reporting Form: “Stakeholder Mapping”** [\[LINK\]](#): Write an English summary of your impressions about the composition and connections between of participants in the workshop (sector and level).
  - Take a picture of the final physical stakeholder map populated with post-its. Save the picture in your **PHS Module 1 Reporting Folder**.

## Online adaptation

- Use **MIRO Worksheet “Module 1 - Community Building”** [\[LINK\]](#) in plenary to run the Module online
- Complete the same documentation tasks as the physical version. Take screenshots instead of photos.
- You can replace the physical constellation exercise with an “online icebreaker” of your choice.
- Expectations mapping can be efficiently conducted through an online poll like Mentimeter. Set up two short-answer questions about participants’ motivations and expectations for joining the workshop.

### Sample structure for online adaptation: 30 min

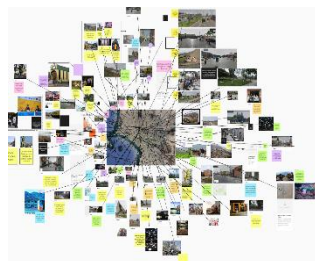
Step	Activity	Timing	Role	Notes
1	Expectations mapping	5 min	Facilitator + conversation assistant	Facilitator welcomes participants in virtual plenary and explains the activity. Conversation assistant shares link to Mentimeter online poll with two open questions: <ul style="list-style-type: none"> <li>• <i>What is your main MOTIVATION for joining this Workshop?</i></li> <li>• <i>What is your main EXPECTATION from this Workshop?</i></li> </ul>
2		5min	Facilitator	Participants respond to two open questions in the online poll.
3		5 min	Facilitator	Shares screen of the poll and briefly summarises themes, highlighting common motivations and expectations.



4	Stakeholder Mapping	10 min	Facilitator + Documenter	<p>Still in virtual plenary, the facilitator guides a round of participant introductions (using same questions as physical exercise). Participants can “throw” an imaginary ball of thread to the next person to symbolise the interconnections.</p> <p>Documenter simultaneously writes participants’ input on postits on the digital Stakeholder Map in <a href="#">Module 1 MIRO Worksheet</a>.</p>
5		5 min	Facilitator + Documenter	<p>Facilitator shares screen and participants review the digital Stakeholder Map, suggesting changes and drawing interconnections between organisations e.g. working together on other projects/initiatives.</p> <p>Documenter can make these changes on the <a href="#">MIRO worksheet</a>.</p>



## Module 2. Introduction to Be.CULTOUR (60min)



WHEN	WHERE	WHO
Module duration: 60min	Workshop venue with chairs arranged amphi-theatrically. Projector and screen connected to laptop and internet, to display presentations.	25+ participants LWS1 Facilitation team Keynote Speaker

### 2.1. Be.CULTOUR Project Presentation

Use the [2.1. Project Presentation \[LINK\]](#) and [2.1. Project Presentation Script \[LINK\]](#) to provide a 10min introduction to the Be.CULTOUR project. This can be delivered by the Organiser or the Mentor of each PHS. After this presentation, give a chance to participants to ask burning questions or seek clarifications for, ensuring you don't jump into topics/details that will be covered in following Modules.

### 2.2. Keynote Speaker

Use the LWS1 as an opportunity to onboard a local decision maker, an expert in the field or a representative of a key stakeholder organisation for your Local Action plan development and implementation. Someone that can give gravitas to the project, leverage political support or spark the curiosity of other invitees. Invite them to give a 10-15min presentation that connects Be.CULTOUR with the broader regional framework and existing strategies related to Cultural Tourism and the Circular Economy. Here come some guiding questions that can be covered by the Keynote Speaker:

- What are the **key regional development characteristics** of the territory where PHS operating in?
- What are the **key challenges and opportunities** of the territory where PHS operating in?
- What are the **key policy documents / programmes / strategies and/or plans** that are/might be relevant for the project implementation?
- What are the **key cultural tourism characteristics** of the territory where PHS operating in?
- To what extent is **circular economy** implemented in the territory where PHS operating in?
- **What inspirational examples** can you share from the field of cultural tourism/ circular economy / innovative initiatives (at regional, national, international level), ideally linked with the Niche Innovation Areas?

After this presentation, give a chance to participants to ask burning questions or seek clarifications for, ensuring you don't jump into topics/details that will be covered in following Modules.

### 2.3. Framing of PHS

This is your chance to present your Pilot Heritage Site and define the scope of the Be.CULTOUR project at local level, both in terms of geographical boundaries and in terms of thematic focus (your Innovation Areas). Here come some guiding questions that can help you prepare your PHS Presentation in collaboration with your Mentor:

- How is your **PHS defined**? What are the geographical **limits of the PHS**?
- What is the **starting point** for the PHS work? Is the PHS work a continuation of previous projects or ongoing initiatives? Is it inspired by best practices already experimented at local level?
- Are there already some **draft ideas/visions** where we want to arrive by the end of the project?
- What are the main **challenges and opportunities** we have identified so far?
- What **Niche Innovation Areas** will your PHS focus on?
- How will the **Action Plan** look like and who is it for?
- What is the **indicative timespan** for the development and implementation of the local Action Plan?
- How will the stakeholders group **cooperate**? What **processes** will be developed? What are the **key steps/events/activities**?
- **Why** should stakeholders **get involved**? **How** can stakeholders **contribute** to the Action Plans?

### 2.4. Q&A Session

Depending of the available time, open the floor for a discussion to answer questions and share reflections on the three introductory presentations. Give max 2min for individual inputs and try to alternate between female and male participants during the sharing of feedback.

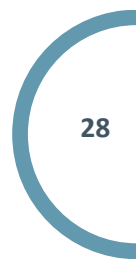
## Reporting

This reporting is important for creating the progress reports and Action Plans from local workshop outputs.

- Save the 3 final PowerPoint presentations in your [PHS Module 2 Reporting Folder \[LINK\]](#) (M2.1 adapted Project Presentation, M2.2. Keynote Speaker Presentation, M2.3.PHS Presentation)
- Use [M2. Reporting Form: “Introduction to Be.CULTOUR” \[LINK\]](#) to summarise important themes and points from the presentations in English (except for the standard Be.CULTOUR presentation).
- Take pictures / screenshots of presenters. Save the pictures in your [PHS Module 2 Reporting Folder](#).

## Online adaptation

Little adaptation needed. Presentations are made using “share screen” and Q&A occur in virtual plenary. Tech host can ‘spotlight’ the speakers so that their image is larger. Conversation assistant should consistently monitor the chat for questions and clarifications.



## Module 3. Food for thought (120min)

*Method: Symposium*

This module constitutes the social event of the LWS, aiming to stimulate informal exchange while offering participants experiential interactions with the region's intangible heritage (local products, recipes, stories, music).

Participants are invited to **bring one artefact or local product** that captures the cultural heritage of the region and to share a story about it with the group. This can be an interesting fact, a personal memory or an idea about the promotion of the PHS in terms of **circular cultural tourism**.



### Preparation

- Select a **location** that can host the dinner, such as a restaurant or catering venue that reflects the local gastronomic heritage. Ensure the venue can accommodate 25-30 people in one or two large tables, to enhance the feeling of community. Make sure that you share the location with your guests early, giving clear information on access by public transport, parking and valid COVID-19 regulations.
- Arrange a briefing with the dinner hosts to go through the concepts and the flow of the dinner. You should not have to deal with service during the event, so choose a location with in-house service.
- Pick a **theme** for the dinner to up the excitement, engage participants and set the tone of the interaction that will take place throughout the event. This can be inspired by your region's cultural identity (i.e. one or more local products, a colour that reminds a key landscape feature, or a collective memory that inspires conviviality and togetherness).
- Find **decorations** that support your dinner's theme and create a welcoming ambiance (flowers, candles). Make sure that whatever is in the center of the dinner table isn't so tall that your guests can't comfortably see each other and chat around it. Remember that people tend to be more comfortable sharing and conversing in low light that's warm and welcoming, as opposed to stark, bright light.

## Tools

- Plan your **menu**, with more than one option of dishes for your guests, considering dietary preferences or specific food allergies. Think of local products or recipes that are worth demonstrating during this dinner. Don't forget dessert! A sweet treat is a great way to wrap up the evening. Some tips regarding menu design:
  - Consider including PDO products (Protection Denomination of Origin), biodynamic or organic products (BIO certification), products of local farmers protecting traditional farming methods and natural resources or products of your region listed in the Slow Food [Ark of Taste](#)
  - Consider local traditional recipes or fusion cuisine valorising the gastronomic heritage of your region
- Think of **intangible cultural heritage elements** that can stimulate the 5 senses: different tastes, traditional music, a video projection, a live reading can give a special touch to participants' experience.

## Implementation

WHEN	WHERE	WHO
Evening before or on the day of the LWS1  Module duration: 120min	Local Restaurant or Heritage Site supported by Catering service	25+ participants LWS1 Facilitation team Guest Artist / Performer

- Think of who may not know each other, to encourage new connections and avoid silos of friends. Consider **seating arrangements** so that nobody is at a huge disadvantage because of whom they are sitting beside. It is often a good idea to place a person with a tendency to overpower the conversation next to you, so you can keep them in order if necessary.
- Be a **great host** setting the mood of the event. Keep it light, complimentary and charming through your body language and tone of voice.
- Be a **conversation starter** by inviting people to share stories related to an artefact or cultural asset from their region. Do your homework and have some ready facts at your fingertips about your guests, encouraging them to mingle and interact with people they don't already know.
- Let the others do the talking, making the guests feel comfortable and giving space to them for conversation.

## Reporting

This reporting is important for creating the progress reports and Action Plans from local workshop outputs.

- Fill **M3. Reporting Form: “Food for thought”** [\[LINK\]](#) with impressions from the social event, summarising inspiring, touching stories, insights and connections that arose during the dinner (e.g. about participants’ artefacts).
- Take pictures with permission (generic and close ups) to document the overall experience and save them in your **PHS Module 3 Reporting Folder** [\[LINK\]](#).

## Online adaptation

### Sample structure for online adaptation: 60 min

Step	Timing	Role	Notes
1	5 min	Facilitator	Facilitator welcomes participants in virtual dinnertime plenary and explains the activity.
2	30 min	Facilitator	Participants eat their (self-prepared) meals and one-by-one share their artefacts (or recipes!) with the group.
3	10 min	Facilitator + tech host	Tech host randomly sorts participants into a first round of small breakout rooms (3-4 people) to enable natural conversations over a “virtual drink”.
4	10 min	Facilitator + tech host	Tech host brings participants to plenary and then randomly sorts participants into a second round of small breakout rooms (3-4 people).
5	5 min	Facilitator	In virtual plenary facilitator wraps up the evening.

## Module 4. Site Visit (120min)

*Method: User journey mapping*

A **User Journey Map** is a visualisation of an individual's relationship with a product or service over time and across different touch-points. It starts with discovery and continues with the individual's active engagement and long-term loyalty or advocacy. In the framework of Be.CULTOUR this method will be used to assess **visitor experience** of a concrete heritage site, focusing on Personas that reflect key target groups that each PHS is aiming to attract.

**Personas** are fictional, generalized characters that encompass key characteristics such as needs, goals, frustrations and observed behaviour patterns. Through a site visit and role-playing game, LWS1 participants step into the shoes of different target groups and assess visitor experience, building empathy for their needs at different stages of their visit.

The proposed User Journey Map enables participants to explore visitors' interactions with the heritage site, from initial discovery and pre-visit planning, to the transition and arrival, the flow of the visit and the departure from the heritage site. During the exercise, participants are asked to keep notes on the following aspects of their experience:

- **Actions:** What are they doing?
- **Touchpoints:** How are they interacting with the tangible and intangible aspects of the site?
- **Thoughts:** What are they thinking?
- **Feelings:** How / What are they feeling?

The outcome of this module is a completed User Journey Map for each of the selected Personas, identifying gaps and **pain points** as well as **opportunities** and suggestions for improving visitor experience.



### Preparation

- Select the cultural heritage site to be visited (e.g. natural park, church, museum)
- Review the 10 Persona Cards and select the 5 most relevant Personas to be used in the role-playing. These should reflect the key target groups your PHS is aiming to attract, so you can use inputs from the Questionnaires collected so far to edit the template and develop different/additional Personas.



- It is recommended to leave some Cards empty for participants to fill, with fictional Personas that may not be considered so far (new target groups you wish to attract).
- Print in A4 and cut your Persona Cards (1 Slide = 4 Persona Cards)
- Review the User Journey Map, translate and if needed, enhance with additional info relevant the selected heritage site.
- Book a guide to provide an initial tour to the site.
- Arrange participants' transportation to the site.
- Gather official information material usually provided to site visitors (flyers, maps, audio guides)

## Tools

- Official information material provided to site visitors
- [Worksheet 4.1: "Persona cards"](#) [LINK], printed in A4 cut in 16 cards
- [Worksheet 4.2: "User Journey Map"](#) [LINK], 10 copies printed in A3
- Hard boards for participants to place/fill User Journey Maps
- Extra blank A4 sheets for participants to keep notes
- Pens for all participants
- Suggested reading: [Visitor Journey Mapping: walking in our visitors' shoes](#)

Image 3. Preview of Persona Cards and User Journey Map

Persona No :	Pre-visit	Transition	Visit	Departure
Actions				
Touchpoints				
Thoughts				
Feelings Excitement / Pride / Joy Surprise / Happiness Panic / Rejection / Uncertainty / Boredom Confusion / Dislike Frustration / Anger				
Painpoints				
Opportunities				

## Implementation

WHEN	WHERE	WHO
Standard opening hours of selected heritage site.	Selected heritage site circuit for Group Work	25+ participants divided into groups of 2-3
Module duration: 120min + Transportation time	Lobby space / Cafeteria with tables/chairs for Plenary	Tour Guide LWS1 Facilitation team

Step	Timeframe	Facilitator	Participants
Step 1	5min	Arrival and Welcome to the site	
Step 2	15min	Introduction and/or initial Tour by local guide	Discover history, importance and infrastructure of selected site.
Step 3	10min	Instructions on Module 2 objectives and implementation	
Step 4	10min	Presentation and distribution of selected <b>Persona Cards</b> (one Persona per 2-3 participants)  Propose match-making between participants' expertise/background and proposed Personas.	Participants are divided in groups of 2-3. Each group selects one Persona Card.
Step 5	10min	Distribution of <b>User Journey Maps</b> and explanation of structure.	
Step 6	30min	User Journeys start. Provide clarifications if needed.	Group Work: Independent exploration of heritage site, keeping notes on the <b>User Journey Map</b>
Step 7	15min	Invite groups to gather in lobby area to complete User Journey Maps. Provide clarifications if needed.	Group Work: Completion of <b>User Journey Map</b> and preparation of presentation to Plenary
Step 8	20min	Facilitate group presentations and of exchange of insights. Highlight common findings and key insights (about and beyond this heritage site).	Plenary: Presentation of <b>User Journey Maps</b> for each Persona.  Documenter takes note of common themes and "hot topics" in <b>M4. Reporting Form</b> .
Step 9	5min	Closing remarks	

## Reporting

This reporting is important for creating the progress reports and Action Plans from local workshop outputs.

- Based on the final group discussions, fill in (in English) the table provided in **M4. Reporting Form: "Site Visit" [LINK]**. The form summarises key insights coming from all User Personas.

- Scan the hand-written Worksheets, take pictures with permission (of the site and participants interactions). Save them in your **PHS Module 4 Reporting Folder** [\[LINK\]](#).

## Online adaptation

- Use **MIRO Worksheet “Module 4 – Website visit”** [\[LINK\]](#) once in breakout rooms to run the Module online
- Complete the same documentation tasks as the physical version. Take screenshots instead of photos.

**Preparatory work:** Select and create a list of 3-5 websites or virtual experiences (if available) for Heritage locations in your region. Update the **“Module 4 – Website visit” MIRO worksheets** (add one virtual site name and link to each available worksheet).

These can be:

1. An online exhibition or virtual tour
2. An online guide (website or pdf)
3. A tourism portal
4. An interactive map
5. A mobile app for visitors of your regions

### Sample structure for online adaptation: 60 min

Step	Timing	Role	Notes
1	10 min	Facilitator + Conversation assistant	Facilitator welcomes participants in virtual plenary and explains the activity. Conversation assistant shares link to <b>“Module 4 - Website visit” MIRO worksheet</b> . Facilitator presents the selected virtual experiences and User Personas.  Tech host randomly sorts participants into small group virtual breakout rooms (one group per virtual experience, group rooms named “Site 1”, “Site 2” ...).
2	10min	Table hosts + Tech host	In break out rooms, table host shares screen of the persona cards (located in their <b>MIRO worksheet</b> ) and participants claim one persona each.  The goal is to put them in shoes of visitors who want to visit the region and generate an understanding of the needs and gaps in the online resources.

3	10min	Individual browsing	Participants take 10 minutes to individually navigate the website through the lens of their persona. They should think about: <ul style="list-style-type: none"> <li>• Gaps and pain points (e.g. What information is unclear, missing, difficult to locate? What visuals are inaccessible?)</li> <li>• Opportunities and suggestions for its improvement.</li> </ul>
4	10min	Group Presentation	In the break out rooms, each participant shares their 'gaps and pain points, and opportunities and suggestions' for the virtual site. The table host takes notes in " <a href="#">Module 4 - Website visit</a> " MIRO worksheet.
5	15min	Facilitator + Table hosts + Documenter	After returning to virtual plenary, facilitator guides a report-back round from each group's table host. Documenter takes notes in <a href="#">M.4 Reporting Form</a> .
6	5 min	Facilitator	Wrap-up about key insights and common themes that relate to the different virtual experiences and for the digital presence of the PHS as a whole.



## Module 5. Discovering our 'hidden' assets (140min)

Method: Asset Mapping & World Café

**Asset mapping** enables the members of a community to document the existing resources of a region incorporating these strengths into regional development work. Using a printed or digital map, different stakeholders are engaged in analysing the current context based on concrete criteria in order to document challenges and opportunities for action.

**World Café** is a powerful and thought-provoking method that makes use of an informal cafe setting to enable discussion in small groups, while at the same time harnessing the collective intelligence of diverse participants. Using multiple **rounds of discussion** as well as **rotation** between tables, it can facilitate large groups in sharing knowledge and creating possibilities for action. The World Café is organised around one powerful question that can stimulate discussion or an issue that genuinely matters to the work of your stakeholder group.

In the framework of Be.CULTOUR, a **regional map** will be used to identify the key assets of the Pilot Heritage Site, discussing the intrinsic values of tangible, intangible and natural heritage assets. The Asset Mapping exercise is followed by a World Café to enable exchange between discussion groups and enhance the 5+ maps with diverse insights.

A **first round** of discussion (15min) focuses on reviewing the most recognised cultural and natural heritage assets of the PHS. These can be pre-selected and pre-filled on the Map and [Worksheet 5.2](#) by the facilitation team based on previous analysis (Interviews, Data Collection) so as to kick-start the discussion. Postcards of famous landmarks can be used to visually enhance the map and stimulate participants memory and imagination.

Participants review this baseline asset mapping materials provided and enhance [Worksheet 5.2](#), based on the following questions:

- *Why do these matter to us? What 5 adjectives capture their value?*
- *What are the main challenges that need to be addressed?*
- *What are the key opportunities to be harnessed?*

The **second round** of discussion (30min) focuses on identifying 10 additional "hidden assets" of the PHS which ought to be valorised, connected and promoted as part of the local circular cultural tourism Action Plan. These can be tangible or intangible heritage assets or natural resources that are not widely known but appreciated by the local community, because of their intrinsic cultural, social, natural or economic value. A supportive diagram of different types of heritage assets is provided in [Worksheet 5.3](#). in order to help participants think beyond the traditional categories of cultural and natural resources.

It is strongly recommended that this discussion is aligned with the Innovation Areas presented in Module 2, so as to narrow down the focus of the discussion.

Participants document these 10 additional "hidden assets" on the same Map using colourful stickers and complete [Worksheet 5.3](#), based on the following questions:

- *What are the hidden resources of our region?*

- *Why do these matter to us? What 5 adjectives capture their value?*
- *What are the main challenges to be addressed?*
- *What are the key opportunities to be harnessed?*

The **third round** of discussion (30min) starts with a rotation of tables, so that participants find themselves in front of a different Map and set of Worksheets, with different interlocutors around the table. Table hosts who remain in their position provide an overview of discussions and notes taken so far and ask the new group to enhance the Worksheet with new perspectives and ideas on the 10 identified “hidden assets”. At the end of this round participants identify and formulate 5 main challenges that need to be addressed in order to valorise these cultural assets, and write each of them in one coloured **Challenge Card**. Challenge cards can relate to a concrete cultural asset (e.g. need to improve public transportation to X church) or concern multiple hidden cultural assets (e.g. X route not included in local guides).

During the **closing plenary** (30min), the table host or one volunteer from each table presents the outcomes of the mapping to the group and sticks the 5 Challenge Cards from each group on the display wall (expected total of 20+ Challenge Cards). The documenter compares the different lists of “hidden heritage assets” and identifies commonalities among the challenges identified in different groups. As groups discussion outcomes are presented, **Challenge Cards** that relate to similar challenges are clustered thematically on the display wall.

The session proceeds with a **Dot Voting** process. Participants are given 3 blue stickers each which serve as votes to distribute among the presented Challenge Cards. These 3 votes can all be placed on one card, or distributed among two or three cards, according to the most important challenges that need to be addressed by the Heritage Innovation Network, considering the scope of the Be.CULTOUR project and the mandates/capacities of HIN members. The documenter observes the dot voting process and identifies the 5 most voted Challenge Cards.

These form the basis for the **Challenge-driven team-building** phase guided by the following question:

- *Which of these challenges do I want to contribute in addressing based on my resources, skills and competences? Why?*

Participants review the 5 most voted Challenge Cards and, one by one, they express their interest in tackling one (or more) of the proposed challenges, forming smaller teams for future challenge-driven collaboration.

This module aims at fostering a common understanding of the tangible and intangible cultural assets and natural resources of the PHS and documenting their intrinsic values as perceived by key local stakeholders. It enables to make a first assessment of challenges and opportunities related to the valorisation of these assets and document first suggestions and priorities for collaborative action. At the same time, participants’ interest and commitment in terms of addressing concrete challenges is captured to plan collective action.





## Preparation

- With the support of your Mentor, define the scale, limits and focus of this mapping exercise. What is the geographical scope of the mapping?  
What is the thematic focus based on the selected Innovation Areas?  
What are the limits within which we need to keep the discussion to ensure feasibility of actions?
- Select a regional Map for the implementation of the mapping exercise. This Map should cover most of the PHS territory and include the most important cultural and natural heritage sites. Possible formats:
  - Existing tourist map as provided by local authorities (usually with landmarks)
  - Custom printed map (eg from GoogleMaps - Terrain view)
  - Official maps as submitted in the framework of WP1
- Use colourful green stickers to mark up to 10 most recognised cultural and natural assets of the PHS on the Map. Complete [Worksheet 5.2: "Reviewing recognised cultural assets"](#) as a legend to your Map, listing up to 10 assets, suggesting key words regarding the value of each asset, the opportunities to be harnessed and the challenges faced in relation to fostering circular cultural tourism in your region. Repeat task so as to have enough Maps + Legends for every discussion table.
- Purchase postcards representing the most known cultural and natural assets of the PHS. You can use the back side of the postcards to share relevant information/quotes about each landmark/destination. Postcards can be linked with threads and pins to a central Map displayed in the Workshop space.

## Tools

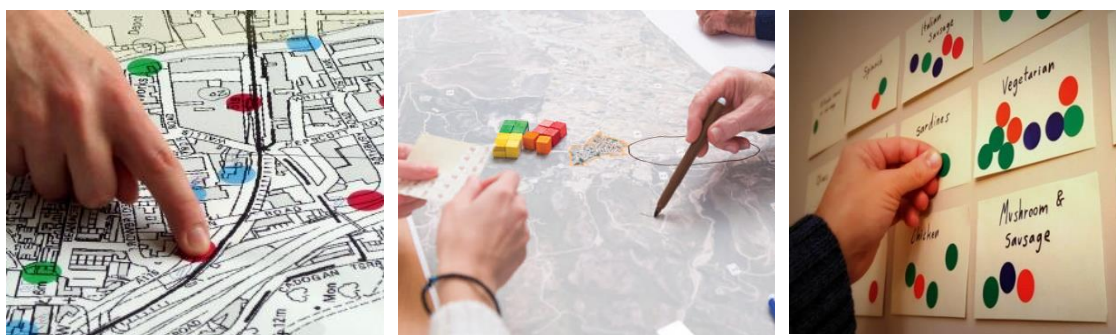
- Printed map of the Pilot Heritage Site, printed in A3 and filled in enough (eg. 7) copies to be used by different discussion tables. One copy of the map can be displayed on a wall and enhanced by postcards.
- A set of 10 red and 10 green round stickers in each table
- Supporting diagram provided in [Worksheet 5.1 \[LINK\]: Cultural Resources](#) printed in A4 for each table



- **Worksheet 5.2 [LINK]: “Reviewing recognised cultural assets”** pre-filled and printed in A3 for each table. Numbering of assets follows the same order 1-5 in all copies of this Worksheet.
- **Worksheet 5.3 [LINK]: “Discovering hidden cultural assets”** printed in A3 for each table.
- 5 Challenge Cards for each table, numbered sequentially. These can be blank colored A4 or A5 cards that can fit a sentence written with marker so they can be visible by all participants when displayed on a wall. Each challenge card should have a number written on it to better enable the dot-voting process. No.1-5 for table 1, No.6-10 for table 2, No.11-15 for table 3, No.16-20 for table 4, No. 21-25 for table 5 etc.
- A set of 3 blue stickers for each participant to engage in Dot Voting.

## Implementation

WHEN	WHERE	WHO
Module duration: 140min  Consider adding a break between discussion rounds	Workshop venue organised in 5-7 discussion tables, each accommodating 5-6 chairs.	25+ participants divided into groups of 4-5  One table host for each discussion table  LWS1 Facilitation team



Step	Timeframe	Facilitator	Participants
Step 1	10min	Introduce Module 5. Distribute one Map, the 3 Worksheets and two sets of green/red stickers to each table.	Seated in groups of 4-5 with one table host each.
Step 2	10min	Present <b>Worksheet 5.1</b> to explain what is meant by “cultural assets”	First round: Review Map with pre-filled red stickers and discuss <b>Worksheet 5.1</b> to assess different types of “recognised assets”
Step 3	15min		Review pre-filled <b>Worksheet 5.2</b> and enhance with notes if needed.



Step 4	10min	Use the categories presented in <a href="#">Worksheet 5.1</a> to think BEYOND the recognised assets in <a href="#">Worksheet 5.2</a>	Second round: Map up to 10 additional, “hidden assets” using green stickers, thinking beyond the recognised sites. Intangible assets can be marked freely on the map.
Step 5	20min	<i>What are the hidden resources of our region? Why do these matter to us? What 5 adjectives capture their value? What are the main challenges to be addressed? What are the key opportunities to be harnessed?</i>	Complete <a href="#">Worksheet 5.3</a>
Step 6	5min	Ask participants to stand up and move to a different table, in order to cross-pollinate ideas.  A short coffee break can be added here if needed	Table hosts remain on tables, keeping Map and Worksheets. Participants rotate tables, mixing up in different discussion groups.
Step 7	10min		Third round: Table hosts provides overview of discussions so far based on Map and Worksheets completed in First and Second Round.  Participants enhance <a href="#">Worksheet 5.3</a> providing additional insights regarding the assets mapped with green stickers during Second Round.
Step 8	10min	<i>What are the 5 key challenges we need to address in order to valorise our cultural assets and promote circular cultural tourism in our region?</i>	Participants discuss and identify 5 key challenges (at the level of mapped assets or the PHS overall). Each challenge is written down on one Challenge Card with visible letters to be visible by all participants.
Step 9	25min	Invite groups to share key insights in plenary.  As groups present, Documenter places Challenge Cards on display wall,	Each group take 5min to present Map, <a href="#">Worksheet 5.3</a> and Challenge Cards in Plenary, building on the previous presentation to avoid repetitions.



		clustering the ones that have similar focus.	
Step 10	10min	Distribute one set of 3 blue stickers to each participant and invite them to distribute them among the challenges they consider most important.	Participants stand up to engage in Dot Voting to prioritise challenges in plenary. They place their blue stickers on 1-3 Challenge Cards simultaneously, allowing for anonymous distribution of votes. Participants remain standing in front of the display wall.
Step 11	5min	Facilitation team comments on challenges prioritised in relation to feasibility within time, budget and thematic limits of Be.CULTOUR project.	The 5 most voted Challenges are selected for challenge-driven team building in a respective number of tables.
Step 12	10min	One Challenge Card is assigned to each table and participants are asked one by one to select a challenge/team and explain their choice to the plenary.  In <a href="#">M5 Reporting Form</a> , Documenter notes who selects what challenge/team, and links choices back to Module 1 outcomes (Stakeholder Mapping)	Participants move to the table that corresponds to the challenge they are most inspired to address, based on their interest, skills and resources.  In case some people are interested in multiple challenges, they are free to move around and contribute to different tables during Module 6.



## Reporting

This reporting is important for creating the progress reports and Action Plans from local workshop outputs.

- Fill in [M.5 reporting Form “Discovering our Hidden Assets”](#) [LINK].  
Based on the top 5 challenges selected in the voting process, summarise the challenge-driven teams in English, including the challenge, the asset it is linked with, and who will address it. Furthermore, based on Worksheet 5.2 and 5.3, summarise participants’ key insights related to these hidden assets with regards to their **value** for the local

community and their **opportunities** in terms of fostering circular cultural tourism.

- Scan / Take pictures of all worksheets and corresponding maps numbered per table, and the outcome of the dot voting process. Save them in your **PHS Module 5 Reporting Folder** [\[LINK\]](#).

## Online adaptation

- Use **MIRO Worksheet “Module 5 – Discovering our ‘hidden’ assets”** [\[LINK\]](#) once in breakout rooms to run the Module online
- Complete the same documentation tasks as the physical version. Use participant notes in the **Module 5 MIRO** under “Challenge-driven team building” to inform your summary.

### Preparatory work:

- **MIRO Worksheet “Module 5 – Discovering our ‘hidden’ assets”** will need to be adapted with a map of your PHS region before the workshop. Instructions for this are written on pink post-its in the **Module 5 MIRO worksheet**.
- Due to specific important tasks, the documenter should review the **MIRO worksheet** and session structure, below, ahead of time.
- An online (e.g. Mentimeter) poll will need to be set up ahead of time for the “Challenge voting process”. It should allow participants to vote for three challenges, with voting options pre-filled with numbers 1-25 (corresponds with a Challenge card number). Note that this is not a dot voting process, as Mentimeter does not allow placing multiple votes on one Challenge. Instead participants select their 3 most important Challenges to be addressed.

### Sample structure for online adaptation: 120 minutes

Step	Activity	Timing	Role	Notes
1	Asset mapping	10 min	Facilitator + conversation assistant	Facilitator welcomes participants in virtual plenary and explains the activity, presenting the selected Map and Worksheets.  Conversation assistant shares in the chat the link to “ <b>Module 5 – Discovering our ‘hidden’ assets” MIRO worksheet</b> .  Tech host randomly sorts participants into small virtual breakout rooms (named “Group 1”, “Group 2” ...) with one table host in each breakout room.
2		15 min	Table hosts + tech host	In each break out room, table host guides the <i>first discussion round</i> and takes notes in their group’s <b>Module 5 MIRO worksheet</b> under “Discussion Round 1”. If possible, they should add the provided green, numbered, stickers onto the PHS map to

				indicate the location of the recognised cultural asset.
3		15 min	Table host	Table host guides the <i>second discussion round</i> and takes notes in their group's <a href="#">Module 5 MIRO worksheet</a> under "Discussion Round 2". If possible, they should add the provided red, numbered, stickers onto the PHS map to indicate the location of the 'hidden' cultural asset.
4		10 min	Tech host	Everyone momentarily returns to virtual plenary in order to reorganise break out rooms. Participants take a 10-minute break.  Tech host does another random assignation of participants to breakout groups, keeping the same table host in each group, who remains in their section of the <a href="#">MIRO worksheet</a> .
5		20min	Table host	In break out rooms, table host guides the <i>third discussion round</i> and takes notes on their same <a href="#">Module 5 MIRO worksheet</a> under "Discussion Round 3" (filling in the five Challenge Cards).
6	<b>Closing plenary</b>	25 min	Facilitator + Table host + Documenter + Conversation assistant	In the virtual plenary, table hosts take 5 minutes each to report on their groups' mapping outcomes and five challenge cards while sharing their screen of their filled in <a href="#">MIRO worksheets</a> .  Meanwhile, the Documenter copies the pre-numbered challenge cards (post-its) and clusters them thematically in a designated separate section of the <a href="#">Module 5 MIRO worksheet</a> (under "Challenge voting process"). Documenter shares screen at the end to show the result.  Conversation assistant updates Mentimeter poll with the final numbers of Challenges to be voted/prioritised.
7	<b>Challenge voting process</b>	10 min	Facilitator + Documenter + Conversation assistant	Conversation assistant shares link and access code to the <a href="#">Challenge voting poll</a> in the chat.  Documenter again shares screen of the <a href="#">Module 5 MIRO worksheet</a> "Challenge voting process section", so participants can see the (numbered) challenges. Provides voting instructions.



				<p>Participants all enter the online poll and vote for their top three challenges (according to the number on that challenge's post-it).</p> <p>Facilitator shares screen of the online poll at the end to show outcome. They indicate the 5 highest voted challenges.</p>
8	<b>Challenge-driven team building phase</b>	15 min	Facilitator + Documenter	<p>Facilitator guides a final sharing round in plenary, asking participants <i>"Which of these 5 challenges do I want to contribute in addressing based on my resources, skills and competences? Why?"</i></p> <p>Documenter writes names and other details on post-its and places them around the respective 5 key challenges. Afterwards, this is used by the documenter to fill out <a href="#">M.5 reporting Form "Discovering our Hidden Assets"</a></p> <p>Facilitator reviews the challenge-driven teams formed and links them to next steps (see Module 6 preparation).</p>



## Module 6. Strengthening our Heritage Innovation Network

(40min)

*Method: Innovation Ecosystem Mapping*

**Innovation Ecosystem Mapping** focuses on a synthetic representation capturing the key players, stakeholders and community members that are crucial for boosting a region or sectors innovation potential. The closing module of LWS1 opens a discussion about additional innovation actors that could contribute to addressing the challenges identified in Module 5, through the lens of the Innovation Areas.

1. ***Who might be able to address these challenges in innovative ways?***
2. ***What are the existing networks, partnerships or agreements at local/regional/international level that we can build upon?***

A Worksheet similar to the initial stakeholder map will be used to identify additional actors from the local Innovation Ecosystem worth involving in the Be.CULTOUR project (eg. Hackathon Open Call). Having completed all LWS1 modules and identified concrete challenges and possible areas of actions related to PHS Innovation Areas, participants are invited to suggest innovative individuals and organisations at the local (micro), regional (meso) or national (macro) level that could contribute to solving concrete challenges due to their experience, resources, expertise or network. Participants are encouraged to assess the innovation readiness and interconnections between the proposed actors, as well as ongoing connections to HIN members.

An overview of **Next Steps** is presented by a PHS staff member in terms of HIN engagement in next Local Workshops and co-design of Action Plan and Business Solutions.

**Evaluation** of the LWS1 will be the closing activity based on a short anonymous **Evaluation Questionnaire**. This will enable participants to share their feedback on the structure, content and organisational aspects of LWS1 and provide useful insights to the facilitation team in order to improve the design and implementation of the next Local Workshops.

The outcome of this module is for participants to express explicit interest in addressing concrete challenges, a collective mapping of the broader Innovation Ecosystem and additional actors that can join the co-design process, a better understanding of the next steps for strengthening the HIN in and a closure of the LWS1 experience building a positive group dynamic.



## Preparation

1. Translate and adapt the **Evaluation Questionnaire**, to be used in printed or online format (e.g. using EU Survey)
2. Between Module 5 & 6: Review challenges prioritised through the lens of what is feasible to tackle within the time, budget and thematic constraints of Be.CULTOUR. This may lead to a second level of prioritisation of Challenge Cards before moving to Module 6.

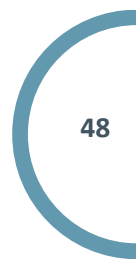
## Tools

- Stakeholder Map (Module 1) displayed on wall to be enhanced.
- **Worksheet 6.1: “Innovation Ecosystem Mapping”** [\[LINK\]](#), printed on A3 format
- Printed list of Stakeholders’ Categories in Be.CULTOUR Heritage Innovation Networks (see **Worksheet 6.2** [\[LINK\]](#)) printed in A4 as reference for each table
- Set of green post-its for each table. One green post-it to be used for each Stakeholder added to the Innovation Ecosystem Mapping.
- **Evaluation questionnaire** [\[LINK\]](#) printed in A4 to be filled anonymously by all participants during LWS1 closure. Alternatively, an online questionnaire can be prepared and provided as link/QR code for participants to fill on site through their mobile phones.
- Rollup/flipchart paper on display wall to draw closing Word Cloud or a laptop connected to projector to present the Word Cloud digitally.

## Implementation

WHEN	WHERE	WHO
Module duration: 40min	Workshop venue organised in discussion tables. Number of tables = number of challenges prioritised.  Stakeholder Map (Module 1) displayed on wall to be enhanced.	25+ participants divided in to Challenge-driven teams based on challenges identified and interests expressed in Module 5  LWS1 Facilitation team

Step	Timeframe	Facilitator	Participants
Step 1	15min	<p><b>Worksheet 6.1.</b> is distributed to each table and participants are asked to map additional stakeholders that can contribute to addressing the selected challenge from Module 5.</p> <p><b>Worksheet 6.2.</b> is distributed in each table to help trigger thinking of additional Stakeholders, beyond the usual suspects.</p>	<p>Participants use one green post-it for each suggested stakeholder, placing it on <b>Worksheet 6.1.</b> diagram, drawing extra connections if needed.</p> <p>This step can be divided into two rounds if there is interest for addressing multiple challenges.</p>
Step 2	10min	Participants are asked to share key findings in plenary.	<p>One volunteer from each group presents completed <b>Worksheet 6.1</b> in plenary, gets feedback and notes additional suggestions.</p> <p>Documenter adds key additional Stakeholders to the Stakeholder Mapping on displayed on wall since Module 1, using green post-its.</p>
Step 3	5min	<p>LWS1 Wrap up and next steps:</p> <ul style="list-style-type: none"> <li>• Intention to develop a Local Pact</li> <li>• LWS2 to be held in early 2022</li> <li>• LWS3 planned before summer 2022</li> <li>• Action Plan Co-development</li> <li>• Business Solutions / Hackathon</li> </ul>	Final clarifications / questions from the audience
Step 4	5min	Distribute or share link to <b>Evaluation Questionnaire</b> , stressing the anonymous character and the importance of this feedback to improve next Be.CULTOUR activities	Participants fill and submit Evaluation Questionnaires (in paper or online) to the hosting team before exiting the venue.
Step 5	5min	Closing circle: Invite participants to stand up and form a circle. Ask them to share one word that captures their take-away feeling / impression from LWS1.	One volunteer starts and participants share one word with the circle.





		<p>A ball can be used to pass the word around, or the word can run in circular order. The only rule is not to repeat the same word.</p> <p>Documenter captures the words in a Word Cloud (on the display wall or digitally using the projector)</p> <p>LWS1 closes with a big Thank you and applause to all participants.</p> <p>The 1-2-3 Clap activity can be adapted to "Be-Cul-Tour" Clap to mark the end of LWS1 with a synchronised clap by all participants.</p>	
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## Reporting

This reporting is important for creating the progress reports and Action Plans from local workshop outputs.

- Fill in the **M6. Reporting Form: "Innovation Ecosystem Mapping"** [\[LINK\]](#). Write a summary in English of the plenary sharing session on Innovation Ecosystem Mapping. Use the final stakeholder maps to guide you.
- Scan / Take pictures of each stakeholder map with the new post-its. Save them to your **PHS Module 6 Reporting folder** [\[LINK\]](#).
- Scan and submit the workshop questionnaires in your **PHS Module 6 Reporting folder**.
- **After the LWS1**, fill out the **LWS1 Overview Reporting Form** [\[LINK\]](#) and write down your impressions and suggestions for future local workshops in **LWS1 Reflections Reporting Form** [\[LINK\]](#).

## Online adaptation

- Use **MIRO Worksheet "Module 6 – Strengthening our Heritage Innovation Network"** [\[LINK\]](#) to run the Module online
- Complete the same documentation tasks as the physical version.
- Instead of a paper survey, an online questionnaire link using EU Survey should be sent to participants, who will immediately fill it out before the final closing.

**Preparatory work:** "Module 6 – Strengthening our Heritage Innovation Network" **MIRO worksheet** will need to be adapted beforehand. The documenter needs to copy the postits from Module 1 stakeholder map and place them in the same space on this map – thus re-

creating the Module 1 map. Participants will be adding onto this map. The documenter also needs to type in the names of the selected challenges from Module 5 into the designated boxes on the [Module 6 MIRO worksheet](#). Instructions for this are written on pink post-its in the [Module 6 MIRO worksheet](#).

**Sample structure for online adaptation: 40 minutes**

Step	Activity	Timing	Role	Notes
1	Innovation ecosystem mapping	5 min	Facilitator + conversation assistant	Facilitator welcomes participants in virtual plenary and explains the activity.  Conversation assistant shares link to <a href="#">MIRO Worksheet “Module 6 – Strengthening our Heritage Innovation Network” MIRO worksheet</a> .  Tech host sorts one table host and participants into 5 groups based on the challenge they selected in Module 5. The breakout rooms should be named after the number of their challenge (already on the Challenge Card from Module 5).
2		15 min	Table hosts + tech host	In break out rooms, each table host guides the mapping exercise, asking “Who else might be able to help addressing these challenges (from Module 5) in innovative ways?”. As participants discuss, table hosts simultaneously add post-its in the stakeholder map in the <a href="#">Module 6 MIRO worksheet</a> .
3		10 min	Facilitator + table host + tech host + documenter	Back in virtual plenary, table hosts report back from their groups.  Simultaneously, the documenter takes English notes of the plenary discussion in <a href="#">M6. Reporting Form</a> .
4	Next Steps	5min	Presenter	PHS staff member presents the Next Steps in terms of HIN engagement in next Local Workshops and co-design of Action Plan and Business Solutions.
5	Online questionnaire	5 min	Facilitator + Conversation assistant	Conversation assistant shares link to the online <a href="#">Evaluation Questionnaire</a>  Facilitator provides instructions and participants are asked to complete questionnaire before the end of the LWS.
6	Workshop closing circle	5 min	Facilitator	In virtual plenary, participants share one word that captures their take-away feeling / impression from LWS1. Instead of passing a ball the speaker can throw an imaginary ball and state the next person’s name.



				<p>Tech Host shares screen to note words and create a digital <a href="#">Word Cloud</a></p> <p>Facilitator thanks all participants and contributors and closes LWS1.</p>
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# LWS1 Reporting

## Reporting

Reporting from LWS1 will come in the form of completed worksheets, photographs, scans or screenshots and summary reports from Documenters. The worksheets and reporting forms can be found in the [LWS1 Materials](#) folder in Teams. The [Master Folder](#) is to be used as reference for LWS1 and the [Pilot Files](#) to be used for adaptation by your local facilitation team. Each pilot has its own shared folder:

[LWS1 BAS for Basilicata](#)

[LWS1 TER for Teruel](#)

[LWS1 LAR for Larnaca](#)

[LWS1 VAS for Vastra Götaland](#)

[LWS1 VOJ for Vojvodina](#)

[LWS1 ROM for NE Romania and Moldova](#)

This collection of material is important for ICLEI's progress reports and the cumulative building of Action Plans.

The table below provides an overview of the [reporting forms](#). Please fill out the reporting forms in your individual PHS Reporting Folder in Microsoft Teams.

Table 6. Overview of reporting forms included in the LWS1 Report

Module	Reporting form
Overall	LWS1 Overview Reporting Form
1	M1.1 Reporting Form – Motivations and Expectations Mapping
	M1.2 Reporting Form – Stakeholder Mapping
2	M2. Reporting Form – Introduction to Be.CULTOUR
3	M3. Reporting Form – Food for thought
4	M4. Reporting Form – Site Visit
5	M5. Reporting Form – Discovering our “Hidden Assets”
6	M6. Reporting Form - Innovation Ecosystem Mapping
Overall	LWS1 Reflections Reporting Form

Reporting is completed using the Pilot Folders in TEAMS. The **Reporting Folder of each PHS** should include:

- LWS1 Report (compiled document including Reporting Forms of 6 Modules, completed in English)
- Reporting Folder for each Module, including:
  - Photos of Module implementation (participants, close-ups, spaces)
  - Photographed or Scanned Worksheets as filled on site (with postits, notes etc in local language). Scanning is recommended using a free mobile app like CamScan that enables saving Worksheets in high definition PDF format.
  - Worksheets filled manually on PowerPoint templates, in English (optional)

- o For Online Workshops: MIRO Worksheets filled in local language (Save MIRO Board as PDF)

Once the Reporting Folder of your PHS is completed, arrange a session with your Mentor to review the LWS1 Report.

Following Mentor's feedback and completion of reporting process, a notification should be sent to ICLEI ([sophia.silverton@iclei.org](mailto:sophia.silverton@iclei.org)) to integrate your LWS1 outcomes to the overall Progress Report.



## Annex 1 - Glossary

### Glossary and acronyms

Be.CULTOUR terms	Definition
<b>Pilot Heritage Site (PHS)</b>	'Pilot Heritage Sites' refers to the six sites included in the Be.CULTOUR project as experimental areas to co-develop innovative solutions for circular cultural tourism.
<b>(Pilot / Mirror) Innovation Ecosystem</b>	<p>An innovation ecosystem is an interconnected network of quadruple helix stakeholders, including academia, industry and different levels of the public sector and civil society. This multi-level approach applies a systemic and bottom-up approach to creating research, innovation and knowledge.</p> <p>Pilot Innovation Ecosystem is the ecosystem of actors active in Be.CULTOUR "Pilot" Heritage Sites. It includes local stakeholders in the cultural tourism value chain, as well as residents and visitors of the site.</p> <p>Mirror Innovation Ecosystem is the ecosystem of actors active in Be.CULTOUR "Mirror" Heritage Sites. It includes local stakeholders in the cultural tourism value chain, as well as residents and visitors of the site.</p> <p>Pilot/Mirror Innovation Ecosystem thus defines the whole ecosystem of actors in a Be.CULTOUR pilot / mirror heritage site, including every stakeholder and innovator in the cultural tourism value chain even if not participating directly in project activities.</p>
<b>Heritage Innovation Network (HIN)</b>	<p>The local stakeholders and innovators participating in Be.CULTOUR project activities, located in pilot and mirror heritage sites.</p> <p>The local network of stakeholders from the public and semi-public, private, academic and civil society sector participating in project activities, contributing to the co-development of Be.CULTOUR Community-led Action Plans in Pilot Heritage Sites. These include government agencies, heritage organisations, cultural associations, local businesses that will be directly involved in local Be.CULTOUR activities such as local workshops and international learning labs.</p>
<b>Mentor</b>	The partner organisation supporting each Local Coordinator in the implementation of Be.CULTOUR work plan. Mentors actively participate in the Community of Practice and the Consortium Meetings as project partners and are available for questions and doubts, and to identify solutions in case of any issue in project implementation at local level, reporting relevant information to the WP leaders and Project Coordinator to ensure smooth progress and robust results of project activities.
<b>Community-led Action Plans</b>	Integrated, long-term action plans promoting sustainable and circular cultural tourism in the Pilot Heritage Sites.
<b>Community of Interest (CoI)</b>	Representatives of the 12 Mirror Innovation Ecosystems selected to engage in knowledge-sharing activities and exploitation of project results.



	All individuals and organisations directly or indirectly participating in Be.CULTOUR project activities.
<b>Circular cultural tourism</b>	Circular cultural tourism in Be.CULTOUR project defines a sustainable and regenerative cultural tourism model that aims to foster sustainable and equitable regional development implementing a “human-centred” circular economy model through the enhancement of abandoned, underused and less-known cultural and natural resources, enhancement of human capital and human rights, reduction of tourism pressure on over-exploited territories, reduction of wastes and natural resources consumption (energy, water, soil, biodiversity), increase of clean energy and green transport means, recycling and reuse of materials and products, and enhancement of locally based food and craft productions – finally empowering local communities, enhancing ecosystems, enhancing local identity, wellbeing, health and cultural diversity, and enhancing local entrepreneurial innovation ecosystems through cultural tourism.
<b>Innovative solutions</b>	Novel products, services and processes that enhance circular cultural tourism in a pilot heritage site, based on human-centred, place-specific and circular principles.
<b>Innovation Areas</b>	Thematic areas within the cultural tourism sector, in which innovative solutions will be sought.
<b>Hackathon</b>	A 3-day workshop aiming to engage actors of the 6 Pilot Innovation Ecosystems in developing 18 concept solutions.

