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**EPOCH**

**Excellence in Processing Open  
Cultural Heritage**

Network of Excellence

Information Society Technologies

**D4.4.2: Report on Training Activity**

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PIN

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<b>PP</b>	Restricted to other programme participants (including the Commission Services)	
<b>RE</b>	Restricted to a group specified by the consortium (including the Commission Services)	
<b>CO</b>	Confidential, only for members of the consortium (including the Commission Services)	

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## 1. Introduction

EPOCH educational activity is at present split into the two Activities 4.3 (Bursaries and mobility) and 4.4 (Education and training). This means that some basic information is common to both, and will be duplicated in the present report and in the report on bursaries for the sake of completeness and consistency.

According to the TA and Attachment 1, Activity 4.4 will “support partners that will provide training, otherwise unavailable [...] in the following areas:

- Standards in heritage documentation
- “Beyond the CD-ROM”: visual interfaces for the communication of museums, monuments and sites – introductory course for heritage professionals.
- “Communicating cultures”: specific needs of (multi)-cultural communication, for software developers and graphic modelers.

[...]

Areas listed are of basic importance to develop interdisciplinary activity. Participants to training will mainly come from within the partnership, but the invitation will be extended to selected professionals outside it.

Activity 4.4 will also provide support to partners wishing to pool to permanently offer new training services, in thematic or geographic areas previously void of such opportunities. Support may include project development, contribution to initial costs and provision of teachers.”

Part of the training activity has been supplemented, and financially supported, by CHIRON, a Marie-Curie EST project started in December 2004 and managed by 7 partners, 5 of which also belong to EPOCH. The CHIRON project will be shortly described in this report, being a substantial result of partners’ integration as fostered by EPOCH.

Activity on training was initially based (call 1) on a preliminary survey on training presented at VAST2003 in Brighton, which evidenced some gaps in the training being offered in Europe. During EPOCH year 1, a survey on training needs and offer has been carried on, and its results have been taken into account for the second EPOCH call. The report (D.4.4.1) was been completed and delivered in month 7 (October 2004).

Training activity is complemented by training-related publications, for which EPOCH has started an editorial series as documented in the report on Publications.

## 2. The Report on Training Availability and Requirements in Europe

The report was completed in October 2004 and delivered in November 2004.

It consists of a series of short descriptions of the situation in Member State countries, collected by an extensive survey of the documentation concerning the 1600 or so Higher Education Institutions. Some of the results may be relevant here, referring to the whole report for the details

i) There is an uneven situation in Europe concerning academic curricula in Cultural Heritage Informatics. They are fully implemented in some countries, being developed in others, and completely absent in the rest. Some of the latter have a very rigid academic structure that may be an obstacle even if they decide to start some training in this field.

ii) Information about short courses (e.g. summer schools, post-graduate, etc.) is more difficult to obtain, but it seems that - not unexpectedly – their availability it is not substantially different from that of full-time courses; in other words, countries where degrees are available in this area, appear to offer also short courses on this subject.

iii) The survey did not consider in detail vocational training and continuing education, but from sample cases their availability should follow the same rule.

In conclusion, there are some countries in Europe where training on IT applications to Cultural Heritage is considered a discipline to teach, be it within MA degrees, short courses or vocational training. In others, just some IT literacy is considered useful/necessary/sufficient and this is also true in the humanities, and curricula are formed accordingly. Some vocational training may be expected here, possibly at an introductory level. Finally, in others this issue is considered not relevant, and this kind of training is left to personal initiatives, or ignored altogether.

The above conclusions have confirmed that EPOCH activity must:

- 1) Stimulate and support initiatives in this field, in countries where they are lacking (e.g. Eastern Europe, some countries in the Mediterranean area).
- 2) Support external (trans-national) participation in initiatives where experienced institutions are already providing them (e.g. UK, Greece).
- 3) Raise awareness among culture professionals and policy makers that training in this field is indispensable. It is unclear if the (present and future) lack of interdisciplinary IT skills among culture professionals is viewed as a problem by them, and hence determines a perceived training need.
- 4) Promote and sponsor projects to fill the gaps evidenced above.

### **3. The first training plan (semester 1): implementation and results**

The first call for training support was issued in May 2004 as a part of the call for the first interim bursary plan, covering the period up to September 2004. This call adopted a two stage evaluation process. In the first one, courses proposed by partners were evaluated for approval. It was also considered whether approved courses needed – and deserved – support for content preparation, preparation of training material and similar preliminary activities (e.g. a web site) and thus could receive financial aid from the unallocated budget of WP4.4, or were only eligible for bursaries, to be granted in the second stage of the bid.

Some courses were already included in EPOCH plans: these consisted of an interdisciplinary course which has been held at Ename (partner no. 3) for several years, in collaboration with an American University, that could be open to European students, for which no additional training support was necessary from the unallocated budget, but funding was already included in the budget and allocated to the organizers; and tutorials on Standards given at the two Network events, CAA2004 and VAST2004, by Paveprime (partner no.61), to be funded under the Standards Activity (WP4.2). This report will briefly report also on them. For several reasons the course planned at Ename for late Spring 2004 was cancelled: the economic situation in USA and the political situation persuaded the organizers to postpone it, and keeping to the original schedule (planned one year in advance) without the economic support of extra-European participants seemed risky for a Network that had just started its activity and could not generate a great deal of publicity. As will be shown subsequently, the postponement to early Spring 2005 proved to be a wise decision.

In the Board of Directors meeting of 15/04/2004, some criteria for the bursary and mobility plans were discussed and approved. Such criteria were reported to the Assembly of 16/04/2004 and approved by the partnership. Among other considerations, it was suggested that summer 2004 might be a very useful period to start this integrating activity even if the well-known delays in EPOCH start might cause a short notice for the first call, adding to the difficulty of synchronizing the academic calendar with EPOCH planning.

The call defined as eligible courses those compliant with the following criteria:

1. The course must take place in the period 1 July – 15 September 2004. Also courses ending later might be considered as long as they pertain to the Summer period and they start in September..

2. The course must be planned independently of the EPOCH bursary/training activity and address an audience not restricted to bursary beneficiaries.
3. The course must have an interdisciplinary character and provide basic cross-fertilization background.
4. The course duration must not exceed two weeks.

Four proposals were submitted and the Executive Committee (acting as selection committee) examined them and found they were all eligible for approval and bursary support. Two of them, both taking place in Eastern European countries (Hungary and Romania), were also subsidized for preparation under WP4.4. The four courses were:

1. “A Beginners Guide to Metadata”, organized by the University of York, UK (partner no. 53) at the University of York, from 22 to 24 June.
2. “Museums and the Internet: Presenting Cultural Heritage Resources online”, organized by CIMEC, RO (partner no. 74) at Busteni Training Centre, from 20 to 26 September.
3. “Thinking globally: Acting Locally”, also organized by the University of York at York, from 22 to 24 September.
4. “Archaeological and Cultural Heritage Preservation Within the Light of New Technologies”, organized by Archaeolingua, HU (partner no. 70) at the Százhalombatta Archaeological Park from 27 September to 2 October.

The reasons for additional training support for courses number 2 and 4 were that they were new, the Romanian one being held for the first time and the Százhalombatta one was the first one of an interdisciplinary character. The courses at York had a consolidated tradition.

Apart from financial support, considerable effort has been made to support all the courses. A team from PIN has attended course no. 1 at York. Three lecturers from the EPOCH partnership have participated in the Busteni course (no. 2), two from PIN (partner no.2) and one from UiO (partner no. 39). Two people from PIN lectured at the Hungarian course. Apart from participating in an integration effort to create a trans-national faculty for EPOCH courses, attendance was also an unobtrusive way of ensuring that the level of the courses was at the excellence level of the Network, a sort of silent and friendly monitoring and control.

The results of this first round of training activity were beyond expectation:

- About 100 students attended the courses.
- The interdisciplinary level was substantial.
- Cross-fertilization was highly fostered.
- Follow-up was provided and successful.
- Students’ ex-post evaluation was very good.
- Participants came from different sectors: graduate students in the humanities, museum curators, other culture professionals.
- Bilingual training material was organized to be available in the future, to be published in the EPOCH series.

Details of individual courses are provided in the appendix.

#### **4. The second training plan (semester 2): implementation and results.**

The call for the second semester had to take into account the experience of the first call and the outcomes of the training survey, and was therefore delayed until October. There were also hints by academic partners that they would prefer not supporting additional training activity until Christmas

because this is a very busy period for universities, and it is hard to commit to additional training. In fact, when the call was issued, proposals ranged in time from late January to June. The question of reconciling the academic calendar with the EPOCH one has arisen again, and the solution has been to have one call covering the first academic semester (September to January) and the second one covering the second semester (January to September) with overlaps due to different start and end periods in partners' countries. Though some partners offering training are not academic, this periodicity appears also to suit their schedule.

Therefore the second call of year 1 extends to June 2005 and courses spread from late January, to March, May and June.

There are four EPOCH approved courses in the period, all those submitted.

1. "Creating and managing digital resources, archiving, research funding for digitization, intellectual property", offered by the ADS at the University of York, UK, on 26 January 2005.
2. "An Introduction for Cultural Heritage Technologists in the Field of Heritage, its Structure and Practice in Europe Today" provided by the Ename Center EPOCH partner no. 3) at Ename, BE, from 13 to 20 March 2005.
3. "European Cultural Landscapes: an Interdisciplinary Approach" provided by CIMEC at Busteni Training Center, RO, from 9 to 15 May 2005.
4. "Standardization and Documentation of Archaeological Records for the Improvement of Cultural Heritage Management and Protection" provided by PIN at Prato, IT, from 13 to 18 June 2005.

Training support will be provided for all, except for workshop 1. As already mentioned, financial support for course no.2 had already been planned within the Ename budget allocation.

It is too early to draw definitive conclusions on courses that have yet to start, but some results are already apparent. The response so far shows a great interest for the Ename course and there are already some requests for the other two, planned for a later period. The Ename course is particularly relevant for EPOCH because one of its goals is to address the technological community to favor their understanding of issues that are typical of a cultural applied context. The fact that another course will be organized in Romania is proof of the excellent outcome of the previous one. It must be noted, in fact, that the Busteni training center, where the course will again be hosted, is a property of the Ministry of Labour; the repeated availability of the training center there shows appreciation by the Ministry of the local partner's (and indirectly EPOCH's) training activity. Provision of printed training material is envisaged for all of the courses with training support.

## **5. CHIRON**

During the final stages of EPOCH contract negotiation, a group of EPOCH core partners, including the EPOCH partner most experienced in academic training on IT applications to Cultural Heritage, prepared an application for a Marie-Curie Early Stage Training project. The partnership was extended to include the University of the Aegean, also managing an MA on Cultural Informatics, and BGU. The seven resulting institutions, consisting of: PIN (coordinator), the University of Brighton, the Ename Center, the Polytechnic of Zurich, the University of York – all EPOCH partners – plus the University of the Aegean and BGU, put together a curriculum covering all the research areas in the field of Cultural Heritage Informatics. The proposal was approved by the European Commission and in December 2004 the training project started, with the first fellowships to be granted in Spring 2005.

In the 4 years' duration of the project, 38 researcher/years will be granted by the seven partners. The project addresses early stage researchers, that is people graduating less than 4 years previously and possibly studying for a PhD. This project is clearly an outcome of EPOCH integration, and has

attracted to EPOCH's orbit additional valuable institutions from outside the partnership. Apart from the training CHIRON will provide, it will foster the creation of European Doctoral Studies in the field and aim of producing joint curricula. It will thus concur to one of the EPOCH goals, i.e. the "definition of innovative training opportunities and the establishment of training services on the relevant topics".

CHIRON has explicitly acknowledged EPOCH's contribution and is expected to activate a bi-directional exchange of experiences with EPOCH, with mutual advantages.

## 6. The results of training activity in numbers

Below we report some quantitative success factors of year 1 training activity. Values for the second semester are estimates.

Number of courses supported: 8

Students involved: about 200

Hours of training: more than 300

Sets of manuals and other training material to be produced: 2 +3

Countries involved as course organizers: 5 (2 Eastern Europeans New Member States)

Partners involved in training activity: 5

Countries involved in CHIRON: 6

Partners involved in CHIRON: 5

Languages of produced training material: English + 2 or 3 (Romanian and Hungarian, Italian to be decided according to demand)

Additionally, two tutorials on CIDOC-CRM have been organized at CAA2004 and VAST2004 under the standards activity. Each of them had a duration of half a day and an attendance of some 15 people.

As far as costs/benefits are concerned, using estimates of future attendance to courses and evaluating that 70% of the activity budget (96.600 Euro) is going into financial course support or indirect support, while the remainder refers to other non-course, training related activities (e.g. the survey), we have the following "value for money" summary indicative table.

Course no.	Financial support	Indirect support	Course days	Course hours	Students
1 (York)	No	Yes	3	24	25
2 (Busteni)	Yes	Yes	6	48	34
3 York	No	Yes	3	24	20
4 (Szazhalombatta)	Yes	Yes	7	56	26
5 (York)	No	Yes	1	8	20
6 (Ename)	Yes	Yes	7	56	20
7 (Busteni)	Yes	Yes	6	48	30
8 (Prato)	Yes	Yes	6	48	20
Total			39	312	195
Unit cost (Euro)			2476,92	309,62	495,38

## **7. Update of the training report and future documentation activity**

The report on training requirements and availability will be discussed in a workshop at CAA2005 with colleagues from inside and outside the network. This meeting will hopefully lead to additional contributions to the report update. We are also going to provide online forms to gather training information and use it for better insight into the training offer and to provide a searchable online database of training opportunities in the field. At present, this information is available on the web as downloadable documents.

## **8. Future plans and scenarios**

EPOCH's activity has had an impact on the overall training framework so far by providing a good insight into its current state, with survey information previously unavailable, some excellent exemplary cases, and an initial definition of curricula. We are aware that the financial resources we can mobilize are just a drop in the ocean in terms of European Higher Education and training. What we can do is to propose intelligent and stimulating solutions and push their adoption in the proper context, by involving academic authorities and policy makers, both partners and non-partners.

Firstly, our proposal must be indisputable from a scientific point of view. We must build the consensus of independent scientists and academicians around it.

Secondly, market considerations are starting to enter the ivory tower of academia. In most countries, the state is no longer willing to "go-as-you-please" fund Higher Education Institutions without any control on results. Success factors, as the number of students and the quality of scientific production among other things, have been introduced everywhere to grant subsidies – a practice already common in some places in Europe, but until a few years ago unknown in other countries, where political considerations were the only basis of public funding for education. Private universities, managed with an eye on budgets, are increasing in number everywhere, for instance in Italy, Portugal and Spain, where they were formerly the domain of religious institutions, such as Catholic Universities. They often characterize their educational offer with innovation and must maintain high quality standards to justify their higher fees. In this evolving framework, our proposal has the strong advantage of being backed, within EPOCH, by reputable universities, successful research centers and innovative enterprises with a business model for cultural applications. The proposal may thus add to its scientific and cultural value the fascination of innovation and the promise of attracting students, producing good research, and facilitating occupation. In other words, our training proposal may be credited in advance of being sustainable also from a business perspective.

Lastly, integration at the European level – for EPOCH a necessary pre-requisite – is another strong point of any proposal of ours. There are everywhere national programmes for the internationalization of university research and training which in any EPOCH proposal would already be built-in.

For these reasons we will continue in the path as yet undertaken, i.e. supporting partners' initiatives of high level and quality, producing a portfolio of good practices; we will deliver, in year 2, a first draft curriculum and call selected representatives of the academic community to debate it; we will endeavor to turn the EPOCH curriculum and educational proposal into an institutional training activity, hopefully to be continued after the project end.

**Appendix**  
**EPOCH courses in detail**

<b>Course title</b>	<b>A Beginners Guide to Metadata</b>			<b>No.</b>	1
<b>Period</b>	22-24/06 2004	<b>Partner</b>	<b>Archaeology Data Service, University of York</b>		
<b>Location</b>	York, University of York		<b>Country</b>	UK	
<b>Course program</b>					
The course is designed as an interdisciplinary introduction to the use of different kinds of metadata, and why such documentation is so important for the successful cross-fertilisation between the arts and humanities and information technologies. Special emphasis is given to the lessons learned from interdisciplinary research, and the challenges involved in recording information relating to the historic environment in particular.					
<b>Target audience</b>					
This course is designed for those involved in the creation, dissemination and use of digital resources for the arts and humanities and historic environment. The course will be of particular interest to all involved in designing projects with digital content or preparing digital archives.					
<b>Rationale</b>					
The course is especially aimed at cross-fertilization between humanities and technologies and deals with topics relevant for EPOCH					
<b>Expected results</b>					
<b>Participants</b>				<b>No. of students</b>	25
Mostly from UK, 3 from Italy.					
<b>Is the training material available</b>				Yes	
<b>Is the training material available for EPOCH?</b>				No	
<b>Is the training material published/planned for publication?</b>				No	
<b>Training material and methods</b>					
The workshop is presented using digital projector and PowerPoint presentation. The surgery session has at its disposal the full range of ADS online resources. In addition to the workshop and surgery sessions the course timetable includes an introduction and orientation session. This will familiarise those taking the course with the ADS, the Department of Archaeology at the University of York and the City itself.					
<b>Follow-up</b>					
<b>Results</b>					
<b>EPOCH SUPPORT</b>					
<b>Kind of support</b>		Bursaries available but not requested. Advertisement on the web site			
<b>Total amount of direct funding</b>		Euro 0			
<b>No. of fellowships requested</b>		<b>Male</b>	None	<b>Female</b>	None
<b>No. of fellowships granted</b>		<b>Male</b>		<b>Female</b>	
<b>Other fellowships granted</b>		<b>Male</b>		<b>Female</b>	
<b>Notes</b>					
The course was approved on the program but no student bid for EPOCH bursaries, possibly not being eligible (most, if not all, students are UK nationals).					

<b>Course title</b>	<b>Museums and the Internet: Presenting Cultural Heritage Resources online</b>	<b>No.</b>	2
<b>Period</b>	20-26 sept 2004	<b>Partner</b>	CIMEC
<b>Location</b>	Busteni Training Center	<b>Country</b>	ROMANIA
<b>Course program</b>			
The course aimed to offer a general overview of the experience gathered in various Romanian and European projects in presenting museum and cultural heritage resources on the Internet; problems and solutions of web access, finding information and attracting visitors for enjoyment and learning; and basic training in selecting the material, designing the Web content for cultural heritage resources, addressing various audience groups and maintaining digital resources on cultural heritage.			
<b>Target audience</b>			
The course targeted mainly museum curators, museum directors, archaeologists and heritage staff with basic knowledge of computer use, and young researchers in the relevant fields.			
<b>Rationale</b>			
Museums are developing websites either on their initiative or following suggestions of other organizations. Nevertheless few are aware of the impact of their web presence. Often museum sites are not regularly updated and there is little knowledge on how to present museum collections and other cultural heritage resources on the Internet, in an intelligent and meaningful way. Small and medium size museums and heritage organizations with limited staff and low budgets are particularly affected by the digital divide, especially in the CEE countries. They lack the skills and technical assistance to develop Web pages and to integrate in networks and larger heritage projects, while large museums ignore the potential of the new information and communication technology. Reasons of EPOCH acceptance The course was accepted by Epoch since it was innovative at its time, both for its proposed content and its location, addressing EC and CEE public.			
<b>Expected results</b>			
The participants were expected to receive a strong methodological, theoretical background, as well as know-how and good practice in aspects regarding the subject of the course. These were achieved following frontal lectures, workshops and presentation of projects brought by the course participants.			
<b>Participants</b>		<b>No. of students</b>	34
There were 26 national participants, all heritage staff: CH administrators and researchers, curators, archaeologists or museologists, but IT personnel working in museums as well, their host institutions being CH museums (including ethnographic, art and maritime museums) from all over the country. The foreign participants were mostly young researchers or students graduating in the CH fields, both from CEE and EC countries.			
<b>Is the training material available</b>			Yes
<b>Is the training material available for EPOCH?</b>			Yes
<b>Is the training material published/planned for publication?</b>			Yes
<b>Training material</b>			
There were ten frontal lectures, ca. two hours each, followed by workshops and practical work in the afternoon. These yielded some 150 slides and dozens of written text (lecture notes), which are being used to prepare the training material of the course. The syllabus of the course was printed and distributed to all participants. Description of good practices and projects of participants will be added to the training material, which will be presented both in an electronic form, as well as printed, both in English and Romanian.			
<b>Follow-up</b>			
A discussion forum was created on the web, where the course participants exchange knowledge and info regarding the course and its results. A questionnaire was circulated among the course participants, evaluating various aspects of the course. It is planned to continue the course, at a more restricted, national level, in order to follow the possible applications and work prepared by the initial participants of the course and in the next semesters another course, possibly also with the support of the local authorities.			

<b>Results</b>				
The last day of the course was dedicated for discussions regarding projects brought by each of the course's participants, developed at their host institutions. The course substantially contributed to improve the quality of these projects, to some adding a stronger methodological background, while to others offering new solutions. All participants expressed their wish for a follow-up of the course, during which particular issues could be discussed.				
<b>EPOCH SUPPORT</b>				
<b>Kind of support</b>	Epoch supported the course with 7 bursaries, three lecturers, support for the organisation of the course and printing the course material. The course was advertised on the Epoch's web site.			
<b>Total amount of funding</b>	Euro 10K including bursaries			
<b>No. of fellowships requested</b>	<b>Male</b>	3	<b>Female</b>	4
<b>No. of fellowships granted</b>	<b>Male</b>	3	<b>Female</b>	4
<b>Other fellowships granted</b>	<b>Male</b>		<b>Female</b>	
<b>Notes</b>				
<p>The course was prepared some three months in advance, starting from scratch, since in Romania such a course was an innovation, both at an academic level and at a vocational training level. The course was published both on the web site of Epoch and Cimec; personal contacts were made by the organizers of the course at Cimec, by phone and e-mails to a large number of museums in Romania and abroad, in order to reach a high as possible number of potential applicants. Indeed, a careful selection of candidates limited the number of participants to 35, from some 50 submissions.</p> <p>An important aspect of the course was the initiative of its organizers to ask each participant to prepare and present some on-going or future activities and projects of their institutions, related to the subject of the course. Thus, each participant, in turn, and according to the subject discussed in that day, presented its project, which was discussed with the entire class. This method proved extremely efficient and fruitful, each participant being able to present its project from a critical point of view. At the end of the course, projects were re-discussed and re-examined, in the light of the knowledge accumulated during the week.</p>				

<b>Course title</b>	<b>Thinking globally: Acting Locally</b>			<b>No.</b>	3
<b>Period</b>	22-24/09 2004	<b>Partner</b>	<b>Archaeology Data Service, University of York</b>		
<b>Location</b>	York, University of York		<b>Country</b>	UK	
<b>Course program</b>					
The course will raise awareness amongst the arts and humanities community about the opportunity afforded by digital technologies while refining the technology to meet the needs of a diverse research community in the humanities.					
<b>Target audience</b>					
This three-day course is designed for those responsible for the creation and archiving of digital archaeological records. This includes excavation units who both generate and use the archives and the local organisations charged with the safe archiving and public access to these archives.					
<b>Rationale</b>					
The course is especially aimed at cross-fertilization between humanities and technologies and deals with topics relevant for EPOCH. Also, it addresses field archaeologists to raise awareness about the opportunities offered by digital technology.					
<b>Expected results</b>					
<b>Participants</b>			<b>No. of students</b>	20 (est.)	
<b>Is the training material available</b>				Yes	
<b>Is the training material available for EPOCH?</b>				No	
<b>Is the training material published/planned for publication?</b>				No	
<b>Training material and methods</b>					
The workshop is presented using digital projector and PowerPoint presentation. The surgery session has at its disposal the full range of ADS online resources. In addition to the workshop and surgery sessions the course timetable includes an introduction and orientation session. This will familiarise those taking the course with the ADS, the Department of Archaeology at the University of York and the City itself.					
<b>Follow-up</b>					
<b>Results</b>					
<b>EPOCH SUPPORT</b>					
<b>Kind of support</b>		Bursaries available but not requested			
<b>Total amount of direct funding</b>		Euro 0			
<b>No. of fellowships requested</b>	<b>Male</b>	None	<b>Female</b>	None	
<b>No. of fellowships granted</b>	<b>Male</b>		<b>Female</b>		
<b>Other fellowships granted</b>	<b>Male</b>		<b>Female</b>		
<b>Notes</b>					
The course was approved on the program but no student bid for EPOCH bursaries, possibly not being eligible (most, if not all, students are UK nationals).					

<b>Course title</b>	<b>Archaeological and Cultural Heritage Preservation Within the Light of New Technologies</b>		<b>No.</b>	4
<b>Period</b>	27.09-2.10.04	<b>Partner</b>	Archaeolingua Foundation	
<b>Location</b>	Százhalombatta Park		<b>Country</b>	HUNGARY
<b>Course program</b>				
<p>The main goal of the course was to familiarize the participants with aspects of conservation, preservation and communication of cultural heritage in an archaeological park environment, starting from aspects such as environmental studies, management aspects and IT applications. All the lectures were held in a frontal lecture format, most focusing on presenting methodological issues and applied research.</p> <p>The lectures were divided into three panels, each day being devoted to a different subject: natural and landscape studies, heritage management and preservation and computer applications to cultural heritage. Each panel held some six lectures, ca. 90 minutes each. At the end of each panel, discussions were held.</p>				
<b>Target audience</b>				
Students and young researchers in the field of CH				
<b>Rationale</b>				
<p>International conferences on IT solutions in archaeology and heritage preservation are mostly out of bounds for participants from Central and Eastern Europe, for the simple reason that the registration costs are usually much too high. Moreover, the curriculum in Hungarian universities does not include subjects on IT technologies – which is a huge deficiency for future archaeologists and researchers alike. Therefore, the workshop tries to fill in this gap by giving an introduction into the various IT methods that can be applied in archaeological and cultural heritage preservation – from the widest possible perspective. A further aim of the workshop is to integrate the course material into the MA curricula of Hungarian universities so that students can get credits for their participation.</p> <p>Reasons of EPOCH acceptance The structure of the course, its location and the proposed curricula stand in line with Epoch's priorities.</p>				
<b>Expected results</b>				
The results are a curricula to be proposed to the Hungarian academy for an MA program in IT applications to CH. Moreover, the participants, most archaeology and CH students received insights into a field with new opportunities for future research and employment.				
<b>Participants</b>			<b>No. of students</b>	25
Besides some twenty national participants, five persons from various countries took part at the course as well: one person from Slovakia, one from Romania, two from Germany and one from Israel. The international participants were graduate students and actively involved in research related to the subject of the course.				
<b>Is the training material available</b>				Yes
<b>Is the training material available for EPOCH?</b>				Yes
<b>Is the training material published/planned for publication?</b>				Yes
<b>Training material</b>				
A syllabus of the course was prepared, printed and distributed to the course participants. It is planned to gather all presentations and prepare a CD-rom of the course, to be available also as a hard copy and an electronic format, accessible via Epoch's web site.				
<b>Follow-up</b>				
The course was part of an annual workshop, started in 1997. It is planned to continue the course next year as well, addressing new relevant issues and adding practical work in the Százhalombatta museum and archaeological park.				
<b>Results</b>				
<p>The course offered a unique opportunity to students and young researchers to have insights into the field of IT applied to CH. It is hoped that the curricula of the course will be adopted by the Hungarian academy and proposed as an MA course.</p> <p>From a first evaluation, the course achieved its goals; its participants left with an accumulated knowledge about various new possibilities and applications of IT in their work environment.</p>				

Several collaboration projects, mainly with the Százhalombatta archaeological park and Epoch were drafted, possibly to be developed in the future.				
<b>EPOCH SUPPORT</b>				
<b>Kind of support</b>	Training (advice regarding the organisation of the course, bursaries (5), teaching (3 lectures), advertisement on the Epoch's web site.			
<b>Total amount of direct funding</b>	Euro 7K€			
<b>No. of fellowships requested</b>	<b>Male</b>	4	<b>Female</b>	5
<b>No. of fellowships granted</b>	<b>Male</b>	3	<b>Female</b>	2
<b>Other fellowships granted</b>	<b>Male</b>		<b>Female</b>	
<b>Notes</b>				

<b>Course title</b>	<b>Creating and managing digital resources, archiving, research funding for digitization, intellectual property</b>			<b>No.</b>	5
<b>Period</b>	26 January 2005	<b>Partner</b>	Archaeology Data Service, U. York		
<b>Location</b>	U. of York, York		<b>Country</b>	UK	
<b>Course program</b>					
The course addresses the documentation of digital resources, with particular focus on the needs of researchers in the cultural heritage and arts and humanities communities. The course will specifically cover the role of digital resources in research and consider the funding (both UK and European) of research and digitization in archaeology. The course will address publication and digital archiving in archaeology, covering the important issue of intellectual property rights. In particular the course will promote good practice in the curatorship and creation of digital data.					
<b>Target audience</b>					
This course is designed for researchers involved in the creation, dissemination and use of digital resources for the arts and humanities and historic environment. The course will be of particular interest to all involved in designing research with digital output, content or involving the preparation of digital archives.					
<b>Rationale</b>					
The course offers the possibility to fill the gap between the need of researchers in the cultural heritage and arts and humanities communities and the available technologies, which many times remain un-applied in CH. Moreover, the course offers a unique training in funding opportunities both at national and EC levels. Both these aspects fit well with Epoch's agenda.					
<b>Expected results</b>					
The expected results are a wider knowledge of digital resources and their applications in the CH field, as well as funding opportunities for digitization and relevant research projects.					
<b>Participants</b>			<b>No. of students</b>	20 (est.)	
The participants are expected to be young researchers and CH public, involved in academic, administration and research of CH.					
<b>Is the training material available</b>				Yes	
<b>Is the training material available for EPOCH?</b>				No	
<b>Is the training material published/planned for publication?</b>				No	
<b>Training material</b>					
NA					
<b>Follow-up</b>					
NA					
<b>Results</b>					
NA					
<b>EPOCH SUPPORT</b>					
<b>Kind of support</b>		Advertisement on the Epoch's web site			
<b>Total amount of direct funding</b>		Euro 0			
<b>No. of fellowships requested</b>	<b>Male</b>		<b>Female</b>		
<b>No. of fellowships granted</b>	<b>Male</b>		<b>Female</b>		
<b>Other fellowships granted</b>	<b>Male</b>		<b>Female</b>		
<b>Notes</b>					
No request for fellowships, see note to the other York course.					

<b>Course title</b>	<b>An Introduction for Cultural Heritage Technologists in the Field of Heritage, its Structure and Practice in Europe Today</b>			<b>No.</b>	6
<b>Period</b>	13-20, 2005	<b>Partner</b>	Ename Center		
<b>Location</b>	Ename		<b>Country</b>	Belgium	
<b>Course program</b>					
This course will offer an introduction and basic background about the structure of heritage institutions and the formulation of heritage policy. Participants will gain familiarity with the major cultural units of the European commission as well as heritage organizations on local, regional, national and international levels. The purpose of this course is to provide a wide understanding and context for the work of cultural technologists within current European cultural heritage administration and policy.					
<b>Target audience</b>					
Graduate level students in cultural heritage					
<b>Rationale</b>					
The course offers a training on such issues rarely approached, or are not accessible to wide audiences. Thus, the course proposed by Ename opened an opportunity to familiarize with issues otherwise non-reachable in standard offers on the market.					
<b>Expected results</b>					
The expected results are a better understanding of the structure of CH institutions in the CE and the process of definition of CH policies and thus a better communication between the various CH institutions: research centers, CH administration, museums and CH parks.					
<b>Participants</b>			<b>No. of students</b>	Ca. 20	
The participants are mostly young researchers, either completing their graduate studies or working in CH institutions (museums or national antiquities board), from Scandinavian and Mediterranean countries as well as from the CE and the CEE countries.					
<b>Is the training material available</b>				Yes	
<b>Is the training material available for EPOCH?</b>				Yes	
<b>Is the training material published/planned for publication?</b>				Yes - planned	
<b>Training material</b>					
Each participant will receive a syllabus and collected photocopies of the required course reading material. They are also expected to participate in seminar discussions.					
<b>Follow-up</b>					
n.a.					
<b>Results</b>					
n.a.					
<b>EPOCH SUPPORT</b>					
<b>Kind of support</b>		bursaries			
<b>Total amount of direct funding</b>		Euro 12K			
<b>No. of fellowships requested</b>	<b>Male</b>	1	<b>Female</b>	11	
<b>No. of fellowships granted</b>	<b>Male</b>	1	<b>Female</b>	10	
<b>Other fellowships granted</b>	<b>Male</b>		<b>Female</b>	1	
<b>Notes</b>					

<b>Course title</b>	<b>European Cultural Landscapes: an Interdisciplinary Approach</b>			<b>No.</b>	7
<b>Period</b>	9-15/05 2005	<b>Partner</b>	CIMEC		
<b>Location</b>	Busteni Training Center	<b>Country</b>	ROMANIA		
<b>Course program</b>					
There is a great need and demand from young archaeologists working in museums and/or having responsibilities for the regional sites and monuments record to learn interdisciplinary methods to identify and properly locate sites on the map, to record archaeological landscapes and to present them on-line for professional, amateurs and cultural tourism. The application of the European Landscape Convention will bring new challenges for archaeologists. The course aims to give archaeologists up-to-date knowledge in using basic principles of aerial survey, air photography, air photo interpretation and air-photo mapping (from oblique as well as vertical photography), satellite imagery, geographic information systems, digital mapping and data standards.					
<b>Target audience</b>					
archaeologists working in museums and/or having responsibilities for the regional sites and monuments record					
<b>Rationale</b>					
The target public is often unaware and not exposed to the subjects covered by the course, neither at the academic level or by the professional formation and training.					
<b>Expected results</b>					
A more efficient management of CH resources and research.					
<b>Participants</b>				<b>No. of students</b>	30 (provision)
Not yet available					
<b>Is the training material available</b>				Yes	
<b>Is the training material available for EPOCH?</b>				Yes	
<b>Is the training material published/planned for publication?</b>				Yes	
<b>Training material</b>					
Not yet available					
<b>Follow-up</b>					
Not yet available					
<b>Results</b>					
Not yet available.					
<b>EPOCH SUPPORT</b>					
<b>Kind of support</b>		Training, bursaries, teaching			
<b>Total amount of direct funding</b>		NA			
<b>No. of fellowships requested</b>	<b>Male</b>	NA	<b>Female</b>	NA	
<b>No. of fellowships granted</b>	<b>Male</b>		<b>Female</b>		
<b>Other fellowships granted</b>	<b>Male</b>		<b>Female</b>		
<b>Notes</b>					
The course will start after the compilation of the present report and its organization is still ongoing.					

<b>Course title</b>	<b>Standardization and Documentation of Archaeological Records for the Improvement of Cultural Heritage Management and Protection</b>			<b>No.</b>	8
<b>Period</b>	13-18/06 2005	<b>Partner</b>	PIN scri		
<b>Location</b>	Prato, PIN, University of Florence		<b>Country</b>	ITALY	
<b>Course program</b>					
A major problem of research of the archaeological science is the lack of standardization concerning methods of excavation and documentation of retrieved data. Moreover, these methods do not always take consider aspects such as restoration of architectural features, cultural heritage management or storing the data in a standard mode, available for future research. Given the latest developments in the computer science in general, as image processing, data-storing and documentation techniques, improved excavation techniques and archaeological data retrieving are needed to be developed. Following, an adequate documentation method and data-storing will facilitate a wider dialogue between researchers which will improve the flow of information needed in the scientific research. Moreover, adding additional aspects, such as preservation, restoration and presentation to the public of the archaeological data will increase the awareness of both the scientific media and the wide public, for CH aspects of the research area in particular and cultural zones in general.					
<b>Target audience</b>					
young researchers and professionals in the field of archaeology, management and conservation of CH					
<b>Rationale</b>					
Integration of several fields of research into one, interdisciplinary curriculum, and updating to the new technologies and relevant methodologies available on the market.					
<b>Expected results</b>					
An interdisciplinary knowledge base offered to the participants, which would improve their achievements, both professionally and scientifically.					
<b>Participants</b>			<b>No. of students</b>	20 (provision)	
Not yet available					
<b>Is the training material available</b>				Yes	
<b>Is the training material available for EPOCH?</b>				Yes	
<b>Is the training material published/planned for publication?</b>				Yes	
<b>Training material</b>					
Not yet available					
<b>Follow-up</b>					
Not yet available					
<b>Results</b>					
Not yet available					
<b>EPOCH SUPPORT</b>					
<b>Kind of support</b>		Training, bursaries, teaching			
<b>Total amount of direct funding</b>		NA			
<b>No. of fellowships requested</b>	<b>Male</b>	NA	<b>Female</b>	NA	
<b>No. of fellowships granted</b>	<b>Male</b>		<b>Female</b>		
<b>Other fellowships granted</b>	<b>Male</b>		<b>Female</b>		
<b>Notes</b>					
The course will start after the compilation of the present report and its organization is still ongoing.					