



Improving **RE**search capacities  
of **A**lbanian higher education institutions  
in conservation and restoration of **C**ultural **H**eritage

## Meeting | University of Shkodra

Supporting materials | CHANNEL 1

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Erasmus+ Programme  
of the European Union



European  
Commission



# Dear Partners,

The global nature of COVID-19 pandemic is still affecting the lives of all of us, continuing to pose daily challenges and demanding a great spirit of adaptation to new styles and rhythms of life.

In compliance with the current containment measures, the closing meeting of Work Package 1, also establishing the official start of the core of our REACH project, cannot take place in presence of all Albanian and European partners.

Therefore, a mixed modality has been adopted for implementing the project activities.

Not being able to travel and meet, clashed with the need to know each other and discuss about the project....

## **But difficult times require creative solutions (again!)**

We want to REACH a collaborative project, with all partners being involved in the WPs and working together on the expected outcomes. Thus, data emerged from WP1 need analysis will be presented in a dynamic and stimulating way.

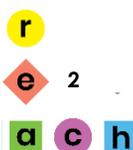
During the meeting on October 21, you will be shown a video summarising the results of the need analysis. Following data presentation, you will be invited to join one of the channels indicated below on Microsoft TEAMS platform, where three key issues will be discussed:

- CHANNEL 1 | SKILLS AND COMPETENCES
- CHANNEL 2 | EQUIPMENT AND FACILITIES
- CHANNEL 3 | IMPACT AND DISSEMINATION

In this document, some supporting materials are provided for CHANNEL 1, to stimulate and implement the discussion among partners. Key considerations stemmed from the discussion channels will be, then, shared with the whole consortium.

We hope this new collaborative, smart-working mode will set the basis for promoting brainstorming and cooperation on project-related activities and tasks.

**HEARTFELT THANKS** to everyone for your kind attention and warm participation.





## CHANNEL 1

**Skills and competences:**



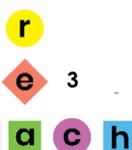
## CHANNEL 2

**Facilities and equipment:**

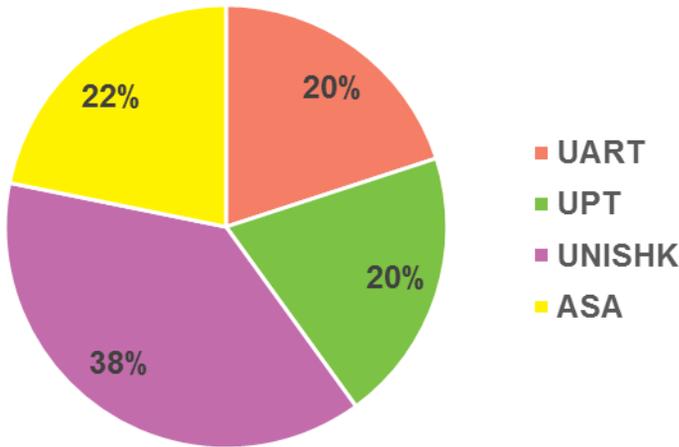


## CHANNEL 3

**Impact and dissemination:**

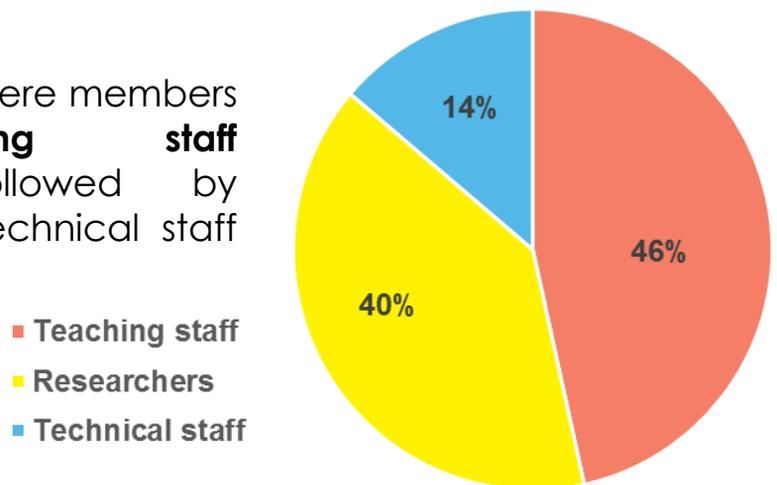


# General information

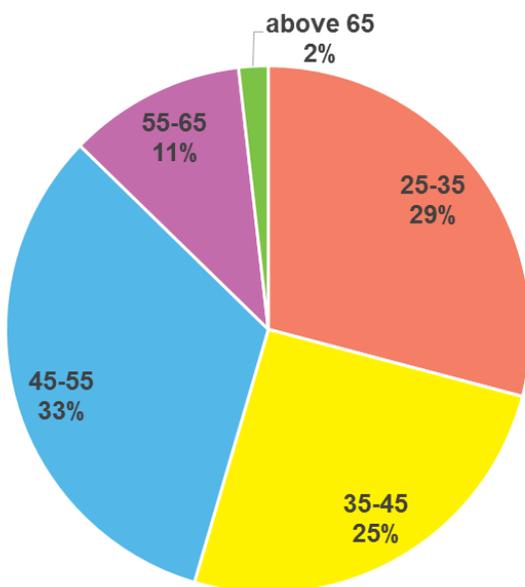


Data comparison shows that a total of **55 staff members from Albanian academic partners** answered the survey: 11 from UART, 11 from UPT, 21 from UNISHK and 12 from ASA.

**46 %** of the respondents were members of the **teaching staff** (professors/lecturers), followed by **researchers (40%)** and technical staff (**14%**).



- Teaching staff
- Researchers
- Technical staff



Most of the respondents belonged to the age group between **45-55 years**, followed by 25-35 and 35-45. Lower percentages of answers was provided by the age groups between 55-65 and above 65.



## Guidelines for data discussion

Graphs obtained from the answers to the questions in the Skills and Competences section of the need analysis questionnaire are provided below.

For each of the graphs, you are invited to provide some considerations. As a starting point for the discussion of the data, you will be given some questions to start from.

Please, take note of your considerations and identify one person from the group who will share them with the consortium later.

## Starting points for question 1

*Based on the answers, which disciplinary areas are mainly associated with the study of cultural heritage?*

*Which disciplinary field does it seem less relevant in applied research to cultural heritage and, in your opinion, why?*

## Starting points for question 2

*Comparing this pie chart with the previous one (from question one), which analogies can be identified?*

*Why do you think that acquiring new skills in the use of IT tool is not considered of a primary relevance?*

## Starting points for question 3

*Comparing this pie chart with the previous one (from question 2), which differences can be highlighted? Are there any discrepancies?*

*From the pie chart, it emerges that the awareness of legislative aspects related to the intervention on cultural heritage is not considered a type of knowledge to be implemented. Based on your experience, do you agree with this statement?*

Please, remind to print this page for the meeting, to have all questions at a glance while looking at the data and charts to be discussed



## Question 1

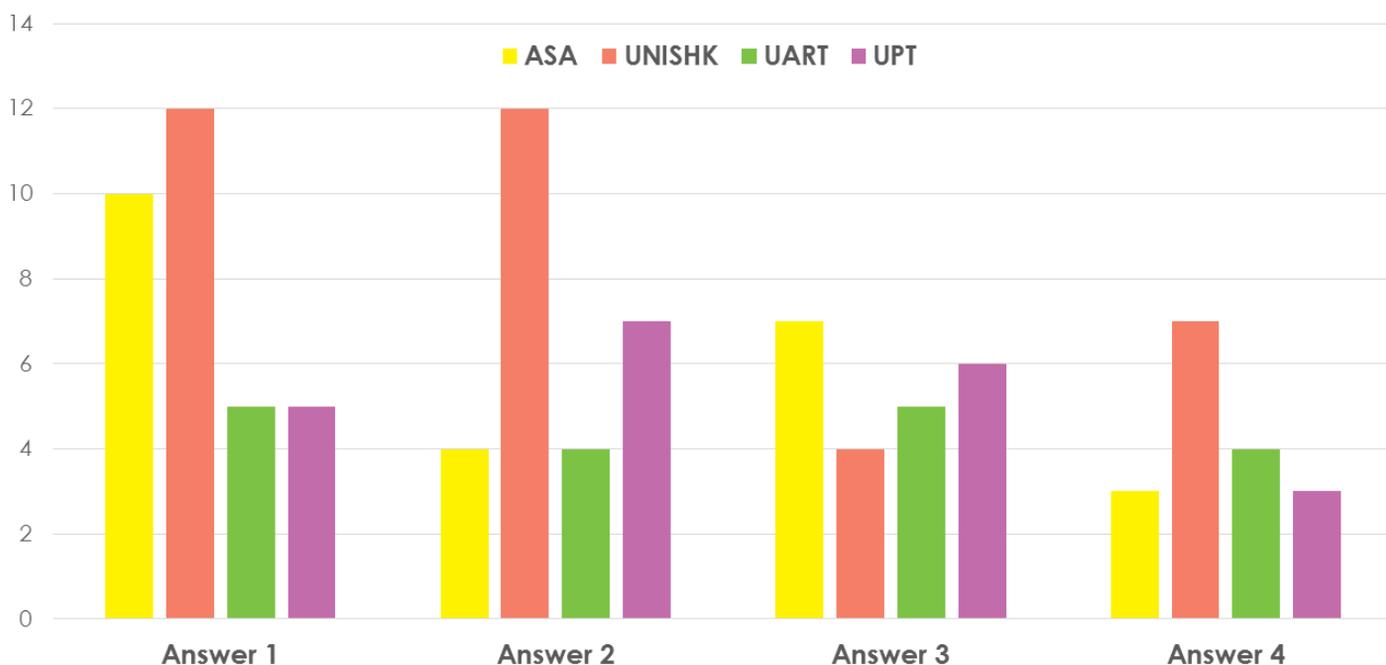
Please choose the sentence that, in your opinion, better defines the **purpose of research in the field of cultural heritage conservation** (you can select a maximum of two options):

**Answer 1** : deepening the theoretical knowledge of the object/monument/site, to understand its socio-cultural value and provide the community with comprehensive content

**Answer 2** : investigating, by means of scientific analyses, constituting materials and technological features of an object/monument/site, to provide conservators and restorers with suitable data that can aid in defining the best methodologies and approaches

**Answer 3** : developing new technologies and methods of intervention on an object/monument/ site to foster their conservation and use by the community

**Answer 4** : verifying and monitoring the structural/conservative conditions of objects/monuments/sites in order to test and evaluate new products/devices/methodologies for conservation

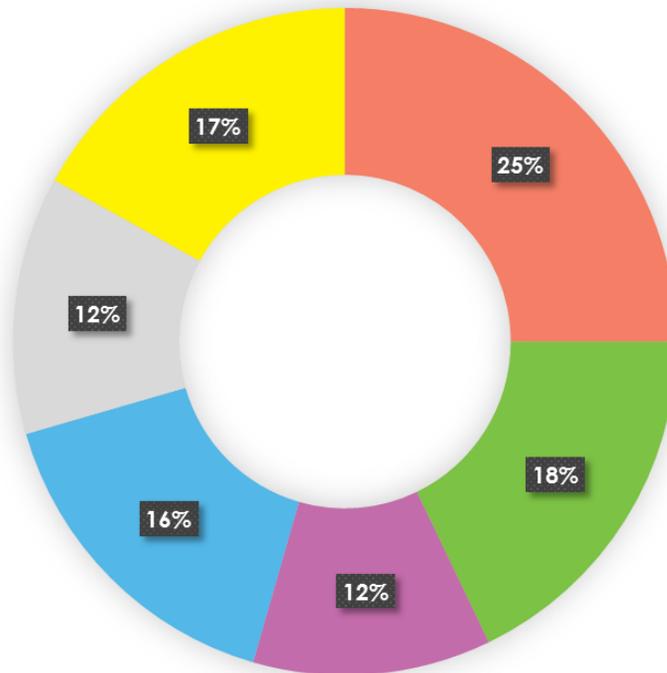


# Skills and Competences



## Question 2

According to your expertise, please **assign a value**, from 1 to 5, to the **relevance of the following skills** in the field of applied research to cultural heritage, with specific reference to conservation and restoration:



**Skill 1:** Enhancing interpersonal skills for proficuous collaboration in heterogeneous working groups, also at an international level

**Skill 2:** Being trained in the use of IT tools for data storage, management and implementation of conservation project/activities

**Skill 3:** Acquiring technical expertise on methodologies and intervention practices for the conservation and restoration of artefacts and monuments

**Skill 4:** Acquiring tailored and updated knowledge in the field of applied methodologies to the conservation and restoration of artefacts and monuments

**Skill 5:** Being provided with technical-scientific and methodological skills to assess and critically evaluate the state of conservation of artefacts and monuments

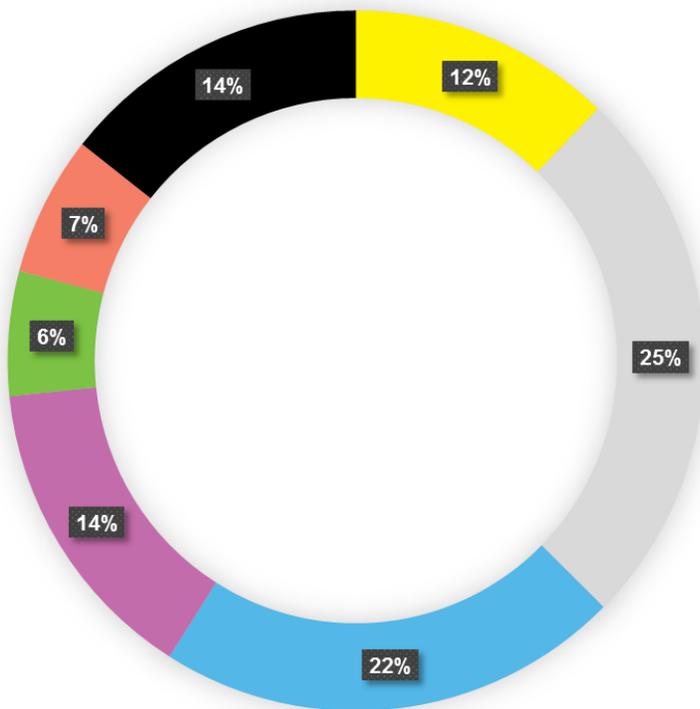
**Skill 6:** Being able to describe and contextualise artefacts and monuments in their archaeological/ historical-artistic asset

# Skills and Competences



## Question 3

Considering your specific field of interest, please indicate **which of the following skills should be improved in the Albanian HEIs** to increase research capacity in the field of cultural heritage study and conservation (you can select a maximum of three options):



**Skill 1:** Computer skills for data management and exploration, through the use of dedicated software and open source databases

**Skill 2:** Technical expertise in the use of instruments for monitoring and studying material features of artefacts and monuments

**Skill 3:** Knowledge of updated applied methodologies in conservation and restoration

**Skill 4:** Planning and designing of tailored and sustainable conservative/restoration interventions

**Skill 5:** Awareness of the legislative aspects related to the intervention on cultural heritage

**Skill 6:** Better accessibility to sources of information, like archives and publications, also through the development of computer-based networks and online catalogues (preferably open access)

**Skill 7:** Development of scientific exchange platforms for research on cultural heritage, accessible to different research areas

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“Innovation happens when people are free to think, experiment and speculate.”

**MATT RIDLEY**



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