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Elaborated by	Municipality of Larissa (Greece)
Activity related	T1-T2 National Data Processing
Deliverable N° and title	O1 - Framework for common standards and models for digitization, presentation and preservation of intangible cultural heritage

Contents

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1. State-of-the-art, expectations and competences needed questionnaire

1.1 *Introduction*

The questionnaire submitted on the 10[h] of March, 2020, was answered by a total of 24 respondents and had been designed to cover the following aspects of the sample:

- General personal data;
- Experience in digitization of culture heritage/tourism;
- Skills/competences needed in digitization of culture heritage sector;
- Previous training in digitization of culture heritage/museum;
- Expectations from a course for digitization of cultural heritage/tourism.

Below the detailed exposure and analysis of the data gathered in the order indicated above are presented.

2. Questionnaire analysis

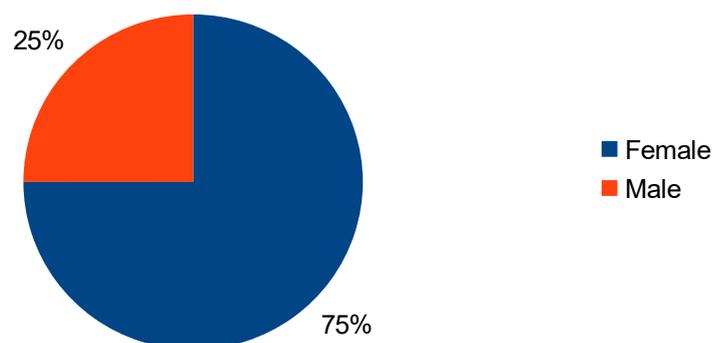## 2.1 *General personal data*

2.1.1. Gender and age

The analysis has revealed the prevalence of female gender within the sample (Fig.1a). As to the age, both age groups of 31-40yo and 41-50yo are represented with nearly 40% each, constituting close to 80% of answerers. The age groups of over 51 yo represent 16% of the answers, while only one answerer is aged 20-30 years old (4,17%).

a)

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b)

Fig. 1 - Gender (a) and Age (b) characteristics of the sample.

2.1.2 Education level

According to the data processed over 70% of respondents have a masters' degree, while an extra 21% are people with PhD/Post Doc. One responder has a diploma (4,17%) and one doesn't have a university degree (4,17%) (Fig.2).

As to the subject area of diploma, the prevalent topics of specialization revealed are: archaeology (37,5%) and cultural management (20,83%). Other minor areas of specialization are the following: social studies, and tourism management/economics (2 respondents per each); history, European culture studies, engineering, literature, cultural technology and communication (1 respondent per each).

Fig.2- Education level of respondents.

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2.2 Experience in digitization of culture heritage/ tourism

2.2.1 Affiliations and positions held
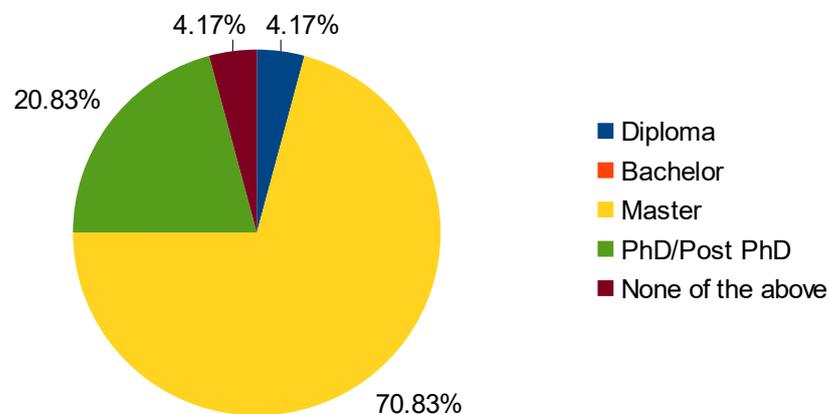
The data reveal that more than a half of respondents work in museums (nearly 55%). Employees of government/local authorities (16,67%) and creative industries (12,50%) are the next most represented groups. The rest of respondents are the personnel of universities (8,33%), private business (4,17%) and cultural organization (other than museums) (4,17%).

Fig. 3 - Affiliations.
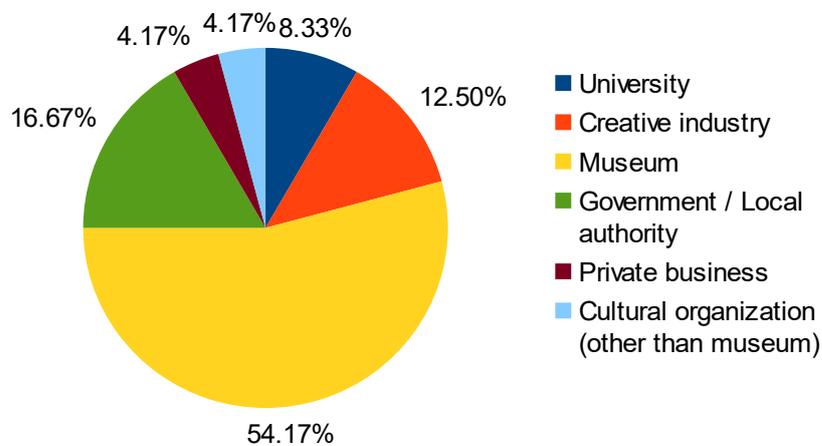
As to the positions held, the list revealed is quite diverse. As can be seen from the Figure 4, the majority of respondents are managers and employees (with 37,50% and 25% of respondents correspondingly). The next most represented group is researchers (16,67%) and the rest 17% is divided between freelancers (2 responds), volunteer and collaborator (1 response).
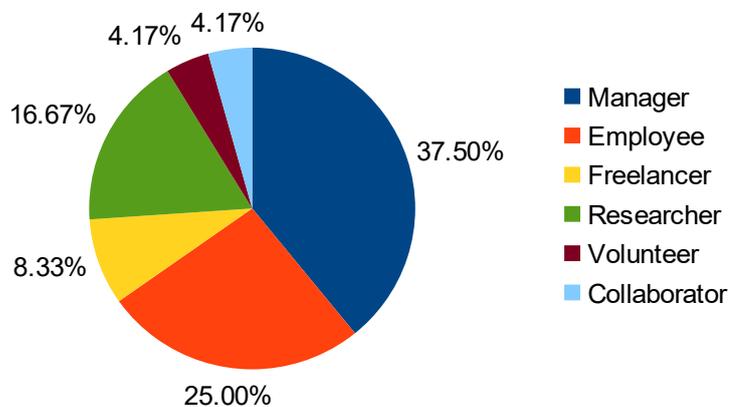

Fig. 4 - Positions held.

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2.2.2 Working experience

The working experience inquiry has revealed that the majority of respondents had worked in cultural /tourism sector for more than 5 years. Close to 20% of respondents have 2-5 years of working experience in the sector, while 16,67% has worked in culture/tourism less than 2 years. (see Fig. 5).

16.67%

Less than 2 years
Between 2 to 5 years
More than 5 years

20.83%

62.50%

Fig. 5 - Working experience in years.

2.2.3 Previous experience in digitization and the tools used

Regarding this dimension, according to the data gathered, the majority of respondents do not have any previous experience in digitization at all (54,17%). Nevertheless, the rest do possess previous experience in digitization: nearly 30% of respondents have dealt with tangible heritage, and 12,5% with intangible, while one respondent has obtained an experience with digitization but in other institutions not directly related to heritage.

a)

4.17%

Yes, in other institution, not connected with heritage
Yes, related with tangible heritage
Yes, related with intangible heritage
No

29.17%

54.17%

12.50%

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b)

Legend:
- Novice
- Medium
- Expert

8.33%
12.50%
79.17%

Fig. 6 – Previous experience in digitization (a) and the level of proficiency in technological tools/solutions (b).

As to the kinds of the technological instruments used two main dominant categories has been discovered: an average computer user with standard skills of Office, Mail, Social Media use (70.83%); and digital tool/equipment user with such basic instruments use as camera, drone, video/photo editing (25%), while one respondent identified themselves as a specialist. Regarding their proficiency in technological tools/solutions, 79% of the respondents characterized themselves as medium users, 3 responses were categorized as experts (12,5%) and another 8,33% declared themselves as novice users.

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2.2.4. The formats used for cataloguing and storage

Given the type of the question (open) and the fact that it has not been answered by all the respondents, just the list of the formats and tools named will be provided without any quantitative insights.

Regarding digital formats, the detailed responses focused mainly in image (JPG, GIF), audio/video (MP3, MP4, AVI, MOV, 3D video) and text (DOC, PDF). There were also responses that mentioned Access software, hardcopy cataloging tools (inventory books, cataloging cards), but the majority of answers were vague and general (e.g., basic cataloging of archive in digital form, scanning, data entry, audio recordings, video, etc)

2.2.5 Cultural heritage legal framework awareness

The question was answered by all the respondents, with the majority (62,5%) stating that they are aware of the legal framework for cultural heritage in Greece, but a significant 37,5% have no knowledge of it.

Fig. 7 - Do you know the legal framework for cultural heritage (tangible and intangible) in your country?

2.3 Skills/competences needed in digitization of culture heritage sector

When applied by a specialist in the cultural/heritage/tourism domain the importance of the following skills has been assessed: Software/Computer use, Network building skills, Innovation know-how, Digital skills, Big Data. The data summarized in the figure below (Fig. 8).
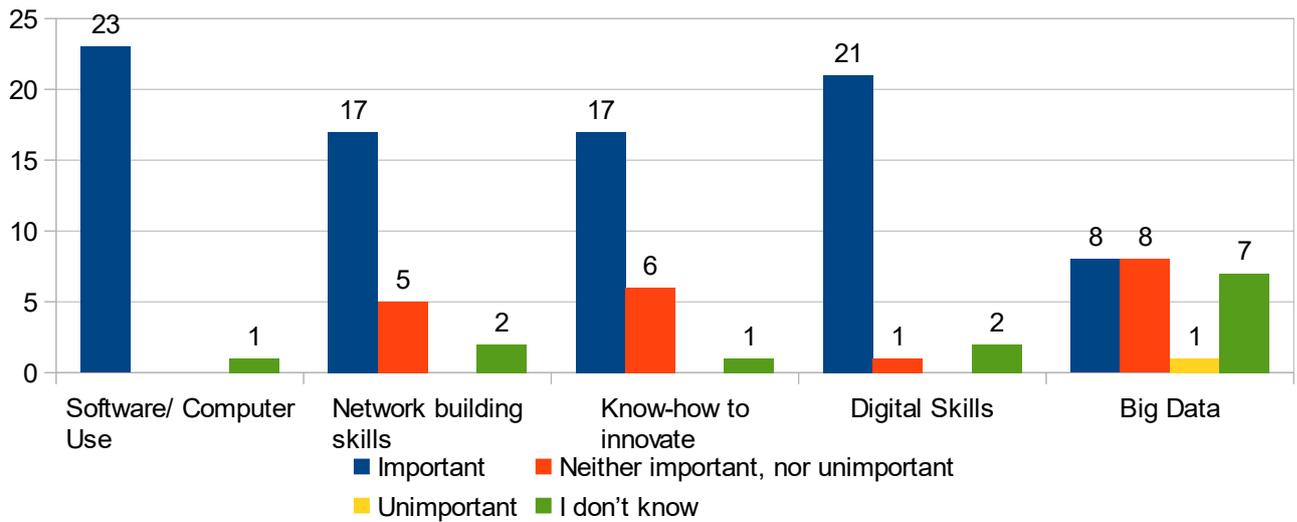
Fig. 8 - How important are the following skills/competencies in your work concerning technology?

As one can see the importance of a Software/Computer Use as well as Digital Skills is unquestionable for the majority of respondents. The Network Building Skills and Know-how to Innovate are also considered of importance. As to Big Data, the results gathered demonstrate that this particular skill may be viewed by different personal aspects (it's the only skill/competency that all possible answers are represented), since the same number of people (8) see it as "Important" or neutral ("Neither important, nor important") while an almost equal number (7) selected the "I dont know" option, while one respondent characterized it as "Unimportant".

2.3.1 Digital Strategy Manager competences

Considering the professional competences of a Digital Strategy Manager, the inquiry was set in conformity with an extended scale (when compared to the previous one 2.3.) providing the options ranging from "Very Important" to "I don't know". The total number of skills to estimate is 12. Below two corresponding diagrams (6 per each) are presented and analysed hereafter.

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Fig. 9 - Competences a Digital Strategy Manager should have.

As reported in the Figure 9, among the most appreciable competences of a digital strategy manager the respondents considered the following: communication, networking and team working skills, creative thinking, time management, decision making, as well as mentoring/coaching skills. As to the rest, the sense of initiative and entrepreneurship, resilence, leadership and change facilitator are viewed as important skills (options "Very important" and "Important") - in some cases the sum of both options equals (e.g., Sense of initiative and entrepreneurship) or even exceeds the number of responses for the highly valued as "Very important" skills (e.g. the case of "Leadership and change facilitator"). The most diverse

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answers are given to "Negotiation skills", that has the lowest rating as a "Very important" skill (9), but in view of the "Important" answers (7) as well, it can be said that it's a skill that isn't underappreciated.

2.3.2 Digital Team's underrepresented skills

The dimension has been estimated by providing the respondents to choose up to three options from the ones reported below in the diagram with the corresponding number of the times each option was checked.
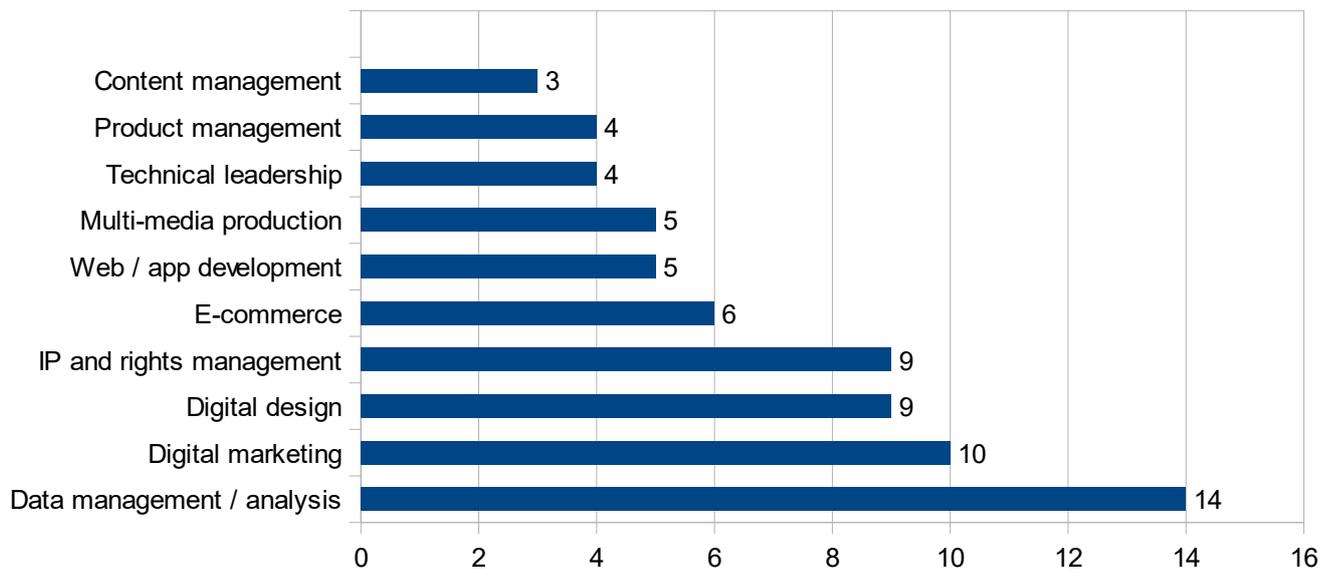

Fig. 10 - Which skills are underrepresented in your digital team?

As diagram displays the most deficient skills revealed are: data management/analysis, digital design and marketing and IP and right management. The rest of underrepresented skills are roughly on the same group, which includes: e-commerce, web/app development, multi-media production, technical leadership, product and content management.

2.3.3 Imaging solutions for digitization of intangible cultural heritage.

The question regarding the availability/necessity of the following imaging solutions for digitization of intangible cultural heritage was raised: scanning competences, photography and video making competences, 3D printing competence and operating the digitizing machines (e.g. copy stands). As results demonstrate, the most popular/demanded option is photography and video making competences with all of the respondents selecting it (100%). Almost up there is the second option for the scanning competences (91,67%), the third one - operating the digitizing machines was selected by 58,33% of the respondents, while 5 persons have specified a necessity for 3D printing competences.

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2.3.4. The kind of digitization software used in the country

The question was answered by all respondents, but the majority (19) stated that they aren't aware of any software used for digitization. 2 respondents have provided a vague reply of the type: "software for scanning and printing", and only 3 other responses gave more explicit answers, mainly Kodak Capture Pro and Adobe Photoshop.

2.3.5 Video formats used for the digital representation of the intangible cultural heritage.

Similarly, to the previous inquiry, the question has been answered by all respondents, 15 of which don't know any concrete answer and one answer just stated "all available". Among video formats mentioned, the respondents have named the following ones: MP4, MKV, 3D video, AVI.

2.3.6 Copyright issues

Regarding the copyright issues on digitization and end use of digitized intangible objects, the results revealed that there is a deficit in relevant knowledge, since 83,33% answered with "I don't know". None of the rest respondents gave any concrete issues, two answers referred to sources of information (one vague "relevant legislation", the other more focused to culture "Ministry of Culture AYLACULTUR"). Two more answers stated that in their area of interest/work there is either lack of issues or traceability of copyright (specifically for community knowledge and oral traditions).

2.3.7 The tools to improve the work

The results of the corresponding inquiry are presented below (See Fig. 11).

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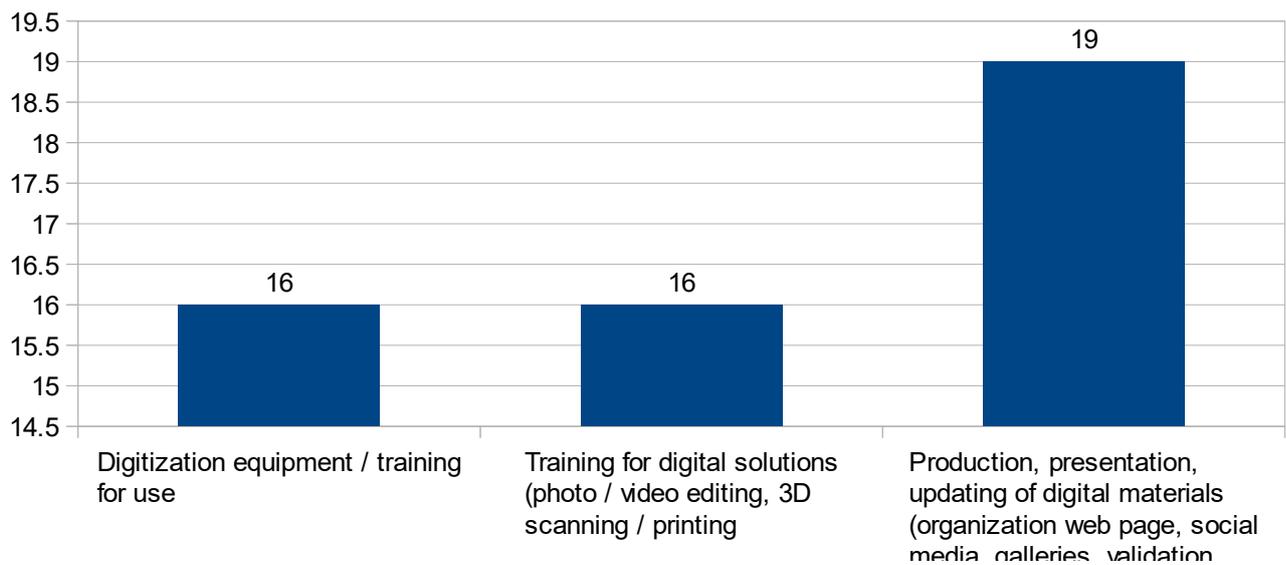Erasmus+ Programme
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Fig. 11 - The tools that may improve the work regarding intangible cultural heritage.

As can be seen, the instruments provided as options have gained a quite uniform attention of the respondents. With a prevalence of Production, presentation and updating of digital materials, the resting two options, have gained exactly the same percentage of respondents' preferences.

2.3.8 Awareness on the guidelines for the cataloguing, preservation and presentation of intangible assets adoption.

According to the data gathered regarding the awareness on country's guidelines for the cataloguing, preservation and presentation assets adoption, the majority of respondents (75%) have declared "No", while the resting part, who said "Yes" (25%) has specified the National Inventory Catalog, supervised by the Greek Ministry of Culture, with certain procedures and requirements for new entries.

2.3.9 Previous experience in cataloguing of intangible assets.

As results show, the majority of respondents (95,83%) have no previous experience in the intangible assets cataloguing, while the only one that has experience had no problems to report.

Finally, on the question "Does your museum have a written strategy for your ICH digital collection?" no one replied affirmative.

2.4 Previous training in digitization of culture heritage/museum

The inquiry on the participation in the heritage domain training programs during the last three years has revealed that 12,5% of respondents took part in a such kind of activities, as for training in relation to ICH for culture heritage sector – only 4,17% have answered "yes" (1 response on attending "Workshops of oral history for collection of testimonies"). Regarding general training on digitization of culture/tourism, 25% of the respondents stated that participated in such training courses, and named:

- Courses during their studies
- Courses organized by the Greek Ministry of Culture
- Educational programs organized by the National Public Administration Training Center
- Training in digital strategy game "Greek Wars"
- Training in software (Modes software, Spectrum5)
- Trainings within European programs' activities

2.5 Expectations from a course for digitization of cultural heritage/museum

As can be seen from Figure 12, the most appreciable option for 87 respondents who have answered the question are study visits (50%), case studies (45,83%) and online resources (45,83%). The next group of interest is talking to experts, sharing expertise with peers, practical tools or products, that gathered 7 answers each (29,17% each option), while 25% of the respondents selected the online webinars and the hands-on sessions (6 answers each). The least interest attracted information through newsletter / digital communication and analysing evaluation reports.
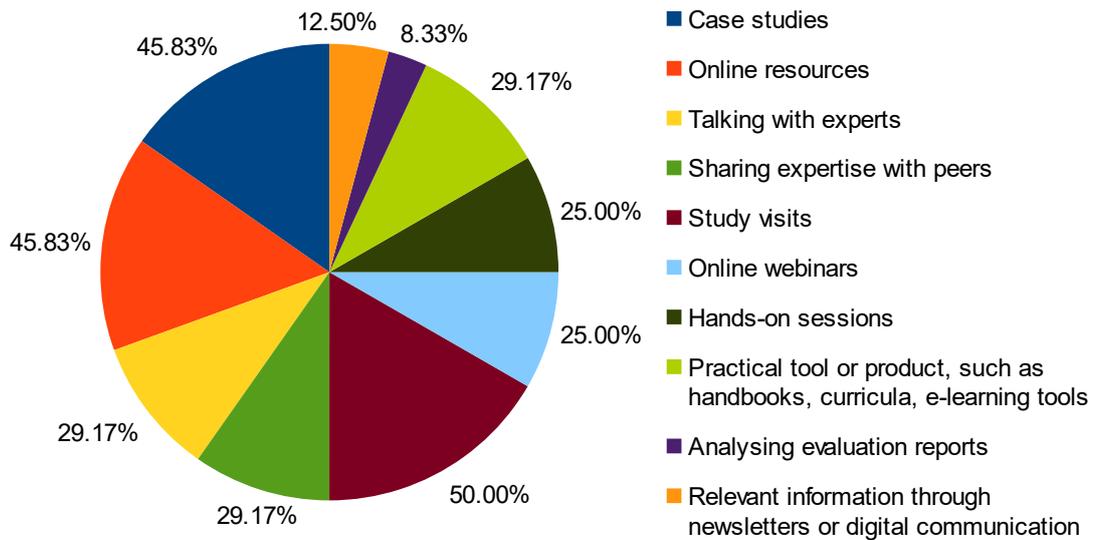
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Fig. 12 – What do you appreciate in a training course?

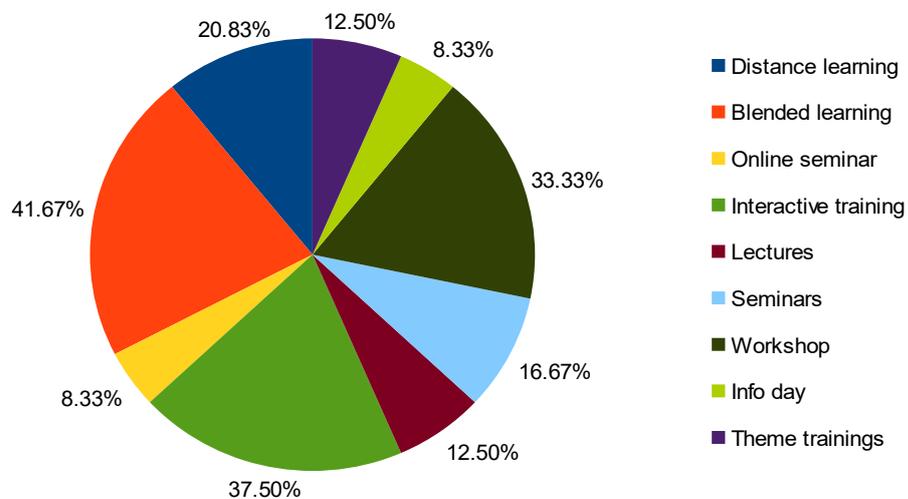As for the types of learning preferred, the resulting pie diagram is presented below in Figure 13.

Fig. 13 – Types of the learning preferred.

According to the results achieved the final rating looks as following (in descending order of popularity): blended learning; interactive training; workshop; distance learning; seminars; theme trainings; lectures; online seminars; info days.

Regarding the information respondents prefer to be covered during the training program in digitisation of intangible cultural heritage, the corresponding data revealed are summarized below on Figure 14.
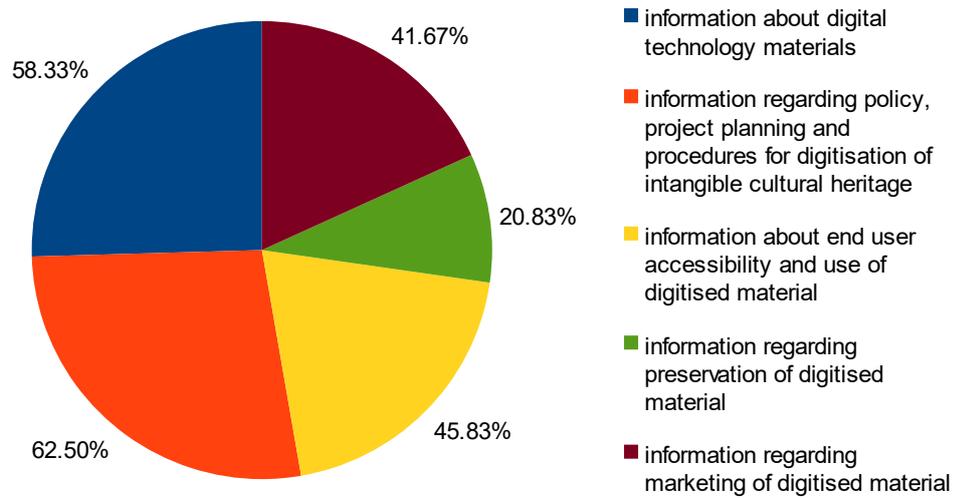
Legend:
- information about digital technology materials
- information regarding policy, project planning and procedures for digitisation of intangible cultural heritage
- information about end user accessibility and use of digitised material
- information regarding preservation of digitised material
- information regarding marketing of digitised material

Pie chart values: 58.33%, 41.67%, 20.83%, 45.83%, 62.50%

Fig. 14 – What kinds of needs are the most important and should be covered in training program in digitisation of intangible cultural heritage?

As can be seen, the majority of the respondents evaluate issues related to policy, project planning and procedures for digitisation of intangible cultural heritage to be covered during the training sessions, followed closely by digital technology materials. The end user accessibility with use of digitised material, as well as marketing of digitized material are also interesting, with over 40% each. Preservation of digitised material has gained less, but still considerable percentage of respondents votes (close to 21%).

Finally, regarding the ***expectations from training in digitisation of cultural heritage/tourism***, the answers are summed up in the diagram below.

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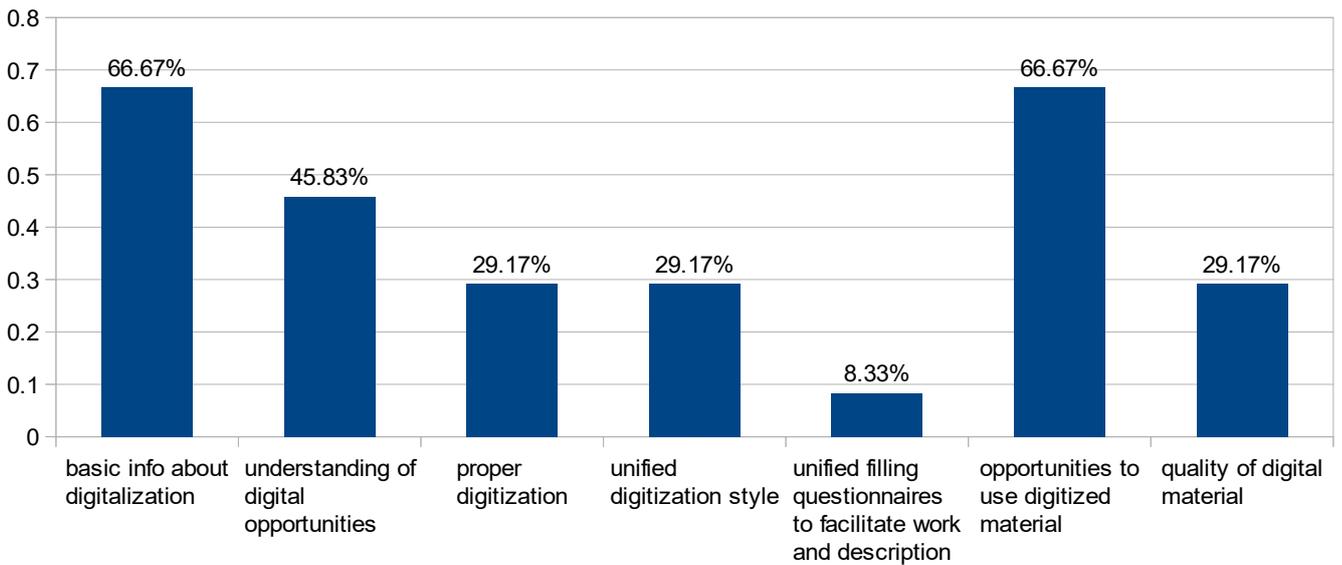Erasmus+ Programme
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Fig. 15 – What would you expect from a training in digitisation of cultural heritage/tourism proposed by DigiCult?

As can be seen above, two options rated highest in the responses: basic info about digitization and opportunities to use digitized material (66,67% each option). It's worth mentioning that "basic info about digitization" was in two cases the only selection and in three cases paired with "opportunities to use digitized material". Understanding of digital opportunities also gained a significant 46% with 11 respondents selecting it (always partnered with other options). Options relevant with quality of digital material (proper digitization, unified digitization style and quality of digital material) appear to each interest 30% of the respondents. The least interesting option proved to be the unified filling questionnaires, although 8% of respondents chosen the option.