



2015 DIAnet International School

Final Report

1. OVERVIEW of the PARTICIPANTS

By the Call Deadline of December 6th, 2014, 46 candidates had sent their application form via their AARC or DRC University. On December 17th 2014, all 46 were admitted, of whom 40 based on the quality of their application, and 6 in waiting list. In the end, the 2015 DIAnet International School was attended by 39 PhD students and recent post-docs:

ALBANIA	Universiteti i Shkodrës "Luigj Gurakuqi"	2
AUSTRIA	Alpen Adria Universität Klagenfurt	1
BULGARIA	University of Ruse	1
CROATIA	University of Zagreb	5
	University of Rijeka	1
HUNGARY	Corvinus University of Budapest	3
	Eötvös Loránd University	2
	University of Pécs	3
ITALY	Ca' Foscari University of Venice	4
	University of Ferrara	2
	University of Trieste	5
ROMANIA	"Babes-Bolyai" University	3
SERBIA	University of Novi Sad	4
SLOVAKIA	Constantine the Philosopher University Nitra	1
SLOVENIA	University of Primorska	1
	University of Ljubljana	1

The complete list of participants is in Annex 1.

2. OVERVIEW of the TEACHERS

In total, 36 teachers (professors, researchers and other contributor) participated. From the following Universities:

AUSTRIA	Alpen-Adria Universität Klagenfurt	Professors	1
	Universität für Bodenkultur Wien	Researchers	1
HUNGARY	Eötvös Loránd University	Professors	1
ITALY	University of Trieste	Professors	6
		Researchers	2
ROMANIA	Babeş-Bolyai University	Researchers	2
SERBIA	University of Novi Sad	Professors	4
		Researchers	7
	University of the Arts Belgrade	Professors	1
SLOVENIA	University of Primorska	Professors	1
		Researchers	2

The following Italian Organizations were involved during the two excursions:

Villa Manin	Friuli Venezia Giulia Region	2
	ERSA FVG	1
Torviscosa	Town of Torviscosa	2
Grotta Gigante	CAI Alpi Giulie	1
	Divulgando Srl	1
Trieste	Jewish Community of Trieste	1

The School Facilitators, who followed all the working groups activities, were provided by the University of Novi Sad, with the support of the teachers from AAU and BOKU during the last days.

The complete list of teachers is in Annex 2.

3. OVERVIEW of the STRUCTURE OF THE PROGRAMME

The 2015DIS was composed of 61 hours of activities divided into:

- INTRODUCTION: “Introduction ceremony” (3 hours) - Organizing Committee;
 - LECTURES: 12 hours in 2 days on the topics “CONSERVATION AND PRESERVATION OF CULTURAL HERITAGE” and “VALORIZATION OF CULTURAL HERITAGE” - 11 teachers involved;
 - EXCURSIONS: 2 daylong excursions, the first one to Villa Manin and Torviscosa (5 teachers and 5 local experts involved). The second one to Grotta Gigante and Trieste (7 teachers and 3 local experts involved);
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- GROUP WORK INTRODUCTION: 3 hours dedicated to “Project management of interdisciplinary projects” - 1 teacher involved;
- GROUP WORK: 26 hours in 4 days, 3 of which were plenary discussions on the daily results of the group work;
- CONCLUSIONS: “Presentation by the Working Groups” and “Final marks” (3 hours) - Organizing Committee.

4. OVERVIEW of the FUNCTIONS of the website as tool for interdisciplinary teaching and dissemination, “Interactive Teaching Tool”

The official website of Danube:Future includes a specific area dedicated to the DIAnet Schools. The website is the main tool to create and foster the network of Universities, research centres and stakeholders interested in the Danube:Future Project.

For each edition of the DIAnet Schools, there is a specific area which includes the description (call, draft programme, facilities, etc.) and the list of lectures and other activities - which links to the details (teachers involved, description of the activity, research fields). School participants have an area dedicated to their project works, where they can upload the documents of their works, developed during the school.

Teachers are requested to disseminate new elements of interdisciplinary studies. Each teacher involved is responsible for the uploading and updating of documents and any material relevant to the project topics, which can be done also outside the school. All important uploaded information reinforces the system of interdisciplinary methods.

Participants can make use of the available information as well as disseminate their own contributions to their colleagues when carrying out teaching activities. The contents of the DIAnet School will then be accessed by a much larger and ever-growing number of stakeholders interested in the themes of the Danube:Future project. In fact, the recorded lectures are available to all the interested people.

By suggestions of the previous editions, a “Participants’ guide” was prepared to help participants in working on the website.

5. OVERVIEW of the WORKING GROUPS

The group work started right from the beginning of school. In the first days for group work it was assigned only one small slot in the daily schedule, while the second half of the school was dedicated only to group work with intensive active involvement of the participants. They were divided in six working groups, each of them representing a variety of disciplines and countries as well as PhD-students and young post-doc researchers. Working groups had to identify a common idea for a future project, which addresses one of the societal challenges of Horizon 2020, takes into account the challenges of the DRB and to be related to cultural heritage.

Some specific calls were identified by the Facilitators under HORIZON 2020 open calls: under Societal Challenges - REFLECTIVE SOCIETIES: CULTURAL HERITAGE AND EUROPEAN IDENTITIES calls and SCIENCE WITH AND FOR SOCIETY - call CALL FOR MAKING SCIENCE EDUCATION AND CAREERS ATTRACTIVE FOR YOUNG PEOPLE and another one FOR INTEGRATING SOCIETY IN SCIENCE AND INNOVATION. Draft project proposals developed in Working groups should ideally represent a part of an application to a funding authority, designed following the suggested project structure and bringing innovative ideas to the table.

On the last day of the school, groups presented their research proposals. Students received feedback on their co-developed papers and were invited to pursue them further after the school.

5.1. Themes of Project proposals

ISAR	<i>TITAN - Tisza, Transmission and Innovation: An innovative Bottom-up Model for Transmission and Promotion of Tisza Cultural Heritage</i>
ISKAR	<i>ILMECH - Interactive Learning Method of Cultural Heritage for Europeanization in the Danube Region</i>
INN	<i>LET'S © - Science cafés for a sustainable future</i>
DRAVA	<i>ArchaeoGates</i>
SAVA	<i>Valorization of Wood Cultural Heritage (WCH) for Sustainable Future in Danube Region</i>
VUKA	<i>SCOPE - Former Socialist Countries Open their Past to Europe</i>

5.2. Participants inclusion

The general impression we - as facilitators - had is that participants found 2015 DIAnet School very useful for their future professional development. Most of them had no previous experience regarding the international (EU-funded) project implementation. Therefore, it was very important for them to cooperate in quite a shuffled team and to experience so many aspects of cooperation during one of the most critical phases of international project management: the proposal preparation. On the other hand, we also learned a lot, since the expertise participants brought from their fields was spanning along many scientific areas.

During the first half of the school they were mostly attending lectures and making field trips with a very busy schedule. Nevertheless, they did find time to interact and set up initial project ideas they developed towards the end of the 2015 DIAnet School. This was

very useful for them since they realized that their professors and more experienced colleagues were facing the same issues - deciding on the exact project idea that will be pursued with their international colleagues from various different institutions. During the second half of the School they experienced full hands-on approach (every day, from dawn 'til dusk) in the development of a project proposal for very specific Horizon 2020 Open Calls of their interest (aligned with the overall topic of the school: THE ROLE OF CULTURAL HERITAGE FOR THE SUSTAINABLE DEVELOPMENT OF THE DANUBE REGION). Besides learning techniques of project proposal preparation, the participants also experienced all the benefits of multidisciplinary international teams.

It was crucial for them to understand the importance of appropriate planning for a successful project implementation (and, at first, evaluation). By learning about structuring their brainstorming processes, the participants provided us, as facilitators, with a very important feedback - this particular facilitation was supposed to be combined with a training approach. It was accepted both by facilitators and participants, once again proving that interaction is of crucial importance. They learned about preparation of the following aspects: general and specific objectives, context (with background and problem statement), methodology, consortium creation, work package structure and budget needed for the action.

It was very interesting to see that practically all of them actively contribute within their teams to the development of a proposal that could be sustainable. As for the general results of the school, what is even more encouraging is the fact that several groups expressed the interest to pass the information to their university supervisors, in order to further develop their proposals.

6. FEEDBACK FROM THE PARTICIPANTS

Most of the participants declared in the questionnaires that the School was successful in its organization, teaching activities and work groups. It is important to highlight that the participants covered several and different research fields, so the impressions of each activity varied considerably.

As far as the lectures are concerned, some of them were highly appreciated, while others were regarded as too general for the target group, or not much related to the school topic. The participants also expressed the need of having more practical cases included in this kind of training school. Furthermore, the teachers should have been more interactive with participants. The excursions were appreciated in terms of destination, while the number of indoor lectures was regarded as too high. In fact participants would have appreciated more outdoor activities.

Group working proved to be effective and useful, although participants requested more time

for discussion at the beginning of the school, together with more information on how to manage group work and interpersonal relationships in international work groups.

Generally speaking, the participants suggested to better balance theory and practice, a more flexible schedule, more time devoted to work groups and more lectures/drill on how to write a project proposal. Overall the School met the participants' expectations and they considered it useful for their future career. Participants also made some interesting suggestions to be taken into consideration for future editions.

7. SWOT- Analysis, Lessons Learned and Planned Improvements

7.1.1. Strengths:

- The school benefited from the international composition of the students and from their broad disciplinary background and experiences in interdisciplinary work.
- Offering a wide field of topics and opening the school to participants from all scientific fields and countries from the Danube and Alps-Adriatic region provides the chance to foster international and interdisciplinary cooperation. The feedback of students clearly demonstrated that this is an asset of the DIAnet schools.
- The lectures addressed topics which are important for broader understanding of cultural heritage and lectures were mainly focused on variety of aspects of the cultural and natural heritage of the Danube Region.
- The types and mixing of courses (lectures, interactive parts, excursions, group work) stimulated discussions among the students and within the groups. The organization of the schedule, with lectures, excursions and group work could serve as a good format for the success of the working groups.
- The working group sessions motivated students to discuss different aspects of cultural heritage protection, preservation and exploitation, and combine their diverse scientific expertise in developing innovative approaches to fit to joint project proposals.
- The use of strategic documents such as Horizon 2020 and Danube Strategy, as the basis for the projects was helpful for the working groups and led to proposals which have a chance of being developed into full proposals.

7.1.2. Weaknesses:

- As already noted in previous school editions, the workload for students was very high; the program covered full days from Saturday 14th and lasted until Sunday 22nd March, after lunch. According to the students, the most challenging was the number of indoor activities.
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- Students would like to be more involved in the group formation because some of them have some difficulties in working with people coming from so different fields.
- The teachers followed only partly the recommendation to limit the lecture up to 50 minutes excluding student interactions.

7.1.3. Chances:

- DIAnet schools are organized as a joint cooperation of the Danube Rectors Conference and the Alps-Adriatic Rectors Conference, providing access to the largest institutionalized pool of young researchers and PhD-students in these regions. This should, however, be explored to increase attention and awareness in the universities of the DRC and AARC.
- For future editions of the DIAnet school it should be considered the structure of lectures and the introduction into group work can be further improved for this event.

7.1.4. Threats:

- Many students evaluated the duration of the school and the number of lectures as excessive. This is something, however, which is established by the ESF rules and therefore cannot be changed.

7.2. Lessons learned from 2015DIS :

1. more detailed instructions for group work: “Handout for group work”, “EU funds overview” and one entire morning slot of lessons on Project Management Cycle, were delivered to enable less experienced students to get familiar with the targets;
 2. 2 facilitators from UNS supervised the Working Groups during the School, from the first day.
 3. Possibilities to access the universities of DRC and AARC for publishing and promoting the call for teachers and the call for participants should be better explored.
 4. Introduction to group work extended and made on the first day so students had the opportunity to present briefly their own work or projects.
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8. OVERALL BUDGET OF THE SCHOOL

	Uni TS	UNS	AAU	BOKU	Other AARC / DRC	FUNDS	TOTAL
ORGANIZING COMMITTEE							
Preparation	9.840,80	1.925,00	5.255,68	1.816,92			18.838,40
During school	4.835,74	687,50	2.299,36	1.110,34			8.932,94
Outcomes	1.766,92	412,50	821,20	151,41			3.152,03
TEACHING BODY							
Lectures	1.550,38	1.423,00			2.200,00		5.173,38
WGs Facilitators						4.050,00	4.050,00
Accomodation						1.495,00	1.495,00
Living costs						2.520,00	2.520,00
Other costs						577,72	577,72
DIAnet STAFF							
Secretary	8.841,82	235,00					9.076,82
Tutor						1.903,20	1.903,20
Technician						1.403,00	1.403,00
Other costs						1.259,80	1.259,80
PARTICIPANTS							
Accomodation						8.700,00	8.700,00
Living costs						9.540,00	9.540,00
EXCURSIONS							
Villa Manin/Torviscosa						450,00	450,00
Trieste						450,00	450,00
WEBSITE							
Implementation						1.183,70	1.183,70
Hosting						174,80	174,80
GENERAL ORGANIZATION							
Facilities	2.507,21					1.620,00	4.127,21
Stationery	127,05					29,98	157,03
OTHER COSTS							
Proceedings (upcoming)						800,00	800,00
	29.469,92	4.683,00	8.376,24	3.078,67	2.200,00	36.157,20	83.965,03

5. CONTRIBUTION OF THE DIANET School to HORIZON 2020

The challenges addressed by Horizon 2020 require international and interdisciplinary approaches. Each of these challenges will play out differently in different areas of Europe and will require both localized knowledge (as reflected, e.g. in knowledge of local languages and historical legacies influencing the available paths for development) and an overarching approach.

By linking a specific area, i.e. the Danube Region, a target area of a macro-regional strategy of the EU, with the Grand Challenges of Horizon 2020 and building an interdisciplinary network of young scholars, DIAnet schools contribute to the preparation and workability of Horizon 2020. By offering experience in interdisciplinary group work, DIAnet schools engage in capacity building in a crucial area and at a crucial moment. By mapping the EUSDR challenges onto Horizon 2020 in specific field of cultural heritage, DIAnet schools pave the way for successful participation in Horizon 2020. Learning about project management cycle, working in an international setting and bringing diverse scientific expertise to the school, fellows acquire valuable skills and methods how to approach their future project activities under HORIZON 2020. This is a unique opportunity to learn and interact in interdisciplinary groups with a high-level international faculty.

6. CONTRIBUTION OF THE DIANET School to EUSDR PA7

DIAnet Schools are designed to foster networking among young researchers (and their teachers). It aims at capacity building in the Danube Region and at providing networking to aid in the development of common research projects for a sustainable future of the Region. They contribute to all pillars of EUSDR, starting from “Connecting the region”, because teachers and students come from universities of the area and engage into research in all thematic areas (intermodality, sustainable energy, culture and tourism), it contributes to “Protection the environment” especially in reference to Culture & Tourism (Priority Area 3) and Biodiversity, landscapes, quality of air and soils (Priority Area 6), it also gives much focus to “Building prosperity” aiming at Development of Knowledge Society (Priority Area 7), and finally it brings contribution to “Strengthening the Region” through capacity building (Priority

Area 10). The particular contribution of DIAnet, does, however lie in pillars 2 and 3, protecting the environment and development of knowledge society. The DIAnet Initiative develops people and skills and contributes to strengthening knowledge society through intensive capacity building on a regional level. It gives much needed platform to young researchers to meet, connect, share common vision, learn about project management cycle and build their individual capacities to join regional network of researchers working together to develop competitive and prosperous Danube Region. This approach should prove to be highly beneficial to your fellows at the beginning of their professional careers. As first phase of Danube:Future, a research program dedicated to long-term research on the sustainable development of the Danube River Basin, DIAnet offers networking and capacity building, two necessary prerequisites for the development of intra- and inter-regional projects in the DRB.

The Organizing Committee

Prof. Marco Dogo (Director)

Prof. Pavle Sekeruš (Leader)

Prof. Manuela Montagnari (Vice-Director)

Prof. Verena Winiwarter

Dr Gertrud Haidvogl

The Facilitators

Dr Mladen Radišić

Ms Helena Hiršenberger

The Staff

Mr Stefano Brumat

Ms Giulia Nardini

ANNEX 1- List of participants

PARTICIPANT	UNIV	COUNTRY	ATTENDANCE
ÁDÁM János Imre	University of Pécs	HUNGARY	100%
ÁRGYELÁN Tímea	Corvinus University of Budapest	HUNGARY	95%
BARBERIS RAMI Matías Ezequiel	University of Ferrara	ITALY	100%
BECCALLI Chiara	University of Trieste	ITALY	76%
BERIĆ Dejan	University of Novi Sad	SERBIA	99%
BERTUZZI Stefano	University of Trieste	ITALY	93%
BJELOTOMIĆ Olga	University of Zagreb	CROATIA	50%
CEROVAC Ivan	University of Trieste	ITALY	100%
CODROMAZ Federica	University of Trieste	ITALY	100%
CONSTANTIN Anita	"Babes-Bolyai" University	ROMANIA	100%
FALCHI Laura	Ca' Foscari University of Venice	ITALY	100%
GAJIĆ Aleksandar	University of Novi Sad	SERBIA	60%
GAJINOV Tamara	University of Novi Sad	SERBIA	99%
GUEORGUIEV Tzvetelin	University of Rousse	BULGARIA	100%
HABIBI Shahryar	University of Ferrara	ITALY	100%
HRUBALOVÁ Lucia	Constantine the Philosopher University Nitra	SLOVAKIA	95%
INNOCENTI Dario	Ca' Foscari University of Venice	ITALY	77%
JAKOMINIĆ MAROT Nataša	University of Rijeka	CROATIA	52%
JOVIČIĆ Ana	University of Novi Sad	SERBIA	92%
KALINA Veronika	Eötvös Loránd University	HUNGARY	100%
KOPLIKU Bresena	Universiteti i Shkodrës "Luigj Gurakuqi"	ALBANIA	95%
LONČAR Sanja	University of Zagreb	CROATIA	100%
MARKELJ Miha	University of Primorska	SLOVENIA	96%
MÁTAI Anikó	University of Pécs	HUNGARY	100%
NÁDASY László Zoltán	Corvinus University of Budapest	HUNGARY	95%
OPRIȘ Lavinia-Ioana	"Babes-Bolyai" University	ROMANIA	100%
PARIS Laura	University of Trieste	ITALY	94%
POTRA Alexandra-Camelia	"Babes-Bolyai" University	ROMANIA	100%
RICCI Giulia	Ca' Foscari University of Venice	ITALY	100%
RUBIĆ Tihana	University of Zagreb	CROATIA	50%
RUSTJA Dritan	Universiteti i Shkodrës "Luigj Gurakuqi"	ALBANIA	95%
SZABAD Boglárka	Eötvös Loránd University	HUNGARY	100%
SZALÁNCZI József Krisztián	University of Pécs	HUNGARY	100%
TERNÉNYOVÁ Viola	Alpen Adria Universität Klagenfurt	AUSTRIA	96%
TRALIĆ Dijana	University of Zagreb	CROATIA	74%
VALÁNSZKI István	Corvinus University of Budapest	HUNGARY	95%

VITAS Igor	University of Zagreb	CROATIA	74%
ZUENA Martina	Ca' Foscari University of Venice	ITALY	100%
ZWITTER Žiga	University of Ljubljana	SLOVENIA	100%

ANNEX 2- List of teachers

TEACHER	UNIVERSITY	COUNTRY	ROLE IN 2015DIS
Dr DIANA BARILLARI	University of Trieste	ITALY	Excursion
Dr RADU CRISTIAN BARNA	Babeş-Bolyai University	ROMANIA	Lecturer
Prof. FRANCO CUCCHI	University of Trieste	ITALY	Excursion
Dr NEMANJA DAVIDOVIC	University of Novi Sad	SERBIA	Lecturer
Prof. MARCO DOGO	University of Trieste	ITALY	Director, Lecturer, Excursion, Evaluator
Dr STEFANO FURLANI	University of Trieste	ITALY	Excursion
Dr GERTRUD HAIDVOGL	Universität für Bodenkultur Wien	AUSTRIA	Facilitator, Evaluator
Dr HELENA HIRŠENBERGER	University of Novi Sad	SERBIA	Lecturer, Facilitator
Prof. IGOR JELEN	University of Trieste	ITALY	Excursion
Dr ALEKSEJ KIŠJUHAS	University of Novi Sad	SERBIA	Lecturer
Dr MIRJANA KRANJAC	University of Novi Sad	SERBIA	Lecturer
Prof. IRENA LAZAR	University of Primorska	SLOVENIA	Lecturer
Prof. TAMÁSKA MÁTÉ	Eötvös Loránd University	HUNGARY	Lecturer
Dr ZRINKA MILEUSNIĆ	University of Primorska	SLOVENIA	Lecturer
Prof. MARIA MITROVIC	University of Trieste	ITALY	Excursion
Prof. EMANUELA MONTAGNARI	University of Trieste	ITALY	Vice-Director, Lecturer, Excursion, Evaluator
Prof. PIERLUIGI NIMIS	University of Trieste	ITALY	Excursion
Prof. MLADEN RADIŠIĆ	University of Novi Sad	SERBIA	Lecturer, Facilitator
Prof. JONJAUA RANOGAJEC	University of Novi Sad	SERBIA	Excursion
Prof. PAVLE SEKERUŠ	University of Novi Sad	SERBIA	Leader, Lecturer, Evaluator
Dr MARKO ŠKORIĆ	University of Novi Sad	SERBIA	Lecturer
Dr LUCRINA ȘTEFĂNESCU	Babeş-Bolyai University	ROMANIA	Lecturer
Prof. VESNA STOJAKOVIĆ	University of Novi Sad	SERBIA	Lecturer
Prof. JELENA TODOROVIC	University of the Arts Belgrade	SERBIA	Excursion
Dr ANICA TUFEGDZIC	University of Novi Sad	SERBIA	Excursion
Dr SNEZANA VUCETIC	University of Novi Sad	SERBIA	Excursion
Prof. VERENA WINIWARTER	Alpen-Adria-Universität Klagenfurt	AUSTRIA	Lecturer, Facilitator, Evaluator
Dr KATHARINA ZANIER	University of Primorska	SLOVENIA	Lecturer

The following experts were involved during the two excursions:

TEACHER	ORGANIZATION
Dr GIANCARLO STASI	ERSA FVG
Dr ALESSIO FABBRICATORE	Alpi Giulie group
Mr ROBERTO FASAN	Town of Torviscosa
Dr ALESSIO MEREU	Divulgando Srl
Dr MAURO MOSHE TABOR	Jewish Community of Trieste
Arch PAOLO TOMASELLA	Friuli Venezia Giulia Region
Dr FRANCESCA VENUTO	Friuli Venezia Giulia Region
Ms LORENA ZUCCOLO	Town of Torviscosa