

Erasmus+ Project Adult Education Strategic Partnerships

Eco-management: yesterday's knowledge, tomorrow's know-how



O4 – Implementation of training/activities

Proposed method for implementing training/activities

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Project Partners

Alpes de Lumière - France

The association seeks to alert local populations to the richness of their heritage by fostering social, cultural and personal links between people to re-evaluate and revitalise their area.

E-mail: contact@adl-asso.org

Website: www.alpes-de-lumiere.org

EuroKoncept 21 - Slovakia

The association's objective is to help the underprivileged find employment and to set up local development activities linked to the management and preservation of the natural heritage.

E-mail: rri@slovanet.sk

Website: www.eurokoncept21.sk

Gatehouse Development Initiative - United Kingdom

A voluntary organisation in Scotland which carries out projects to improve the well-being of the local population through projects related to improving the environment and promoting built and natural heritage.

E-mail: gdi@gatehouse-of-fleet.co.uk

Website: www.gatehouse-of-fleet.co.uk

Celavu Prunelli Community of Municipalities - France

This Corsican community is associated with projects centred on the development and sustainability of an economy that values resources, heritage and know-how and the networking agencies and cross-fertilisation of skills and initiatives.

E-mail: contact@celavu-prunelli.fr

Red2Red Consultores, S.L. - Spain

A Spanish private company, founded in 2000 as a reference base for national and local public policies, contributing to the success of public institutions and local authorities, as part of an improvement in democratic, social and economic governance.

E-mail: red2redconsultores@red2red.net

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Perifereiaki Enosi Dimon Ipirou - Greece

Based in the north-west of Greece, Ped Epirus is a non-profit organisation of the local territorial administration, an entity under private law of a public nature. The objectives include the implementation of activities aimed at quality of life and social cohesion, and the protection of the environment and culture.

E-mail: ecomangement@pedepirus.gr

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I. Introduction

The "Eco-management" project, composed of partners from France, the United Kingdom, Slovakia, Greece and Spain, is a project funded by the European Erasmus+ Programme, which aims to transmit to the younger generations the knowledge and know-how of elders in terms of planning a local area, as well as the way they took into account the environmental impact of their presence and activities.

The Eco-management project is therefore structured around three main objectives:

- ◆ the intergenerational and pan-European transmission of knowledge related to the sustainable development of European rural areas and therefore the safeguarding of this know-how and traditional knowledge threatened to be forgotten. Traditional trades and knowledge have participated for centuries in the economic, social and local development of the areas and today they constitute an important heritage for our societies. However, contemporary development has relegated them to the margins of current practices, and these trades are now in decline and in danger of being forgotten. The bearers of these techniques and know-how are senior craftsmen as well as individuals who are passionate about this knowledge and who have acquired expertise on these subjects. One of the central issues at the heart of the Eco-Management project is to "transform" the knowledge holder into a knowledge broker.
- ◆ the integration of young Europeans in difficulty in order to make them aware of the problems of their areas, to interest them in the local heritage and to transmit traditional knowledge and know-how to them in the long term: transform them in the longer term into ambassadors of spatial planning for local authorities.
- ◆ raising awareness among citizens in general of the need to enhance the value of heritage and landscapes so that they can take charge of the maintenance and development of their living space through a better understanding of the areas, their histories and traditions as well as the rules governing landscape and built environment development.

The Eco-Management project proposes a participatory approach that involves all the people involved in spatial planning at the various stages of the project and is based on the concept of solidarity development of a area.

Conceived as a practical territorial guide to eco-management for communities, companies and (young) citizens, this document presents the Ecomanagement approach as a whole, highlighting the methods developed and tested by the project partners leading to the implementation of training and awareness activities and proposing practical tools applicable to other areas and other know-how.

II. Stakeholders

Stakeholders

They include elected officials, bodies in charge of employment, integration, training, local people in sustainable development (Pôle Emploi, local mission, CRIJ, Ecole de la deuxième chance...). They are gathered in the form of a local committee of experts (4-6 people), whose role is to determine the area (ies) of testing with regard to initiatives already conducted or planned, and to identify the "resource" persons, holders of the knowledge and know-how present on the area.

The seniors

These are the holders of the knowledge present in the different areas of the partnership. Their mission is to transmit their knowledge and skills to (young) citizens. The traditional knowledge and know-how identified in the project (O1) include the following:

- ◆ Raising awareness of basic building restoration techniques (dry stone, wood, lime, clay mortar,...);
- ◆ Natural space maintenance techniques: notions related to the environment (water, biodiversity, plant), technical approaches (manual brushing, planting, pruning, grafting, plant maintenance, etc.)
- ◆ Beekeeping
- ◆ Medicinal plants and their use
- ◆ Traditional local cuisine and recipes based on wild resources and/or area
- ◆ Production of local cheese
- ◆ Crafts (ceramics, hemp, spindle, sheep's wool techniques, goldsmith "filigree")

The young people

They are primarily aged between 18 and 25 (but not exclusively), with difficulties of social and/or economic integration: it is a question of (re)creating in them an identity dimension in relation to their area, of promoting social inclusion and cohesion but also of releasing the motivation of these young people and the desire to get involved in projects. Young people participate in particular in the phases of:

- ◆ identification of good practices,
- ◆ identification of resource persons holding knowledge and know-how,
- ◆ conducting interviews with resource persons,
- ◆ testing of collective training/activities.

The general public:

It is essential to mobilise the general public by inviting them to take part in the various training sessions set up within the framework of the project for the transmission of knowledge and

know-how. The long-term objective is the creation of collectives of European citizen eco-managers who were the essential partners of local authorities in spatial planning operations.

III. The Eco-Management project approach

You people can make a significant contribution to improving the quality of his environment and the attractiveness of his region. One of the tools is to make them aware of traditional techniques and knowledge. Different pedagogical and awareness-raising approaches can be used in the transfer of traditional knowledge to the new generation, depending in particular on the educational experiences of the knowledge holder.

The Eco-Management project proposes an integrated approach based on the participation of all stakeholders at the different stages of the project (see above Stakeholders), from the definition of traditional knowledge specific to areas to the testing of training/awareness activities.

The Eco-Management approach developed and tested by the project partners is presented in detail below.

STEP 1: IDENTIFICATION OF GOOD PRACTICES

In order to build on previous experiences in the various countries of the "Eco-management" network, a collection of good practices for the intergenerational transmission of know-how was first carried out by the partners, followed by joint work to identify the best practices in environmental awareness/education among the selected practices.

Within each of the areas, the partners of the "Ecomanagement" project have identified best practices in the enhancement of landscapes and heritage. This data collection, focusing on old knowledge and know-how, was carried out in collaboration with networks of local people.


This intellectual production aims to capitalise on the data in the form of practical fact sheets which can be used by the greatest number of people at all levels (local, regional, national and European).


Progress:

- ◆ A good practice collection sheet has been developed by the various partners, accompanied by a user guide. With the help of this tool, each partner collects good practices on its area, from networks of local people, around the following themes:
 - Activity to inventory and formalize the know-how
 - Activity to mobilise the target audience
 - Awareness or learning activity
 - Activity to implement / reproduce the know-how acquired

- Communication activity / promotion of the experience to the public
- ◆ From the various good practice sheets, we can select the good practices that seem most relevant for all partners.
- ◆ Once the representative good practices were selected by the partners, it was possible to capitalize on the good practices in the form of summary practical sheets (one activity sheet per theme) These sheets constitute a toolbox for end-users: collective local authorities of (young) citizens, associations of (young) citizens.

The collection methodology


Erasmus+



GOOD PRACTICE SHEET	
Title of Project	PROJECT SPONSOR
	Country : Structure : Contact person : Name : Address : Tel : E-mail:
TYPE OF ACTION SHOWN ON the LIST (TICK ONE TYPE OF ACTION)	
<input type="checkbox"/> Action to list and formalise the know-how <input type="checkbox"/> Action to mobilise the target public <input type="checkbox"/> Action to raise awareness or train <input type="checkbox"/> Action to put in place or reproduce the acquired know-how <input type="checkbox"/> Action to communicate with and validate the experience	
IMPLEMENTATION CONTEXT (AREA, GOVERNANCE, ETC.)	
BRIEF PRESENTATION OF THE ACTION – HISTORY AND IMPLEMENTATION	
MEANS OF IMPLEMENTATION (human including local partnership / logistics / financial)	
PRESENTATION OF IMPACTS	TARGET PUBLIC
Economic impact : Social impact : Environmental impact : Cultural impact :	
DESCRIPTION OF INNOVATORY NATURE OF THE GOOD PRACTICE	
CONDITIONS NECESSARY FOR THE TRANSFER OF THE GOOD PRACTICE	
OTHER OBSERVATIONS :	

RECOMMENDATIONS FOR THE SELECTION OF GOOD PRACTICES

Reference:

Intellectual Production O1: Collection and exchange of good practices by the partners / modelling tool

The table below should guide you through some recommendations and explanations to permit you to achieve a list of good practices in your area

Good practice theme	Question to explore	Good practice example identified by the responsible person in their area
Activity to list and formalise the know-how	The partners put forward , list and formalise activities to identify, list and formalise know how and techniques in their area	Example: the method employed by a network of people in the area having worked with scientists from IRD Montpellier on the inventory and formalisation of the production know- how, (chestnuts, pastoralism, essential oils, cooked meats etc.)
Activity to mobilise the target audience	The partners must present the tools put in place(upstream from transmission activities/learning) to inform/engage/recruit or invite the public/ holders of knowhow/young to take part in intergenerational transfer activities	Example : In the framework of putting in place know- how awareness workshops, the Corsican partner undertook a communication campaign in the local press, poster campaign, a social media campaign to get the public to sign up for the workshops
Activity to raise awareness or training	The partners must present training activities, transfer and know-how learning put in place in their area	Example: Welfare to work programme centred on the production of chestnuts and mountain agriculture. Helped by the State and carried out by an association at the local level. The aim is to provide young people in difficulty and the local people to take up the know-how of Corsican mountain agriculture, to make a career of it and set up in this

		activity. The aim is also to save and restore the local heritage by perpetuating know how(dry stone) It also puts people in difficulty into work (Local mission and employment hub)
Activity to put in place or reproduce the acquired know-how	The partners must indicate in which frameworks) professional. private, family, voluntary, citizens can put in place the competences acquired in the framework of transfer/learning	Example : Putting in place knowledge and knowhow at different levels : Professional level: the people trained or whose awareness has been raised can put their learning to use in a business or agricultural enterprise. At the private or volunteer level the persons trained can validate their training for their own needs or in the framework of general interest activities (heritage rehabilitation, tidying sites, fountains etc.
Activity to communicate or validate the experience with the public	The partners must indicate the activities put in place to communicate with and inform the public/young people on the intergenerational transfer operations carried out in their area	Examples : press releases Press dossier, articles, video, TV, internet, social media

STEP 2: METHODOLOGY OF INTERGENERATIONAL TRANSFER

"The role of intergenerational transfer of knowledge and know-how in spatial planning for sustainable development"

The proposal of the partners of the "Eco-management" project for an intergenerational transfer approach and public awareness is as follows:

Creation of the local committee of experts

This is the creation of a committee of 3 to 6 people, composed of professionals with knowledge of land use planning. Local authorities, municipalities, public/private employment services, guidance and training structures, universities, second-chance schools, spatial development agencies, youth associations, national parks (natural, biosphere), environmental offices, etc. should be contacted to identify a representative within their

structure, who becomes a member of the local expert committee. For the committee to become operational, its composition must be between 3 and 6 people.

The role of the committee is to identify good practices (see Step 1), testing areas and holders of traditional knowledge and know-how.

Creation of the youth group

With the help of the local expert committee, a group of young people must be identified (about 20 young people) to participate in the project and acquire skills that are in danger of disappearing. They were sought as a priority among young citizens in difficulty of social and/or economic integration, aged primarily between 18 and 25 years, and showing an interest in this traditional knowledge. To be done in consultation with public and private employment services and training and guidance structures, youth associations. The project partner should identify young people who wish to participate in the project and acquire skills that are in danger of disappearing.

Creation of the joint discussion group

In order to engage the widest possible audience in land-use planning decisions, joint discussion groups were established in each area. The group are composed of representative(s) of the local committee of experts, young people interested in participating in knowledge transfer and committed citizens. The group should consist of between 6 and 8 people.

The main aim of the group is to determine the needs of the area in terms of intergenerational transfer of ancient productive knowledge and know-how in spatial planning, and thus to be able to restore and maintain the cultural and natural heritage for future generations, as well as the productive know-how of the area.

A second objective of the group is to identify the holders of knowledge and know-how.

Identification of the area's needs

The basis for this step is the practices identified during the search for good practices in the intergenerational transfer of old knowledge and know-how to the younger generation, on 5 themes:

Inventory and formalization of the know-how

- ◆ Mobilisation of the target audience
- ◆ Awareness raising or learning
- ◆ Implementation/replication of the acquired know-how
- ◆ Communication/valorisation of the experience to the public.

The first step is to identify the productive knowledge/know-how held by the elders and used to protect, develop and enhance the landscape and heritage. The approach generally used to make an inventory is based on surveys and data collection in the field, necessary for the formalization of know-how, by questioning the holders of know-how.

Methods of identifying the area's needs

This is the main work of the joint discussion group. Needs may be identified by different means: interviews, questionnaires (paper, online), observations. As part of our project, the following methods are recommended:

Brainstorming

Brainstorming is a creative problem-solving technique under the direction of a facilitator. More specifically, it is an informal meeting to gather ideas in order to bring something new into a structure.

The general idea of the method is to gather many original ideas. Two basic principles define brainstorming: the suspension of judgment and the widest possible search. The members of the joint discussion group express their ideas for the intergenerational transfer of the productive knowledge and know-how their area needs: such as grafting old kinds of apples, producing mead with herbs, mixing mortars with china clay, manual clearing of trees, etc.

The facilitator (the project partner) notes all the ideas that are produced in the form prepared for this purpose.

Self-assessment

The self-assessment activity consists of comparing the partner's good practice sheets with the definitions of the activities and the practical sheets. The reflection should lead the participants to identify what, in the ideal good practice sheet, can be relevant and replicable on their area, also according to the needs identified locally.

Another approach could also be implemented, if the members of the local committee of experts (in particular) already have a good knowledge of their needs, based on a strategy for the development of the area or on an inventory of endangered productive know-how, if these documents are available.

The whole teaching structure for the intergenerational transfer of useful traditional skills and know how as developed by the partners can be found online on the project website <http://www.ecomanagement.eu/index.php/en/activities-en/modelling>

STEP 3 IDENTIFICATION OF HOLDERS OF TRADITIONAL SKILLS AND KNOW-HOW AND ETHNOLOGICAL SURVEYS - TESTING PHASE 1

One of the important points of the Eco-Management approach is the way to identify former craftsmen, holders of know-how and knowledge now in danger of disappearing.

The identification of resource persons can be done through an ethnological field survey of seniors so that they can "tell" their way of intervening and the history of the area. The project

partners, local authorities and citizens are involved in this work (collective of citizen eco-managers).

The survey focuses on existing personal experiences in the areas, which guarantee truth since they have been verified by practice for decades.

The field survey has three main components:

- ◆ oral investigation,
- ◆ observation
- ◆ and transcription (video sequences).

The project partners have relied on their networks to identify the people who bring knowledge and techniques: these people are already known by the partners (they already work together, they are renowned/recognized for their mastery of the subject) and/or the partners have used networks with which they work and which are in contact with the said people.

The objective of this ethnological survey is not only to collect all the knowledge and techniques of the elders but also to bring together elders - knowledge holders, (young) citizens - development of (new) skills - and local people - to work together in the areas.

More specifically, the objectives to be achieved were as follows:

- ◆ Deepen knowledge of the know-how that was the subject of the "intergenerational transmission", which is collected from the testimony of the knowledge holders.
- ◆ Promote encounters, joint work and exchange among the elderly, young people and local people, especially by strengthening knowledge of the area and its identity among young people.
- ◆ Generate a series of skills among young people, which are acquired through the preparation, development and transcription of the ethnographic survey.

The ethnographic approach: key aspects

The central element of the research is the organisation of several interviews using an ethnographic approach: they were in-depth, unstructured or open interviews, aimed at dealing with past events and the life stories (or know-how) of the respondents: in particular in terms of its productive activity and its way of life, which links it to the history of the area.

As part of the Eco-management project:

Young people and other local people, with the support of partners, have played the role of "researchers" (investigators) who carry out a participatory observation process of their own areas.

Written documents associated with the activities described in the following pages have been collected.

Purpose of the investigation

In accordance with the development axes of the Eco-management project, the themes, objects of the survey are grouped into:

- ◆ Techniques and know-how related to the area (restoration of the building: dry stone, wood, lime, clay mortar -, old trades related to furniture, resin, restoration etc.)
- ◆ Techniques for maintaining the natural space: notions related to the environment (water, biodiversity, and plants), technical approaches (clearing by hand, planting, pruning, plant maintenance, etc.).
- ◆ More specifically, the field ethnological survey focuses on the different themes that the project partners identified during the Brainstorming (step 2 of the project).

Stakeholders

During the ethnological field survey, the following groups have been involved:

On the one hand, young people, aged primarily between 18 and 25 (but not only), with social and/or economic integration difficulties, were the main participants in the testing phase 1.

On the other hand, the knowledge/know-how holders, with the young people (the main participants of the testing phase) explained their methods and the history of the area. Even if the European Commission considers any person over 55 years of age to be a senior, in the context of the Eco-management project, the age bracket for seniors has not been set insofar as persons under 55 years of age may be holders of traditional techniques and knowledge. In addition, members of local expert committees, i.e. representatives of employment, training and integration centres, local sustainable development people, etc. and citizens also participate in the testing phase 1.

Finally, the project partners who play a supporting and supporting role so that the ethnological field survey is carried out in accordance with the specific orientations of the project and the characteristics of their areas.

In each area of the partnership, 3 seniors and 12 young people (citizens) were involved in this testing phase.

Survey methodology

It is proposed to articulate the ethnological field survey through the development of meetings/interviews directed at the elderly/knowledge holders in which young people actively participate with the collaboration of other local agents and the support of the project partners.

Initially, it is proposed to organise three interviews around (at least) three specific activities: one for each elderly person involved in this phase.

At least four young people participate in each interview; to reach the total number of young people involved (12). However, the partners have full flexibility to organise the surveys about the needs of the area and those of the people involved.

The development of these meetings/interviews includes a preliminary preparation exercise during which the know-how is to be selected as well as the seniors who are the knowledge carriers. In addition, the young people should make a first documentary based on participatory observation.

After the development of the meetings/interviews, work must be done on the transcription of the results, by generating an activity file and a short video clip, presenting the main part of the interview.

Preparation of the survey

The preparation of the ethnological survey requires the following steps:

Selection of activities and contacts with knowledge holders.

After the brainstorming with the Joint Discussion Group (Step 2), the partner had a list of possible activities that can be shared with the youth. The analysis of these conclusions, with the support of the Committee of Experts and/or local staff, make it possible to decide on the three activities that were the subject of the know-how transfer.

Once the activities have been decided, it is important to contact the seniors: for this purpose, it is possible that the people who make up the Committee of Experts will be called upon to play a role as mediators.

Document analysis and initial observation (preliminary preparation exercise).

Once the skills have been identified, the following pre-preparation exercise is proposed:

- ◆ Members of the Committee of Experts and/or local staff will provide initial documentary information available on the selected know-how/knowledge.
- ◆ Project partners will write a fact sheet summarizing the technique/know-how (what is it/where is it and who is developing it). This sheet is given to the young people, so that they can complete it through an exercise to observe their area. In particular, young people will be invited to:
 - Observe if there is an element associated with the technique/know-how on their area.
 - Ask known people/family about the technique/know-how.
 - Try to generate a list of questions and answers on the technique/know-how to be asked during the next phase of the survey.

Detailed definition of the survey.

For this phase, the project partners detail some aspects for conducting interviews. More specifically, it will be necessary to decide on certain aspects such as:

- ◆ A script or a compilation of the topics to be discussed: we start from the proposal to develop an ethnographic interview, i.e. an open (unstructured) interview. Therefore, it is not necessary to anticipate in detail the questions to be formulated, trying to generate openness and flexibility in the development of the conversation and adapting to its course.
- ◆ In any case, it is useful to define a list of topics to be discussed. A priori, it is proposed to direct the interviews towards the "life history" model. The holder of the (senior) know-how can discuss the technique/know-how as it pertains to his own life. An suggestion of topics to be discussed is as follows:

Suggested topics for discussion: life history	
Presentation	Basic bibliographic data: age, family, relationship with the town / area
Activity and link with his/her biography	When and for how long has the activity been practised? Links between the activity and the area/ community How and through whom did he/she start this activity How long did he/she do it and why did he/she stop?
Description of the activity	How did he/she do his/her activity (what hours did he/she have, what types of tasks were necessary, what materials did he/she use, what products did he/she generate, how did he/she sell them...). What were the most positive aspects of this work? On the contrary, what problems and difficulties did he/have?
Activity in the news	How is this activity now valued? How interested are other people in the activity: what would you recommend? And in particular: with regard to the learning of this profession / activity.

- ◆ It is also important to anticipate thinking about the results you hope to achieve and how to manage the information you obtain. In particular, and with regard to the generation of video-clips. On this basis, it is necessary to adapt the proposed script and decide what should be recorded (for example, the whole conversation will be filmed, the presentation and the person with an element associated with the activity will be recorded and then the audio will be used to add further excerpts... etc.).
- ◆ Other practical aspects:

- Location of the interview: It is important to select a location that is quiet, allowing for adequate recording and in which no interruption occurs. It is also recommended that the space chosen does not influence the conversation.
- Duration: it is necessary to estimate the duration of the interview; an hour or an hour and a half is the usual duration of this type of exercise.
- Resources or materials are needed.

Preparation of the people participating in the interview.

Finally, the information necessary for the proper conduct of the interviews are provided to young people and adults.

Preparation of the seniors:

- ◆ It is important to anticipate the duration and location of the interview for older people; explain the project and its characteristics (active participation of young people, "formative" objective of the protagonists, etc.)
- ◆ It is necessary to anticipate the expected results in order to generate a short video.

Preparation of young people:

- ◆ It is important to have a formative discussion with the young people to explain to them:
 - The basic elements of interview development: topics to be discussed. It is hoped that this dossier can be supplemented by the concerns/questions that young people have during the initial observation phase (A.2).
 - The need for active listening by taking notes or gathering ideas and the practical way to do it.
 - How to register via mobile: basic guidelines for registration / what to register and how (see section 9 of the "Implementation Guide").

Therefore, active participation of young people is expected in this phase of the process, through which skills acquisition is particularly focused on:

- ◆ Organisation and planning.
- ◆ Decision-making.
- ◆ Communication and active listening.
- ◆ Teamwork.

The interview

After the preliminary preparation phase, which will already involve an observation/reflection exercise by the project protagonists, the central element of the research should be conducted: interviews with the holders of the know-how. A priori, it is proposed to develop three interviews, one interview per senior; each one being associated with an activity/ know-how. It is proposed that at least four young people participate in each interview. However, the partners will have full flexibility to organise the surveys according to their local context

(availability, presence of local people, etc.), to ultimately reach the number of beneficiaries planned by the project (3 seniors and 12 young people).

The active involvement / participation of young people will make it possible to respond to the real opportunities in each area, depending on the starting point/motivation and degree of dynamism. The desirable scheme would be as follows:

- ◆ The young people participate in the development of the interview with the project partner and the members of the local expert committee, by formulating some questions.
- ◆ Young people take notes and collect ideas during the interview.
- ◆ The young people record the interview (with mobile devices for example).

** An additional proposal that, if possible, would be interesting to implement is to convert the interview into a dialogue between the senior and the young person: the senior provides his opinion / information and the young person updates / reflects on this subject with his current perception.*

Some advice on managing the interviews well:

- ◆ First, it would be useful to introduce all the participants and give a brief presentation of the project and phase 1 of the test.
- ◆ Prior consent must be obtained to proceed with registration and indicate the expected duration.
- ◆ To assist in the development of an ethnographic survey, the following types of questions can be used:
 - Descriptive questions: they can be differentiated into two types, the most general where the interviewee will be asked to describe the activity/know-how ("could you describe to me...?") and the more specific linking general descriptions to personal experience
 - Questions about language "as you would say... ?" or those that require a hypothetical dialogue on a subject.
 - Structural questions, which allow us to know how the respondent organises his or her knowledge ("how many types of...")
 - Contrast of questions that allow us to know the differences between the meanings of the same concept ("What is the difference between...?")
 - Questions of stimulation as statements of interest, ignorance... ("I didn't know that...")

Finally, it is essential to ensure that an adequate record of the interview is made. In this respect, a double registration is proposed:

- ◆ Sound recording.
- ◆ Video recording via mobile phone.

Photographs are also be taken during the interview.

Therefore, an active collaboration of young people is expected in this phase of the process, through which they will acquire the following skills during this phase:

- ◆ Communication and social skills.
- ◆ Active listening.
- ◆ Teamwork, distribution of roles and responsibilities among youth involved in each interview.

Further processing: transcription

The following phases are proposed as treatment after the development of the interviews:

Re-transcription of recorded information.

A transcription of the recorded information makes it possible to complete the activity sheet. The proposed work sequence is as follows:

- ◆ The young people who participated in the interviews / meetings listen again to the content of the interviews (which was recorded in video/audio format) and generate a first draft of the sheets based on the testimony of the elderly.
- ◆ The research team, with the support of members of the Local Expert Committee, may provide additional material or information to compare testimony in order to consolidate the case.

The proposed model form is as follows:

GUIDELINES FOR DEVELOPING THE INFORMATION GATHERING SHEET BY KNOW-HOW	
Name of the activity / know-how	
I.-Description of the activity	<p>Among others, the following elements should be described:</p> <ul style="list-style-type: none"> - What is the activity? - What techniques / procedures do you use? - What materials do you use? - What products do they generate? How are they marketed? - How is the activity organised? Who are the community/family members involved and how is this related to the process?
II - Link with the area	<p>Among others, the following problems can be solved:</p>

	<ul style="list-style-type: none"> - Brief description of the history of the activity on the territory. When did its development begin and how did it evolve? - Does this require the development of the activity of the territory's specific resources? - Does the activity have a physical location on the territory? Location and/or type of space in which it takes place. - Do the products/results of the activity allow other activities of the territory and/or traditions (festivities, heritage elements, etc.)?
III - Opportunities and limits of current development	<p>In this section, the following aspects can be described, among others:</p> <ul style="list-style-type: none"> - Favourable elements for the development of the activity (for example, space, raw material, etc.) and main limitations / threats. - Reflecting specifically on the viability of the activity: the possibility of marketing the products; the possibility of combining /redirecting / updating the activity. <p>Needs for the start-up:</p> <p>What conditions must be met to be able to promote this activity? Initial investments / materials and / or resources needed</p> <p>What other agents should be involved and how should this activity be developed (For example, a certain type of permit is required, allocation of a certain type of space...)</p> <ul style="list-style-type: none"> - Prestige / acceptance: <p>What evaluation/perception does the local community have of this activity? How can its value / prestige be transmitted / increased?</p> <p>How could the value of this opportunity be increased?</p> <p>What communication / marketing is necessary?</p>
IV - Possibilities of organising a training session around the activity	<ul style="list-style-type: none"> - How many people know the development of this activity? - What basic elements are required to start this activity? <p>Theoretical and practical elements.</p> <p>Materials and / or installations.</p> <p>Who should be involved.</p> <ul style="list-style-type: none"> - What formative steps would be necessary after this start? - What additional learning modes are recommended? What trajectory / evolution is expected?

Production of video-clips

The young people should work on the production of a video clip, following the recommendations of the Implementation Guide (see section 9 of the "Implementation Guide").

In order to comply with the requirements of the Erasmus+ Programme, all video-clips must present the logos of the Erasmus+ Programme and the Eco-management project, as well as the Commission's declaration.

Further processing of the results of the interviews / meetings with each of the elderly / knowledge carriers will consolidate the knowledge / approach to local knowledge undertaken by the young people. Therefore, active collaboration of young people is expected in this phase, and particular emphasis will be placed on the development of the following skills:

- ◆ Ability to analyse and think critically: analysis of listening and transcription.
- ◆ Creativity and skills related to new technologies

Self-assessment of the work phase and commitment

Finally, and before moving on to the next phases of project development, it is desirable that young people and seniors can share and analyse research results together, addressing issues such as:

- ◆ To what extent are they satisfied with the work done and how do they suggest / recommend that it be improved in the future, which can be very useful for the development of future activities of the project partners.
- ◆ What could be the best format for transferring know-how?
 - The elements extracted from the research are analysed.
 - The approaches/proposals suggested in the Implementation Guide will be discussed to assess their relevance to the specific topic.

In this regard, it is important that seniors and young people complete an evaluation questionnaire to collect their opinions, recommendations, suggestions to improve the transmission of know-how or other aspects of the testing phase. The results will be synthesized and included in the testing report that the partners will prepare once the testing phase is completed.

Testing report

At the end of Testing Phase 1, the partners will prepare a report to synthesize the results of the piloting carried out in their context.

The testing report has the following contents:

- ◆ Introduction
- ◆ Working methodology used (information on beneficiaries, content of piloting, location of interviews, phases of the ethnological survey, etc.)
- ◆ Information collection sheets (developed during the testing phase)
- ◆ Results (including the results of the evaluation questionnaires)

- ◆ Conclusions
- ◆ Appendix (Evidence).

Evidence

The partners will keep the following evidence:

- ◆ Photos,
- ◆ Sound files,
- ◆ Video-clips,
- ◆ Know-how sheets,
- ◆ Evaluation questionnaires completed,
- ◆ List of signatures,
- ◆ Resources/materials used.

The guidelines for phase 1 of the testing are available online on the project website as well as the appendices, know how collection sheets, evaluation questionnaires, etc.

<http://www.ecomanagement.eu/index.php/en/activities-en/ethnographic-field-studies>

STEP 4. Methodology and tools for the implementation of training/awareness activities - Phase 2

Following the work carried out during steps 1, 2 and 3 of the Eco-Management approach, phase 2 of the testing of training and collective activities was implemented, structured around the following activities:

- ◆ Development of training and awareness-raising activities/transmission of old know-how
- ◆ Testing / testing of activities
- ◆ Analysis and reporting of testing

The following section proposes practical methods and tools for educational events/activities in the different areas of the project, as identified by the partners and target groups (young people, senior knowledge holders, local authorities and social partners).

These methods refer to the general principles of public awareness, cooperation and inclusion in the fields of training, empowerment and integration and in the field of local cooperation between organisations, people and the public.

A set of organisational, pedagogical and integration approaches must be observed in all educational approaches - it is one of the "common threads" that brings together training and awareness-raising interventions within the framework of the Eco-Management project.

The evaluation and capitalisation of activities should be carried out within a framework as common to the partners as possible so that the results and conclusions are comparable. A framework for reporting on the activities of the training/events is therefore proposed in the appendix in order to guide the partners during the testing reports

The intergenerational transfer approach for pilot testing in each partner is based on the following activities:

- ◆ Awareness raising Day
- ◆ Active Citizen Weekend
- ◆ Construction site teaching
- ◆ Demonstration workshops/ putting in practice of theoretical knowledge by young people under the guidance of seniors

Within the framework of the project, the partners have set themselves the following objectives for the testing of collective training/activities:

- ◆ A minimum of 3 themes on traditional techniques or know-how per partner,
- ◆ The participation of at least 20 young people,
- ◆ The involvement of at least 5 senior artisans/traditional knowledge holders from each of the partner regions.

The aim is to test using collective activities for the transfer of knowledge between generations and to promote formal (technical and ancient knowledge) or informal (mainly

individual and social skills) skills. The acquisition or deepening of informal skills is an aspect that is particularly important for young people because it aims to develop skills required by companies on the labour market:

- ◆ Communication (ability to express oneself, oral and written comprehension, written expression) and ability to work together
- ◆ Ability to make decisions and solve problems using logic and reasoning
- ◆ Organisation (planning, positioning and priority management)
- ◆ Computer and communication technology skills
- ◆ Critical thinking
- ◆ Creativity
- ◆ Social and individual skills such as active citizenship, active listening, ethics, positive attitude.

Choice of themes for training/awareness raising activities

Based on each partner's environment, priorities and activities as defined by the partners in previous activities (steps 1 and 2 presented above).

Implementation of training/awareness events

The main objective of traditional knowledge transmission activities is to raise citizens' awareness of their area and mobilise them to safeguard this heritage.

The design and implementation of the programme and the mobilisation of its stakeholders are essential to the success of the project. We propose below a "methodological toolbox" to guide partners in the implementation of their teaching and collective activities, using tool sheets describing the important steps in the design and organisation of these events, the questions to ask and the pitfalls to avoid.

General rules

For each of the proposed interventions, you must go through the following six steps:

- ◆ Establish the basis of the project.
- ◆ Develop a preliminary plan.
- ◆ Implement the intervention - production and logistics.
- ◆ Create the communication elements.
- ◆ Carry out the event.
- ◆ Analyse the whole project and write the report



Start the project by building a solid foundation and understanding each of the issues and components.

It is essential, at the very beginning of the project, to organise a meeting with all the decision-makers and stakeholders concerned. The purpose of this meeting is to provide an overview of the activities, set objectives, ensure that everyone sees the event in the same way and clarify everyone's expectations. At this meeting, it is important to bring together all the relevant and essential information for project planning. The primary purpose of this meeting is to **define three elements** that will serve as the foundation for the event: the **mission**, **objectives** and **profile** of the participants. These three elements will be the basis for all the decisions you will have to make during the planning process, including the choice of the type of educational intervention.

TOOL SHEET: The Activity Sheet

The drafting of an activities sheet makes it possible to build its course, the places and partners envisaged and to define the human, material and financial resources. You will need to define:

- ◆ The title of the project
- ◆ The wording of the ‘
- ◆ The people in charge
- ◆ The description and nature of the activities
- ◆ The target audience
- ◆ The format of the activities
- ◆ The means
- ◆ The expected results
- ◆ The implementation process(es)

Example of an Event Plan

Step	Responsible	Activity	Activities	Deadline	Tasks	Resources to be mobilised	People
Communicate about the event	Paul Smith	Inform the public	Design a poster	20days	Write the text	Graphic designer and printer	Paul
			Install signage	4 hours	Position panels	2 volunteers	Marie, Julie

TOOL SHEET: Define the objectives of the Activity

Any objective must be specific, measurable, achievable, achievable and challenging neither in time nor in scope.

The questions below are a guide. Discuss this with your work team.

- ◆ What results do we want to achieve, in what proportion and in how long?
- ◆ Are these objectives specific (simple and precise - what exactly do we want?), measurable (in terms of quantity or quality - concrete facts), achievable (reasonable in a given context), achievable (realistic) and do they have a fixed period of time (i.e. a start and end date)?
- ◆ What are the main messages to be broadcast during the event? What will motivate the target audience to participate in the activity? What are they coming for? Do you know their needs? Will the event be able to answer them? What do we want them to remember after the event?

The answers to these questions help you to establish a list of objectives to be achieved through the event. Remember to be specific, prioritize your objectives to focus on the most important ones and make sure they are approved by all stakeholders. These objectives will become the project guidelines and all the content of the event will follow.



Try to define your objectives as precisely as possible. Be clear about what you want to achieve. The more precise you are, the more likely you are to achieve your goal. Remember that your objectives must be measurable. Also make sure you can check what you plan.

TOOL SHEET: Determine the budget

The size of your event is largely determined by your budget.

Tools for creating the budget

- ◆ To plan your budget, you can simply create a spreadsheet in Excel and enter your costs and expenses one by one. The following elements are an essential minimum:
- ◆ Item: Indicate in this column all the individual items you want to budget for. View your entire event, from start to finish, and note everything that can cost money. Note each element separately and try not to group anything together, not even if this grouping makes sense at first (like food and drink). Otherwise, the task will be more difficult when you have to juggle these budgets.
- ◆ Description: Describe each position briefly and succinctly, while remaining as clear and precise as possible.
- ◆ Required volumes: quantities are crucial when establishing a budget. The slightest change can have a major impact on your budget. Therefore, devote enough attention to it.

- ◆ Estimated cost: enter an order of magnitude, so that you can get an idea of your budget.
- ◆ Actual cost: Indicate the actual cost. This point is especially important for an ex-post evaluation and is valuable information for the next event.
- ◆ Also plan an emergency fund. Plan for the unexpected by retaining a small sum. About 10% of the total budget is sufficient in most cases.

TOOL SHEET: Marketing

Tips to keep the marketing of your event affordable.

- ◆ A website dedicated to the event (also Facebook.)
- ◆ Social networks. Invent a short, simple and fun hashtag for your event and then use it as soon as you can.
- ◆ As a rule your Facebook, Twitter and LinkedIn accounts etc. will refer to your website. Send as many tweets as you can. Post your event on Facebook and LinkedIn Instagram. Consider creating a logo or image for your event and hashtag.
- ◆ Press and media: Take the time to prepare an interesting press release and it is likely that (local) newspapers, trade magazines and radio stations will want to talk about it.
- ◆ During the activity: photos and videos, collect reactivities and quotes from participants and publish them on social networks, with or without comments. For example, publish an enthusiastic interview and stream reports. Tag: the more people you tag, the more reactivities you will get, the more publications and tweets about your event.
- ◆ After the event remain active on Twitter. Be heard and tweet praise to all present, speakers and collaborators. And don't forget the sponsors! Stay tuned and share everything that is published about the event. Here too, hashtag will prove useful.



The keys to success

The success of the proposed interventions is based on:

- ◆ Confidence in the ability of stakeholders to mobilise and create a sustainable dynamic, to be a source of proposals and initiatives.
- ◆ A valuation of each participant.
- ◆ Broad communication: to announce the project, explain its principle, recruit volunteers, take stock...
- ◆ A supervised and anticipated organisation.

Common evaluation framework

The project aims to collectively create a tool to capitalize on the testing conducted around 4 objectives:

- ◆ The transfer of one or more traditional techniques.
- ◆ The teaching team/supervisors/seniors with knowledge
- ◆ The management team
- ◆ Project partners, educational services and attendance of trainees.

A sample testing report is provided in Appendix B.

Tools – questionnaires

Two questionnaires: one for young citizens and the other for know-how holders are found in the appendix so that the data collected can be analysed by the partners in their report to the PED Epirus partner. These reports will be used to develop the "Eco-Manager Local Citizen's Guide".

Certificate of participation

These certificates are intended to validate the skills acquired during the activities. A model certificate for each of the activity can be found in Appendices C and D.

Proposed types of activity

In previous phases of the project, the partners identified three types of activities related to the intergenerational transmission of traditional knowledge of varying degrees of complexity. These activities, which are all based on the general principles set out above, are detailed below.

SUMMARY TABLE OF PROPOSED TRAINING ACTIVITIES

	Educational intervention	Geographic scale	Duration	Target	Cost	Public audience	Transfer of intergenerational know-how
Framework 1 sheet	Awareness raising day	Local	Short local awareness raising day which can be repeated	Awareness raising	Low	General public	Raise public interest in the subject
Framework 2 sheet	Active citizen weekend	Local	2 to 3 days (can be repeated)	Organisation of exchanges	Medium	panel of citizens-craftsmen/professionals	Facilitate intergenerational meeting and sharing and introduce people to a particular technique

Framework 3 sheet	On-site teaching	Local	1 to 2 weeks (continuous or a few days a week over several months)	Training	Medium to high level	Interns-craftsmen	Active teaching method as part of a socially useful project
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A. Awareness Raising Day

The Awareness Day is a way to introduce the issue of knowledge transfer between generations. The aim is to raise awareness and therefore improve information and public interest on this issue.

This is done by a theoretical presentation, possibly by a demonstration (on site or descriptive by means of videos, photos and reports) by the senior/knowledge holder, i.e. by a qualified person who knows the subject. This approach makes it possible to reach a significant number of people, citizens or specialists depending on the subject.

The discussion session between participants and stakeholders is the most important part of the awareness process, as it helps to consolidate knowledge and encourage the active involvement of participants in future processes.

The Awareness Day is adapted to the transfer of knowledge between generations for all types of productive know-how.

It is aimed at the general public, namely young people, former craftsmen, professionals and citizens in general. Its role is to inform, promote knowledge, exchange practices, opinions and ideas, ask and answer questions, and raise public awareness.

FRAMEWORK SHEET 1 - Awareness Raising Day

1- Description

The objective is to introduce the issue of knowledge transfer between generations. The aim is to raise public awareness of traditional techniques and thus to improve information and generate public interest on this issue.

2- Implementation

Preparation beforehand, mobilise, plan and supervise

- ◆ Setting up a steering committee to define and define the issue to structure the debate, then to recruit the facilitator and the panel of speakers: set the objectives of the Day, define the target group
- ◆ Preparation of the Activity sheet by the work team and distribution of roles within the team (consider mobilizing volunteers)

- ◆ Preparation of the preliminary budget
- ◆ Development of the day's programme and consultation meeting with stakeholders
- ◆ Organisation of the event management and logistics, a crucial step for the smooth running of the project. Several themes must be addressed: Access and Transport, Waste Management, Food, Equipment and Suppliers
- ◆ Development and implementation of the Communication Plan
- ◆ The day before the day: site preparation (signage and safety equipment) and briefing with the team (organisers, volunteers, etc.)

Procedure

- ◆ Welcome of participants (Provide a list of participants)
- ◆ Presentation of the day's proceedings and activities planned by the facilitator
- ◆ Plan coffee breaks and light meals that will contribute to a collaborative atmosphere
- ◆ Do not forget the communication supports during the event (photos, videos, streaming)

3- Experience... the time of evaluation and capitalisation

It is important to plan ahead to have the tools necessary for this phase: questionnaires, surveys on social networks, etc.

B. Active Citizen Weekend

This intervention is often organised to facilitate intergenerational encounters and sharing, with different types of audiences, in order to raise awareness, mobilise and encourage them to take part in an activity. For the transfer of old techniques, this method is the most affordable. In two or two and a half days, people can be introduced to a particular technique and knowledge can be transferred. It is also possible to analyse learning over several weekends.

Thus, during two days, people of all ages (active or not) discover traditional techniques, know-how and ancient knowledge. Participants become aware that they are able to reproduce the simplest techniques/knowledge in a private or collective context, on the one hand, and to become informed citizens, able to participate in a more qualitative management of their environment, on the other hand.

The approach of this activity is almost entirely practice-oriented. This is clearly an original process of raising public awareness of space management or production techniques in a society where traditional methods of knowledge transfer have been interrupted.

This knowledge transfer process is particularly well suited to site management techniques in the field. It is an active learning method: participants learn to work, get in touch with the

theme of know-how. When knowledge levels differ among participants, it facilitates knowledge exchange.

This transfer process allows for specific and practical learning in which participants directly process and discover the knowledge transmitted by the knowledge holder.

Finally, this method seems perfectly suited to different types of audiences who are not at all familiar with traditional (theoretical) learning methods.

As part of the project, it is possible to repeat this operation over several months on different themes, thus allowing citizens to better understand the process and forge links with the area.

FRAMEWORK SHEET 2 - Active Citizen Weekend

1- Description

The objective is to facilitate the meeting and sharing between generations, with different types of audiences, in order to raise awareness, mobilise them and encourage them to take part in an activity. Thus, for two days, people of all ages (active or not) discover traditional techniques in an outdoor space. Participants become aware that they are able to reproduce the simplest techniques in a private or collective context, on the one hand, and to become informed citizens, able to participate in a more qualitative management of their environment, on the other hand.

2- Implementation

Preparation ...Upstream, mobilise, plan and supervise

- ◆ Setting up a steering committee to define and implement the problem and the technique and then to recruit knowledge-holding craftsmen and stakeholders
- ◆ Preparation of the Activity sheet by the work team and distribution of roles within the team
- ◆ Preparation of the preliminary budget
- ◆ Development of the weekend programme that can combine introductory workshops, demonstrations, round tables and consultation meetings with stakeholders
- ◆ Organisation of the event management and logistics, a crucial step for the smooth running of the project. Several themes must be addressed: Access and Transport, Waste Management, Food, Equipment and Suppliers
- ◆ Development and implementation of the Communication Plan
- ◆ The day before the weekend: site preparation (signage and safety equipment)

Procedure

Presentation phase around key issues. Participants meet with the facilitator and stakeholders to

Introduce yourself and create a group spirit

To become familiar with the methodology presented by the organisers and the operating rules

- Plan coffee breaks and light meals that will contribute to a collaborative atmosphere
- Do not forget the communication supports during the event (photos, videos, streaming, interviews)

3- Experience

It is important to plan ahead for the tools necessary for this phase: questionnaires, surveys on social networks. It may be interesting to ask participants to "post" their experiences on social networks.



Framework for the implementation of the 2 teaching interventions presented above

In order to implement the above teaching methods, it is necessary to plan:

- ◆ Human resources (workshop organisers, trainers, young beneficiaries, local people, public).
- ◆ Technicians-artisans/knowledge holders to inform on the technique or traditional knowledge.
- ◆ Educational resources and materials - electronic equipment.
- ◆ Financial resources. Costs may vary depending on the size and nature of the site, the number of participants and the amount that the organiser can cover (food supply, etc.).
- ◆ Appropriate locations for organisation, demonstration, etc. The premises may be private, in which case the consent of the owner is required.
- ◆ Signage and safety equipment required according to the type of intervention.
- ◆ Coffee break and light meals promote the development of interpersonal and social relationships and a collaborative environment.
- ◆ First aid.
- ◆ Advertising (posters - drawings - photographs, invitations, printed promotional material, website, social networks, etc.) before, during and after the event.
- ◆ A mailing list with details of each participant, which will then be used to keep in touch.

During the Awareness Day and the Citizen Weekend, it is necessary to ensure that the roles of trainers, young beneficiaries and potential trainees, are clearly demarcated in order to avoid general debates and meet the defined objectives.



Advice and suggestions

- Free participation is a major asset that allows a high level of participation (mainly among disadvantaged people).
- Depending on the number of participants, it is possible to plan carpooling trips.
- Plan times of camaraderie (after effort and stress, fun!)
- Create a database of participants
- These people will then be able to participate in similar activities organised by organisations in the area.

C. Construction site teaching

Construction site pedagogy is an active pedagogical method that places young people in real working conditions through collective work of general interest and in response to the needs of the area and its inhabitants.

In the framework of our project, the work in which they are trained concerns the transfer of knowledge and skills of traditional techniques, which requires the involvement of the area and its inhabitants. It is a project with a broader dynamic and perspective for tourism, the economy, society and citizens.

A construction site is both a learning support and a socially useful project. It is a project of mediation between the different types of target audiences with an e that encourages integration into civil society or training, while producing a product of general interest that meets the needs of a community, a group of citizens. **It is a tool for local development, attractiveness and social cohesion.** Finally, it is an economic development practice inextricably linked to the principles of the social and solidarity economy and popular education.

This type of learning allows people to recognise and enhance their skills. They discover the world of work and its economic reality without the risk of exploitation and exclusion; they form a collective of solidarity. The site is built on a "project" and an "area".

Tips for Implementation



In this section, we discuss the questions that seem most relevant to the "Construction Site Pedagogy" method as a more structured training program. However, these are principles which, once adapted, can concern any educational approach in all its aspects.

Welcome

- ◆ Discussion with trainees and trainers: listen to their expectations, questions and uncertainties, encourage them to express themselves and consolidate a team

climate, a co-responsibility for implementation. Create a spirit of security and cooperation.

- ◆ The programme must be presented in a clear manner, with a presentation of the objectives and process, with individual tasks and procedures.
- ◆ Clear agreement on objectives, rights, obligations, practical problems and a reference to the monitoring certificate they will receive with successful programme monitoring.

Start - implementation of the training

- ◆ Discussion. Address the difficulties to be taken into account, find alternatives and encourage procedures for their resolution.
- ◆ Presentation of examples and practices, remote monitoring, active engagement and verification of results together.
- ◆ Group work reduces conflict and non-fulfilment of tasks.

Follow-up

- ◆ Talk about "what we do". Task sharing, scheduling, on-site monitoring, control, discussion within the group.
- ◆ Ongoing evaluation through discussion between trainers and project managers. Encourage learners to express their points of view.

Contact with the area

- ◆ Presentation of local history, its techniques and its importance for the area.
- ◆ Meetings with representatives of local organisations and professionals to demonstrate the importance of training for the local community.
- ◆ Present other good practices with a focus on results.

Support required in the future

- ◆ Support for individual career development
- ◆ Support before the training: information, selection.
- ◆ Support during the training: team atmosphere, discussion and ongoing communication, support for needs, provision of teaching materials, participation in events, association with the social partners, etc.
- ◆ Support after the training: evaluation procedures, project presentation, continuation on other programmes.

FRAMEWORK SHEET 3 – ON-SITE TEACHING

1- Description

On-the-job training is an active pedagogical method that places trainees in real working conditions through collective work of general interest and in response to needs of the area and its inhabitants.

In the framework of our project, the work in which they are trained concerns the transfer of knowledge and skills of traditional techniques, which requires the involvement of the area and its inhabitants.

2- Implementation

Preparation ...Upstream mobilise, plan and supervise

- ◆ Setting up a steering committee to define and implement the problem and the technique and then to recruit knowledge-holding craftsmen and stakeholders
- ◆ Preparation of the Activity sheet by the work team and distribution of roles within the team
- ◆ Preparation of the preliminary budget
- ◆ Choice - cooperation with trainers. The role of trainers is multiple and not only that of "teaching". They are facilitators, mediators, promoters.
- ◆ Call for trainees through collective processes.
- ◆ Development of training content in cooperation with trainers and preparation of pedagogical and technical manuals
- ◆ Mobilisation of local people
- ◆ Organisation of the event management and logistics, a crucial step for the smooth running of the project. Several themes must be addressed: Access and Transport, Waste Management, Food, Equipment and Suppliers
- ◆ Development and implementation of the Communication Plan
- ◆ As part of the Eco-management project, on-site training can take place continuously over 2 full weeks (= 15 days) but also be offered 1 day a week for 2 months (=7 weeks). This will allow people with jobs/students etc. to be able to participate while limiting the costs of participation.

TOOL: Communicating with the area - The experience of the European project on- site teaching (Erasmus +)

The objective is to get the participants to take ownership of the project so that they can inform and question the area about this activity. In this respect, the table below, produced by the on-site teaching partnership (a project co-financed by the Erasmus + programme), is a good guideline

.

TEACHING OBJECTIVES	MEANS
<i>Trainee objectives :</i> Bringing about a situation of change Participate in the dynamics of a project Find personal interests Create links with the community Develop communication skills	<i>Permanent attitude of the trainers</i> Some highlights At the start presentation of the project and the work to the trainees with the partners Halfway through the project, organise an area event : presentation of the site (of the project) by the trainees to the locals. Discovery and presentation of the sector, partner project, work in progress, communication approaches
Objectives in relation to the association/operator Make known the quality of the work, discover the project of the association/operator, and promote the work of the team.	Review meeting Meal with close partners
Objectives in relation to the area Participate in the development process.	Information means Newsletters, documents, signs, media,...

Procedure

A. Welcome

- ◆ Discussion with trainees and trainers: listen to their expectations, questions and uncertainties, encourage them to express themselves and consolidate a team climate, co-responsibility for implementation. Create a spirit of security and cooperation.
- ◆ The programme must be presented in a clear manner, with a presentation of the objectives and process, with individual tasks and procedures.
- ◆ Clear agreement on objectives, rights, obligations, practical problems and a reference to the monitoring certificate they will receive with successful programme monitoring.

B. Start - implementation of the training

- ◆ Discussion. Address the difficulties to be taken into account, find alternatives and encourage procedures for their resolution.
- ◆ Presentation of examples and practices, remote monitoring, active engagement and verification of results together.
- ◆ Group work reduces conflict and non-fulfilment of tasks.

C. Follow-up

- ◆ Talk about "what we do". Task sharing, scheduling, on-site monitoring, control, discussion within the group.
- ◆ Ongoing evaluation through discussion between trainers and project managers. Encourage learners to express their points of view.

D. Contact with the area

- ◆ Presentation of local history, its techniques and its importance for the area.
- ◆ Meetings with representatives of local organisations and professionals to demonstrate the importance of training for the local community.
- ◆ Present other good practices with a focus on results.

E. Support required

- ◆ Support for individual career development
- ◆ Support before the training: information, selection.
- ◆ Support during the training: team atmosphere, discussion and continuous communication, taking care of needs, provision of teaching materials, participation in events, association with the social partners, etc.
- ◆ Post-training support: evaluation procedures, project presentation, continuation on other programmes

3- Experience

It is important to plan ahead for the tools necessary for this phase: questionnaires to be completed for organisers, trainees and trainers. An interesting tool is the "logbook" which will make it easier to trace the experiences and changes observed in trainees and trainers.

TOOL: The logbook

The logbook kept by trainees and supervisors can take the form of a report of the training days. These form the main body of the training evaluation because they describe the changes observed in all participants (trainers, trainees, professionals, local partnership).

D. Other awareness-raising methods : Workshops

Another method that can be used for public awareness/engagement is through workshops.

The objective of the workshops is to introduce participants to a profession or activity related to the history of the area. These are "creative workshops", organised under different names ("initiation to the traditional skills ", "pathways to traditional crafts", "from farm to city", "from elders to children/youth") and can take place independently, or be linked to other events such as thematic fairs, festivals, annual markets etc.

Generally arranged over a half day, the skills workshop can be organised with the participation of a small number of motivated learners. This activity could replace the citizen weekend and may vary from half a day to a series of half days. The crafts people are installed using their tools to create craft products. Passers-by can stop, observe, put questions and try their hand at the craft.

Participation is free and the materials are supplied.

IV. Conclusion

Responding to the increased needs in terms of safeguarding traditional know-how and re-appropriating these practices, the Eco-Management project proposes a step-by-step participatory approach that involves all the people involved in spatial planning and is based on the concept of solidarity development of an area and intergenerational transmission of skills.

The methodology developed and tested by the project partners consists of four main steps, presented in the first part of this document:

- ◆ Identification of good practices
- ◆ Methodology of intergenerational transfer
- ◆ Ethnological surveys to identify knowledge holders
- ◆ Testing

Each of these stages made it possible to define the needs of the individual areas, identify traditional know-how and knowledge holders, raise awareness among knowledge holders of the issue of intergenerational transmission and among young people of the importance of this knowledge in the development of an area in terms of solidarity and the enhancement of the local heritage. Training and awareness-raising tools have thus been developed and tested by the partners in their respective areas with the participation of all the stakeholders concerned.

The results of these activities in terms of both participation and level of satisfaction expressed by the participants show the validity and relevance of the Eco-Management approach. The involvement of stakeholders (know-how holders, young people, public partners, training organisations, local community) in all stages of the project made it possible to raise their awareness upstream of the issues of sustainable and solid development of the areas concerned and the transmission of heritage skills, to mobilise them around concrete activities (brainstorming, methodological surveys, inventory of know-how, etc.) and thus guarantee their active participation in awareness raising and learning activities. Thus, the participation of young people, know-how holders, organisations and public people in the various working groups set up (Local committee of experts, Youth Group, Joint Discussion Group) has been decisive for the success of awareness-raising and training activities and is a key element of the Eco-Management approach.

The different types of awareness-raising and learning activities implemented by the partners involved more than 30 know-how holders and 200 participants who, depending on the format of the activities, promoted awareness or the basic techniques of this traditional know-how as an essential first step in transforming local communities into ambassadors for their areas.

V. Results of the testing phase in the partner countries

As part of Phase 2 of the testing, the project partners implemented activities to assess the tools and methodologies proposed for the transfer of traditional knowledge by knowledge holders to younger people.

In total, more than 20 activity/training sessions were conducted by the partners, 36 know-how holders were mobilised and more than 240 people took part in these activities (both young and older people). The target group for these activities mainly concerned: young people in training, a public already aware of the issue of traditional skills and heritage, as well as people experiencing integration difficulties.

All the formats proposed for the transmission of knowledge within the framework of the Eco-Management project have been tested by the partners:

- ◆ 10 Awareness Days
- ◆ 9 Workshops
- ◆ 4 Citizens' weekends
- ◆ 4 On-site training courses

The themes selected for these events were mainly the result of the identification of traditional skills and useful know-how carried out at the beginning of the project and mainly concerned:

- ◆ building restoration
- ◆ old crafts
- ◆ traditional cooking
- ◆ maintenance of the natural environment / gardening
- ◆ raising awareness of the area

The table below summarizes all the activities carried out by the partners:

Partners	Type of Activity	Theme	Length	Place	Know-how holders involved	Participants trained or informed
Alpes de Lumière	Awareness raising day	Guiding	1 day	Forcalquier, FR	1	5
	Citizen weekend	Dry stone	2 days	Mane, FR	1	9
Communauté de communes de Celavu Prunelli	Workshop	Forge	1 day	Dauphin, FR	1	8
	workshop	Plaster moulding	1 day	Mane, FR	1	9
	On-site training	Dry stone	5 days	Bocognagno, Corsica, FR	1	5
	Awareness raising day	Grafting chestnut	1 day	Tolla, Corsica, FR	1	8
EuroKoncept21	Awareness raising day	Grafting apples	1 day	Bastelica, Corsica, FR	1	8
	Workshop	Cider making	1/2 day		1	4
Red2Red	On-site training	Traditional construction techniques	5 days		1	13
	Citizen weekend	Cooked meats	2 days		1	4
	Awareness raising day	Bee keeping	1 day		1	10
	Workshop	Grafting	1/2 day	Kostolec, SK	1	8
	Awareness raising day	Bobbin lace	1 day	La Solana, ES	2	30
	Workshop	Using hemp	1 day	Manzanares, ES	1	12
	Workshop	Ceramics	1 day	Miguelturna, ES	1	11
	Workshop	Traditional cooking	1 day	Manzanares, ES	2	12

Gatehouse Development Initiative	Awareness raising day	Dry stone walls	1 day	Gatehouse, UK	1	7
	Citizen weekend	Dry stone walls	2 days	Gatehouse, UK	2	8
	Workshop	Traditional cooking	1 day	Gatehouse, UK	1	1
	Awareness raising day	Gardening	1 day	Cally gardens, Gatehouse, UK	2	10
PED Epirus	Awareness raising day	Reading and understanding the heritage	1 day	Cally wood, Gatehouse, UK	2	6
	Awareness raising day	Protecting ancient woodland	1 day	Carstramon wood, Gatehouse, UK	1	7
	On-site training	Dry stone walls	5 days	Cally wood, Gatehouse, UK	2	9
	Citizen weekend	Dry stone walls	2 days	Beeswing, Dumfries and Galloway	1	8
	Awareness raising day/workshop	Dry stone walls	1 day	Ano Pédina, GR	3	14
	On site training	Tapestry	7 half days	Ioannina, GR	2	10
	Workshop	Medicinal plants	1 day	Koukouli, GR	1	10

The individual reports of the testing are presented in Appendix A of this document. Photos and videos of the activities are available on the project website at <http://www.ecomanagement.eu/index.php/en/project-gallery> and on the Facebook page <https://www.facebook.com/ecomanagement.eu>

A number of observations can be made on the basis of these reports and the evaluations carried out with participants and knowledge holders:

- ◆ All project partners rate the activities carried out very positively and indicate that participants and holders of traditional knowledge have expressed high satisfaction and wish to participate in new activities.
- ◆ While each of the proposed formats has its own advantages, it is clear that the Citizen Weekend seems to be the most popular format, combining practical application and

theory and providing sufficient time for direct contact between the knowledge holder and participants. The workshops were also appreciated by the participants. The added value of these activities lies in teamwork, empowerment of the participants and collaboration.

- ◆ If, of course, none of the formats allows the mastery of a skill, the activities do, amongst other things permit:
 - Discovery of the traditional skill found in the area,
 - Raised awareness of the issues of territorial solidarity and heritage,
 - Social interactivity/solidarity between the inhabitants of a area and between generations,
 - Vocabulary, basic techniques based on specific know-how,
- ◆ The key elements cited for the success of these activities, regardless of their formats, are:
 - Motivation of participants, their desire to learn
 - Participants already aware of the proposed themes
 - Availability of know-how holders
 - Essential to clearly define the objectives of the activity before choosing the format of the activity
 - Work upstream with the partners involved in the activity in order to propose an activity that complements other activities/training
 - Participation of know-how holders and participants in the preparation of the activity
 - Involvement of the local community.

Appendix I – Project documents

TEMPLATE FOR THE TESTING REPORT

- Name of the responsible partner

- Title of the activity

- Place where carried out

- Date(s) (and length of intervention)

- Type of involvement (*select*)

Awareness raising
Workshop
On site training
Citizen weekend

- Theme *Indicate the know-how involved*

General theme of the activity and target know-how (select)
Raising awareness of the basic techniques of building restoration
Landscape maintenance
Crafts and old skills
Medicinal plants and their uses
Traditional local cooking based on local resources
Others (*explain*)

- Target Group

1- Age range (*select*):

16 to 18 years

19 to 25 years

26 to 30 years

30 to 44 years

45 to 59 years

60 to 74 years

+ 74 years

2- Type of target group (*more than one answer may be selected*):

Public at large

In training, students, re-training, etc.

Specialist group already familiar with the theme of the activity

In difficulty with economic or social inclusion

Other (*explain*)

- Principal objectives of the activity *Indicate what you expect from the activity in terms of 1- public mobilisation (quantify), 2- knowledge transfer, 3- involvement of knowledge holders, 4- social mobilisation in spatial planning, 5- awareness of the concept of sustainable development of the area.*

- Main formal or informal skills aimed at by the activity. *Refer to the key skills indicated in the Youth Pass http://site.erasmusplus-jeunesse.fr/uploads/images/documents/Docts%20sve/MSH/SVE%20INFO%20KIT_Youtpass.pdf*

- Learn to learn
- Competence in maths and basic science and technology
- Communication in foreign languages
- Communication in mother tongue
- Numerical competence
- Social and Civic competence
- Awareness and cultural expression
- Spirit of initiative and cultural enterprise

- Description of the collective activity

Programme, presentation of the activities/workshops, number and profile of the participants and the know-how holders, communication relating to the activity

- Teaching methods used
Briefly describe the teaching methods and supports used to carry out the activity

- Implications for the area and community

Present the local partners involved and their contribution to the carrying out of the activity

- Self-assessment

Evaluate the following elements: 1- Preparation of the activity, 2- Raising the profile of the associated local partners and their involvement in the activity, 3- Participation rate in relation to the initial objective, 4- Satisfaction of the participants (public and knowledge

holders), 5- Contribution to the intergenerational transfer of the targeted knowledge, 6- Awareness of the concept of sustainable development of the area

- Budget

Indicate the cost by main budget headings

- Recommendations

Mention all information necessary to improve the collective activity and the Eco-management methodology both before and during the activity

QUESTIONNAIRE FOR SKILL HOLDERS

This questionnaire aims to measure your satisfaction as a skill holder. Your opinion and replies are very important for us and will contribute to the success of the project!

Please indicate score with X

4 = best score, 1 = lowest score

Name of event					
1. General approach and methodology	1	2	3	4	Remarks
1.1 Do you think the Eco-management approach is interesting?					
1.2. Do you think the event format was appropriate for the participants?					
1.3 Do you think the event time was appropriate and the programme elements were covered?					
1.4. Do you think the participants have acquired the knowledge and skills which you wanted to transfer to them?					
2. Preparation and impact	1	2	3	4	Remarks
2.1. Do you think you were well prepared for the event ?					
2.2. How would you qualify the recruitment of the participants					
2.3 Do you think by your involvement in the project you have helped to raise awareness of the area's challenges?					
4. What has been the greatest success of the event? What are the strong points.					

5. What points could be improved?

6. What have you learnt as holder /transmitter of the know-how ? What would you do differently for another activity?

7. Comments

Thank you for your cooperation!

QUESTIONNAIRE FOR PARTICIPANTS

This questionnaire aims to measure the skills you have acquired. Your opinion and replies are very important to us and will contribute to the success of the project at local, national and European level.

Personal information

Age: 16 to 18 years 19 to 25 years 26 to 30 years 30 to 44 years
 45 to 59 years 60 to 74 years + 74 years

Gender: female male

Education/training: ☐ primary ☐ secondary ☐ university ☐ technical

☐ Other(indicate)

Please show the score with an X

4 = the best score, 1 = the lowest

Name of the event :					
1. Event content	1	2	3	4	Remarks
1.1 to what extent did the themes of the event match your expectations?					
1.2. Correspondence between the knowledge of the skill holders and their ability to transfer the skills.					
1.3 Quality of the learning supports					
1.4. Balance between theoretical and practical activities					
1.5 Was the event location suitable?					
1. Were the dates and timings suitable?					
1.7 General satisfaction with the programme					
2. Transmission of the know-how	1	2	3	4	Remarks

2.2. Can some of the skills be transferred to your daily life and your area or your profession?					
2.3. Have you learnt technical skills?					
2.4. Did you learn the basics of a profession?					
2. Do you think you better understand the challenges of your area?					

Thank you for your cooperation!

MODELS FOR PARTICIPATION CERTIFICATES



Partner Logo

CERTIFICATE

We confirm that Mr. / Ms. participated in the Awareness Raising Day organised on.../.../2019 (date) to..... .. (place), as part of the ERASMUS + programme, Eco-management "Yesterday's knowledge, tomorrow's know-how".

Through his or her active participation in this day, he or she learned and developed skills related to:

- Awareness, use of traditional techniques and the importance of their transfer to the new generation.
- Information on how to apply them.
- The importance of this knowledge and its role for the area, the environmental and cultural heritage.
- Cooperation between local authorities and citizens to reactivate and reuse this knowledge.
- Social networks, their role in the intergenerational transfer of knowledge and the functioning of local synergies.

(Place, date)

Name, stamp, signature

CERTIFICATE

We confirm that Mr. / Ms. participated in the Weekend organised on.../.../2019 (date) to.....
.. (place), as part of the ERASMUS + programme, Eco-management "Yesterday's knowledge,
tomorrow's know-how".

The activity concerns training in <TECHNIQUE / KNOWLEDGE>.

In this context, a group discussion took place, followed by a practical demonstration with the
active participation of participants in < TECHNICAL / KNOWLEDGE the repair and
construction of dry stone walls>.

Through his or her active participation in the activity, he or she has been informed, trained
and developed skills related to:

- Awareness raising, use of traditional techniques and the importance of their transfer to the new generation.
- Information on the application of the <TECHNIQUE / KNOWLEDGE>.
- Its training in its implementation, construction and operating methods.
- The importance of this knowledge and its role for the area, the environmental and cultural heritage.
- Social networks, their role in the intergenerational transfer of knowledge and the functioning of local synergies.

(Place, date)

Name, stamp, signature

CERTIFICATE

We confirm that Mr. / Ms. participated in the on-site training course organised from.../.. /2019 to.../2019 (dates) to..... .. (place), as part of the ERASMUS + programme, Eco-management "Yesterday's know-how, tomorrow's know-how".

The activity involved training in <TECHNIQUE / KNOWLEDGE>.

The program, which lasts for... hours, was implemented with the "Construction Site Teaching" method, which includes theoretical and practical training in real working conditions - in a workshop to <specify>.

With his or her active participation in education, he or she has learned, cooperated, trained and developed the following professional, social and individual skills:

- Awareness-raising - use of traditional techniques and their importance
- Training to learn the traditional technique of <specify>.
- Ability to use the technique for professional purposes.
- Collaboration, communication, organisation, critical thinking, problem solving, creativity.
- The importance of this knowledge and its role for the area, the environmental and cultural heritage.
- Social networks, their role in the intergenerational transfer of knowledge and the functioning of local synergies.

(Place, date)

Name, stamp, signature

MODEL FOR ATTENDANCE LIST

Erasmus + Strategic Partnership for Adult Education

"Ecomanagement - Eco-management : yesterday's knowledge, tomorrow's know how "

2017-1-FR01-KA204-037222

(Event name) , ... (date), ... (place)

[illegible]

BOOKLET OF INFORMAL SKILLS ACQUIRED DURING THE PRACTICAL PHASE OF THE PROJECT

Evaluation of informal skills

Introduction

Informal learning takes place in activities of daily living related to work, family or leisure. It is not structured in terms of objectives, time or resources since most of the time it is unintentional. So the purpose of the activity is not learning, because it is not validated by a title or diploma. You learn by reading books, guides, manuals, magazines, periodicals, newspapers, listening to the radio, watching television programs, surfing the Internet, attending a conference, questioning a friend, observing him at his workstation, working as a volunteer in an association/organization.

Within the framework of the Eco-management project, during phase 2 of the training activity, participants (young people) will have the opportunity to acquire and/or demonstrate formal skills, i.e. old techniques, on the one hand, and informal skills, mainly social skills (also called "soft skills"), on the other hand:

- Communication,
- Teamwork,
- Decision-making,
- Troubleshooting,
- Planning and organization,
- Skills related to new technologies,
- Multitasking,
- Critical thinking,
- Active listening,
- Ethics,
- Creativity,
- Social and citizenship skills.

With regard to its validation, it is difficult to explain and identify the acquisition of informal knowledge due to its unintentional aspect and to the fact that the acquisition situation was not necessarily "conducive" to learning. Therefore, the validation and transmission of the acquisition of informal skills are two difficult procedures.

Common methods used to identify the informal skills a person has acquired include observation in their field of activity/work, an interview, a test or exam:

- Observation, defined as the gathering of evidence from candidates in the performance of their tasks. It can have great validity and allow access to skills that are difficult to capture and validate by other means. In addition, it allows for simultaneous assessment of skill sets and valid measurement, being fair, since people are not removed from their usual work environment or subjected to

additional stress before the assessment. However, it is not always possible for reasons of characteristics, safety, time constraints and other factors: for example, more time is needed if there is more than one assessor, or if based on daily practice, the information obtained for the person's assessment may be context-specific and not generalisable.

- Simulation, where people are placed in a similar situation to real life to assess their skills. In some cases, it is used when observation is not possible. However, its use is limited by several aspects, in particular costs, as simulation can be more complex to organize and more expensive than other validation methods; this normally requires extensive study and analysis of the work to prepare it properly. Simulation can solve some of the problems of observation during the work, as it places people in different contexts and thus increases the validity of the assessment. The reliability and fairness of this method is generally considered high.
- Interviews, tests and examinations. They have the advantage of familiarity, social recognition, validity and reliability. They are also inexpensive and quick to implement, compared to other methods, and they can be linked to educational standards more directly than other tools. However, they can be intimidating for those who have had negative experiences in formal education or who have low verbal / written skills.

Within the framework of the Eco-management Project, the holders of the know-how/trainers/supervisors will be limited to the observation method.

In addition, the skills (formal and informal) are generally evaluated by a written document that either may simply list the informal skills of the participant or be a more detailed form as found in Eco-management project in Appendix 3 "Booklet of informal skills".

The knowledge holder/trainer/supervisor who, after observing the activities/training of each participant, fills in the booklet that will be delivered to young people at the end of the testing phase. The skills mentioned in the booklet can be transferred to the workplace or elsewhere.

On the next page there is an informal (mainly social) skills booklet that will be used by the project partners as an evaluation tool. It will be translated into each partners' language and distributed and completed by each trainer.

Erasmus+ project Adult education strategic partnerships

Eco-management: yesterday's knowledge, tomorrow's know-how



Booklet of informal skills acquired during the practical phase of the project

Delivered **Date and place**

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2017-1-FR01-KA204-037222

Within the framework of the Eco-management project, **Mr./Mrs./Ms./Ms.NAME/FIRST NAME
OF PARTICIPANT** has acquired the informal skills listed below. These skills may be transferable to the professional field because they are in high demand on the labour market and therefore by companies:

1.General data	
Organisation that arranged the intergenerational transfer of the Eco-management project	Name/address/telephone/email/internet/stamp Name of trainer
Validation system <i>In this booklet, each informal skill is listed and the examiner will check the skills acquired by the steering group participant.</i>	The skills acquired are checked by the trainer

2.Access mode	
Description of the training	
Number of sessions attended	
Total hours of training	

3- Informal skills acquired during the intergenerational transfer of the Eco-management project
<ul style="list-style-type: none"> ● Communication, ● Teamwork, ● Decision-making, ● Troubleshooting, ● Planning and organization, ● Skills related to new technologies, ● Multitasking, ● Critical thinking, ● Active listening, ● Ethics, ● Creativity, ● Social and citizenship skills
4- Elements of skills covered
This booklet of social skills, acquired during the intergenerational transfer sessions organised within the framework of the Eco-management project, involves the skills mentioned below:

- **Communication:** Ability to relate to others, to convey a message by adapting to people and circumstances.
- **Teamwork:** Being able to act, collaborate and cooperate with others to achieve common goals.
- **Decision Making:** Ability to make logical and informed decisions in a timely manner, based on analysis and preliminary remarks.
- **Problem solving:** Ability to find the causes of problems, find a solution and choose one of several options, ensuring that the decision taken is implemented in a timely and effective manner.
- **Planning and organisation:** Ability to draw up plans and programmes that cover the key points including the organisation of resources in space, time and opportunities.
- **Skills related to new techniques:** Be able to use information and communication technologies to communicate, learn, produce materials (for example, video-clips that will be tested in phase 2).
- **Multitasking:** Being able to perform various tasks together, even if they are dissimilar, with the required efficiency.
- **Critical Thinking:** The ability to articulate and understand concepts, ideas and philosophies that relate to, and can enrich, a person's professional or technical activity or practice.
- **Active Listening:** The ability to listen to others with attention and respect, devoting time to them and adopting an attitude of total openness.
- **Ethics:** The ability and willingness to carry out the activity (work) in accordance with the principles and ethical values under which the activity, profession or position is governed.
- **Creativity:** Ability to generate new approaches and creative responses to situations in the context of a situation or work.
- **Social and citizenship skills:** Ability to understand the social reality in which one lives, cooperate, coexist and exercise democratic citizenship in a plural society, and commit to contributing to its improvement.

Communication

Is able to understand and be understood:

- | | |
|--|--|
| • Can decode a message. | |
| • Can express him or herself in an understandable way. | |
| • Knows how to introduce him or herself. | |

Working as a team

Is able to work in a group:

- Can actively contribute to group work.
- Knows how to respect working hours and rhythms.
- Knows how to carry out activities taking into account their impact on the group.
- Can take into consideration different points of view.

Decision Making

Is able to make decisions based on a rational analysis of options and alternatives:

- Can make decisions in a timely manner.
- Can make well-documented decisions (considering several important variables and data).
- Is able to respond positively to the requirements of decisions.
- Knows how to properly document the elements around his/her decisions to support them.
- Can make decisions that add value to the situation/work.

Troubleshooting

Is able to solve the various challenges that arise in its process:

- Can deal with situations or problems.
- Knows how to structure logical and rational approaches in difficult or complex situations
- Is able to correctly detect the root causes of problems, not symptoms.
- Can provide relevant and effective solutions to problems.

Planning and organization

Is able to draw up plans/programmes taking into account the resources involved:

- Can plan and organise work/tasks without omitting important control points.
- Can plan and organise according to the established standard.
- Is involved in the planning and organisation of his/her tasks/work in an effective manner, with emphasis on the appropriate use of the resources.

Skills related to new technologies

Is able to use information and communication technologies:

- Can communicate by phone, e-mail, SMS.
- Can locate him or herself in a web page.
- Can use and manage e-mail.
- Can create a Power Point.
- Can record audio and images from the video clip.
- Can include animations in the video.
- Can edit video clips.

Multitasking

Is able to carry out different tasks effectively and with the required quality:

- Is competent in a variety of tasks that are different from one another.
- Can perform different tasks in accordance with the quality standards established for each task.
- Can apply different methods and processes with ease.
- Has have a positive attitude and be available to complete tasks.
- Knows when to be ready for routine changes.

Critical Thinking

Is able to articulate and understand concepts, ideas and philosophies related to activity:

- Can think about concepts.
- Can demonstrate a critical area that is reflected in clear statements
- Can make contributions from concepts with theoretical support.
- Can provide an interesting approach from own ideas.
- Can establish theoretical correlations and bring them to technical or operational practice.

Active listening

Is able to listen to others with attention, respect and total openness:

- Knows how to listen to others.
- Can let the speaker speak, interrupting only when appropriate.
- Can establish spaces of communication with others, giving the necessary attention to the interlocutors.
- Can be attentive or aware of the emotional state of the people he/she hears.

Ethics

Is able to perform a task/activity in accordance with relative ethical principles/values:

- Is able to act in accordance with moral values and principles respecting the guidelines of his/her work/activity.
- Can respect guidelines, values and moral principles, ensuring compliance by people around him/her.
- Seeks advice and assistance when in a situation where principles/values conflict with activity/task requirements

Creativity

The capacity to generate ideas and new approaches

- Can offer new ideas that break patterns..
- Can generate new ways of approaching problems in a more or less constant way.
- Can provide new methods or procedures by getting rid of previous patterns.
- Can identify simpler and more functional ways to improve tasks/activities.

Social and citizenship skills	
Is able to cooperate and exercise democratic citizenship	
<ul style="list-style-type: none"> Knows the existence of different perspectives and how to analyse the situation. 	
<ul style="list-style-type: none"> Can put him/herself in the other's shoes and understand his/her point of view even if it is different from his/her own. 	
<ul style="list-style-type: none"> Can manage social skills and resolve conflicts constructively. 	
<ul style="list-style-type: none"> Can understand and put into practice the values of democratic societies: democracy, freedom, equality, solidarity, co-responsibility, participation and citizenship. 	
<ul style="list-style-type: none"> Can practice dialogue and negotiation to reach agreements as a means of resolving conflicts. 	

Appendix II – Results

Full results are available on the project website :

<http://www.ecomanagement.eu>

and on the Facebook page:

<https://www.facebook.com/ecomanagement.eu>

NEEDS IDENTIFIED IN ECO-MANAGEMENT PROJECT PARTNERS' AREAS

Partners	Skills and useful know how	Activities	Teaching Method	Partnerships	Innovations
Association Alpes de Lumière	Dry stone techniques	Restoration of dry stone terraces.	Practical sessions on site by a professional waller.	Philippe Fargeot, from the town of Forcalquier	Pass on know-how that is almost lost, to people who can pass it on again.
	Creation of stucco-marble	The making of small objects using the technique of stucco-marble.	Short film of making stucco from plaster, pigment and rabbit skin glue. This method is guaranteed to make decorations which look like marble.	Pierre Caron, l'association GYP Art et Matière and the town of Forcalquier	Though the know-how almost disappeared, many restorations require the use of marble stucco
	Parlotte - Popote : Recipes based on foraged resources of the area	Interviews with older people who know the wild plants and culinary traditions of the countryside.	Devising and developing low-cost, economical dishes using local, seasonal ingredients. Visit to a small spelt flour producer.	Claudette Massel, the association of country guides, and the town hall of Vachères	Make young people aware of the richness of our plant environment and forgotten vegetables or cereals as an antidote to modern "junk food".
EuroKoncept 21	Renovation of historic buildings/medieval stone buildings	Interview with know-how holder and training of volunteers on site	Construction site	Association Združenie hradu Bystrica, employment hub, volunteers	Improve the effectiveness for young people by organising associated events
	Construction/renovation of	Discovery of construction techniques on site	Awareness-raising day	Youth Association knowledge holders volunteers	Site awareness

	wooden chalets				
	Grafting	Interview with know-how holder and training at a young citizen weekend.	Training weekend	Local and young people	Involvement of general public
	Beekeeping	Interview with know-how holder and training of young people.	Training weekend	Local and young people	Involvement of general public
	Medicinal plants	Discovery workshop on medicinal wild plants	Awareness raising workshop	Local and young people	Involvement of general public
Gatehouse Development Initiative	Dry stone wall construction	Interview with know-how holder and youth training	Awareness days and initiation weekend	Dry Stone Walling Association of Great Britain, Rural Skills Group, Forestry Commission	Youth training and intergenerational transfer of skills
	Traditional masonry	Interview with know-how holder and video		Luce Bay construction who are restoring the Rutherford Monument at Gatehouse of Fleet	
	Traditional cuisine	Youth practical training with professionals, interview with	Intergenerational transfer of know-how in the Drop-In Centre kitchen in	Drop-in Centre Know-how expert	Motivation of young people whose families have lost the traditions of local cooking

		know-how holder, video	Gatehouse and visit to cooking school		
	Local cheese making	Interview and video of know-how holder and interview about the history of previous production	Interview and video techniques	Cream o' Galloway. ethical farm	Follow-up of abandoned and now restarted production methods
	Enhancement and maintenance of the natural heritage	Understanding the Forestry Commission estate and intergenerational work	Awareness-raising days with Forestry Commission apprentices	Forestry Commission apprentices, Volunteer Team, National Scenic Area officer	Introduction of apprentices to communal and intergenerational work
Community of municipalities Celavu Prunelli	Construction of dry stone walls	Collection of evidence from know-how holders	Methodology of the ethnological survey Training in shooting video sequences and in video sound editing.	Aiutu Campagnolu integration site Fighjulà i petri Association	An unprecedented process of raising awareness of spatial planning or production know-how, to the public, in a society where traditional modes of transmission are broken. Week-end free for the participants. Local people are given a role in spatial planning and editing.
		Activity to raise awareness of dry stone know-how.	Weekend introduction to the know-how (construction of a dry stone wall)	Integration site Aiutu Campagnolu Association Fighjulà i petri Office of the	

				environment of Corsica Petre è Legne company	
	Construction of a traditional wooden gate	Collection of information from holders of know-how.	Methodology of an ethnological inquiry. Training in making and putting together a video	Association Ocana Patrimoine Office of the Environment of Corsica Petre è Legne company	Involving local people in gathering know-how. Untried process of transferring land use planning or production know-how, linking training and making a video
		Raising awareness of the know-how of making a traditional gate.	Weekend training in the know-how (construction of a gate)	Ocana heritage association Office of the Environment of Corsica Petre è Legne company	Untried process of raising awareness of land use or production know-hows among the general public in a society where traditional modes of transfer have been broken Entirely free weekend for participants Local people become involved in land use management.
	Chestnut know-how (techniques for grafting chestnut)	Collection of information from holders of know-how	Methodology of an ethnological inquiry Training in making and putting together a video sequence	Commune d'Ocana Office of the Environment of Corsica	Involving local people in gathering know-how Untried process of transferring land use planning or production know-how linking training and making a video
		Raising awareness of how to graft trees	Introduction day on the know-how (grafting)	Commune of Ocana	Untried process of raising awareness of land use or production know-how among

				Office of the Environment of Corsica	the general public, etc. (<i>see Innovations section of Know-how of making a traditional gate above</i>)
Red2Red Consultores	Making ceramic figures and objects	Compilation of evidence from know-how holders	Ethnological research methods to collect information and visual material	Pokhara Association Miguelturra Youth Centre	New way of transferring knowledge, management or planning with an associated activity (i.e. ethnological survey)
		Raising awareness of the skill in making ceramic figures and objects	Introduction to the skill (making ceramic figures and objects)	Pokhara Association Miguelturra Youth Centre	New way of transferring culture as a means of continuing our tradition. Free training for at least three young people for an afternoon, where knowledge of the skill of making ceramic figures and objects is done
	Use of hemp (hemp braids)	Knowledge of the tradition and culture of those with the know-how	Ethnological research method using participatory observation as the main technique	Pokhara Association Manzanares Youth House Manzanares Senior Citizen's Centre	The local inhabitant acts as the main agent for compiling the know-how of the community. An exclusive process of transmission of culture and intergenerational tradition. Training in the use of research techniques
		Raising awareness of the use of hemp, in particular making hemp braids	Introduction to the know-how of this ancestral technique	Pokhara Association Manzanares Youth House Manzanares Senior Citizen's Centre	A way of training and transferring know-how as well as personal understanding of the technique. A free day for the participants to work together making traditional braids. Participants will have a

					unique opportunity to learn about the local culture by participating in it.
	The technique of lace making with bobbins	Collecting information from the holders of traditional skills	Use of ethnological methodology to get to know the technique	Pokhara Association La Solana Youth Centre	The participants' involvement in the collection of information on ancient skills. Knowledge of how to use bobbins
		Raising awareness of lace making, especially with bobbins, an old technique widely used in Castile La Mancha	A three-day introduction to the know-how of bobbin lace making	Pokhara Association La Solana Youth Centre	A way of transferring knowledge in a society where tradition is gradually disappearing. Three days of free training for participants. The role of the public in intergenerational cultural transfer
Perifereiaki Enosi Dimon Ipirou	Stone construction techniques	Enquiry and interview with two seniors (wallers) 'Doors Open' day on training site	Building site training	-ANEZ (Development Association for Zagori) Town of Zagori.	Intergenerational transfer Development of forgotten techniques
	Sheep wool techniques	Awareness raising seminars in the framework of agro-tourism Search for knowledge holders	Carpet weaving and felt courses Courses on the use of natural dyes	Union of the Transhumance Shepherds of Epirus. Craft centre and Rizario weaving school	Transforming a product which threatens the environment into an innovative material
	Knowledge of medicinal plants and their use	North Pinde National Park education programme Initiation week end	Knowledge of plants. Consulting documents at the Koukouli village Botanic Museum	-North Pinde National Park -Koukouli botanic museum	Opportunities to develop new activities in the labour market and to protect species through knowledge of the area

		Interview with a holder of know-how	Games to discover plants and preparation of products (herbal teas, liqueurs)		
	Traditional mortar techniques	Interviews and demonstrations with the know-how holders.	Pilot application on existing building (training site)	Epirus chamber of engineers School of architecture, University of Ioannina	Revive an almost forgotten technique and meet current needs. Bioclimatic approach, recycling natural materials
	Filigree work in gold	Interviews and demonstrations with know-how holders	'Open Doors' awareness raising day	Trades centre Traditional workers of Ioannina Ioannina gold-smith museum	Reviving an almost forgotten technique with the possibility of creating new jobs