

Erasmus+ Project Strategic Partnerships for Adult Education
**Eco-management: yesterday's knowledge,
tomorrow's know-how**



01 Good Practice
Preparation of good practice sheets

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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 actions linked to the management and preservation of the natural heritage.

E-mail: rri@slovanet.sk

Web site: 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

Communauté de communes de Celavu Prunelli - 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

Web site: www.red2red.net

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 actions aimed at quality of life and social cohesion, and the protection of the environment and culture.

E-mail: ecomangement@pedepirus.gr

Web site: www.pedepirus.gr

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Introduction

This document presents the IO1 activity - "Development of good practice sheets" planned within the framework of the European project "Eco-management: yesterday's knowledge, tomorrow's know-how".

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

Among the main activities of the Eco-management project that will be carried out in each partner country are:

- A collection of good practices on the intergenerational transfer of know-how, aiming at sustainable development and joint work to identify best practices for environmental awareness/education among the selected practices.
- Phase 1 of the practical phase: an ethnological survey conducted by young people and old people with knowledge.
- Phase 2 of the practical phase: the pilot projects for the intergenerational transfer of know-how.

To this end, a joint project will be carried out, bringing together senior knowledge holders on the one hand and young citizens in difficulty or far from employment and local communities on the other. Thus, intergenerational transfer will enhance the value of knowledge holders (the elderly) and also contribute to the inclusion of young people, by allowing the protection, development and improvement of common spaces and by translating the know-how heritage of into tools for all.

Finally, through these actions, the project aims to formalise a constructive and sustainable dialogue between public authorities and organised civil society actors on the issue of heritage enhancement, as well as to build a network on a European scale.

Presentation of the activity "exchange and collection of good practices"

Within each of the partner areas, the "Eco-management" project partners 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 actors.

Thus, the intellectual production "Exchange of good practices" aimed at capitalising on data in the form of practice sheets for the use of the greatest number of people, by all actors and at all levels of society (local, regional, national and European).

Reminder of the steps involved in the activity:

1 / A good practice collection sheet has been developed by the various partners, accompanied by a user guide. Each partner, with the help of this tool, collected good practices in its area, from its networks of local actors for the following themes:

- Action to list and formalise the know-how
- Action to mobilize the target audience
- Action to raise awareness or train
- Action to put in place or reproduce the acquired know-how
- Action to communicate or validate the experience with the public

2/ Based on the various good practice sheets collected by the partners, the Celavu-Prunelli community of municipalities proposed the selection of good practices that seemed most relevant to them. This proposal was discussed during skype meetings with all partners.

3/ Once the most representative good practices had been selected by the partners, the partner responsible for the activity capitalised on the good practices in the form of summary practice sheets (one action sheet per theme) which are included in this document.

These sheets will constitute a toolbox that will be put online on the project's interactive platform. The end users will be: local authorities, collectives of (young) citizens, associations of (young) citizens.

The collection method

GOOD PRACTICE SHEET (Template)	
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 audience <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 or validate the experience with the public	
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 :

Sheet above agreed at the first steering committee meeting in Madrid, November 2017

RECOMMENDATIONS FOR THE SELECTIN OF GOOD PRACTICE

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
Action to list and formalise the know-how	The partners will put forward , list and formalise actions to identify, list and formalise know how and techniques in their area	Example: the method employed by a network of actors 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.)
Action to mobilise the target audience	The partners must present the tools put in place(upstream from transmission actions/learning) to inform/engage/recruit or invite the public/ holders of knowhow/young to take part in intergenerational transfer actions	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

<p>Action to raise awareness or train</p>	<p>The partners must present training actions, transfer and know-how learning put in place in their area</p>	<p>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)</p>
<p>Action to put in place or reproduce the acquired know-how</p>	<p>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</p>	<p>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 actions (heritage rehabilitation, tidying sites, fountains etc.</p>
<p>Action to communicate or validate the experience with the public</p>	<p>The partners must indicate the actions put in place to communicate with and inform the public/young people on the intergenerational transfer operations carried out in their area</p>	<p>Examples : press releases Press dossier, articles, video, TV, internet, social media</p>

GOOD PRACTICE SHEETS

- **Action to list and formalise the know-how**
- **Action to mobilise the target audience**
- **Action to raise awareness or train**
- **Action to put in place or reproduce the acquired know-how**
- **Action to communicate or validate the experience with the public**

Action to list and formalise the know-how 10

Action to mobilise the target audience 13

Action to raise awareness or train 15

Action to put in place or reproduce the acquired know-how 19

Action to communicate or validate the experience with the public 22

GOOD PRACTICE SYNTHESIS TA1

INTRODUCTION

Each project partner proposed good practice sheets according to the 5 types of action shown below. The summary consisted of identifying the common points per action and within the framework of the action, in extracting the most innovative and/or original good practices.

This fact sheet refers to a more complete reading of the fact sheets presented in the appendix and generally to the website links.

TYPE OF ACTION SHOWN ON the LIST (TICK ONE TYPE OF ACTION)

X Action to list and formalise the know-how

- Action to mobilise the target public
- Action to raise awareness or train
- Action to put in place or reproduce the acquired know-how
- Action to communicate with and validate the experience

IMPLEMENTATION CONTEXT (AREA, GOVERNANCE, ETC.)

The action is focused on construction techniques (stone, wood), on activities addressed in their entirety (Shepherd, owner of forest), on intangible knowledge (uses, customs, agriculture, food, religion), knowledge related to the ecological, natural, animal heritage.

They're moving to local initiatives, they are part of an effort to develop the territory through the transmission of traditional skills, identity and culture. They are worn by territories organized with some experience in inventory and transmission of knowledge do.

BRIEF PRESENTATION OF THE ACTION – HISTORY AND IMPLEMENTATION

Approach is generally used was a work of surveys and collections of land, necessary for the formalization of know-how, questioning the holders of these knowledge do. Investigations are conducted locally by volunteers; they can be framed by specialists at the national level.

The results of these inventories are evidenced by publications may be published as part of an interactive digital platform; and such app level offshore or internet sites related to the local project.

for example **CONNECT-e (CONocimiento ECológico Tradicional) is a digital platform interactive collection and transfer of traditional knowledge** developed in Spain

<https://conecte.es/index.php/es/>

The project team is multidisciplinary, trained by biologists, anthropologists, engineers, agronomists, specialists,

This was to create a modern process of transmission of know-how, in a society where traditional modes of transmission are broken. The goal is to allow the public to take knowledge to use in turn.

The formalization is the first step in inventory work that must pass through successive and innovative relays later (training, internships, technical days, etc.).

A good practice is that of the Corsican partner:

The actors of the i tre vaddi area (Valley of the Gravona; the Prunelli Valley and the Cruzini Valley), are grouped into an association of producers and artisans. They are engaged in an effort to develop the area through the expertise, identity, and culture.

They are part of a dynamic of reclaiming the interior of the island in operation for 30 years and called "Riacquistu" (reclaiming).

With the support of a sociologist (INRA) and an anthropologist (IRD) they listed and localized knowledge holders, then described manufacturing processes.

This work of formalization resulted in a publication.

Method: Observation, description, explanation or transcription.

The work is a collective effort that was attended by the players themselves, the holders of know-how.

It was based on three principles:

- Transversality, which is a cross between different aspects, sensitivities, experiences of different types of actors;
- The exchange, through more structured or informal meetings as the 'rural universities', as well as, occasional or regular meetings such as the monitoring committees.
- The collective validation continues the work.

Similarly the **Association Alpes de lumière** works with researchers from the INRAP (national Institute for preventive archaeological research), and historians who, over a weekend, train local actors and residents to make an inventory, firstly using a well-illustrated power point then in the field.

Then begins the phase of oral surveys the 'old' to make back the memories of these 'mines' used once.

In Slovakia as part of the renovation of an old school built in wood, and in cooperation with and under the supervision of the national Museum of history and geography, and the Museum of education, representatives of the association ROTaRVaK began to collect historical data.

The school lo book contains information from 1905 on the number of students attending classes, teachers, and school events. The valuable historical information has been gathered by members of the association at the Museum of education, where historic pictures show details of class equipment, teaching aids and "the fashion in clothing trends".

Another example is the listing method developed by the European TCAST project on intergenerational transfer in which the Greek and Corsican partners were involved; see website:

<http://tcast.oec.fr>

Finally the RAP method presented by the Spanish partner is a method of qualitative action study trying to get results that are reliable and useful for improving collective situations, relying on the participation of the public holders of Know-how.

http://habitat.aq.upm.es/dubai/12/bp_17.html

It is a process which brings together theory and practice, allows learning, develops a sense of reality and makes it automatic. RAP essentially follows 4 phases, but they are not always clearly differentiated:

1 Participative observation, in which the researcher involves himself in the reality to be studied and interacts with the participants

2 Participative research, in which the methods are based on collective work, using elements of popular and historical culture. The researcher presents the different ways of obtaining information, explaining their logic, their efficacy and limits, so that the local population can evaluate them and make a choice according to available human and material resources.

3 Participative action consists initially in transferring the information obtained to the rest of the community at meetings. In this project there were a lot of audiovisual outputs

4 Evaluation to evaluate the effectiveness of the action in terms of changes made, redefinition of values and objectives of the group

MEANS OF IMPLEMENTATION (human including local partnership / logistics / financial)

Human resources:

Volunteers sometimes supported by specialists:

Anthropologist, sociologist, historian, archaeologist, architect, cultural actor (poet).

Technicians in support of the approach, always local but with a regional, national or European support (LEADER, European territorial cooperation, cross-border, interregional) and in areas with a strong cultural identity.

PRESENTATION OF IMPACTS

Economic: demonstrate that the know-how involved in the economic vitality of the territory.
Social: through their transmission, holder to the learner, the know-how to create social links.
Environmental: the know-how expresses the connection of man to the area. It is the translation of the way in which man takes hold of places, the environment, its resources and its constraints.
Cultural : The collective appropriation of the know-how fosters the consolidation of a common culture and identity

TARGET PUBLIC

General public

DESCRIPTION OF INNOVATORY NATURE OF THE GOOD PRACTICE

Networking of actors
 Partnership and bottom-up approach
 Device 'action research' conducted by volunteers and supervised by specialists
 New process of local productive know-how, in a society where traditional modes of transmission are broken

CONDITIONS NECESSARY FOR THE TRANSFER OF THE GOOD PRACTICE

Support for European cooperation projects prior to capitalise on good practices

A local organized, experienced actor,
 State of mind of the knowledge holders/desire to pass on knowledge
 Scientific and methodological support to the approach is a bonus
 Involvement of researchers and scientists in the approach/qualification of stakeholders to investigate and formalize the know-how.
 Sufficient financial means at local, regional, national, European levels.
 Transversal and collective approach

OTHER OBSERVATIONS :

None

GOOD PRACTICE SYNTHESIS TA2

INTRODUCTION

Each project partner proposed good practice sheets according to the 5 types of action shown below. The summary consisted of identifying the common points per action and within the framework of the action, in extracting the most innovative and/or original good practices.

This fact sheet refers to a more complete reading of the fact sheets presented in the appendix and generally to the website links.

TYPE OF ACTION SHOWN ON the LIST (TICK ONE TYPE OF ACTION)

- Action to list and formalise the know-how
- Action to mobilise the target audience**
- Action to raise awareness or train
- Action to put in place or reproduce the acquired know-how
- Action to communicate with and validate the experience

IMPLEMENTATION CONTEXT (AREA, GOVERNANCE, ETC.)

Projects are generally carried out by local entities and the mobilization is either strictly local (Slovakia), is targeted toward specific audiences directly related to the project (shepherds, local cuisine, sites involving young people), or on pairs (holders of know-how, young trainees), on larger audiences (volunteers).

In fact the mobilization is adapted to each situation; it depends on the project manager, its objectives and its means.

BRIEF PRESENTATION OF THE ACTION – HISTORY AND IMPLEMENTATION

Mobilization is done either by individual contact, "word of mouth", either at public meetings, and more widely using all the modern tools of communication, websites, newsletters, flyers, social media, press, for consultation to a wide audience.

On the occasion of the meetings or consultations, workshops are set up, studies presented, videos, photo exhibitions, publications.

The mobilization may be based on prior studies, inventory work (see inventory)

Visits, animations, festivals are organized on the territories to involve a wider public; for example the project "Bridges history and tradition", an operation conducted by the Greek partner.

Weekends of introduction to local traditional know-how are organized in Corsica

Competitions can be organized to find best local group, as well as the training of project ambassadors (Scotland)

Among the good practices identified, that of Gatehouse (Scotland) is the most original; it is based on a photograph collection (700 photos) dating back more than a century on the local life (transport, animals, sports, military life), built and natural heritage.

These photos were presented at a transfer of knowledge weekend involving recognition of places, people, and practices and have helped guide the restoration of the environment. www.gatehouse-folk.org.uk

Gatehouse also led an action to engage the local population for the protection of an iconic species: the red squirrel: <https://scottishsquirrels.org.uk>

The Association Alpes de Lumière relies on a broad local partnership to mobilise the local population, especially among the most disadvantaged regarding the importance of traditional food recipes:

The presence in the town of Forcalquier in the Green village with its experiences of allotments and shared gardens, of a solidarity-based grocery store favoured the emergence of the project Parlotte-Popote. Short distribution circuits, the rich culinary heritage, and the existence in the area of an association working in the social and solidarity economy were key factors for the implementation.

The project aims to produce 6 to 8 workshops per year, whose goal was to show people in economic difficulties, that it is possible to cook balanced and inexpensive dishes, with local produce. The idea was to allow people who rarely cook Provencal traditional recipes to go to the stove and cook cereals, seeds or legumes that they were not used to prepare.

MEANS OF IMPLEMENTATION (human including local partnership / logistics / financial)

Engagement is based primarily on volunteers to mobilize the different audiences, the target groups; the quality of the project is important in terms of attractiveness; all mobilization tools are used (press, publications, posters, audio, video). Some partners rely on larger initiatives (conferences, exhibitions, festivals)

PRESENTATION OF IMPACTS

Economic: making areas more attractive and dynamic
Social : some actions aimed at people who are chronically isolated with an inclusive aim

TARGET PUBLIC

General public
 Audience based on social, demographic or professional category

<p>Environmental : using IT solutions which are being developed but not suitable for all situations</p> <p>Cultural: Not applicable</p>	
DESCRIPTION OF INNOVATORY NATURE OF THE GOOD PRACTICE	
<p>The possibility of using old documents such as the photo resource is an opportunity in terms of transmission of the memory of the area.</p> <p>Some partners have used larger initiatives as an engagement mechanism (conferences, exhibitions, festivals).</p>	
CONDITIONS NECESSARY FOR THE TRANSFER OF THE GOOD PRACTICE	
<p>Support from previous European cooperation projects to capitalize on good practices</p> <p>Strong mobilisation of the project leaders at the local, regional, national and European level as well as technical level</p> <p>Sufficient local, regional, national , European funding</p>	

GOOD PRACTICE SYNTHESIS TA3

INTRODUCTION
<p>Each project partner proposed good practice sheets according to the 5 types of action shown below. The summary consisted of identifying the common points per action and within the framework of the action, in extracting the most innovative and/or original good practices.</p> <p>This fact sheet refers to a more complete reading of the fact sheets presented in the appendix and generally to the website links.</p>
TYPE OF ACTION SHOWN ON the LIST (TICK ONE TYPE OF ACTION)
<ul style="list-style-type: none"> <input type="checkbox"/> Action to list and formalise the know-how <input type="checkbox"/> Action to mobilise the target public X 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.)
<p>The action is focused on construction knowledge (stone, wood), general activities (shepherd, owner of forest), intangible knowledge (uses, customs, agriculture, food, religion), knowledge related to the ecological, natural, animal heritage.</p> <p>They're based on local initiatives; they are part of an effort to develop the area through the transfer of traditional skills, identity and culture. They are carried out in organised areas.</p> <p>.</p>
BRIEF PRESENTATION OF THE ACTION – HISTORY AND IMPLEMENTATION
<p>Awareness raising can take place as a part of mobilisation of the target audience(see sheet TA2 mobilisation)</p> <p>Other types of awareness raising include the organisation of visits and events. Festivals are organised to involve a local but also a wider public.</p>

European heritage days can be an excellent support for awareness raising and learning as indicated by the Greek partner in the presentation of European Makers Days (JEMA). These have been organised since 2012 with participation at a regional or national level. Present in 18 partner countries, every year at the beginning of the spring, the JEMA are the opportunity to reveal the richness of the art trades throughout Europe. This initiative is coordinated by the National Institute of makers in France <https://www.journeesdesmetiersdart.fr/>

Since 2016 the municipality of Zagori in close cooperation with the Zagori Development Agency (ANEZ) organizes the European days in Epirus <http://www.zagori.gov.gr/?p=14621> To do this it appeals to different cultural organizations related to crafts, heritage and the environment, at the University of Ioannina, to museums, to the socio-professional and volunteers.

In Corsica, the Office of the Environment has developed, edited and published on behalf of the Community of Communes, 4 sheets to raise awareness on the functions and qualities of works, on the ground rules for restoration works. It is all illustrated with concrete examples of projects carried out in collaboration with local communities, associations, Chambers of Commerce, in rural areas and aimed at training in companies, for municipal employees and volunteer youth training sites.

Various European programmes have served as supports for these actions and helped develop partnerships in the Mediterranean, including the program REVPAR MEDOC (network of rural heritage in Western Mediterranean), **TCAST, INTERREG III C.** (Internet site: <http://tcast.oec.fr>).

The 4 know-how sheets concern constructions in dry stone or wood, characteristic of Corsican villages and the Mediterranean basin:

- Constructions in dry stone, creating a *ricciata*.
- Constructions in dry stone, creating a retaining wall.
- Construction in dry stone, slate roofs.
- Constructions in dry stone, gateways, *catari to stavelli i*.

Integration routes with immigrant family units" Nuevos Senderos" (*new paths*), carried out by the foundation Cepaim in Spain is another example of good practice.

Links:

<http://cepaim.org/wp-content/uploads/2014/11/nuevos-senderos.pdf>

http://cepaim.org/th_gallery/integracion-de-familias-inmigrantes-en-zonas-rurales-despobladas-guia-metodologica-nuevos-senderos

Cepaim is a foundation which operates throughout Spain. Its main objective is to promote an intercultural society model which facilitates full access to the rights of migrant citizens, by developing policies to combat all forms of social exclusion and by collaborating in the development of their country of origin.

The proposed solution is to promote geographic mobility of immigrants and families from urban areas to the rural areas, in a context of employment opportunities and improving the quality of life of these people and their families. In turn, migrants are agents of revitalization and development of rural communities.

The action of awareness raising and learning includes:

After having selected the family units and the host municipalities, an action plan must be established with each family unit, in which activities will be established as well as training and follow-up with each of them. The route to be made by each family unit.

Routes include in particular training specific to various trades (joinery, blacksmithing, baker). These are particularly relevant in the context of the transfer of traditional skills.

In Scotland, in the context of restoration of the built and natural heritage of Cally, GDI has organized awareness raising activities and various training sessions. The goal was always to find intergenerational elements. The terms of implementation were the following: training of ambassadors, dry stone and traditional construction, integration site, scrub cutting training days, use of expertise such as archaeologist and poet, expert in local history. We have raised public awareness by means of guided walks and the creation of ambassadors. For young people without employment, or education, an integration site was organized. The forest rangers ensured the proper conduct of the work of clearing and traditional dry stone and construction professionals were responsible for the training in dry stone and the use of traditional construction methods. In both cases, training days were organized. An important element for seniors and youth was the risk analysis at the beginning of each training day.

A poet has worked with various groups and gave students a new vision of the project. Another important element for our research was archaeology. Young and old worked with the archaeologist from the local authority, an archaeologist at the University of Glasgow and an archaeologist hired by Forestry Commission. www.gatehouse-of-fleet.co.uk/index.php/visitors/history/the-temple
www.gatehouse-of-fleet.co.uk/index.php/visitors/history/cally-woods-and-deer-park-project

The volunteer sites offered by Alpes de Lumière beyond the development of the built heritage that they defend, are also places of popular education. This exceptional and enriching human experience asking everyone for a personal involvement, responsibility, initiative and autonomy.

The building projects last 2 to 3 weeks depending on the work to be done. Volunteers work every morning. The afternoon is dedicated to the discovery of the territory, as well as sports and cultural activities.

Weekends are reserved for relaxation. During these sites young people learn one or more restoration techniques, but also learn living together, respect each other and the difference.

MEANS OF IMPLEMENTATION (human including local partnership / logistics / financial)

Human resources:

Volunteers supported by trainers in the project field

Specialists: anthropologist, sociologist, archaeologist, historian, cultural actors

Local facilitators in support of the approach,

Logistics:

Meeting space for conferences, the rest of the training takes place outdoors on site.

Educational Kits , documents; papers, photos, videos, digital

Various tools and small equipment

Individual and collective protection equipment

Financial resources:

Variable in relation to the scale of the project: local, regional, national and European

PRESENTATION OF IMPACTS	TARGET PUBLIC
<p>Economic: make the inhabitants contributors to the attractiveness of the area.</p> <p>Social: through their transmission, holder to the learner, the know-how creates social links.</p> <p>Environmental: the know-how expresses the connection of man to the area. It is the translation of the way in which we take 'ownership' of places, the environment, its resources and its constraints.</p> <p>Cultural: The appropriation of knowledge promotes the consolidation of a common culture and identity. It contributes to cultural integration.</p>	<p>General public But equally: Specialists: Scientists, architects, engineers, etc. Technicians in stone Public employees whose work relates to implementation of the project</p>
DESCRIPTION OF INNOVATORY NATURE OF THE GOOD PRACTICE	
<p>New process of raising awareness of know-how of rural development and practices, in a society where traditional modes of transmission are broken. It can also be innovative approaches for the area (pilot projects) The citizen is positioned as a player in spatial development and the attractiveness of the area.</p>	
CONDITIONS NECESSARY FOR THE TRANSFER OF THE GOOD PRACTICE	
<p>Support for previous European cooperation projects capitalises on good practices The support of specific events can be a bonus (for example the European Heritage Days) Human, logistical and financial involvement of the organising community Have stakeholders or people who are know-how holders and familiar with teaching intergenerational transfer. Essential to have prior training experience and sufficient financial means</p>	
OTHER OBSERVATIONS:	
<p>None</p>	

GOOD PRACTICE SYNTHESIS TA4

INTRODUCTION

Each project partner proposed good practice sheets according to the 5 types of action shown below. The summary consisted of identifying the common points per action and within the framework of the action, in extracting the most innovative and/or original good practices.

This fact sheet refers to a more complete reading of the fact sheets presented in the appendix and generally to the website links.

TYPE OF ACTION SHOWN ON the LIST (TICK ONE TYPE OF ACTION)

- Action to list and formalise the know-how
- Action to mobilise the target public
- Action to raise awareness or train
- Action to put in place or reproduce the acquired know-how**
- Action to communicate with and validate the experience

IMPLEMENTATION CONTEXT (AREA, GOVERNANCE, ETC.)

The action is focused on stone construction knowledge, general activities (shepherd, owner of forest), intangible knowledge (uses, customs, cooking, religion, place); know-how linked to natural, ecological and animal heritage.

They begin with local initiatives; they are part of a process to develop the area through the intergenerational transfer of traditional, know-how, identity and culture.

They are carried out by organized areas with some experience in the listing of know-how.

BRIEF PRESENTATION OF THE ACTION – HISTORY AND IMPLEMENTATION

Implementation of know-how principally involves training

Training is tailored:

-to the diversity of the projects (training techniques on construction, training on agricultural practices (grafting, beekeeping), pastoral, theoretical training on knowledge of the territory (history, culture, social organization)

-to target audiences, youth volunteers, training to work, student, senior, professional, retired.

-to the available budget

-in the framework of implementation: local, national, European, which fixed the duration of the project

They take various forms depending on the size of the project; awareness raising can involve weekend training, work on demonstration sites, by guided tours led by specialists, by conferences.

The training may have longer periods; 4 months for learning the trade of shepherd: project "Escuelas de Pastores". Internet link http://escueladepastores.es/?page_id=5.

The training is part of an intergenerational transfer such as that developed in the TCAST project (<http://tcast.oec.fr>) And in the project "ART TERRI" (craftsmen of the territory), referred to by the Greek partner.

It is within this framework that a training guide has been developed to assist all responsible for training and trainers in implementing this training but also to provide clarification for actors and decision makers in the development of this approach on the territorial scale. It presents both the issues and the objectives of the training, the training reference, tools for the trainer and the

assessment process.

This guide aims to inform the trainer on the important link between know-how and the area. A large part is thus given to the methodology of observation which allows choosing a territory, identifying the heritage, classifying and characterizing the elements of the heritage and thus becoming aware of the relationships and developments.

Furthermore, to make this training accessible to people at the basic level, use of on-site training (See the sheet proposed by the Greek partner) is recommended, ensuring two functions: a production function allowing the establishment of a collective dynamic and a training function that allows people (often school failures) to acquire professional practices and techniques which are close to professional activity.

Four main modules comprise the training for Artisans of the Territory:

1. Local restoration and know-how techniques
- 2 Management Techniques and site organization
3. Knowledge of the area, of regulations and the socio-professional environment
4. The essentials: applied mathematics / basic computer science / social skills, personal and professional skills /social support and definition of the business project

Construction training was also used by the Slovak partner (renovation of the Castle). This on-site training allows for the acquisition of basic skills (cross - applicable in private and professional life as well as some professional skills in renovation of built heritage) by disadvantaged young people. The course of 2-3 years in a row at the site was very effective for young people for their future professional integration.

Another project carried out in several stages, was the renovation of a wooden school.

Members of the association started by the removal of waste, cleaning of the area around the construction site. They did this manual work themselves or with help from tradesmen from their more or less close family.

The roof and internal construction required specific interventions. The original roof was covered by shingles. The renovated school had the same coverage.

Other knowledge transfer was made during renovation of krovu, the windows and floor. It was craftsmen from Čičmany, who did the demonstration and apprenticeship. Clay is also used for the interior design through the production of coatings, which requires specialist know-how.

MEANS OF IMPLEMENTATION (human including local partnership / logistics / financial)

Human resources:

Volunteers supported by trainers in the relevant field of the project

Specialist support: anthropologist, sociologist, archaeologist, historian, cultural actors

Local facilitators

Logistical support

Meeting space; the rest of the training takes place outdoors on site.

Educational kits, paper, documents; photos, videos, digital

Various tools and small equipment

Individual and collective protection equipment

Materials in connection with the project(stone, sand, wood etc.)

Variable financial resources according to scale of project: local, regional, national and European

PRESENTATION OF IMPACTS	TARGET PUBLIC
<p>Economic: show that the skills are part of the vitality of the area; make the inhabitants contributors to the attractiveness of the territory.</p> <p>Social: through their transmission, holder to the learner, the know-how creates social links.</p> <p>Environmental: the know-how expresses the connection of man to the territory. It is the translation of the way in which man takes hold of places, the environment, its resources and its constraints.</p> <p>Cultural: The appropriation of knowledge promotes the consolidation of a common culture and identity. It contributes to cultural integration.</p>	<p>All public</p> <p>People who are difficult to integrate</p> <p>People in charge of training</p>
DESCRIPTION OF INNOVATORY NATURE OF THE GOOD PRACTICE	
<p>New educational process for raising awareness among the public of rural development know-how or production, in a society where traditional modes of transmission are broken.</p> <p>Innovative approach for the territory (pilot projects)</p> <p>The citizen is positioned as a player in the development of the area and its attractiveness.</p>	
CONDITIONS NECESSARY FOR THE TRANSFER OF THE GOOD PRACTICE	
<p>Previous Support for European cooperation projects to capitalize on good practices is a strength</p> <p>Human, logistical and financial resources of the organising community</p> <p>Having stakeholders or people with know-how who are familiar with passing on their knowledge.</p> <p>Essential upstream teaching skills.</p> <p>Sufficient financial means</p>	
OTHER OBSERVATIONS:	
<p>None</p>	

GOOD PRACTICE SYNTHESIS TA5

INTRODUCTION

Each project partner proposed good practice sheets according to the 5 types of action shown below. The summary consisted of identifying the common points per action and within the framework of the action, in extracting the most innovative and/or original good practices.

This fact sheet refers to a more complete reading of the fact sheets presented in the appendix and generally to the website links.

TYPE OF ACTION SHOWN ON the LIST (TICK ONE TYPE OF ACTION)

- Action to list and formalise the know-how
- Action to mobilise the target public
- Action to raise awareness or train
- Action to put in place or reproduce the acquired know-how

X Action to communicate or validate the experience with the public

IMPLEMENTATION CONTEXT (AREA, GOVERNANCE, ETC.)

Communication is a priority for all the partners. In general the aim is to give credibility to the activities.

Communication is varied and is aimed at different audiences:

- Specialists
- Public at large or specific audiences
- Institutional communications to public bodies
- Sponsors

Generally done by those responsible for a project but often also involve partnerships (community bodies, associations, and local people). Thus communications are relayed within and beyond the area.

Communication usually begins as soon as possible after the start of a project.

The communication tools are varied and depend on the means available to those responsible, the targets, or their communication skills.

Some communications are participative and involve those transferring know-how, which increases innovation and some ask participants to speak for the project, which helps give credibility to the transfer of skills.

The partners who have the most experience in this field have a real communication skill which can't be improvised.

BRIEF PRESENTATION OF THE ACTION – HISTORY AND IMPLEMENTATION

On the whole partners used classic means of communication, the most common being:

Traditional media are much used: Press reports(micro local, local); radio; posters; local TV reports

The use of new technologies is widespread: On-line press, Social media campaigns (Facebook, Whats App, etc.) blogs, dedicated web sites, mobile apps, mails, newsletters, etc.

Paper publications are also well used (brochures, flyers, etc.). Some use existing publications (the town bulletin by the Slovak partner).

There are numerous original communications:

- Public meetings to present actions
- Exhibitions and travelling exhibitions

Spreading results by attending conferences
 Doors open day visits to sites (press, professionals, public)
 Attendance at local events(for example promotional stand)
 You Tube videos
 Mobile apps
 Using sites restored with the various know-hows for TV broadcasts
 Photograph collections
 School painting competitions
 Organisation of convivial events at restored sites
 Information boards on completed sites
 Personal letters to funders
 Visits and events involving local people and those from further afield
 Some initiatives involve participants at the heart of communications
 The Formation of ambassadors of projects has been developed in Scotland.
 Similarly for the Scottish partner it is important to communicate with the inhabitants of the area, in order to stimulate their interest. Thus the participants in the project are associated with the actions to communicate the progress and they themselves benefit from an awareness raising and training.
 A Good innovative practice of the Scottish partner Scots at the Cally and Fleet Valley sites is to encourage people to write in newsletters "giving participants the opportunity to express themselves"

Link www.gatehouse-of-fleet.co.uk

In Greece, the project "Stone and Tradition", co-financed by the European programme Greece-Italy 2007-2013 aimed to protect and promote the construction techniques of the craftsmen in the stone. Among the activities of the project, was the organization of a two day festival on the "Culture of stone in Epirus" on the campus of the University of Ioannina. The goal of this Festival was the validation of the experience gained during the project through a participatory event and involving a multitude of actors gathered around the theme of stone.

In Spain, in the project da Mayor a Menor , dissemination of the activities and the results of the project was carried out by several means:

- Newsletters distributed by the National Rural network.
- the particularly innovatory communication tool was the use of Videos with actors who are on the YouTube platform.

Link <http://www.ong-cas.org/index.php/de-mayor-menor>

MEANS OF IMPLEMENTATION (human including local partnership / logistics / financial)

Human resources
 Project team or project leader
 IT technician and networks
 Involvement of participants and beneficiaries of actions to transfer know-how
 Volunteers

<p>Dedicated recruitment Use of external suppliers for major works Logistics Photography and video Various small materials (for exhibitions etc) IT Meeting places with facilities for video projection Tables and chairs Logistic and engineering support from some public bodies Finance Depends on the type of action. Can be large where external funding is required</p>	
PRESENTATION OF IMPACTS	TARGET PUBLIC
<p>Economic impact: more attractive and dynamic territories Social impact: Greater awareness of the importance of the intergenerational link Environmental impact: Use of new media for communications to reduce impact on environment Cultural impact: communication campaigns reinforce sense of place</p>	<p>General public and visitors Audiences targeted by social, demographic or professional category The technical and professional audience</p>
DESCRIPTION OF INNOVATORY NATURE OF THE GOOD PRACTICE	
<p>Communication campaigns with many network links Creation of innovative methods, tools and products by some partners Participative approach , involve participants in communication, train the most motivated Use alternative means to communicate: art photography poetry. Some partners undertake major initiatives such as conferences, exhibitions, festivals</p>	
CONDITIONS NECESSARY FOR THE TRANSFER OF THE GOOD PRACTICE	
<p>Necessary finance at the local, regional , national or European level Communication needs to take place before and for the whole project so that all the material is in place for communication (such as photography and video reports throughout)</p>	
OTHER OBSERVATIONS:	
<p>Nothing</p>	