Erasmus+ Project Strategic Partnerships for Adult Education

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

O2 Training / Action Modelling

Terms of reference for the intergenerational transfer of productive knowledge and know-how

2017-1-FR01-KA204-037222

www.ecomanagement.eu

www.facebook.com/ecomanagement.eu

This project has been funded with support from the European Commission.
This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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

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
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: ecomanagement@pedepirus.gr
Web site: www.pedepirus.gr

Table of Contents

1. BACKGROUND

The project "Eco-management: yesterday's knowledge, tomorrow's know-how" is co-financed by the Erasmus+ Programme, Strategic partnerships for adult education. It meets the requirements for giving the greatest number of people the keys to understand the issues related to the modes of land use planning implemented by preceding generations, to ensure their collection and transmission to the new generations.

There are citizens' initiatives for spatial planning and intergenerational transmission in Europe, but they are isolated and do not have the desired impact. This project aims to train citizens to become eco-managers, organized collectively so that they become key partners of local communities in land use planning operations. Local communities alone will no longer be able to ensure the cost of maintaining these spaces, which are often abandoned, and manage the risk factors for the people who frequent them. It is local and citizen initiative and the responsibility of local elected representatives, but extended to others: environmental activists, companies, associations and the general public. It will play a part in social integration and respect for the environment.

The project promotes collaboration between the adult and youth education sectors by creating learning and skills development opportunities. Indeed, all citizens can take part: associations of "seniors", (young) citizens who are looking to move forward with their lives while at the same time initiating them to international solidarity, European citizenship and mediation with others. It is an initiative that will allow people to go from local to global, to understand but also to act.

The project "Eco-management: yesterday's knowledge, tomorrow's know-how":
- promotes intergenerational exchanges, including at the European level;
- relies on a strong partnership between citizens and local authorities in the different European countries;
- uses recognised techniques to encourage involvement by all, such as participatory and shared observation, project ideas, formats, etc.
- encourages sustainable development of European areas by recognising their assets (environment, economic potential, opportunities for new jobs, vocations, skills for employment, etc.)
- ensures the sustainability of the action through multiplier effects.

2. TARGET AUDIENCES

The project is aimed at several types of target audience:

A) **Stakeholders**:

They include elected representatives, employment organisations, integration and training bodies and locals concerned with sustainable development (Employment hub, local mission, CRIJ, 'second chance' school, etc). They will meet in the form of a local committee of experts (4-6 people), whose role will be to determine the area (or areas) of practical work with regard to initiatives already conducted or planned, and identify the "resource" persons, holders of knowledge and know-how present in the area.

B) **Senior citizens:**

These are the knowledge holders in the different areas of the partnership. They will deliver their knowledge to young people:

- awareness raising of basic building restoration techniques (dry stone, wood, lime, mortar, clay etc);
- techniques for maintaining natural spaces: notions related to the environment (water, biodiversity, plants), technical approaches (manual clearing, planting, pruning, maintenance of plants, etc.)

C) **Youth:**

Mainly, but not exclusively, 18-25 years olds presenting difficulties with social and/or economic integration. The aim is to (re)create an identity with their area, by favouring social inclusion and cohesion but also by sparking their interest and motivation. In particular, young people will participate in the phases of:

- identification of good practices in line with the objectives,
- identification of resource persons holding knowledge and know-how,
- Conducting interviews with resource persons.

D) The general public:

European citizen eco-managers' collectives, who will be the essential partners of local authorities in land use planning and who will organise the practical public events for the transmission of knowledge and skills.

Each project partner organizes their own public events based on their local network, stakeholders and through direct contacts. Young people (in the first phase at least 12 people) will be organised in cooperation with employment services or youth associations, and then form a mixed discussion group (5-8 people) with stakeholders and the public.

For the practical phase 20 young people and five holders of know-how will be involved in the intergenerational transfer in each partner area

3. OBJECTIVES

The main objective of the "Eco-management" project is the intergenerational and pan-European transmission of knowledge related to the sustainable development of European rural areas. It is aimed at citizens for whom the enhancement of heritage and landscapes is a priority. Its aim is for these citizens to take charge of the maintenance and development of their living space through a better understanding of past rules regarding landscape and built environment development. Indeed, in these areas, it is essential to collect from the "elders" the know-how linked to spatial planning before that knowledge is lost and to organise the intergenerational transmission of the latter.

The second objective is to integrate young Europeans in difficulty in order to make them actors in the development of this project and, in the longer term, ambassadors of regional planning to local authorities. The young people targeted by the project are primarily between 18 and 25 years of age (but not exclusively), they are precarious and at risk of

social and economic exclusion. They are in a situation of dropping out of school and/or without qualifications, young people from rural areas, "young people with problems" who present increased risks of deviance, marginalisation, deficits etc. Indeed, intergenerational transfer will not only promote the socialisation of the holders of these skills but also the integration of young learners.

Conducting this project at European level allows the:

- exchange of good practices in landscape and heritage enhancement, intergenerational transfer of skills and knowledge, public participation and collaboration between local communities and citizens. The partners have grouped complementary, but isolated, best practices that need to be identified, shared, compared and verified;
- involvement of citizens in the European exchange process (exchange and welcoming people, discovery of other areas), to get to know each other better, thus participating in the construction of European citizenship, which will make it possible to organise and promote residents' voluntary involvement. The modelling of intergenerational transfer and citizen transfer at European level will form the basis for the sustainability of the approach;
- sharing of results, particularly those relating to the development and acquisition of (informal) skills; for older people this means learning transmission and mediation techniques; for younger understanding the importance of planning their space and of acquiring the necessary techniques. The young also become mediators organising the inhabitants of their area and thus developing pro-social behaviour and social skills. This will provide an important added value for "citizen eco-managers" who may use this experience in their professional integration or career.

4. METHODOLOGY OF INTERGENERATIONAL TRANSFER

Historically land managers were linked to their area which, in certain European regions, guaranteed them food self-sufficiency. They had to abide by a number of environmental planning regulations which were based on a common sense approach, but which coincidentally often promoted sustainable development (before that term was coined). Today planners understand this way of managing land avoided on the one hand abandoning rural areas and, on the other, over-urbanisation of agricultural land. Likewise, it made it possible to limit the natural risks linked to fires and floods, which we could now call urban spread and the excessive intensification of soil use. Nowadays, it is important to be aware of these errors and to adapt the rules of sustainable development that guided our ancestors, and to bring them up to date.
For the successful intergenerational transfer of knowledge and know-how in land development there needs to be an agreed approach. The partners of the "Eco-management" project propose the approach developed in this document.

4.1. Creation of the local committee of experts

The first stage consists in the identification of the professionals who know about the area's land use and the professional/social involvement of young people in difficulty. Local authorities, municipalities, public/private employment services, training

structures, universities, youth associations, national parks, (biosphere, environmental departments, etc. should be contacted to identify a representative within their structure becoming a member of the local committee of experts. For the committee to become operational, its composition should be between 3 and 6 people.

The project partner will convene the members of the local committee of experts by telephone or official letter. The objective of the first meeting is to present the "Eco-management" project, its aims, target audiences, activities and intellectual productions as well as to define the role of the experts' committee in project implementation.
The members will become familiar with the initiatives (ongoing or already finished), relating to local area projects and/or restoration of the cultural heritage. They determine the area for the trialling of the intergenerational transfer of knowledge and the local competences which are disappearing, as well as the holders of this knowledge and know-how. The committee will meet as many times as necessary to identify at least ten projects and the holders of this knowledge and know-how.

4.2 Creation of the youth group

The old skills, productive knowledge and know-how should be transferred to the young (aged primarily between 18 and 25) who are in social and/or economic difficulty and who are interested. This will be done in consultation with public/private employment services, training structures and youth associations. The project partner should identify at least 20 young people who wish to participate in the project and acquire endangered skills.

4.3 Identification of the area's needs

The basis is the practical data identified during the research of the good practices of the intergenerational transfer of knowledge and know-how to the younger generation, which took place in all partner countries and areas as determined by the local committees of experts.
Firstly, the skills of our seniors applied to the protection, management and promotion of local landscapes and heritage need to be identified.
The intergenerational transfer was reviewed and the following five actions were identified as the main steps of the intergenerational transfer:

1) inventory and formalization of know-how
2) engaging the target audience
3) awareness raising or learning
4) implementation/replication of acquired know-how
5) communication/enhancement of the experience to the public.

Several aspects must be taken into consideration when describing each action: the means of implementation, the economic, social, environmental and cultural impacts, the innovative nature of the action and the conditions necessary for a successful transfer.

During the auto-evaluation phase, defining each action, will help participants to understand the gaps existing in each area and identify the skills and transmission mode required. The steps will then be more effective.

The skills inventory is an exhaustive list of skills that once existed, were frequently used in the past and are an integral part of the culture and identity of the area.

The approach, generally used for such an inventory, consists of surveys and data collection in the field. This allows for the formalisation of the know-how, by questioning the holders of that knowledge. Surveys are conducted locally by volunteers and may be supervised by national-level specialists. The results of these inventories can be published and made available on line.

The formalisation of know-how is the precise and structured design of the methodology of each activity. The description of the skill identified needs to be written/recorded to explain the techniques, make recommendations and add illustrations (images, graphics etc.).

Engagement of the target audience requires actions intended to motivate an individual member or volunteer, directly or indirectly. The engagement is done either by individual contact, orally "by word of mouth", or at public meetings and by using all modern communication tools: website, newsletters, flyers, social networks, press, media, in order to consult the widest possible audience.
During public meetings or consultations, workshops, studies, videos, photo exhibitions and publications are presented.

Awareness raising is the process of engaging the target audience in a topic/action/skill.
The awareness raising campaign, like learning, is composed of four stages:

information,
development of the project and objectives,
implementation of the project,
evaluation of results and sustainability.

Implementation is the transfer of knowledge to the target audience through organized training/action. These are adapted to the diversity of projects; target audiences, available budget and implementation framework. They take various forms depending on the size of the project.

The acquired know-how can be reused for professional and personal use.

Communication is the set of interactions with others to transmit information. It is therefore a matter of disseminating the data or results of an action.
Promotion means highlighting a particular aspect, place or a person, in order to improve the image and value of the skills or know-how involved.

Communication and promotion are necessary to disseminate the results of initiatives, projects, and events and to promote those taking part.

4.3.1. Creation of the joint discussion group

In order to engage the widest number of the public in land-use planning decisions, joint discussion groups will be established in each area. The groups will be composed of representative(s) of the local committee of experts, young people, interested in participating in knowledge transfer, and committed citizens. The group should number between six and eight.
During the first discussion, the project partner presents the project "Eco-management", its objectives, target audiences, activities, intellectual outcomes and the role of mixed discussion groups in the project implementation. The project partner convenes the members of the local committee of experts by telephone or official letter. The group will discuss its work schedule at the first meeting.
The main goal of the group is to determine the needs of the area in terms of intergenerational transfer of knowledge and old skills/know-how which relate to the area's land management. The goal is to restore and maintain the cultural and natural heritage for future generations, as well as the area's skills. The mixed discussion group will take part in the brainstorming and evaluation meeting.

4.3.2. Methods of identifying needs

Needs may be identified in different ways: interviews, questionnaires (both paper and on line) and observation. For this project the following methods are suggested:

4.3.2.1. Brainstorming

Brainstorming is a creative problem-solving technique led by a facilitator. More specifically, it is an informal meeting to gather ideas and bring new elements into a structure. The general aim is the collection of numerous and 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 about the intergenerational transfer of productive knowledge and know-how that their area needs. For example, the grafting of ancient varieties of apples, production of mead with herbs, mixing of mortar with metakaolin, manual scrub clearing and dry stone construction.
The facilitator (the project partner) notes all the ideas generated on the sheet developed for this purpose (Appendix 1).
To set up brainstorming meetings participants should be invited, sufficiently in advance, and should directly notify the organisers of their intention to participate shortly before the meeting. Experience has shown the limited availability of people for this type of meeting

A PowerPoint presentation of the project is recommended, explaining the role of the mixed discussion group and the purpose of brainstorming. A note should be taken of the ideas presented by the participants.

Some partners prefer to organize just one brainstorming meeting, others several meetings (two to four) to give additional time for discussion of the old skills in danger of disappearing.

4.3.2.2. Self-evaluation

The next phase consists of the examination of the good practices proposed by the project partner and comparison with ideal good practices. This will contribute to the development of the final report n°1 (toolbox). The comparison highlights possible improvements in good practices identified in the different areas of the partnership.

As with the brainstorming, a presentation is needed to stimulate the interest and attention of the participants.

Self-evaluation consists in comparing the partner's good practice sheets with the definitions of the actions in the ideal practice sheets. This check should lead the participants to identify what, in the ideal good practice sheets, can be relevant and replicable in their area, according to locally identified needs.

This process requires considerable time, a deep knowledge of all the sheets and may not be easy in some areas

However, another approach could be used if the members of the local committee of experts (in particular) already have a good knowledge of their needs, based on a development strategy for the area or on an inventory of endangered skills, if these documents are available. If not, the local committee of experts and/or the joint discussion group can use the sheet self-evaluation (appendix no 2) to facilitate the identification of the area's needs.

The needs identified in each area will be classified into five sections:

- productive knowledge and know-how,
- actions (in relation to good practices),
- teaching methods best suited for intergenerational transfer,
- partnerships
- innovations not present in the area and that can improve intergenerational transfer.

4.3.3. Needs identified in the partnership areas

Partners	Savoirs et savoir-faire productifs	Actions	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 wooden chalets	Discovery of construction techniques on site	Awareness-raising day	Youth Association knowledge holders volunteers	Site awareness

	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 know-how holder, video	Intergenerational transfer of know-how in the Drop-In Centre kitchen in Gatehouse and visit to cooking school	Drop-in Centre Know-how expert	Motivation of young people whose families have lost the traditions of local cooking

	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.
		Action 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 Office of the Environment of Corsica	Untried process of raising awareness of land use or production know-how among the general public, etc. *(see Innovations section of Know-how of making a traditional gate above)*

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 Interview with a holder of know-how	Knowledge of plants. Consulting documents at the Koukouli village Botanic Museum Games to discover plants and preparation of products (herbal teas, liqueurs)	-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

	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

4.4 Identification of holders of ancient knowledge and know-how

An important element is how to identify the seniors who are the holders of skills which are disappearing.

The identification of 'resource persons' could be done by an ethnological field survey, among seniors, so that they "tell" their way of intervening and the history of the area. The project partners, local authorities and local people will be involved in this work ('collective of citizen eco-managers').

A/ Preparation of the survey
The survey will focus on existing personal skills and practical experience which have been tried and tested for decades.

B/ Conducting the survey
It is recommended that at least one field survey be carried out per area. For each area of the partnership, three seniors and 12 (young) people will be involved. The field survey will have three main components:

- oral inquiry,
- observation
- transcription (video sequences).

This work will be carried out with a view to analysing what has been done and what can be learned as lessons and criticisms so that they can be generalised.

The partners will rely on their networks to identify those with knowledge and techniques: these individuals are known by the partners (they may already work together), they are known/recognized for their mastery of the subject. Or the partners may have connections with linked organizations who know the said individuals.

The objective of this survey is not only to collect all the knowledge and techniques of the elders, but also to bring together senior knowledge-holders and young people, develop (new) skills and find local activists to bring together in local networks.

During the survey, beneficiaries will complete evaluation questionnaires: assessment of their satisfaction; recommendations/suggestions for improvement.

4.5. Choice of training support

Before implementing the intergenerational transfer training and actions, the partners of the project must choose their training base i.e. the place where the transfer of knowledge and know-how will be organized.

Depending on the identified needs, the heritage site, the building site, the museum, even the classroom can be identified as training/action support bases.

The heritage site is especially suitable for the transfer of restoration/construction techniques (e.g. castle, palace, footpath, cross roads, etc.).

The building site may be adapted to the maintenance of dry stone walls, fountains, wash houses, communal ovens, mills, and places for threshing wheat, etc.

Grafting work will need to be carried out in orchards, gardens, etc.

The museum may be used for learning weaving techniques or shingle production and so on.

Some workshops could be organized in the classroom, such as wicker basket production, local cuisine, etc.

5. MAIN TEACHING METHODS OF INTERGENERATIONAL TRANSFER

The (young) person can participate significantly in improving the quality of his environment and the attractiveness of the area, while being made aware of traditional skills. Many teaching methods may be used to transfer old skills well to the new generation. The choice of method depends on the educational experience of the know-how holder. If this person has no experience of teaching his know-how, it is recommended he be shown basic adult education teaching principles before participating.

5.1. Awareness- raising Day

The awareness-raising day is a "lightbulb" event from the point of view of intergenerational transfer. It raises awareness by increasing the level of public information and interest on a precise theme. The basis of this is the theoretical presentation or the demonstration of the know-how by the holder (senior) or by a specialist craftsman (younger).

The objective is to reach as many as possible from the target audience or specific groups depending on the subject. The event can be organized in a meeting room, conference room or in a classroom, depending on the number of invited participants. For a large number it is best to keep to PowerPoint presentations, videos, photos and oral presentations.

This teaching method is adapted to the intergenerational transfer of all productive skills (stone, dry stone, wood, grafting, honey, agriculture, cooking, weaving, embroidery, wicker, etc.).

To put this method into practice the following are needed:

- human resources - know-how holders, organizers of the day
- educational material to shed light on the subject: videos, presentations, photos, analyses, etc.
- other teaching materials
- financial means (to organize an event, for the speakers, rent of room, reception of the participants)
- space (meeting room)

The event usually lasts all day - from 9:00 to 17:00.

While the awareness raising day is aimed at the public, i.e. seniors, young people and interested groups in general, if the number of people is large, more than 100, it cannot be very active. The role is to receive and exchange information, ask questions and be aware of the subject matter.

If the objective is to raise awareness among a small group (e.g. 10 - 15 participants, a school/students/unemployed group), attending a practical demonstration is recommended, so as to have direct contact with the know-how. This may be outdoors on site.

5.2 Participants' Weekend

This event is often organised to encourage encounters and exchanges between generations and various target audiences to raise awareness, engage people and alert the organising partner to important aspects of the subject. For the intergenerational transfer of traditional skills this method is the most accessible. Indeed, in the space of two or two and a half days, people can be initiated into a specific practice or skill in an effective and real transmission of know-how. Learning can also be spread over several weekends.

Over two days, people of all ages learn traditional techniques on an outdoor site. The participants are then usually able to reproduce the simpler techniques in a private / social context as well as becoming informed residents able to promote a more qualitative development of their environment.

The teaching method is almost entirely practice-oriented. The theoretical contribution is made during a small introduction of an hour maximum in the room or on site by a technical speaker. The aim is to explain the basic principles of the traditional techniques and their interest in development. The trainers involved are professionals in the technical field concerned - teachers in horticultural/agricultural schools for grafting; landscape architects for construction techniques and so on.

This will be an unprecedented process of raising awareness of development and planning or production know-how among the general public in a society where traditional modes of passing on the skills have broken down.

This transfer process is particularly suitable for on-site planning techniques (construction, maintenance and orchard management and various other techniques). It is active learning: participants learn by performing the techniques and they come into direct contact with the object of the know-how. Different knowledge levels amongst participants allows further sharing of learning.

This transfer process allows concrete and practical learning during which the participants immediately manipulate and exploit the knowledge transmitted by the facilitator. Finally this method seems particularly adapted to diverse audiences and far from text book learning.

Means necessary to put the teaching method into practice:

Human
A stakeholder with the know-how.
In addition to know-how, the speaker must have an aptitude for popularising techniques and teaching (this prerequisite must be verified by the organiser beforehand).
As an example, for a dry stone training (construction of a retaining wall), the educational sequences to master are:

1- Dismantling and sorting of stones, choice of materials.
2- Preparation of the underframes - implementation of templates
3- Installation of the wall and drainage bed.
4- Placing of the coping stones.

Teaching
A meeting room (½ day maximum).
Brochures (with basic technical principles).
Information panels on site (exhibition)
Possibly projection (slides, or PowerPoint)

Materials
One or more previously identified intervention sites (with owner's authorisation)
Possibly transport of stone materials to the construction site.
Personal protective equipment such as gloves, safety shoes, etc., to be brought by the participant.
Collective safety equipment (example: traffic control if intervention is near a road).
Meal possibly brought by each participant.

Financial
Financial means: 4500 €
However, the cost can be very variable according to the nature of the building site (e.g. whether extra materials are necessary), the number of participants and the degree of coverage by the organiser (for example if a meal is provided).

Space
A meeting room, appropriately sized for the group.
One or several intervention site(s) previously identified (with the owner's authorisation) accessible for the participants but also for the delivery of materials where necessary.

Duration in hours proposed
One weekend, 16 hours (including 2 hours of theory)

The weekend is aimed at seniors, young people, and the public in general. A maximum of five to six participants per workshop is recommended because the knowledge holder must be able to observe and correct the actions of all participants. For young people interested in learning the skill, several weekends can be organized if they cannot do a session.

Recommended scenario for the implementation of teaching methods

1- Define the participants' needs and expectations (what type of transfer is most in demand?)
2- Search for a speaker (professional or simple know-how holder).
3- Choose the site, resolving logistical issues (material supply needs; small equipment; participants' insurance; etc.).
4- Set the communication sequence, organising target audiences.
5- Implement training.

Recommendations and suggestions

Free access is a major factor in enabling the greatest possible participation (especially for disadvantaged people).
Depending on numbers, participants may be linked for car sharing.
Do not neglect the new friendships made (after the effort, get-togethers).
Establish a database of participants. These people can then be informed and involved in heritage rehabilitation actions carried out by associations in the area.

5.3. Onsite training

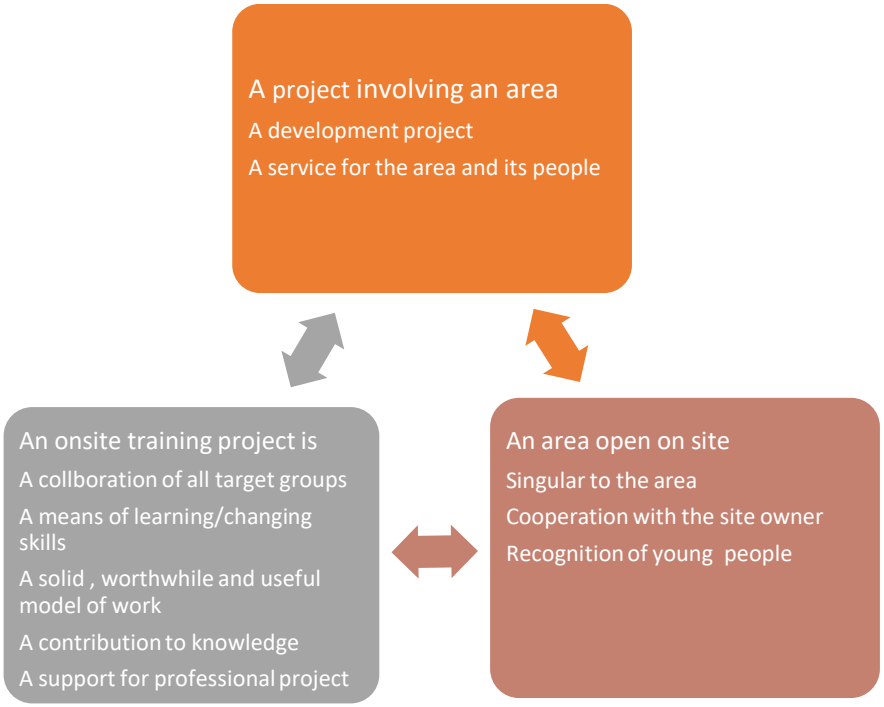
On-site training or 'learning by practice' is well known in France but is also used in other countries to ensure that learners acquire the basic steps of the know-how by practical, on-site work.

Site learning is an active and informal teaching method, which puts learners in a real working situation working together and in response to the needs of an area and its population.

An outdoor site is, at the same time, a place for working collaboration, educational support and for projects promoting social wellbeing. It provides a means for all the target groups to work and train together in response to the needs of a community or a local population. It can be the key to territorial development, attractiveness and social cohesion. Finally, onsite training is an economic development practice intrinsically linked to principles of social economy and education.

Young people are recognized and valued through this training. They discover the world of work and its economic reality, without risking exploitation or isolation: they can form a bonded group. This type of training is built on a "project" and on an "area".

The objectives of time on site are to allow young people to become involved in a collaborative project, as well as to acquire specific technical knowledge. This time also allows participants to discover a region, its culture and heritage. The aim is to encourage meetings and cultural exchanges, to involve young people in the daily life of the group, and to alternate between engagement on the site and leisure activities. Volunteers benefit from the skills of facilitators specialized in the field specific to the site.



The group of 12 young volunteers is organised near the site to be restored. Over two or three weeks, mornings are devoted to the site and afternoons to discover the area, via activities (outings, visits, outdoor activities, sports etc.). The community makes accommodation available as well as the materials. The organizing body provides the supervisors, both technical and educational for the project and activities of the group.

The theme of the site depends on the needs of the community and the heritage to be restored. This can be very varied: wash houses, fountains, dry stone retaining walls, ramparts etc. Depending on the work involved, young people may have to learn many traditional restoration techniques (plaster, roofing, carpentry, dry stone, etc.). In all cases, the techniques taught are energy-efficient, permitting the restoration to last up to several hundred years. The materials used are mostly bio-sourced (stone, lime, ochres) and even infinitely reusable, such as stone and plaster.

Means necessary to put the teaching method into practice:

Human

One project manager, who defines the work to be carried out, identifies the material needed and accommodation for the group.

One technical manager: holder of the know-how. He is chosen according to the work and his speciality (waller, carpenter, mason etc.). He has an ability to teach and transmit his know-how to young people.

One educational supervisor, able to take charge of the group and help them discover the local area. He assures the cohesion of the group and the safety of the young volunteers.

Educational materials

- Young people bring their camping equipment if necessary
- A large tent for group activities, if necessary with kitchen equipment
- A minibus to get to the construction site and discovery activities
- Construction and safety equipment

Financial

The average price of a volunteer project, including all the technical and educational services provided, is around €25,000. A contribution of approximately €150 may be required from each participant and approximately €7000 from the community. The rest is taken care of by the public funders (country or region) within the framework of a regional consultation bringing together the funders for organising volunteer work camps.

Space

- Accommodation: where the community is able, it provides land to accommodate the group, with showers, a kitchen area and meals. If this is not possible, the group should be placed in a campsite, if available, near the building site
- The site must be as secure as possible to prevent any risk of accident (scaffolding, safety barriers, signs, etc.).

Proposed duration in hours: Six days out of seven over two or three weeks that is 96 or 144 hours (including discovery activities)

The above is relevant for all groups from 15 years without age limit. The group should not exceed 12 people.

Recommended scenario for the implementation of the teaching method

Volunteer work camps are for the exchange and acquisition of know-how. It is necessary to create a group dynamic, where each participant finds his place in the group either on or off site. At the beginning the senior is very important in setting the dynamic in train.

Simple ice-breaking activities or games for participants to get to know each other, can be set up.

Site rules

The rules must be explained at the same time and to everyone.

The menus will be devised with, and for, the group - meals should not be too repetitious.

This provides an opportunity to see who, amongst the participants, is the leader in following the guidelines. It is also the time to give advice on good food practice and good choices. Arrangements should be made for taking turns at washing up, cleaning, etc.

On the construction site

A minimum of one hour of theory will be given to young people to discover tools, vocabulary, and materials. This helps to present the project and make sure everyone understands what is expected.

Next comes the practical work. This is a key moment when the young person may need support to boost their self-esteem. They need the confidence to assess their own work and know when to ask for help.

Self-evaluation takes place at home and on the construction site. Using the 'Youthpass' (a tool to document and recognise learning outcomes from youth work activities. It is available for projects funded by Erasmus+) allows young people to assess their own achievement and leave with a certificate. If the Youthpass is not used the participant should be asked to assess what he has learnt both on and off the construction site.

Recommendations and suggestions for project partners regarding this teaching method.
Participants must

- be involved in what they are asked to do.
- become autonomous as soon as possible. (Autonomous does not mean working alone on each task but being able to master the simple steps.
- be encouraged even if their work is not good. On no account should they be devalued and they must be given support even if it means working for them.
- be able to see the evolution of their own work, whatever the task.
- be aware of safety rules and advice (participants can take risks through lack of concentration),
- not wear headphones as they need to know what is going on around them.

Other useful information:
- notepads and patterns must be prepared before volunteers arrive.
- stones must be placed on cleats and must be well fixed
- chisels must be sharpened

5.4. Other methods

The most traditional training method is for learning old trades through re-qualification courses. This is mainly for craft trades. Employment services in different countries organise requalification courses and, depending on local needs, traditional skills can appear on the list of training courses.

This method alternates between theory and practical demonstration of the know-how. This may be done by the professional or holder of knowledge in a workshop, a room or outside in the field, garden, yard or landscape. After an explanation of the theory, the learners begin on the practical work that the know-how holder shows them. They have the tools and all the necessary equipment to carry out manual work.

This teaching method is adapted to the intergenerational transfer of all productive skills (stone, dry stone, wood, grafting, medicinal plants, honey, cooking, weaving, embroidery, wicker, etc.).

The organisational structure sets up the favourable conditions for successful implementation of this type of training.

6. TERMS AND CONDITIONS FOR INTERVENTION OF KNOWLEDGE HOLDERS

Traditional trades and techniques have participated for centuries in economic, social and local development. They left their mark on pre-industrial societies and today constitute an important legacy for these societies. However, contemporary development has relegated these trades to the margins of current practice and they are now in decline and in the process of being forgotten.

Our aim is to highlight and reintroduce them both as sustainable development practices and as tools for engaging the population and local organisations. The holders of these techniques and know-how are today the craftsmen and specialists who continue to have recourse to these skills and to use them in a traditional way.

The following text proposes a way of organising the transfer of traditional knowledge and skills in today's society. On the one hand to reintroduce them in a functional way in contemporary practices, and on the other hand to transform them into new work opportunities for interested people (young people).

Before the actual intervention of the holder of knowledge it is necessary to define and check their qualifications. This will facilitate their participation in the intergenerational transfer project, help them to learn the principles of adult education (if not already so trained), help them to prepare and carry out the training (guides) and to enhance their work through communication and dissemination.

1. Profile of the craftsman specialist

- Who are the craftsmen?

Generally, they will have empirical knowledge; limited formal education, and be of advanced years.

- How did they learn the trade?

They learned as apprentices to other artisans. They developed their skills through observation, practice and teamwork.

- How has the emergence of new techniques influenced their knowledge? How did these new techniques facilitate their work?

2. Discussion with the craftsman specialist. The awareness-raising approach aims:

- to promote the profession, the skills and to stress the importance of safeguarding and developing these techniques
- to engage them in participating in the skills transfer process with interested young people by showing them the benefits they can derive for themselves and their profession.
- to reinforce self-esteem and to appreciate the job and the know-how.
- to integrate them into a team of other professionals and local organizations.

3. Training of the craftsman specialist

● Training with an advisor-trainer for adult educators and with a scientist for technical specialisation.

● The training takes into account the following characteristics:

1- The participants are all mature adults, (not at the beginning of the training process)

2- They carry with them a set of experiences and values

3- They participate in training with a clear objective and expectations regarding the learning process

4- They have already developed their own learning and training models.

● The training is based on the principles and methodology of adult education, according to which the trainee learns notably through active involvement and not through the teaching of theory.

● The training includes: 1-Fast theoretical training, 2-Practical training, 3- Support for good team integration.

● The theoretical training will be of short duration and the other courses will be ongoing.

4. Preparation of the pilot training based on the active participation of the craftsman specialist

Pilot training will be an integral part of the specialist's education because it will enable the specialist's knowledge, skills and know-how to be transferred to the young people concerned in a practical way and will give the specialist proof of the usefulness of this approach.

The teaching method "Onsite Training" is particularly recommended in this case study.

● Site selection for pilot training

● Choice of work to carry out

● Research, selection of trainees

● Development of the training programme

5. Completion of the training

The duration of the pilot training may vary depending on the specialization. However, it is important to focus on practical training in real working conditions.

6. Training guides - technical guides

During the course, training and technical guides will be produced. They will describe the content of the training, technical applications and demonstration of the usefulness of the know-how for the area.

The participation of specialists represents an opportunity for a more scientific approach to the technique taught and makes it possible to link empirical knowledge with contemporary developments.

The educational content may be used in the future by any interested organization or person. That is why it is proposed that there is:

● a committee of specialist program coordinators with the participation of the craftsmen who will take charge of the preparation of the guides

● an evaluation by readers (specialists, craftsmen, others)

7. Communication/Dissemination

● There will be an event to present the results to the public. It will take place on the "construction site" and should involve local, training and professional organisations as well as local people.

● Publications, internet, social networks, radio and television will be used.

7. INVOLVING THE LOCAL COMMUNITY

The issue of engaging participants in intergenerational transfer actions is crucial. Who to invite? How to get people to the location? How to arouse and maintain the interest of potential participants and their engagement?

The objective of engaging young people/consumers/the general public requires production of appropriate communication materials.

The experiences of the project partners prove that the best means are communication campaigns that can have different forms for different audiences.

To reach the public (local, regional) the most appropriate communication tools are:
- posters in each town
- distributions of flyers
- adverts in the regional daily press,
- campaigns on the website of the organising body.

A call for expressions of interest should also be launched on a Facebook page at regional level to allow interested parties to register directly for events on the Internet.
The network of partners and local (associative) stakeholders can be engaged through mailshots.

A wider communication campaign involving press, radio or national television requires greater funding.

Some partners used innovative methods to engage the public. Thematic exhibitions (photographs of bridges, for example), accompanied by video presentation on stone bridges and traditional songs and music are most fruitful. Using a large collection of over 700 glass-plate 100-year-old photographs a successful world-wide campaign was launched to recognize people and places, traditional events, military, (soldiers and sailors of the First World War), transport (horse, motorcycle, bicycle, old cars), sport, animals (horses, cows, sheep).
Another way of engaging the public is through workshops aimed at making disadvantaged people discover that it is possible to cook balanced, inexpensive dishes with local products. The idea was to allow people who rarely cook traditional recipes to cook cereals, seeds or legumes that they are not used to preparing.

Art can also be part of the means of interesting the target audience. Cultural festivals (music, poetry, drama, painting) can also raise the awareness of the inhabitants to different

themes of endangered know-how and heritage and thus stimulate a positive desire to learn more.

One of the methods of raising people's awareness and engagement in traditional knowledge is "creative workshops". These are events organized in different countries under different names ("initiation to ancient skills, "lanes of traditional trades" "from farm to town", "elders to children / youth", etc). These are part of popular events which bring together a large number of local inhabitants - annual markets, Christmas markets, thematic fairs, and festivals.

The holders of traditional skills are installed on site with their work tools making their products. Passers-by can stop, observe them, ask questions and try to reproduce the techniques they see.

Activities include the manufacture of pottery, whistles, cheese, painted Easter eggs, whips, small decorative objects and so on.

These activities are attractive, especially for children and adolescents, because the manufactured object belongs to them and they can have a go (under the professional's eye) at the technique without being afraid of damaging something.

This type of event also makes it possible to interest people who are thereby motivated to learn old productive skills.

To achieve effective engagement at least three types of communication should be used on several occasions.

8. METHODS AND TOOLS FOR ENHANCING INFORMAL SKILLS

Informal learning related to work, family or leisure takes place in daily life. Because it is informal it is not structured in terms of objectives, time or resources.

This unconscious learning is not given a title or a diploma. Rather, people learn by reading books, guides, manuals, magazines, periodicals, magazines, newspapers, listening to the radio, watching TV shows, surfing the Internet, attending a conference, questioning a friend, watching him or her at work, working as a volunteer in an association/organization.

Within the framework of the Eco-management project, during phase 2, the practical phase of the training, 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, namely:

- 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 given its unintentional aspect as well as the way it was acquired. Thus, the validation and the transfer of informal skills are two difficult procedures.

Common methods used to identify the informal skills a person has acquired, include observation of them in the work place, an interview, a test or examination.

- Observation, defined as obtaining 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. It is fairer because people are not removed from their usual work environment or subjected to additional stress, prior to assessment. However, it is not always possible due to the nature of the job, 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 able to be generalised.

- Simulation: people are placed in a situation similar 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, because simulation can be more complex to organize and more expensive than other validation methods. Normally simulation requires long studies and work analyses to prepare it well. Simulation can solve some of the problems of observation during work by placing people in different contexts and thus increasing 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. 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 weak verbal/written skills.

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

In addition, competencies (formal and informal) are usually validated by a written document this could be a simple certificate listing informal competency or the more detailed form proposed for the Eco-management project in Annex 3 "Booklet of informal competencies".

It is the knowledge holder, trainer or supervisor who, after observing each participant, completes the booklet by ticking the competencies. The booklet will be delivered to young people at the end of the practical phase. The skills mentioned in the booklet can be transferred to the professional or associative field.

The informal skills booklet will be used by the project partners as a tool for their validation, translated into the partners' languages, brainstormed by the trainer and delivered to the trainees (young people).

9. TOOLS TO BE USED TO CARRY OUT TRAINING/ACTION

Several tools are available on the internet to create video clips, that is short, scripted video sequences to develop an idea, concept or theme.

They can take different forms:
a/ A video sequence using a camera for reports, evidence, conferences, etc.
b/ A slide show with audio commentary,
c/ A recording on screen of an aspect of the training: the first tutorials, videos,
d/ An interactive video enriched by further information: complementary videos, images, texts, podcasts, etc.
e/ A film scrolling through fixed texts with images effects: writing, drawing, etc.

Ad a/ A report, which above all, looks at a subject and makes a comment on an issue. Before starting to shoot it is important to determine what to say, to whom it should be said, what is to be conveyed. Determine what the viewer is expected to think about and what knowledge the reporter wants to impart.
In order for the young people to produce a good report about the know-how, they must first choose the type of reporting:

● The evidence: it is a story of events, made by those who participated or who saw them. It can also be based on opinions expressed (such as vox pop). The central element of this type of reporting is *what the witnesses say*.

● The facts: they describe the course of an event by integrating interviews with witnesses and explanations from specialists (for example, the collection of fuel cakes on the beach where collectors and scientists speak). The central element of this type of reporting is *the story of the event.*

● Portraits: report on a person or group describing their activities, opinions, feelings... The focus of this type of reporting is *the person or group being interviewed.*

● Analyses: these are reports intended to give an explanation illustrated by images and interviews of an ongoing event (e.g. a political campaign in which the politician expresses an element of his programme and a critical expert on feasibility). The central element of this type of reporting is *intellectual reasoning.*

● Editorials: these reports are analyses illustrated in pictures and interviews in which the journalist adopts a position and makes a value judgement to explain an event (e.g. expulsion measures taken against undocumented migrants only commented on by the political opposition and scandalised associations). The central element of this type of reporting is *the opinion expressed by the journalist through the comments broadcast*

WHO: Who is interviewed, who participates? Mention the people the reporter met.

WHAT: What does the report cover in terms of staging?

WHEN: When does the action take place?

WHY: What is the subject of the report, the questions or issues raised? The purpose?

HOW: How is the action organized? (What were the missing facts?) The results?

An audio-visual production is composed of three phases:
- The preparation
- The shooting
- Post-production
The first phase consists of preparing the following elements:

Content: What is the common thread? The synopsis of the report? What questions will be asked? What increase in competence and what documentation will result? Who will be interviewed?

Organization:
What is the production schedule? Who makes the appointments for the interviews (schedule a time slot of at least one hour to be comfortable)? Who reports on meetings? Who manages the project? Who manages the assignment authorisations? Who does the production file?

Legal preparation:
Authorisation must be obtained before recording and permission for filming must be sought.
Check that the music and audio-visual content is royalty-free music. Otherwise the organisers may be liable to fines or heavy payments
Check the location for technical problems (light conditions, surrounding noise, etc.)

Equipment:
Does the operator know how to use the equipment to its full advantage? Is spare equipment required/ are batteries charged /is there sufficient memory or enough tapes?

The filming has to be well prepared:
Organization: the technicians install the equipment while the journalist prepares the guest for the interview.

Shooting: Before starting the camera, the organiser must make sure that all phones are turned off or in aircraft mode (not just in silent mode). The reporter must focus on the interview, the cameraman must frame and concentrate on his screen, the sound recordist must not be interrupted during the recording. The audio-visual business requires a good audio signal (without stray noise) and a good visual signal (light levels and patterns as well as the visual appeal of what's about to enter the field must be considered). The main considerations are being positive and ensuring the film will be interesting and fun to watch.

After the shooting: the exact name and function (checking the spelling) of the person/s interviewed must be taken for use in subtitles as well as the names of the team members for the end credits.
Tip: The rushes as well as the quality of the images should be checked after each shoot. Above all, avoid scanning everything at the end because a bad filter on the camera is enough for all the work to start all over again.

Post-production
The assembly is used for:

● Choosing and organizing plans. This is a key step because it is this step that will build and give meaning to the whole.

● Dressing (title, logo, music, end credits, etc.)

● Calibration (colour balance, brightness): to be anticipated especially during shooting to minimize post-production work on this point.

● Sound mixing: important final step for listening comfort

- 0 to 6 db: reserve area
- 6 to 12 db: voices
- 23 db: atmosphere

● Encoding (for webcasting): Retain the original video as a native file (export in high quality) (provide a backup) even when the video is uploaded (there may be problems with YouTube).

A decision must also be made on how the report will be broadcast.

Ad b/ In general, a video sequence can be made in 4 steps:

- Formulating the subject and the clip objective
- Scripting the content
- Writing the audio text
- Saving the text

The process begins with the choice of subject. For a two-minute clip the subject must be very precise. The rule to remember is one clip = one idea; a short presentation or

explanation. To finalise the topic, an 'acquisition objective' on the form is recommended: For example, "After viewing this video you will be able to.....(lay stones, etc.)".
To script the content, presentation software to aid composition of the unfolding film, is recommended. It is more visual and the location of texts and images (PowerPoint presentation, layout of texts and images) can be considered.

The third step is to write the text to be recorded. This will be in the author's voice, the (young) person who will produce the clip. It is advisable to prepare a table with three columns:

Content	Duration	Visual

One line of text per slide. The second column records the duration of each comment. This allows for control of the length of the scenes – note that the free film clip creation tools are limited to 20 seconds. For a two-minute long video a text of about 300 words will be needed. The text must be read aloud several times to correct words and phrases that do not sound natural. At the recording the speaker must be perfectly comfortable with words and style.

For the recording it is necessary to use a tool like Audacity which for the generation of a file in mp3 format. The recording should be done as naturally as possible, making pauses and at normal speaking rhythm. The last task is to save all the text in a single file.
For more information visit: https://www.youtube.com/watch?v=BDLV6PXgLPw

Another tool for producing video sequences is Powtoon. Powtoon exists in several versions, including a free version: https://www.powtoon.com. The free version has several limitations - the duration is less than five minutes and the free music and number of template styles available are limited. The login to create an account may be via Google, Facebook or Lintend.
In the dashboard, the "create new video" button allows the creation of a video either from an existing template, or from scratch. Creating from an existing model requires clicking on the choice and following the instructions. The model moves from one slide to the next and both background and characters can be modified each time. At the end clicking "export" offers several video export options. There are YouTube demonstrations in French on https://www.youtube.com/watch?v=wHRbolO7dQw

In the case of this project it is better that the young people make their own video tutorial. To do this the slides need to be prepared beforehand and then converted into videos.

Another tool available on the internet for producing educational videos is 'Moovly'. This tool at https://www.moovly.com allows the subscriber to create interactive presentations in minutes. Again, there is a free version and straightforward instructions for its use. The title and description are typed into the dedicated columns and the type of animation selected. There are three options: an animated video, a presentation or a promotional banner.

Clicking the animated video option opens a window with a gallery of suggested images on the left of the screen. More than 700 images are available and some have integrated animation. Personal drawings, images, text and sounds can be incorporated. A new image can be dragged into the frame, shifted, resized and rotated. The animation works by clicking on 'spin' and its duration can be modified.
See https://www.youtube.com/watch?v=ZilSQgBs3hY for a demonstration.

Ad c/ Screen recorders allow live commentary on the different course tools (PowerPoint, Prezi, SlideShare, etc.) or to create computer tutorials. A good microphone and possibly a good sound card will guarantee the quality of the recordings. Not only are they very effective, they permit the creation of videos in just a few minutes.

o ShowMe (iPad application, free)
o Explain Everything (iPad application, $2.99)
o Screenr (web application, maximum 5 minutes)
o Screen-o-matic (web application, maximum duration 15 minutes)
o Camstudio (free software, Windows)
o RecordMyDesktop (free software for Linux, included in the Ubuntu distribution too)
o VLC Media Player (free software, Windows)
o Camtasia (commercial Mac and PC software)
o Jing (Free software for Mac and PC): videos limited to 5 minutes.

Ad d/Interactive videos are a perfect tool to enhance a video clip with interactive elements. Differentiated learning can be facilitated by adding extra information such as images, tables, text and links that the viewer can interact with while the video is running. These can include puzzles that learners can solve at any time during the video by adding multiple-choice questions, filling in empty spaces and dragging and dropping questions and summaries.
The procedure is available at: https://h5p.org/tutorial-interactive-video

Ad e/ However, video is not the only medium for creating animations. Other simple tools are:
● Traditional PowerPoint allows the creation of compelling animated presentations with just a few clicks.
● SlideShare offers similar features while allowing the storage of presentations on the internet and making them public.
● Prezi allows the creation of presentations that integrate images, sound, videos and logical links between all these elements.

Appendices:
Appendix 1 – Brainstorming sheet

Appendix 2 – Auto-evaluation fact sheet

Appendix 3 - Informal skills booklet

Appendix 1 Eco-management project: Brainstorming sheet on the intergenerational transfer of productive skills

Ideas produced by the mixed discussion group on the question of skills to be transferred to the young generation.

Name of project partner				
Date of meeting				
Know-how	**Action**	**Means (human, finacial, partners)**	**Method**	**Training /action support (place of training)**

Appendix 2 Eco-management Project: Auto-evaluation sheet

Name of partner			
Date of meeting			
	Area has	**Area has not**	**Area need/ YES/NO**
Productive know-how			
Stone construction/renovation (dry stone)			
Wood construction/ renovation			
Apiculture			
Grafting			
Shepherding			
Medicinal plants			
Local cuisine			
Nature protection			
Old skills on a digital platform			

Actions			
Formalisation of skills			
Inventory			
Mobilisation			
Awareness raising			
Learning			
Reproducing			
Communication			
Teaching methods			
Awareness raising day			
Citizen week-end			
Building site			
Creative workshops			
Re/qualification			
Partnerships/means			
Innovations			

Appendix 3

Erasmus+ project Adult education strategic partnerships

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

Booklet of informal competences treated within the framework of phase 2 of the Eco-managment project practical work

Delivered Date and place

This project has been funded with support from the European Commission.
This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein. Projet Nº 2017-1-FR01-KA204-037222

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

1.General data	
Organisation that organised the intergenerational transfer of the Eco-management project	**Name/address/telephone/email/internet/ stamp** **Name of validator**
Validation system *In this booklet, each informal competency is implemented and the validator will have to check the competencies acquired by the pilotage participant.*	The skills acquired are checked by the validator

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

3- Informal skills acquired during the intergenerational transfer of the Eco-management project
● 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, concerns the skills mentioned below: **- Communication**: Ability to relate to others, to convey a message by adapting to the person 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 of management in charge, which implies the organisation of resources in space, time and opportunities. - **Skills related to new technologies**: Be able to use information and communication technologies to communicate, learn, produce materials (for example, video-capsules that will be tested in phase 2 of the experiment). **- Multitasking**: Being able to perform various tasks, even if they are not similar to each other, with the required quality. - **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 that are required 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 himself in an understandable way.	
Knows how to introduce himself.	

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 actions 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 organize work/tasks without omitting important control points.	
Can plan and organize 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 involved.	

Skills related to new technologies	
Is able to use information and communication technologies:	
Can communicate by phone, e-mail, SMS.	
Can locate himself in a web page. .	
Can use and manage e-mail.	
Can create a Power Point.	
Can record audio and images from the video capsule.	
Can include animations in the video.	
Can edit video clips.	

Multitasking	
Is able to carry out different tasks effectively and with the required quality:	
Can be 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**.**	
Can 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 his 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 take the time 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, good customs and 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	
Knows how to be aware of the existence of different perspectives to analyse reality.	
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.	
Can manage social skills and know how to resolve conflicts constructively.	
Can understand and put into practice the values of democratic societies: democracy, freedom, equality, solidarity, co-responsibility, participation and citizenship. .	
Can practice dialogue and negotiation to reach agreements as a means of resolving conflicts.	