



Erasmus+ Project Adult Education Strategic Partnerships

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



## **O4 – Implementation of training/ actions**

*Reports of the partners*

2017-1-FR01-KA204-037222

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## Appendices

### A) REPORTS ON THE TESTING PHASE

#### Alpes de Lumière



- Title of the activity

Activity 1: Awareness and Activity Day: Guidance  
Activity 2: Citizen Weekend : Dry stone  
Activity 3: One-day workshop: The forge  
Activity 4: One-day workshop: Moulding

- Place where carried out
- Guidance : Forcalquier
- Dry stone : Mane
- Forge : Dauphin
- Moulding : Mane
- Date(s) (and length of intervention)

Guidance: 1 day - 25 March 2019  
Dry Stone: 2 days - March 2, 2019 and June 14, 2019  
Forge: 1 day - April 26, 2019  
Moulding: 1 day - May 10, 2019

- Type of involvement

Awareness raising :guidance  
On site training  
Citizen weekend  
Workshop : forge, moulding

- Theme

Raising awareness of the basic techniques of building restoration  
Landscape maintenance  
Crafts and old skills  
Medicinal plants and their uses  
Traditional local cooking based on local resources

- Target Group

1- **Age range** (*select*):

16 to 18 years

19 to 25 years

26 to 30 years

30 to 44 years

45 to 59 years

60 to 74 years

+ 74 years

2- **Type of target group**

Public at large

Training, students, those re-training, etc.

Specialist group already familiar with the theme of the activity

In difficulty with economic or social inclusion

- Principal objectives of the activity

About ten participants per session

Willingness that the young people leave with the basics according to the proposed themes (vocabulary, technique, etc.).

Wish that the knowledge holders questioned in O3 continue with O4

Working in conjunction with local training structures

Willingness for the knowledge acquired to be used on the territory of the Alpes de Haute Provence and/or for young people to be able to transfer what they have learned.

- Main formal or informal competencies aimed at by the activity.

Informal:

- Learning to learn: by participating in the experimental days, the young people were able to discover techniques, particularly manual techniques. To do this, they had to listen to the senior's recommendations in order to be able to apply them afterwards.

- Social and civic skills: As the initiations were in groups, the young people had to interact with each other. For the dry stone sessions, stones had to be moved, some of them needed two people, so they had to work in pairs and cooperate with the others to complete the task

It was the same with the forge as there was always the risk of burning a comrade. It went very well, the young people were very respectful of each other.

- Communication in the mother tongue: social and civic competence required exchanges in French.

Formal :

- Discovery of different know-how

- Knowledge of the technical vocabulary specific to each apprenticeship.

- Learning a working method to plan and carry out a visit and / or animation around a heritage site. Half a day of theory and half a day of practice around dry stone techniques.

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

The work we did was all as follows:

- Communication via our network (mailing) + in training centres
- Welcome of participants and presentation
- Reminder of the programme's objectives
- Presentation of the day and activities
- Implementation of activities
- Looking back on the day
- Taking notes
- Filling out the questionnaires

Dry stone, first day

- 9 participants,
- in training,
- holder of knowledge similar to O3

Forge:

- 8 participants,
- in training and auto-entrepreneurs
- new owner

Moulding :

- 9 participants
- in training, self-employed, unemployed
- holder of knowledge similar to O3

Guidance :

- 5 participants
- in socio educational and cultural animation training.
- new knowledge holder

- Teaching methods used

In addition to having the equipment available to carry out the experiments, most of the holders had teaching aids, whether films or photos.

This allowed young people to see, in a given context, the achievements that can be made.

Alpes de lumière provided safety equipment and some materials where necessary.

- Implications for the area and community

We collaborated with a training centre that offers short training courses, one in heritage restoration, the other in socio-cultural activities. We decided to propose modules that were complementary to their training in order to make their fields more flexible.

Craftsmen also came to the sessions to discover new techniques and new pedagogical tools.

We are also working with the municipality of Forcalquier, which was present at the opening seminar

### **Self-Evaluation**

1. Activities were planned with the holders, the young people, the training organization and Alps of Light. We wanted all members to be involved in the choice of dates. We believe that experimentations are not limited to coming to consume an activity, but that young people must take over the organization at the grassroots level.
2. The choice of partners proved to be very relevant for both parties. We offer them other pedagogical tools for the transmission of know-how with a more informal aspect than the whole school. By coming on a voluntary basis, the young people showed us their desire to learn. From our point of view, we have a space to carry out the activities, a space known by the participants, which limits the apprehensions that some young people may have of changing their environment.
3. We had a good participation rate. The young people were really motivated to come on the themes of heritage restoration and were asking to redo days even outside the project, especially the forge.
4. All the participants were very satisfied with the experiments. The feeling passed very easily with the holders, even the new ones who took part in the project only for the O4. Their knowledge and pedagogical tools were a plus to facilitate exchanges and the fact that the group knew each other at the base also contributed to the good general atmosphere.
5. The young people who took part in the project had a sensitivity for the proposed themes, so the transfers worked very well, it allowed them to broaden their skills and knowledge.
6. The partnership with a training organization and a training whose aim is to promote projects and territories seems important to us. Awareness of heritage and respect for the environment goes through the youngest people who will be the guarantors for the future of the maintenance of these heritages and know-how. During this awareness raising, but also during the workshops, the holders of knowledge have delivered a pedagogical tool and a methodology to achieve this transfer of knowledge and enhance the value of their territory.

### **Budget**

Indicate the cost of the activity by main expenditure items

Dry stone: 2 days

Materials on site, senior volunteers, tools belonging to Alpes de Lumière, own meals.

Cost: Preparation of the activity with a mini shovel 100€ and travel expenses reimbursed

Forge : 1 day

Materials offered by the knowledge holder, senior volunteers, tools belonging to the blacksmith, own meals

Cost: raw materials for 100€.

Moulding: 1 day

Materials offered by the knowledge holder, senior volunteers, tools belonging to the craftsman, own meals

Cost: travel expenses reimbursed

Guiding: 1 day

Availability of a teaching support on the methodology to carry out a visit to a heritage site.

Cost : 0€.

## Communauté de communes Celavu Prunelli



### Title of the activity

Activity 1: Dry stone training  
Activity 2 : Chestnut grafting  
Activity 3: Grafting apple trees

- Place where carried out

- Dry stone: Bocognano
- Chestnut grafting : Tolla
- Grafting apple trees: Bastelicca

- Date(s) (and length of intervention)

Dry Stone: 5 days - April 8 to 12, 2019  
Chestnut grafting: 1 day - 3 May 2019  
Grafting apple trees: 1 day - 5 April 2019

- Type of involvement (*select*)

On site training  
Awareness raising

- Theme

*Indicate the know-how involved*

Awareness of basic techniques for the restoration of dry stone buildings  
Maintenance of the natural space and landscapes  
Craftsmen and ancient trades  
Others : grafting

- Target Group

1- **Age range** (*select*):

16 to 18 years

19 to 25 years

26 to 30 years

30 to 44 years

45 to 59 years

60 to 74 years

+ 74 years

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

Public at large

- Principal objectives of the activity

1. Five people and a GRETA supervisor took part in the dry stone training. On the grafting training there were 8 people and a trainer from the Chamber of Agriculture of South Corsica.
2. Awareness of the importance of the intergenerational transmission of knowledge because :
  - the holders of this knowledge are less and less numerous.
  - there are no training manuals the knowledge transmission is done on site by demonstration
  - this knowledge allows a sustainable development of the area and will be decisive in the future.
3. That the holders of this knowledge are committed to the long term, through the renewal of training courses, which correspond to the wishes of the public who participated.
4. These training sessions constitute a potential of activities and reintegration for the region. An integration workshop has been operating for several years in Bocognano on dry stone. The sessions respond to a growing need, by the population, to re-appropriate this knowledge.
5. Willingness that the knowledge acquired should be used in the territory of the Communauté de communes and that the public involved in training should be made aware of the importance of these techniques for the maintenance of rural areas, both as regards to the built and the plant heritage.

- Main formal or informal competencies aimed at by the activity.

Informal:

- Learning to learn: by participating in the experimental days, the public was able to discover techniques, particularly manual techniques. To do this, they had to listen to the recommendations of the seniors in order to be able to apply them afterwards.
- Social and civic skills: As the initiations were in groups, the people present had to interact with each other. For the dry stone training that took place over 5 days, it was necessary to build the retaining wall, sort the stones, install templates, prepare the row of stones serving as a base for the wall, erect the wall in a cross-jointed elevation and finish by crowning it with large stones. All this while respecting the 10% base of the wall.
- Communication in French and Corsican languages: the participants in the training course used various documents provided by the Corsican Environment Office with the names of the materials, tools and implementation techniques in French and Corsican for the dry stone and the Chamber of Agriculture for the grafting.

Formal :

- Discovery of different know-how.
- Knowledge of the technical vocabulary specific to each apprenticeship in French and Corsican.

- Description of the collective activity

The communication was done by making and putting up posters (model attached in appendix) in the ten communes composing the Communauté de communes, via our network (mailing) and also the communication before and after the training with articles in the regional press (Corse-Matin).

- Reception of the participants and presentation
- Reminder of the 's objectives
- Presentation of the day(s) and activities
- Implementation of activities
- Looking back on the day
- Notes
- Filling out the questionnaires

Dry stone, 5 days for complete construction of the retaining wall:

- 5 participants,
- 1 trainer,

Chestnut grafting, 1 day:

- 8 participants,
- 1 trainer,

Grafting apple trees, 1 day:

- 8 participants
- 1 trainer

- Teaching methods used

In addition to the material made available by the trainer for the dry stone training, the holders used the teaching aids like the technical sheets produced by the CAB on the construction of dry stone retaining walls and the technical sheets of the Chamber of Agriculture for grafting techniques

- Implications for the area and community

The eco-management project is led by the Communauté de communes with the aim of developing the transmission of traditional know-how relating to land use planning, with reference to traditional techniques, and building on previous work carried out by the leading local activity group for several years. In this respect, the training courses were conducted in three communes which are members of the Communauté de communes and was relevant to the entire population of the area.

For the training courses, collaboration was established with GRETA and la Chambre d'Agriculture de la Corse du Sud

- Self-assessment

1- The training sessions were planned by the expert committee set up within the framework of the project. This committee is composed of elected officials, technicians, facilitators, holders of know-how, representatives of the LAG and associations working in the enhancement of heritage.

2- The committee of experts constitutes a representative panel of the local partnership which has been working for several years on traditional know-how.

3- The participation rate is in line with our expectations, even if the participation of young people was insufficient.

4- All the participants were very satisfied with the organised training and this resulted in requests for a renewal of the s. The intergenerational transfer was quickly established between the holders of know-how from the rural area and long-time practitioners of the transferred techniques to the wider public. A public which is keen to have knowledge of the kind of traditional techniques that have allowed for the fine-tuning of the rural area. The technical sheets produced by the OEC and the Chamber of Agriculture have been an essential complement to the technical training and skills.

5- The public who participated in the project were aware of the proposed themes, so the transfer worked very well, it allowed them to broaden their skills and knowledge.

6- As the project was supported by the main decision-makers in regional planning and accompanied by a group of local experts who were aware of the importance of the transmission of traditional know-how for future regional planning, awareness of the concept of a sustainable and mutually supportive area became obvious.

- Budget

Dry stone: 5 days

The budget allocated to GRETA was 3,000 € for the trainer and the tools needed to carry out the dry stone work. In addition, the Commune of Bocognano provided two communal employees for the supply of stone and the preparation of the building site.

Chestnut grafting: 1 day

The grafts had been prepared three weeks in advance and kept cold before the training day.

Grafting apple trees: 1 day

The grafts had been prepared three weeks in advance and kept cold before the training day.

- Recommendations

The final local seminar will make it possible to propose improvements to ensure the sustainability of the transmission.

## INTRODUCTION

In accordance with the project work Ecomanagement: yesterday's knowledge, tomorrow's know-how, the Slovak partner implemented 5 training activities of intergenerational transfer. The activities were organised between 30 September 2018 and 6 April 2019. The old know-how considers cooking (apple cider production), traditional masonry, cooking (home-made charcuterie), beekeeping and grafting.

Three are in line with our identification of ancient know-how and needs. Medicinal plants and wood were replaced by traditional cooking. These two activities were spontaneously suggested by the young people, who took part in them. The construction of the wooden houses could not take place and the young people preferred to make cider instead of medicinal plants.

Our knowledge holders are people from the region, two holders are the same people who have already participated in the survey (by chance the two gentlemen are called Miroslav Tichý) and also, they were active also in phase 2 of the programme. Three were new as well as four men and one woman.

We respected the principle of having young people and citizens involved in all activities in order to promote learning. Two kitchen sessions had 5 people, the plant workshop 9 people, the Awareness Day 11 people and the training on site had 14 including the knowledge holder. The representative of EuroKoncept 21 participated in each activity, but was not counted in the number of participants.

We tried to use all the formats proposed in the production 04: workshops, active citizen weekend, awareness day and on-the-job training. The duration of the latter was up to 5 days, depending on the work and the interests using the employment which was our great support and which chose the jobseekers.

Since the evaluation questionnaires were available from March 2019, we had to contact many participants again and make an evaluation by phone interviews.

This report presents the details of all the training/activities that the Slovak partner has implemented, according to the framework proposed by the Greek partner. A synthesis of the results of the experimentation, phase 2, and the conclusions are also provided.

### **Activity 1: workshop – cider making 30.09.2018**

## Cider (apple juice) production workshop

### 2- Field/Sector of activity

Gastronomy

### 3- Project definition (General objectives of the Activity)

The workshop aimed to transmit to young people the knowledge and know-how of the production of a home-made organic drink. Cider is still made by hand in some families in rural areas.

### 4- Type of intervention and its pertinence in relation to the set objectives

The workshop format that best suited the transfer of this type of knowledge was demonstration by the knowledge holder and practical work by the students. The workshop lasted 4 hours on a Sunday afternoon.

### 5- Target group

Citizens especially young people. They were:

- One knowledge holder (Mária, 79 years old)
- Two young people (Gabi - 24 years old and Daniel - 29 years old)
- Three female citizens

### 6- Operational objectives

- Explain to young people the link between know-how and the region
- Demonstrate the process and explain the main steps in juice production
- Emphasize the principles of hygiene
- Explain the principles of stacking

### 7- Teaching methods used

Explanation and demonstration by the holder

Testing, questioning and practical work by the participants.

### 8- Description of the Activities/Process of the activity

Fallen apples are used to make cider. Healthy, well-formed apples are harvested from the tree and stored for consumption as fruit.

The apples are washed, rotten or very small ones are discarded. They are then poured into a mill and crushed. The crushed mass is left in a large container to release the juice and then pressed manually in an apple press. The juice is passed through a sieve and heated to 80 °C. Any foam that forms on the surface of the liquid must be removed. The cider is then poured into glasses or bottles, closed and left to cool under a cover. The bottles and glasses should be stored in a dark, cool room.

### 9- Involvement of the territory and the community

There was only a small group of people involved in the workshop (5 in total). It was the two young people (neighbours) who asked an older lady to pass on the old skills to them. Both young people are passionate about healthy food.

### 10- Evaluation of acquired skills

Both young people say they understand the techniques and the process of cider production. Both citizens participating in the workshop were personally interested in and by the knowledge.

The knowledge holder underlined her satisfaction with the attitude and initiative of the young people. They understood how to reproduce the process themselves. This activity requires some physical strength (to squeeze the juice well). As with all food products, cleanliness and hygiene must be monitored.

The young people expressed their satisfaction in the questionnaire, using scores of only 3 and 4. They learned new knowledge about their region.

The synthesis of evaluation questionnaires by the trainees:

<b>Content of training programme</b>	Average score young people	Average score citizens	Average score all
1.1 To what extent were the themes and activities of the workshop appropriate	3,5	4,0	3,75
1.2. Orientation / support for the trainers	3,5	4,0	3,75
1.3. Relationship between trainers' knowledge and their ability to transmit the skills	3,5	4,0	3,75
1.4. Quality of training materials	4,0	3,5	3,7
1.5. Satisfaction with duration of training program	4,0	4,0	4,0
1.6. Overall satisfaction with training program	4,0	4,0	4,0
1.7. Meetings with local representatives (local government, clubs, other trainers)	4,0	-	-
Total	3,7	3,91	3,805
Satisfaction with the practical training 3.75%			
<b>General approach and methodology</b>	Average score young people	Average score citizens	Average score all
2.1 Have your needs and expectations been considered?	3,5	4,0	3,75
2.2. Did you have the chance to participate in the workshops?	3,5	4,0	3,75
2.3. Did you have the chance to participate in the awareness raising day?	3,5	4,0	3,75
2.4. Did you have the chance to participate in the Citizen Weekend?	4,0	3,5	3,7
2.5. Ease of transferring the knowledge acquired during the training to your social or professional environment programme	4,0	4,0	4,0
2.6. Balance between theory and practical work	2,5	3,5	3,0

2.7. Have you understood the social utility of the pilot project?	4,0	3,5	3,75
2.8. To what extent do you consider that you now have a good knowledge of the traditional technique??	3,5	4,0	3,75
Total	3,33	3,41	3,37

Satisfaction with general approach and methodology: 84,5%

<b>Practical questions</b>	Average score young people	Average score citizens	Average score all
3.1. Was the location of the workshop site suitable?	4,0	3,5	3,75
3.2. Were the dates and times appropriate?	4,0	4,0	4,0
3.3. Were the learning materials and equipment good?	3,5	3,0	3,25
3.4. Was the information provided to you throughout the experience appropriate?	4,0	3,5	3,75
3.5. Satisfaction with recruitment and enrolment procedures	4,0	4,0	4,0
Total	3,9	3,6	3,75

Satisfaction with practical questions 93,75 %

<b>Knowledge</b>	Average score young people	Average score citizens	Average score all
4.1. Were your expectations met?	4,0	4,0	4,0
4.2. Have you learned anything new about your area?	4,0	3,0	3,5
4.3. Is there knowledge that can be applied to your daily life your profession or area?	3,5	3,0	3,25
4.4. Have you learnt new techniques/skills	3,5	3,5	3,5
4.5. Have you been briefed on the fundamentals of a profession?	2,0		2,0
4.6. Do you feel more confident in your ability to communicate, cooperate and retain greater self-confidence?	4,0	4,0	4,0
Total	3,5	3,5	3,5

Satisfaction with the knowledge : 87,5 %.

Overall satisfaction was 90,218%, which was satisfactory for the organisers of the activity

Knowledge holder satisfaction - 85.4%.

The knowledge holder was happy with the initiation of the young people and she appreciated the cooperation, teamwork and communication between the young people and the citizens. They all quickly understood what was involved.

It would be better to have more participants and prepare in advance a sufficient number of containers to store the squeezed juice.

It would be useful to add more information about the cultivation of apples and their varieties in our territory.

The workshop is an appropriate format for this type of knowledge transfer.

11- Link between the activity and the region/traditions

The most common fruit trees in the Považie region are apples and plums. In the past, each family grew fruit trees. Apples are eaten as fruit that lasts until the end of spring. Plums have been processed into fruit in syrup and jam.

The fruit harvest was huge in 2018. Apples of attractive shapes and colours were selected for preservation, and others were used for cider. This tradition is quite recent, dating back to the 1960s. Many agricultural cooperatives started at that time to press apples to make cider and apple juice when there was overproduction.

## **2 Activity - on site training old building techniques – 8 – 12 /10/2018**

### **Field/Sector of activity**

Old building techniques

### **Project definition (general objectives of the activity)**

The aim of the on-the-job training was to introduce job-seekers to the techniques for conserving walls built in the Middle Ages, as well as to bring the participants closer to the history of the region and the castle itself. As a historic monument, its renovation is subject to the regulations of the regional heritage administration.

### **Type of intervention and its pertinence in relation to the objectives set**

On-site training seems to be the best form of interactive knowledge transfer in the construction sector. In one week, the participants were able to learn theory and practice in the castle.

The training lasted one week at the beginning of October 2018.

### **Target group**

Unemployed who attended the following workshop  
knowledge holder (Miroslav, 48 years old)

8 young people (Pavol - 27 years old, Jozef - 33 years old, Katarína - 25 years old, Ivan - 30 years old, Michal - 31 years old, Peter - 24 years old, Peter - 29 years old, Marta - 32 years old)

5 older citizens (between 58 and 60 years old).

All the participants were unemployed and seeking work

### **Operational objectives**

- Familiarisation with the practical on-site training
- Acquire knowledge about the region and the procedures for the renovation of cultural monuments
- Division of work and responsibilities on site
- Practical tasks
- Training Evaluation

### **Teaching methods used**

Explanation and demonstration by the skill holder  
 Testing, questioning and practical work by young people and citizens.

### **Description of the Activities/Process of the activity**

The group of participants met at the castle site from Monday to Friday, every morning at 7:30 am. The knowledge holder, Mr. Tichý, greeted the participants, Mrs. Lednická presented the Ecomanagement program and gave an introduction to the project and to the on-the-job training to the trainees.

During the first morning the rules were clarified concerning the training program, the work organization, the safety rules, the team work and duration of the work.

Monday's schedule:

- history of the region and the castle,
- occupational safety and health protection rules on site,
- rules for the protection of nature and landscape. This holder began by discussing the kinds of fruit trees and the grafting link and the region.

Tuesday's program:

- occupations/trades in the Middle Ages, including construction work,
- project for the preservation of the castle walls,
- regulations of the Regional Heritage Administration, which had just carried out conservation work,
- sorting and storage of stone

Wednesday's program:

- working tools,
- building materials - stone, mortar,
- mortar composition,
- practical preparation of the mortar,
- further sorting and storage of the stone,
- archaeological research (presentation).

Thursday's program:

- construction techniques of the Middle Ages,
- restoration techniques of cultural monuments (chapels, ways of the cross, etc.)
- practical examples of wall conservation
- exchange with members of the Bystrica Castle Association and the representative of the town hall.

Program on Friday:

- practical examples of conservation of walls, reproduction of operations
- oral evaluation of the week by the participants

### **Involvement of the region and the community**

- The members of Bystrica Castle Association and a representative of the town hall came to the site to exchange with the participants of the training course on site. The discussion focused mainly on the motivation of both parties, i.e. the members of the Association and their interest in the preservation of the castle and the participation of the participants in the project.

Bystrica Castle Association also lent the tools and protective equipment for the participants of our event.

### Evaluation of acquired skills

The participants stated that they had understood the process of renovating a cultural monument, its theory and the practical process. They learned the process of sorting stone, preparing mortar, cleaning joints, gluing, the necessity and importance of environmental protection, as well as several cross-cutting skills like teamwork, task allocation, execution and control of tasks, conflict resolution, clear and precise communication and the importance of environmental protection.

The knowledge holder was pleased with the participation of young people in this intergenerational transfer programme. He was delighted to work with a well-mixed group (young - older, male - female, low and high level of education). During the post training evaluation he expressed satisfaction at having had the opportunity to be able to transmit what he wanted and that some people wanted to return to the castle next summer.

Synthesis of evaluation questionnaires by trainees:

<b>Content of training programme</b>	Average score women	Average score men	Average score all
1.1 To what extent were the themes and activities of the workshop appropriate	4,0	3,27	3,63
1.2. Orientation / support for the trainers	4,0	3,54	3,77
1.3. Relationship between trainers' knowledge and their ability to transmit the skills	3,5	3,81	3,65
1.4. Quality of training materials	4,0	3,18	3,59
1.5. Satisfaction with duration of training program	3,5	3,45	3,475
1.6. Overall satisfaction with training program	4,0	3,54	3,77
1.7. Meetings with local representatives (local government, clubs, other trainers)	3,0	3,36	3,18
Total	3,7	3,91	3,805

Satisfaction with the programme: 89.25 %

<b>General approach and methodology</b>	Average score women	Average score men	Average score all
2.1 Have your needs and expectations been considered?	10	3,90	3,95
2.2. Did you have the chance to participate in the workshops?	3,5	3,90	3,70
2.3. Did you have the chance to participate in the awareness raising day?			

2.4. Did you have the chance to participate in the Citizen Weekend?			
2.5. Ease of transferring the knowledge acquired during the training to your social or professional environment programme	4,0	3,36	3,68
2.6. Balance between theory and practical work	4,0	3,54	3,77
2.7. Have you understood the social utility of the pilot project?	3,5	3,36	3,43
2.8. To what extent do you consider that you now have a good knowledge of the traditional technique??	3,5	3,0	3,25
Total	3,75	3,51	3,63

Satisfaction with general approach and methodology:: 90,75%

<b>Practical questions</b>	Average score women	Average score men	Average score all
3.1. Was the location of the workshop site suitable?	4,0	3,72	3,86
3.2. Were the dates and times appropriate?	4,0	3,63	3,81
3.3. Were the learning materials and equipment good?	3,5	3,36	3,43
3.4. Was the information provided to you throughout the experience appropriate?	4,0	3,81	3,90
3.5. Satisfaction with recruitment and enrolment procedures	4,0	3,54	3,77
Total	3,90	3,61	3,75

Satisfaction with practical questions 93,97 %

<b>Knowledge</b>	Average score women	Average score men	Average score all
4.1. Were your expectations met?	4,0	3,90	3,95
4.2. Have you learned anything new about your area?	4,0	4,0	4,0
4.3. Is there knowledge that can be applied to your daily life your profession or area?	3,5	3,45	3,47
4.4. Have you learnt new techniques/skills	4,0	3,18	3,59
4.5. Have you been briefed on the fundamentals of a profession?	3,0	3,36	3,18
4.6. Do you feel more confident in your ability to communicate, cooperate and retain greater self-confidence?	4,0	3,81	3,90
Total	3,75	3,61	3,68

Satisfaction with the knowledge : 92.0 %.

Overall satisfaction was 91.43 %, which was satisfactory for the organisers of the activity

The knowledge holder counted for 95% (overall satisfaction) and 93.75% (approach and methodology). He said that the educational tools are useful and 100% applicable in practice.

On-the-job training is often carried out, but in a broader dimension. A group of young unemployed and elderly people was very well suited to this activity. The Ecomanagement project participants were very diverse (age, training, experience), which allowed them to enrich each other.

The young people were more dynamic than the older ones and this showed in their interest in the programme. Most of them wanted to work mainly on the renovation of the castle walls, which we offered them for 2 days.

The transfer of necessary knowledge to the participants was the greatest success of this on-the-job training. The information and instructions were received in a responsible manner, the participants carried out their activities as assigned.

The improvement of the participants' cross-cutting skills, including collaboration, teamwork, responsibility and communication was very noticeable.

The meeting with the representatives of the Bystrica Castle Association and the city representative took place on Thursday, the fourth day of the training. In the future, this should be on the second day of the event at the latest, so that they are made aware of the motivation of other young people to participate in the restoration of cultural heritage as soon as possible.

And on Wednesday, a suitable half-day should be devoted to regeneration, i.e. sports, cultural or social activities (holding a barbecue under the castle), to get to know each other better and to promote group dynamics.

When rehearsing the event, it would also be wise to plan transport to Podhradie in advance. The urban network is small and the location is quite far from the city centre. This is ideal for organising car-pooling.

It would be appropriate to create at least 3 smaller groups and each to designate a leader to coordinate their group activity. Some activities should be done in small groups so that participants do not get bored.

One trainee (Katka) explained that after hearing about the activity, it is necessary to check if the participants have understood correctly i.e. to invite several of them to repeat what is essential or what is asked of them, as not everyone understands the construction jargon.

The young engineer was interested in manual labour and she was very obliging and well organized when managing the men storing the stone and arranging coffee and lunch breaks. It is still difficult to get participants to wear helmets on the construction site.

### **Link between the activity and the region/traditions**

There are several ruins of fortified castles from the 13th and 14th centuries in the upper part of the river Váh. Most of them were burnt down in the 17th and 18th centuries and only ruins have been preserved. At the beginning of our millennium, young history enthusiasts decided to preserve the ruins of Lietava Castle (50 km from Považská Bystrica). A volunteer association was created in 2008 for the rescue of Bystrica Castle, which stands on the 497m hill and was built in 1316.

The initial intention of the members of the association was to clean the ruins of the castle of wild trees, to make the path leading to the castle accessible and to preserve the remaining walls in order to make visiting the ruins safe. From the castle there is a

beautiful view of the surroundings, with the flowing river Váh and the surrounding hills.

The association has mobilised 18 volunteers for the cleaning of the castle arena, mainly from its members, among whom are experts in the construction. They have been working mainly at the weekends for more than 4 years.

In order to finish the conservation of the ruins, they will have to work there for at least the next 5 years.

### **3. Activity - Active Citizenship Weekend - delicatessen on 01 - 02/02/2019**

#### 1- Field/Sector of activity

Gastronomy - production of delicatessen specialities

#### 2 Project definition (General objectives of the Activity)

The main objective of this activity was to pass on to young people the knowledge and know-how of producing traditional home-made charcuterie.

As it is a gastronomic activity by request of one of our young people, it was he who proposed holding it at his grandmother's house, in her premises and with their own supplies.

Initially we had planned to work with wood (barrel construction), but the project manager with whom we negotiated a Citizen Weekend was unable to do it so we sought to replace this activity with another which had the same degree of scope, relevance and interest for young people.

#### 3- Type of intervention and its relevance to the objectives set

Since this type of know-how combines many elements, the citizen weekend format was used to allow sufficient time for the transfer.

The activity started on Thursday afternoon with the preparation of the meat, continuing all day on Friday and Saturday.

#### 4- Target group

1 knowledge holder (Ivan, age 58)

3 young people (Tomas - 27, Matuš - 22 and Gabi - 24)

1 citizen - grandmother of young people

#### 5- Operational objectives

- Explain to young people the origin of this tradition
- Explain the type of meat needed and the tools to be used
- Explain the recipe and the spices required
- Emphasize the principles of hygiene

#### 6- Teaching methods used

Explanation and demonstration by the holder

Testing and questioning by the young person

Execution by the young person

Evaluation and holder's opinion on the result

#### 7- Description of the Activities/Process of the activity

The knowledge holder has contacts with slaughterhouses in the region. He placed the meat order at the beginning of the week and it was transported on Thursday afternoon to the site. Then followed: meat inspection and cleaning, preparation of tools and equipment - tables, boilers, pots, crockery, small tools (especially knives).

Friday morning was the sorting of meat and the pig's heads, knees, tongues and hearts were placed in the boilers to cook. The pigs' skins and blood were cooked separately in pots. After cooling, the meat was sorted into the pieces to make "head cheese" and everything else left for the puddings. Following the family recipe, the fat-free meat was cut, mixed with juice, spiced and put into bags. This is the "head cheese".

For the puddings all the remaining cooked meat (especially the fatty meat) had to be chopped, mixed with cooked sweetbread, hulled barley, cooked blood and spices before using the mixture to fill the pig's intestines. This was boiled for 3 minutes and cooled in cold water. On Friday evening the shoulder meat and a little bacon (for the sausages) was chopped and mixed in and the next day spices added and mixed.

This was all put in the smokehouse for 2 days and then placed in jars and left to dry in the attic. The hygiene and the composition of the spices are crucial for the quality and taste of the products.

#### 9- Involvement of the territory and the community

None. But similar activities (pig day) are organized in our region during the winter carnival period by volunteer firemen or youth associations. In this case, a wider community is involved - association members and citizens, sometimes the town hall which gives support for the purchase of supplies. The production is consumed on the spot and sometimes shared with people in social or economic difficulties.

#### 10- Evaluation of acquired skills

The knowledge holder, during the evaluation of this activity, was very satisfied with the attitude and absorption of knowledge by the young people. They demonstrated their pleasure and ability to learn and understand knowledge and skills for their own benefit. None of them will use knowledge for their professional life, but they will use it to please themselves and their families.

The evaluation questionnaires reflect the high satisfaction of the participants of this citizens' weekend. The young people wish to continue learning next year with other products (salted small, bacon).

#### Synthesis of evaluation questionnaires by trainees:

<b>Content of training programme</b>	Average score women	Average score men	Average score all
1.1 To what extent were the themes and activities of the workshop appropriate	4,0	4,0	4,0
1.2. Orientation / support for the trainers	4,0	4,0	4,0
1.3. Relationship between trainers' knowledge and their ability to transmit the skills	4,0	4,0	4,0
1.4. Quality of training materials	4,0	4,0	4,0
1.5. Satisfaction with duration of training program	4,0	4,0	4,0
1.6. Overall satisfaction with training program	3,5	4,0	3,75
1.7. Meetings with local representatives (local government, clubs, other trainers)	4,0	4,0	4,0
Total	3,92	4,0	3,96

Satisfaction with the programme : 99 %

<b>General approach and methodology</b>	Average score women	Average score men	Average score all
2.1 Have your needs and expectations been considered?	4,0	4,0	4,0
2.2. Did you have the chance to participate in the workshops?			
2.3. Did you have the chance to participate in the awareness raising day?			
2.4. Did you have the chance to participate in the Citizen Weekend?	4,0	4,0	4,0
2.5. Ease of transferring the knowledge acquired during the training to your social or professional environment programme	3,0	2,0	2,5
2.6. Balance between theory and practical work	3,5	4,0	3,75
2.7. Have you understood the social utility of the pilot project?	4,0	4,0	4,0
2.8. To what extent do you consider that you now have a good knowledge of the traditional technique??	4,0	4,0	4,0
Total	3,75	3,66	3,705

Satisfaction with general approach and methodology: 92.62%

<b>Practical questions</b>	Average score women	Average score men	Average score all
3.1. Was the location of the workshop site suitable?	4,0	4,0	4,0
3.2. Were the dates and times appropriate?	4,0	3,5	3,75
3.3 Were the learning materials and equipment good?	3,5	3,5	3,5
3.4. Was the information provided to you throughout the experience appropriate?	4,0	4,0	4,0
3.5. Satisfaction with recruitment and enrolment procedures	4,0	4,0	4,0
Total	3,9	3,8	3,85

Satisfaction with practical questions 96.25 %

<b>Knowledge</b>	Average score women	Average score men	Average score all
4.1. Were your expectations met?	4,0	4,0	4,0
4.2. Have you learned anything new about your area?	4,0	4,0	4,0
4.3. Is there knowledge that can be applied to your daily life your profession or area?	4,0	4,0	4,0
4.4. Have you learnt new techniques/skills	3,5	4,0	3,75
4.5 Have you been briefed on the fundamentals of a profession?	3,5	3,5	3,5
4.6. Do you feel more confident in your	4,0	4,0	4,0

ability to communicate, cooperate and retain greater self-confidence?			
Total	3,83	3,91	3,87

Satisfaction with the knowledge : 96.75 %.

Overall satisfaction was 96.15 %, which was most satisfactory of all the activities for the organisers.

The knowledge holder also showed a high satisfaction: 90% (general satisfaction), 100% (approach and methodology) and 75% (usefulness and feasibility).

The action was very well organised and successful. The initiative of the young people was enormous, as was their interest in preserving family traditions in the kitchen. They quickly learned the approach.

There were no points for improvement. We must keep a close eye on hygiene and cleanliness. In the future an extra young person is required just to watch the boilers. And the knives must be sharpened the day before.

The owner appreciated the opportunities offered by European projects.

#### **11- Link between the activity and the region/traditions**

The Považie region is known for its tradition of pig day (pig killing) as an important family event. The activity takes place mostly in winter for several reasons, especially to process meat when it is cold outside. The whole family participates from the oldest to the children and everyone had his or her role. The butcher was often a man who learned the knowledge and skills from his parents or uncles. The transfer of knowledge and know-how in this field is a typical example of intergenerational transfer and is in the process of disappearing. This tradition lives on today in some families, except that the pig is no longer raised by the family, but the meat is bought at the slaughterhouse or at the store.

After the various meat scandals (chicken in China, slaughter of sick cows in Poland) people are more motivated to prepare the specialities themselves.

One more reason is to relive the rituals of the old parents, when the grandfather cut the bacon to make "hriate" the alcoholic drink taken with grilled bacon. Or the "head cheese" cooled in the snow.

#### **4 Activity - Awareness day - beekeeping - 25/03/2019**

##### **Project definition (General objectives of the Action)**

The main objective of the activity was to pass on information and knowledge about beekeeping to young people and citizens. In its policy, the Ministry of Agriculture of the Slovak Republic encourages young people to engage in this activity - either as a full-time job or at least in their leisure time.

##### **Type of intervention and its relevance to the objectives set**

Awareness day

One of the holders of knowledge and know-how prepared the presentation of this activity as it is deployed in Slovakia. This included a presentation on the current status, current policies and prognoses for the future of beekeeping.

The representative of the partner structure presented the project, its phases, made a video and several participants took part in the beekeeping programme developed by a young person of our group who carried out the ethnological survey.

**Target group**

1 holder of knowledge (Ladislav, 48 years old)  
 5 young people (Patrícia - 24 years old, Marika - 30 years old, Miroslava - 27 years old, Robert - 32 years old, Barbora - 26 years old)  
 5 citizens

**Operational objectives**

- Provide an explanation of the profession, its history and its future.
- Sharing the results of the ethnological survey with the public in attendance
- Raise awareness of this trade among young people
- Discuss the advantages of this job
- Involving youth in the test

**Teaching methods used**

power point, oral presentation, explanations, exchange, video and testing.

**Description of the Activities/Process of the action**

At the beginning the president of I' association EuroKoncept 21 presented the Eco-management project, its objectives, partners, activities.

Then the knowledge holder presented his PPT presentation with basic data on beekeeping as an economic activity and its history in Slovakia. He also presented the programme for stabilisation and development of this activity for the years 2017 - 2019, prepared by the Ministry of I' agriculture of Slovakia

Afterwards, a question-and-answer session was organised.

The day ended with the presentation of the results of ethnological survey in our area, the video and the participation in the test by several young people (in the office of EuroKoncept, because in the room there a problem with the internet).

**Involvement of the territory and the community**

The community did not participate in our Awareness Day. But activities , open to the general public, are organized every year in the spring. For example: a fair at Trenčín (capital of the region). The 23rd event was from 10 to 14 April 2019 with the presentation of activities and sale of products.

In the museum in Brnište, "A Sunday for Beekeeping" has been organised by I' Association ROTaRVaK for several years.

These events have a lot of visitors and participants and are also popular for their additional activities such as hydromiel tasting, music, dance, etc.

**Evaluation of acquired skills**

The knowledge holder was satisfied with the active participation of the public (youth and others). The exchange was rich and interesting

The goal (to promote this economic activity and raise awareness among young people) was achieved.

We have information from other sources that many young people are preparing to start beekeeping as a hobby.

Synthesis of evaluation questionnaires by trainees:

<b>Content of training programme</b>	Average score women	Average score men	Average score all
1.1 To what extent were the themes and activities of the workshop appropriate	3,5	3,5	3,5

1.2. Orientation / support for the trainers	3,5	3,25	3,37
1.3. Relationship between trainers' knowledge and their ability to transmit the skills	3,8	3,5	3,7
1.4. Quality of training materials	3,5	3,5	3,5
1.5. Satisfaction with duration of training program	4,0	3,75	3,875
1.6. Overall satisfaction with training program	3,8	3,75	3,775
1.7. Meetings with local representatives (local government, clubs, other trainers)	-	-	-
Total	3,68	3,54	3,61

Satisfaction with the programme : 90.25 %

<b>General approach and methodology</b>	Average score women	Average score men	Average score all
2.1 Have your needs and expectations been considered?	3,83	3,75	3,79
2.2. Did you have the chance to participate in the workshops?			
2.3. Did you have the chance to participate in the awareness raising day?	3,66	4,0	3,83
2.4. Did you have the chance to participate in the Citizen Weekend?			
2.5. Ease of transferring the knowledge acquired during the training to your social or professional environment programme	1,5	2,0	1,75
2.6. Balance between theory and practical work	2,3	2,5	2,4
2.7. Have you understood the social utility of the pilot project?	3,33	3,25	3,29
2.8. To what extent do you consider that you now have a good knowledge of the traditional technique??	3,33	3,0	3,165
Total	2,99	3,08	3,035

Satisfaction with general approach and methodology: 75.87%

<b>Practical questions</b>	Average score women	Average score men	Average score all
3.1. Was the location of the workshop site suitable?	4,0	4,0	4,0
3.2. Were the dates and times appropriate?	3,83	4,0	3,915
3.3 Were the learning materials and equipment good?	3,83	3,25	3,54
3.4. Was the information provided to you throughout the experience appropriate?	4,0	3,75	3,875
3.5. Satisfaction with recruitment and enrolment procedures	4,0	4,0	4,0
Total	3,932	3,8	3,866

Satisfaction with practical questions 96.65 %

<b>Knowledge</b>	Average score women	Average score men	Average score all
4.1. Were your expectations met?	4,0	4,0	4,0
4.2. Have you learned anything new about your area?	4,0	3,75	3,875
4.3. Is there knowledge that can be applied to your daily life your profession or area?	3,0	3,5	3,25
4.4. Have you learnt new techniques/skills	2,33	2,25	2,54
4.5 Have you been briefed on the fundamentals of a profession?	2,33	2,75	2,54
4.6. Do you feel more confident in your ability to communicate, cooperate and retain greater self-confidence?	4,0	4,0	4,0
Total	3,276	3,375	3,325

Satisfaction with the knowledge : 83.13 %.

Overall satisfaction was 86.475 %, which was satisfactory for the organisers of the activity

The knowledge holder questionnaire revealed: overall satisfaction - 90%, general approach and methodology - 93.75% and usefulness and feasibility - 75.0%.

The strength of the methodology was the active participation of the trainees and a good level of general knowledge on the topic. For an effective transfer of know how the activity should have the theoretical part in the classroom and then go to the site for a real demonstration of the main skills of a beekeeper.

The format of the Awareness Day serves mainly to awaken public interest in the theme.

#### **Link between l' action and the region/traditions**

The importance of this activity is already well documented in the report of phase 1 of the programme.

### **5. Activity – tree grafting workshop - 06/04/2019**

#### **Field/Sector of activity**

Agriculture - fruit tree grafting

#### **Project definition (General objectives)**

The main objective was to transmit to the young people the techniques of grafting of fruit trees, especially apple, pear and plum trees, which are the most common in our region.

#### **Type of intervention and its pertinence in relation to the objectives set**

The workshop format was used. The explanation and demonstration by the holder of knowledge and more practical trying out of the skills under the supervision of the holder.

The workshop lasted 4 hours on a Saturday afternoon.

#### **Target group**

Knowledge holders, young people and older citizens

On this workshop:

1 knowledge holder (Miroslav, 57 years old)  
 7 young people (Ariela - 22 years old, Matúš - 23 years old, Andrej - 21 years old, Nela - 29 years old, Ladislav - 18 years old, Veronika - 17 years old, and Gabi - 24 years old)  
 1 citizen

### Operational objectives

- Explain to young people the link between know-how and the region
- To present the most frequent varieties of fruit trees
- Explain generative and vegetative reproduction techniques
- Demonstrate grafting techniques

### Teaching methods used

Explanation and demonstration by the holder  
 Question and answer, practice by young people and citizens.

### Description of the Activities/Process of the action

The youth group met in the orchard at Mr. Tichý's house in Kostolec. At the beginning of his talk, the holder presented the kinds of fruit trees, the grafting link and the regional traditions.

Then he gave some examples of the techniques of reproduction of fruit trees.

The young people asked questions and were able to do grafting links themselves.

But, unfortunately, due to a storm, our workshop ended earlier than expected.

### Involvement of the territory and the community

There was no community participation in our workshop.

### Evaluation of acquired skills

The young participants report having understood the skills and grafting techniques.

Two boys are really enthusiastic and are testing what they learned in their parents' orchard. They will be picking up the grafts from Mr. Tichý's home in autumn.

The knowledge holder was happy with the participation of the young people in this intergenerational transfer action. He was delighted to have so many who are interested in safeguarding and continuing this work for the future.

Synthesis of evaluation questionnaires by trainees:

Content of training programme	Average score women	Average score men	Average score all
1.1 To what extent were the themes and activities of the workshop appropriate	3,6	3,66	3,63
1.2. Orientation / support for the trainers	4,0	3,33	3,66
1.3. Relationship between trainers' knowledge and their ability to transmit the skills	4,0	4,0	4,0
1.4. Quality of training materials	3,4	3,66	3,53
1.5. Satisfaction with duration of training program	3,6	3,66	3,63
1.6. Overall satisfaction with training program	3,8	3,66	3,73
1.7. Meetings with local representatives (local government, clubs, other trainers)	4,0	4,0	4,0
Total	3,77	3,71	3,74

Satisfaction with the programme : 93.5 %

<b>General approach and methodology</b>	Average score women	Average score men	Average score all
2.1 Have your needs and expectations been considered?	4,0	4,0	4,0
2.2. Did you have the chance to participate in the workshops?	4,0	4,0	4,0
2.3. Did you have the chance to participate in the awareness raising day?			
2.4. Did you have the chance to participate in the Citizen Weekend?			
2.5. Ease of transferring the knowledge acquired during the training to your social or professional environment programme	2,0	2,3	2,15
2.6. Balance between theory and practical work	3,6	3,33	3,46
2.7. Have you understood the social utility of the pilot project?	3,8	4,0	3,9
2.8. To what extent do you consider that you now have a good knowledge of the traditional technique??	4,0	4,0	4,0
Total	3,56	3,60	3,58

Satisfaction with general approach and methodology: 89.5%

<b>Practical questions</b>	Average score women	Average score men	Average score all
3.1. Was the location of the workshop site suitable?	4,0	3,66	3,83
3.2. Were the dates and times appropriate?	3,6	3,33	3,45
3.3 Were the learning materials and equipment good?	4,0	4,0	4,0
3.4. Was the information provided to you throughout the experience appropriate?	4,0	4,0	4,0
3.5. Satisfaction with recruitment and enrolment procedures	4,0	4,0	4,0
Total	3,92	3,79	3,85

Satisfaction with practical questions 96.47 %

<b>Knowledge</b>	Average score women	Average score men	Average score all
4.1. Were your expectations met?	4,0	4,0	4,0
4.2. Have you learned anything new about your area?	4,0	4,0	4,0
4.3. Is there knowledge that can be applied to your daily life your profession or area?	3,8	3,66	3,73
4.4. Have you learnt new techniques/skills	3,2	3,33	3,26
4.5 Have you been briefed on the fundamentals of a profession?	2,8	3,0	2,9

4.6. Do you feel more confident in your ability to communicate, cooperate and retain greater self-confidence?	4,0	4,0	4,0
Total	3,63	3,66	3,647

Satisfaction with the knowledge : 91.18 %.

Overall satisfaction was 92.6 %, which was satisfactory for the organisers of the activity

The knowledge holder questionnaire revealed: overall satisfaction - 95%, general approach and methodology - 93.75%. He said that the educational tools are useful and applicable at the regional level.

He himself was surprised by the large number of participants, their willingness to learn and the number of questions asked. He proposed to also do some theory in the room (PPT presentation with the grafting modes) and to ask the young people to make a list of the tools and things necessary for the grafting.

He appreciated the opportunity to participate in the European projects for young people.

#### **Link between action and the region/traditions**

Because allergies are becoming more prevalent it is important for people to consume the fruits that are natural to their area. Grafting of local varieties is becoming a matter of priority and it is important to have young people who are interested in it and know how to do it.

## **RESULTS**

The objective of the second part of the testing phase was to integrate 5 knowledge holders with 20 young people and citizens. We kept to this number. The ancient skills holders were from the construction sector, the food sector, and agriculture - fruit tree grafting and beekeeping. Our holders were 79, 48, 57, 48 and 57 years old. The average age was 57.8 years.

As far as the young people are concerned, they were 2 at the cider workshop, 8 at the construction site, 3 at the citizen weekend, 5 at the Awareness Day and 7 at the grafting workshop. A total of 23 young people, including 1 female participated in the 3 actions and 1 male in the 2 actions. A total of 11 females participated in the 5 actions, including 5 in the 18-24 age bracket (the age sought by the project). The average age of the females was 26.16 years.

As for males, there were more of them, 12 in total, including 5 in the 18-24 age group (the age sought by the project). The average age of the males was 26.30 years.

At least 1 citizen participated in each action. We managed to involve 14 citizens: 5 for the on-the-job training, 5 for the Awareness Day, 2 for the cider workshop, 1 for the Citizen Weekend and 1 for the grafting. The age of these people varied between 45 and 60 years old.

In terms of economic situation, among the young women, 4 were unemployed, 1 was a student and 6 were salaried. Among the males, 8 were unemployed, 3 were employees and 2 were students. All participants of the work-based training, young people and citizens, were job seekers (unemployed).

Summary of overall levels of satisfaction of the participants of organised training/activities:

Activity	Content of Programme	Approach and Methodology	Practical Questions	Knowledge	Overall satisfaction
Cider workshop	95,12 %	84,5 %	93,75 %	87,5 %	90,21 %
On-site training	89,25 %	90,75 %	93,97 %	90,0 %	91,43 %
Citizen weekend	99,0 %	92,62 %	96,25 %	96,75 %	96,15 %
Awareness raising day	90,25 %	75,87 %	96,65 %	83,13 %	86,47 %
Grafting workshop	93,5 %	89,54 %	96,47 %	91,18 %	92,60 %
<b>Average</b>	93,0 %	86,65 %	95,41 %	89,71 %	91,37%

The most satisfied are the young people taking part in the citizen weekend with an overall satisfaction level of 96.15%. All evaluated components reached a rate of more than 92%. The grafting workshop, on-the-job training and cider workshop gave more or less the same level of satisfaction (difference 2.4%). It is the Awareness Day that gave the least satisfaction to the participants of all our activities. The overall satisfaction of the latter represents 86.47%, ten points less than the charcuterie workshop. The explanation is easy the awareness raising day is more theoretical and has little or no practical learning.

The best evaluated content and program are at the citizen weekend (delicatessen), the cider and grafting workshop, the least was the theoretical work.

The approach and the most liked methodology were the citizen weekend (delicatessen), on-site training, grafting workshop and the least favoured was the Awareness Day.

The practical questions best evaluated were at the Awareness Day, grafting workshop and citizen weekend (delicatessen), and the month at the cider workshop. The level of satisfaction among all participants exceeds 93%.

The participants of the citizen weekend (delicatessen), grafting workshop and on-the-job training learned the most from the participants of the citizen weekend (delicatessen). The least knowledgeable introduced the participants of the Awareness Day.

Practical issues achieve the best evaluation by all participants, followed by content and program and knowledge. The approach and the methodology was the least popular, but still gives satisfaction to 86.65%.

We are very satisfied with all its results.

## **CONCLUSION**

Intergenerational programs as tools for intergenerational learning are currently a topic of scientific and research interest. These programs create the conditions for people of different generations to meet and take place at different levels and in different types of location such as schools, community buildings, hospitals, community service centres, shelters, recreation centres and so on.

Intergenerational programs and projects are universal and differ from country to country in method and purpose, but have a common conviction i.e. we live better and more fully as individuals when we are members of families and communities, with the opportunity to communicate, care and be supported between generations (Sanchez et al. 2010 , [2013-5-20]).

In the framework of the project Eco-management, knowledge of yesterday, know-how of tomorrow we were able to test training/activities in three sectors: construction, agriculture and food production. Our knowledge holders agreed to work with young people and citizens interested in these different sectors.

All the knowledge holders were satisfied with the activity they carried out. The best results were in the practical work - workshops, citizen weekends, training on the building site.

The Beekeeping Awareness Day, which we organised, was intended to stimulate young people to take up this work rather than to teach them all the skills. We concentrated on theory and presentation in the classroom and better results would certainly be achieved if we had also visited an apiary for this event.

The evaluation showed that the best method for intergenerational transfer of knowledge was the weekend of active citizenship. According to the knowledge holder this method of knowledge/know-how transfer is very appropriate for its time range, its direct contact between trainer and learner and its applicability in immediate practice after the lecture/explanation.

The holder who conducted the cider workshop confirms the usefulness of workshop organisation: The two young people understood very well the work flow and did practically everything after a short explanation of the procedure.

Passing on the necessary knowledge to the participants was the greatest success of the training activity in the field. The information and instructions were received in a responsible manner and the participants carried out their activities as they were assigned. The improvement of the participants' skills, including collaboration, teamwork, responsibility and communication were clear.

The one-week course at the castle was not long enough to acquire sufficient professional skills for the job, but it was a source of inspiration for several participants to acquire new knowledge. Some participants were already applying to come and work at the castle next summer.

When organizing the training/activities of the intergenerational transfer using the Eco-management approach, it is necessary to make sure that:

- the young people who will take part in the transfer are highly motivated and show initiative.
- make a large-scale campaign to recruit citizens who are committed to training/activity.
- knowledge holders have practical experience in training/knowledge transfer.
- learning materials/documents are delivered to knowledge holders in time for them to become familiar with the material.
- training/activities are organized in a timely manner.
- participants receive a certificate upon completion.
- the organizer of the training/activity must ensure communication and promotion of the event in its area
- the participation of local knowledge holders is also recommended.

## INTRODUCTION

During the preparatory phase of the project the Gatehouse Development Initiative prepared good practice sheets on the intergenerational transfer of traditional skills to local young people. We worked with our partners on modelling training procedures. We organised a meeting of local experts and held a brainstorming meeting. We also met with local partner organisations such as the Local Authority, the local biosphere team, the Dry Stone Walling Association of Great Britain and the Galloway Fisheries Trust. As a result of these meetings and our own research, we were able to organise phase 1 of the implementation part of the project, which involved at least 12 young people in interviewing older people with relevant rural skills.

Our network of contacts also provided us with information on young people who might be able to take part in training activities to test the methodologies developed in the first phase of the project.

The second phase of practical work required us to identify at least 20 young people, who would benefit from training. We had to identify at least three themes to test the modelling and to find at least five older know-how holders who would be able to pass on their knowledge to the young people. The exercise also required us to test the Eco-management principles using three different types of training activity: awareness raising days, active citizen weekends and longer on-site training. In preparing and carrying out phase two, we have benefited greatly from the project management training session held in Greece in September 2019, where we received useful information on organising training events.

The principal objective of this practical phase of the project was to fully engage as many young people as possible in the project, particularly young people in difficulty and to introduce them to older people with traditional rural skills, who would instruct them in the particular rural skill. It was hoped, too that these activities could introduce the young people to job possibilities in the future. As important as drawing the young people's attention to the various skills was a desire to motivate the young people, to encourage team work and to provide them with a sense of achievement. Working with partner organisations, we were also looking for training actions which might become regular events in future, helping to secure the sustainability of the Eco-management project.

Another objective was to involve our partners and members of the local community in the project and we were fortunate that there were local seniors and members of partner organisations ready to help. For this reason, as well as activities involving young people and know-how holders we and our partners also organised intergenerational training activities

bringing seniors and young people together and we also, in line with the project aims, made a point of organising community landscape conservation activities aimed at training community citizens in eco-management. This final point has become increasingly important as Local Authorities have continued to withdraw from environmental activities and we have become involved in discussions on how the volunteers can help to fill the gaps.

As in earlier parts of the project we were keen to keep a good photographic and video record of the activities, which could be used to publicise the project and also to build up an archive of material to be used to feedback to the local community, partners and potential beneficiaries. This record will also be helpful in promoting the sustainability of the project.

A total of 29 young people took part in eight different events. Also two people aged 36 and 37 joined in the construction site training. The active citizen weekends involved people of all ages as well as the young people recorded for the project. Six young people, three seniors and a know-how holder took part in an intergenerational awareness raising day. The training events involved eight know-how holders and at least 14 local people took part in community on-site activities relating to the conservation of the landscape.

## **WORKING METHOD**

In planning and carrying out the experimentation phase we were guided by what had been agreed in the modelling report, output 2, the ethnographic report, output 3, the training course for project managers and guidelines laid out in the training document, output 4. We also followed the agreed plan to hold awareness raising days, active citizen weekends and to organise on-site training. Preparation and planning for the training events also involved discussion with know-how holders, meetings with project partners such as the Local Education Authority, the Forestry Commission (the state forest), the Dry Stone Walling Association and the Scottish Wildlife Trust. We also involved local people, particularly in planning citizen events. With regard to know-how holders, we focused on people with a proven record as trainers, indeed the state forest insisted on us working with a person who is qualified in passing on his heritage skills.

We held the following nine events:

- A wall building awareness raising day with seven students from the Rural Skills group.
- Two active citizen weekends organised by our partner, the Dry Stone Walling Association with five young people.
- A traditional cooking awareness raising day with one young person
- An awareness raising day with ten members of the Rural Skills group working on path maintenance and the conservation of the historic Cally gardens
- An awareness raising introduction to the history of the Designed Landscape of Cally with six forest students
- An awareness raising intergenerational day in the historic Carstramon Wood with three Scottish Wildlife Trust volunteers and three local seniors

- A dry stone wall construction site training with 7 forest students and two others
- Two community volunteer historic garden and woodland conservation sites with at least fourteen volunteers

In each case we thought carefully about how we would organise the training, where it would take place and how long it would last. We also made arrangements for the young people to get to the training site, discussed, particularly with teachers, course organisers and know-how holders how the young people would prepare for the event and follow it up. In the case of the Rural Skills group and the forest students we considered how our training activities would help participants to achieve the national qualifications which they were participating in. In the case of the active-citizen weekends, catering for the full weekend was an important element.

Sustainability is a fundamental aspect of the Eco-management project. As indicated, we are experiencing a continuing reduction in Local Authority services, particularly for environmental services such as designated path maintenance. This is a serious matter in areas like ours, where walking is very much part of the visitor experience and the well-ness agenda. We have had meetings with the Local Authority to determine how we can best use our volunteers to maintain the natural environment. The Local Education Authority has explained to us that dry stone wall building is part of the Rural Skills course, as it is of the forest course but the students do not have the chance of taking part in practical wall building unless organisations like ours can provide that opportunity. They have both indicated that they would like to do more wall building in future. During the course of the Forest students on site training course, they received a very positive visit from the college which is supervising their overall training.

Finance was not a major problem. None of the projects chosen by us involved significant expenditure. The young people from the Rural Skills group were transported to the sites in school transport. The young people who took part in the intergenerational day with the Scottish Wildlife Trust were transported by the Trust to the historic woodland. The cost of the professional wall builder for one training day with the Rural Skills group and for the on-site five day course with the forest students was covered by the GDI from our own resources

## **ANALYSIS OF QUESTIONNAIRES**

### **Trainee questionnaires**

Questionnaires on the first two events were not completed as they took place before the experimentation report 04 was first produced. However questionnaires were completed on all the other events. Thus, 22 questionnaires were submitted covering 6 events. The trainees were very positive about the events. In general they gave the individual elements of the questionnaire a score of 4 with some 3s, reflecting satisfaction with the events but unfortunately there were few remarks. One participant in the five day wall building course did provide a detailed diary of the event, which showed his writing skills and another student described the course on a video which we prepared. The Rural Skills group also took notes of a discussion with the owner of Cally gardens who talked to them about conserving a historic garden.

Traditional rural skills such as dry stone wall building take much practice to master. In two cases participants in dry stone wall events felt that they had only learnt very basic skills giving this element a score of two. This is probably a fair reflection of what can be learnt in the time available. The participant in the cooking event gave positive scores in general. However, she felt that she had not been given enough time to prepare for the training day. Unfortunately, the traditional cook has had to go to the United States for family reasons, so we have not been able to do the further training days which she had hoped to provide.

Analysis of the questionnaires shows that each of the training methods has its values. In the awareness raising days we mostly worked outside with the participants focusing on the practical skills, so they could also be described as workshops. This focus on the practical aspects of training left little time to judge oral or written skills. However, the Rural Skills group had considered theoretical aspects in class and would follow up later. The forest students took part in an awareness raising day prior to undertaking the wall building course. This day was spent partly indoors considering the context of their future work followed by a visit to read the landscape. In the afternoon there were further discussions with skill holders indoors. The active citizen weekends are weekends where the participants are highly motivated but still only provide a basic understanding of the particular know-how. The on-site training is a much fuller programme. We were able to see how the students' skill progressed during the week. This longer training also provided opportunities for the young people to show initiative and to make oral and written contributions to the project and for us to make a press report on the training. A feature of this course was the decision of the trainer to divide the group into two teams. The two groups then competed to do the best work.

### **Trainer questionnaires**

The trainer questionnaires provided more opportunity for the trainers to express opinions on the individual events and their remarks are very helpful

### **Dry stone wall building awareness raising day 04 September 2018**

The trainer recognised that, when working with young people at risk, it is particularly important to judge their degree of motivation and to keep them motivated throughout the day. The trainer felt that the young people had been well prepared and understood the importance of the skill for the local and regional economy and the landscape. They had a sense of satisfaction in taking down a section of wall and seeing it rebuilt

### **Traditional cooking, awareness raising day 29 November 2018.**

The trainer felt that the trainee had shown commitment. She thought that traditional skills had been passed on and that producing traditional dishes has relevance not just at local but at regional and national level. She emphasised the importance of involving young people in food preparation from an early age.

**Cally Woods and Historic Cally gardens awareness raising day 04 December 2018.** The young people had been well prepared in school, so they were able to respond well to the practical work. The work was considered to be very relevant to their course and to the

interests of the young people who may not be so motivated towards academic subjects. The trainers were happy that the young people remained motivated throughout the day. The trainers felt it was important to devise tasks where the young people can show team work. They were also able to demonstrate oral and written skills in discussion with garden owner and expert Kevin Hughes.

#### **Historic Designed Landscape of Cally, awareness raising day 13 December 2018.**

A power point presentation followed by a site visit to read the history of the designed landscape of Cally and a discussion with Ron Forster on the conservation of the built and natural environment was a successful follow-up to the skills learnt during the training course for team leaders in Greece. Thorough preparation including the preparation of the power point led to the day being well received. It also provided a useful understanding of the social and historical context for the dry stone walling course they would take some months later. Also the focus on social and historical aspects was a good contrast for students whose focus has been the practical aspects of forestry.

#### **Ancient woodland conservation, awareness raising day 06 March 2019.**

The know-how holder believed that it was important to explain the wide range of historic woodland management techniques. It was important that the expert knows the site well and can pass on the know-how in an informal way. The know-how holder was keen to return to the woods later in the year to see what has been achieved and take part in future training days.

#### **Dry Stone wall building, on-site course 01 to 05 April 2019.**

The know-how holder wrote that teaching a large group with different skills was a challenge and recommended small groups in order to pass on precise knowledge or there could be more instructors. However, he felt that the course went well and that all the participants had gained skills as the week progressed. He suggested that it would be useful to have information boards to explain to the public who were building the walls. He felt he could have been better prepared.

#### **Dry stone wall building, active citizen weekend course 27 and 28 April 2019.**

The trainer, who was also trainer on the September 2018 weekend, felt that the greatest success of the course was passing on skills and raising awareness of the importance of walls for the countryside. Again, the trainer felt he could have been better prepared. As with the on-site course the trainer felt that possibly more instructors were needed to spend more time with individual participants. As with the on-site course he felt the participants were highly motivated.

#### **Restoration of a dry stone wall with volunteers from the Scottish Wildlife Trust**

An additional awareness raising day was organised with the Scottish Wildlife Trust in the ancient woodland of Carstramon at Gatehouse. As with the earlier day with Scottish

Wildlife Trust this was an intergenerational day with a know-how holder, three seniors, of whom one was an expert in the conservation of the woodland and four young volunteers. One had already taken part in an awareness day in the woodland. The intergenerational method was a great success and a section of degraded wall was well restored.

## CONCLUSIONS

The Gatehouse Development Initiative has used the methodology developed in the earlier part of the project and the skills learnt at the training course in Greece to make the most of the training sessions which it has organised and to test the different types of training. We are grateful to our local partners who have offered training sites, have provided their know-how, support and guidance. We have worked with the Local Education Authority and the state forest (now known as Forest and Land Scotland) in providing training which was part of the national courses followed by the young people but would have only been theoretical without the practical training which we offered. Our different partners have indicated that the experience gained as part of the Erasmus+ project will be followed up with further courses in future. In focusing on the transfer of skills from older know-how holders to young people, particularly young people in difficulty, we have attempted where possible to make the training intergenerational by involving local citizens. This has been the case with the active citizen weekend and with an intergenerational day in the historic woodlands. We have also emphasised the importance of involving the local community in landscape conservation projects and a significant number of local people have been involved in the on-site projects.

We have tested awareness raising days, active citizen weekends and longer on-site training. Our awareness raising days have focused on practical work to give the young people an idea of the know-how and to see what would be involved if they are thinking of a career using the skills demonstrated. Outdoor training was also the best way of showing the young people the relevance of the know-how to the local environment. The citizen weekends and on-site courses certainly provided more intensive training but participants recognised that only the basis can be learnt over a short period.

### 1 Dry stone wall, awareness raising day

#### 1- Title of the action

Awareness raising day, construction of dry stone walls with Rural Skills group, Cally, 04 Sept 2018

#### 2- Domain/Sector of activity

Dry stone wall construction

#### 3- Project definition (General objectives of the action)

Members of the Rural Skills group at Kirkcudbright Academy have learned the theory of wall construction in school. The purpose of this day was to give the group the

opportunity to rebuild a section of wall.

#### 4- Type of intervention and its relevance to the objectives set

Dry stone walls are an important element in our area. The know-how to build these walls must not be lost. Such an intervention gives young people the opportunity to see if dry stone construction could be a career for them.

#### 5- Target group

Members of the Rural Skills group. This is a group of young people who are at risk of leaving school without qualifications. Seven young people participated in this awareness raising day.

#### 6- Operational objectives

The objective was to introduce the know-how of dry stone construction to young people

#### 7- Teaching methods used

Upon arrival, following a discussion on safety issues, the young people were able to ask questions of the expert about his trade and employment opportunities. During the day the expert guided the young people until they rebuilt a section of the wall.

#### 8- Description of the activities/process of the action

The young people learned how to dismantle a wall, seeing the different elements of the construction. Then they rebuilt the section under the expert's watchful eye

#### 9- Involvement of the area and the community

The continuation of the know-how is important not only for our community but also for the area where the production of lamb and beef is very important and also for the look of the landscape

#### 10- Assessment of acquired skills

The young people had the satisfaction of seeing a task completed. In a day you don't become a wall builder but you can understand the elements of the construction. When they return to school, the young people would write a report on the day and they would have the opportunity to give a presentation. This day will count for an exam at the end of the year when they leave school.

## 2 Dry stone wall, active citizen weekend

Name of the Action

Active citizen weekend, Rainton farm, 08 and 09 September 2018

1- In which field

Dry stone walls

2- Definition of the project (General aims of the action)

The aim of the project was to provide participants with an intensive weekend of dry stone walling training

4- Type of intervention and relevance to objectives

Course organised by our partner, the Dry Stone Walling Association of Great Britain. Very relevant to passing on skills from one generation to the next

5-Target group

The target group was members of the wider local community interested in developing a skill in building dry stone walls 8 trainees of all ages took part in the course including one young person in the 18 to 25 age group. The course was led by dry stone walling expert Nic Coombey aged 57

6-Operational objectives

The aim of the weekend was to introduce the participants to the principles of dry stone wall construction

7-Teaching methods used

The training weekend took place entirely at Rainton farm. The know-how holder, who is an expert in all aspects of dry stone wall construction led the participants in the dismantling and reconstruction of a section of wall. At each stage the know-how holder pointed out the features of wall construction.

8-Description of activities/sequence of events

The participants had received documentation on the construction of dry stone walls. At the beginning of the weekend the participants learnt how to take down a wall and how to prepare the ground for rebuilding. Over the rest of the weekend they rebuilt the wall, stopping at each stage of construction to learn how the various elements of a wall are put together. Meals and coffee breaks were provided.

9-Implication for the area and the community

Dry stone walls are an important part of the heritage of the local area and community. It is important that the skill is continued so that walls are maintained.

10-Evaluation of competencies acquired

All the participants worked well as a team. Over the weekend they were able to gain a basic understanding of the principles of dry stone wall construction.

## Traditional cooking, awareness raising day

1- Name of activity

Traditional cooking, awareness raising day, Gatehouse

2- Area of activity

Cooking

3- Definition (General objectives of activity)

The aim of the day was to show the basic aspects of the preparation of a traditional meal

4- Type of activity and relevance

Traditional cooking is important for local gastronomy. Many young people do not have the opportunity to appreciate this cooking. We would have liked to do more training days but our expert had to leave for personal reasons.

5- Target audience

Young people, Gatehouse

6- Operational objectives

The objective was to introduce the know-how to young people

7- Teaching methods followed

Practical cooking instruction for a whole day

8- Description of the activity

The young person spent the whole day in the company of the traditional cook and followed her instructions in preparing a traditional meal

9- Implication for the community and the area

La continuation of the know-how is important not only for our community but also for our whole area and there is a growing demand for these skills.

10- Evaluation of the skills acquired

The young person had the satisfaction of spending the whole day with an expert and learnt the basic techniques for preparing a meal

#### 4. Historic woods and gardens awareness raising day

##### 1-Name of the Action

Awareness raising day in the historic woods and gardens of Cally 04 December 2018

##### 2-In which field

Traditional skills in historic woods and gardens

##### 3- Definition of the project (General aims of the action)

This was the second awareness raising day with the Rural Skills group from Kirkcudbright Academy. The aim was to introduce these young people who risk social and economic isolation to traditional rural skills which could provide career opportunities

##### 4- Type of intervention and relevance to objectives

This type of awareness raising day provides an opportunity to put into practice some of the skills the young people have learnt about in school and to show them the relevance of these skills. The first part of the day was led by David Steel, who is an expert on the history of the area and the relevance of conservation work to the preservation of this landscape. The second part of the day was led by Kevin Hughes who is the owner of Cally gardens and is an expert on traditional gardening techniques

##### 5-Target group

Rural Skills group from Kirkcudbright Academy. On this occasion 10 young people and their teacher took part in the training day

##### 6-Operational objectives

The aim of the day was to introduce the young people to the practical skills which they have learnt about in theory and which could provide career opportunities

##### 7-Teaching methods used

Before coming to Cally the group had learnt about the skills they would encounter and could be practising. The young people were then able to put these skills into practice and see how they related to the theoretical work. The practical work was set in the context of the history of the woods and gardens.

##### 8-Description of activities/sequence of events

The 10 young people were told on site about the history of the designed landscape and the importance of the network of paths both historically and today. They could see the relevance of carrying out conservation work. Each young person was given a section of path to rake and when one section was completed they moved to the next. They worked well as a team and could see what they had achieved.

In the afternoon they learnt how to hoe paths within the walled garden. This is how the paths have been maintained for over two hundred years. The young people had a detailed discussion with Kevin Hughes about the management of an historic garden.

##### 9-Implication for the area and the community

Cally woods are an important resource for the local community. The walled gardens had recently been neglected owing to the death of the previous owner. The purchase of the gardens and their restoration is important for the whole area.

#### 10-Evaluation of competencies acquired

All the young people felt that the training was relevant to their lives. They learnt new things about rural tasks and more generally were better informed about the local area. They had the satisfaction of knowing that they had worked well as a team and had contributed to the maintenance of the local landscape.

## 5. Designed landscape of Cally, awareness raising day

### 1-Name of the Action

Awareness raising day, learning to understand the Designed Landscape of Cally 13 December 2018

### 2-In which field

Historic Environment

### 3-Definition of the project (General aims of the action)

6 forest apprentices will take part in a 5 day dry stone walling course in April 2019. The purpose of the awareness raising day was to set the training course in the context of the history of the designed landscape and the skills which are being used to conserve this landscape. The training day was led by David Steel, expert on the history of the local area and Ron Forster, expert in using traditional skills to maintain the landscape.

### 4- Type of intervention and relevance to objectives

Firstly, there was a power point presentation, followed by a site visit to different features of the designed landscape. This was followed by a discussion with Ron Forster on the types of intervention used to maintain the built and natural environment.

### 5-Target group

Forest apprentices

### 6-Operational objectives

To place the course which the apprentices will follow in its historic and geographic context and to understand the importance of the work they will be doing

### 7-Teaching methods used

The theoretical part of the day took the form of a detailed power point presentation outlining the history of the built and natural environment and showing the work which had been done to restore aspects of the landscape. This was followed by an on-site visit when the apprentices could see the work which had been done. In the afternoon there was a discussion with Ron Forster on restoration methods

### 8-Description of activities/sequence of events

The power point presentation was followed by the visit to sites which had been restored. In the afternoon there was a further discussion session where the apprentices were able to question the expert and they were also able to learn about the partnership working between the local community and the state forest.

### 9-Implication for the area and the community

The Designed Landscape of Cally is an important resource for local people and visitors. It was therefore important for the apprentices to see the relevance of the course they would be doing to the maintenance of the local environment and the wider area.

### 10-Evaluation of competencies acquired

The group had worked well as a team and had gained a good background for the practical course they would be doing the following spring

## 6. Ancient woodland, awareness raising day

### 1-Name of the Action

Awareness raising day in the ancient woodlands 06 March 2019

### 2-In which field

Conservation of the landscape

### 3-Definition of the project (General aims of the action)

The aim of the project is to conserve the ancient woodland. The regeneration of the forest is threatened by the presence of non-native trees and too many roe deer. Action is necessary to maintain the forest equilibrium

### 4- Type of intervention and relevance to objectives

Actions include measures necessary to protect and support native trees, uprooting of young beech trees and measures to encourage native flora and fauna

### 5-Target group

Local community volunteers and young people interested in the well-being of the environment. **3 young people**, 4 local volunteers, 1 expert, 1 video maker.

### 6-Operational objectives

The aim of the day was to introduce the participants to the measures necessary to conserve the forest

### 7-Teaching methods used

The training day took place entirely in the forest. The know-how holder, who is an expert in all aspects of conservation of the flora and fauna guided the group across the forest. He pointed out the different conservation measures and in each spot the participants worked together.

### 8-Description of activities/sequence of events

At the beginning the expert explained the history of the forest, its role in the production of charcoal and the use of oak bark in the local tannery, the problems with non-native plants and the threat from roe deer. Then we undertook a long walk in the forest. We removed weeds from around young native trees, we uprooted beech saplings, we looked at measures to reduce bracken and saw the nesting boxes to encourage birds and also the pine marten boxes. We saw trees which had been coppiced and the way of doing the coppicing.

### 9-Implication for the area and the community

The forest is an important traditional environment for both the region and the local community. Continuous conservation measures are necessary.

### 10-Evaluation of competencies acquired

All the participants learnt the measures necessary to conserve the forest. They learnt the history and the importance to the local community. The young people and the volunteers worked well together. They listened carefully to the words of the expert. The young people will write an article on the day. The day was filmed.

The three young people would like to find work related to the environment. They all had a university education, but the employment situations are limited. They were happy with the way the day went. The expert was also satisfied. His advice was that you need to know the site very well but an informal approach is better for transferring know-how. Each group requires a different approach.

## 7. Dry stone walls, five day on-site course

### 1- Partner name

Gatehouse Development Initiative

### 2- Activity name

Five day on site course

### 3- Activity location

Cally Wood, Gatehouse

### 4- Date (s) and length of activity

1to 5 April 2019

### 5- Type of activity

Awareness raising

**X Training**

Citizen weekend

### 6- Theme of the activity

*Indicate the themes*

*General theme of the activity and target skills and know-how*

**X Raising awareness of basic building skills**

Maintenance of natural environment

Crafts and traditional skills  
Medicinal plants and their use  
Traditional local cookery based on the resources of the area  
Others

#### 7- Target group

##### 1- Age group:

**X16 to 18 years**  
**years**

**X19 to 25 years**

26 to 30 years

**X30 to 44**

45 to 59 years

60 to 74 years

+ 74 years

##### 2- Type of target audience:

General public

**X In training** (students, on conversion course, etc.)

Specialist audience (already familiar with the theme of the action)

Difficulty with economic or social inclusion

Other

#### 8- Principal objectives of the activity

*Indicate what you expect in terms of 1- mobilising the audience (numbers), 2- transfer of skills, 3-involvement of know-how holders, 4- social involvement in landscape management, 5- raising awareness of the sustainable development of an area.*

Introduce the participants to the techniques of dry stone building via an intensive course.

Transfer basic techniques to young people using know-how holders

Motivation, team work, opportunity for oral and written expression

Raising awareness of the concept of sustainable development would be an important element of the training

#### 9- Principal formal or informal skills aimed at by the activity

Varied construction techniques

Social skills, particularly work in teams and between teams.( the participants were divided into two teams) and the possibility to express themselves orally(video) and in writing (project diary)

#### 10- Description of the activity

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

An appropriate wall was chosen in advance. Before the course the participants took part in an awareness raising day on the historical and social context of Cally woods. Seven young people between 17 and 25 took part as well as two participants aged 36 and 37. Two experts in dry stone construction took part. A video was produced and there was a report in the local press.

**11-** Teaching methods used

*Briefly describe the teaching aids used to carry out the activity.*

The expert explained health and safety questions before starting work. The students had already studied texts provided by the Dry Stone Walling Association on the theory of dry stone wall building before starting the course. The participants dismantled and then rebuilt 50 metres of wall under the supervision of the expert.

**12-** Implication for the area and the community

*Indicate the local partners involved and their role.*

Gatehouse Development Initiative had chosen the location with the expert and in agreement with Forestry and Land Scotland. The Dry Stone Walling Association was involved. The 7 students are following a national forestry course. An expert from the college came one day to oversee the activity.

**13-** Self-assessment

*Assess the following elements: 1- Preparation, 2- Relevance of the local partners and their involvement, 3- Level of participation in relation to initial plan, 4- Participant satisfaction (public and skill holders), 5- Contribution to intergenerational transfer of skills, 6- Awareness of contribution to sustainable development of the area*

The activity was well prepared in advance. The participants had studied the historical and social context in advance. Appropriate partners were involved. There was maximum participation. Eight participants per expert is a maximum. The young participants and the expert were very satisfied with the course. There was a good understanding of sustainable development of the area. This understanding was increased by the members of the public who congratulated the participants on their work.

**14-** Budget

*Indicate the cost by budget heading*

£600 was provided by the GDI out of its own resources

**15-** Recommendations

*Mention any information to improve the activity and the Eco-management method before or during the activity.*

Prepare the participants well in advance. Choose an appropriate location. It is important to have experts who are able to motivate young people and who understand their capacity for work. Also, if the training course can be an element in a professional qualification, that also aids motivation.

**8 Dry stone wall, active citizen weekend**

**1-** Partner name

Gatehouse Development Initiative (GDI)

**2-** Activity name

Active citizen weekend: dry stone wall construction

**3-** Activity location

Loch Arthur farm, Beeswing, Dumfries and Galloway

**4-** Date (s) and length of activity

27 and 28 April 2019

**5-** Type of activity

Awareness raising

Training

**X Citizen Weekend**

**6-** Theme of the activity

*Indicate the themes*

*General theme of the activity and target skills and know-how*

**X Raising awareness of basic building skills**

Maintenance of natural environment

Crafts and traditional skills

Medicinal plants and their use

Traditional local cookery based on the resources of the area

Others

**7-** Target group

**1- Age group:**

16 to 18 years  
years

19 to 25 years

**X26 to 30 years**

**30 to 44**

45 to 59 years

60 to 74 years

+ 74 years

**2- Type of target audience:**

**X General public**

In training (students, on conversion course, etc.)

Specialist audience (already familiar with the theme of the action)

Difficulty with economic or social inclusion

Other

**8-** Principal objectives of the activity

*Indicate what you expect in terms of 1- mobilising the audience (numbers), 2- transfer of skills, 3-involvement of know-how holders, 4- social involvement in landscape management, 5- raising awareness of the sustainable development of an area.*

The weekend, organised by Dry Stone Walling Association, partner of GDI was open to the public. There were ten participants of whom four were between 27 and 33 years old. The aim was to introduce the participants to the principles of wall construction. An

expert from the Dry Stone Walling Association and Nic Coombey, South west Scotland President were there to pass on the skill. Most of the participants wanted to gain the necessary skill to construct walls for their private life (garden, farm). All were conscious of the concept of sustainable development. This was also the main aim of the expert expressed in his questionnaire

**9-** Principal formal or informal skills aimed at by the activity

Demolition and reconstruction of a section of damaged wall.

**10-** Description of the activity

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

The aim of the weekend was to provide the participants of whom 4 were young the principles of dry stone building.

**11-** Teaching methods used

*Briefly describe the teaching aids used to carry out the activity.*

The weekend focused on practical work but the expert stressed the importance of stone walls to the heritage of the area. The expert explained each stage of the construction process which the participants then followed.

**12-** Implication for the area and the community

*Indicate the local partners involved and their role.*

Dry stone walls are very important for our area. Dry Stone walling Association organises two training days per year in our area.

**13-** Self-assessment

*Assess the following elements: 1- Preparation, 2- Relevance of the local partners and their involvement, 3- Level of participation in relation to initial plan, 4- Participant satisfaction (public and skill holders), 5- Contribution to intergenerational transfer of skills, 6- Awareness of contribution to sustainable development of the area*

Dry Stone Walling Association has a long experience of organising training courses. For this weekend they had chosen a dilapidated section of wall. The participants had to sign up in advance. Dry Stone Walling organises lunch and coffee breaks on-site. There was a maximum of participants. The expert felt there was perhaps not enough time to give individual advice to 10 participants. The expert on our five day course had stipulated a maximum of eight participants. The participants were very satisfied and the expert was pleased with the great motivation of the participants. The work place was very beautiful and all were aware of the concept of sustainable development of the area.

**14-** Budget

*Indicate the cost by budget heading*

The weekend was organised by the Dry Stone Walling Association. There was a participation fee paid to the Association.

**15-** Recommendations

*Mention any information to improve the activity and the Eco-management method before or during the activity.*

The questionnaires completed by the young people show that such a weekend is very appreciated but much more experience is needed to gain the basic mastery of the skill. Participants can use the skill in their private life. One participant would like to develop the possibility of working professionally in dry stone. Another participant was happy that the course was taking place over a weekend.

## 9. Dry stone wall, intergenerational training day

### 1- Partner name

Gatehouse Development Initiative (GDI)

### 2- Activity name

Intergenerational awareness raising day with Scottish Wildlife Trust

### 3- Activity location

Carstramon Wood, Gatehouse of Fleet

### 4- Date (s) and length of activity

26/06/2019

### 5- Type of activity

**X Awareness raising**

Training

Citizen weekend

### 6- Theme of the activity

*Indicate the themes*

*General theme of the activity and target skills and know-how*

**X Raising awareness of basic building skills**

Maintenance of natural environment

Crafts and traditional skills

Medicinal plants and their use

Traditional local cookery based on the resources of the area

Others (*préciser*)

### 7- Target group

1- **Age group:**

16 to 18 years

**X19 to 25 years**

**X26 to 30 years**

30 to 44 years

**X45 to 59 years**

**X60 to 74 years**

+ 74 years

**2- Type of target audience:**

General public

In training (students, on conversion course, etc.)

**X Specialist audience (already familiar with the theme of the action)**

Difficulty with economic or social inclusion

Other

**8-** Principal objectives of the activity

*Indicate what you expect in terms of 1- mobilising the audience (numbers), 2- transfer of skills, 3-involvement of know-how holders, 4- social involvement in landscape management, 5- raising awareness of the sustainable development of an area.*

The aim was to introduce the young volunteers from the Scottish Wildlife Trust to the techniques of dry stone wall construction. The objective was also to transfer the skill of dry stone construction. The young volunteers are interns who spend a significant amount of time with the Trust and are very conscious of the social role of conservation and the concept of the sustainable development of an area.

**9-** Principal formal or informal skills aimed at by the activity

Technical competence and team work

**10-** Description of the activity

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

This was the second awareness raising day with the organisation in the ancient woodland of Carstramon. There were four young people between 19 and 30, one know-how holder from the organisation, a walling expert and volunteers from the local community.

**11-** Teaching methods used

*Briefly describe the teaching aids used to carry out the activity.*

The expert explained the method of constructing a wall and the team followed his instructions

**12-** Implication for the area and the community

*Indicate the local partners involved and their role.*

GDI has worked closely with Scottish Wildlife Trust

**13-** Self-assessment

*Assess the following elements: 1- Preparation, 2- Relevance of the local partners and their involvement, 3- Level of participation in relation to initial plan, 4- Participant satisfaction (public and skill holders), 5- Contribution to intergenerational transfer of skills, 6- Awareness of contribution to sustainable development of the area*

The day was well prepared in advance. The site was cleared. GDI organised the day.

Participation was very satisfactory. Participants were very satisfied with what they had achieved. It was an intergenerational day where all were conscious of the concept of sustainable development

**14-** Budget

*Indicate the cost by budget heading*

Cost of the day was covered by GDI

**15-** Recommendations

*Mention any information to improve the activity and the Eco-management method before or during the activity.*

A day like this where the participants are very well motivated works very well



## Introduction

This document presents the activities developed in Spain within the framework of the Intellectual Production IO4 "Implementation of trainings/actions - experimentation: phase 2" of the project "Eco-management: yesterday's knowledge, tomorrow's know-how".

In order to ensure the correct approach of the activities with the target groups, in Spain Red2Red has collaborated with the Pokhara Association, a youth association dedicated to the realization of projects with young people such as European exchanges, camps and training and leisure activities, among others, located in Ciudad Real (Castilla-La Mancha region).

### General information: dates, places, methodology and themes.

The IO4 Intellectual Production activity was carried out in the period between December 2018 and March 2019. Since the Pokhara Association works in several cities of Castilla-La Mancha, the activities were carried out in the localities of Miguelturra, Manzanares and La Solana (Ciudad Real).

In particular, the methodologies used for intergenerational transfer and ancestral techniques are the following:

**An awareness day about the bobbin lace technique** organized on the 20th of December 2018 in La Solana (Ciudad Real), during which the two holders of the know-how provided the young participants with basic knowledge of this ancestral technique as well as the opportunity to practice it.

**A workshop on the use of hemp** organized on 28 March 2019 in Manzanares (Ciudad Real): the young participants learned about hemp and how to use it. In addition, they learned and practiced the technique of weaving fibres, a preliminary step for creating objects.

**A workshop on the elaboration of ceramic figures and objects** organized on 30 March 2019 in Miguelturra (Ciudad Real): the holder of this know-how taught the young participants the main characteristics of clay, the ways and tools to work with it.

**Two workshops on traditional La Mancha cuisine** organised in parallel on 28 March 2019 in Manzanares (Ciudad Real) to teach the young participants how to prepare two of the area's traditional dishes: migas manchegas and nuégados.

## **Target group**

A total of 33 people took part in the activities: 33 young and 5 elderly people with knowledge:

As for the profile of the participants, the young people who took part in the activities are between 16 to 18 years old (16 persons) and 19 to 25 years old (17 persons). The 6 persons holding the skills fall into the following age groups: 45-59 years (2 persons), 60-74 years (2 persons) and +74 years (2 persons).

As regards the type of target group, the following profiles have been involved in the activities: people in training, specialised people (already familiar with the subject matter of the action) and people with economic and/or social integration problems.

## **Main objectives of the action**

The activities implemented achieved the following objectives:

### **1- Mobilization of the public**

The main objective concerning public mobilization has been to publicize and disseminate in the local context to make the public aware of the activities to be carried out, to be able to obtain the greatest possible participation of young people as well as of the elderly and to make them learn the ancestral techniques identified, to make them aware of traditions and environmental protection, as well as to make them aware of territorial development.

The awareness day contributed to a great mobilization and awareness raising in relation to the project, creating a collective awareness of the need to respect and learn the tradition, culture and history of the ancestral techniques of the selected localities.

### **2- Transfer of the know-how**

Agreeing with the ancestral techniques imparted, the objectives were as follows:

Bobbin lace: to know and practice the basic techniques (correctly placing threads in bobbins, learning how to make simple crosses, etc.).

Hemp: to learn and practice the technique of weaving fibres, which consists of adding material simultaneously and creating objects.

Ceramics: Learn about the possibilities of clay to make objects and create a basic bowl or decorated object.

Traditional gastronomic techniques: learn and prepare a dish of migas manchegas and nuégados.

### **3 - Involvement of know-how holders**

The aim was not only to enable older people to teach skills to young people, but also to interact with them by creating points of interest that enabled both target groups to create channels of communication and to pass on history, customs and culture.

The 5 elderly people explained and showed the participants the 5 different techniques and they collaborated in the implementation of the training actions.

#### **4 - Social mobilization in regional planning**

In this case, the objective has been to contribute to the adequate management of the territory, that is to say the improvement of sustainable development, the use of physical resources, biotic elements, etc., in accordance with the social component and the economic and legal development. Ancestral techniques have achieved this mobilization in the following way:

Bobbin lace: it is a textile technique that does not use machines or polluting elements, and is therefore environmentally friendly. Moreover, this activity encourages social activities, so that people who practice it meet to do it together, sharing their knowledge.

Use of hemp: Hemp grass is an herbaceous plant, a species of reed that occurs quite naturally. In addition, no chemicals are used in its preparation, and no other activities are carried out that could have a negative impact on the environment. It is therefore a technique for improving sustainable development.

Ceramics: it is an activity that favours the improvement of territorial management. Ceramics is mainly made with clay, an element that is totally hand-made. However, firing is done at high temperature, with a kiln, which does not need to be electric, but can be used directly in the fire. Thus, it is above all an activity of improvement of the territory, taking into account the multiple uses that the technique can give.

Migas manchegas: this is a traditional dish from the Castilla-La Mancha region, made with bread, garlic and meat, mainly chorizo and bacon. It can be eaten with dried red peppers and grapes. Its preparation is simple, inexpensive and local, since its main ingredients are produced and marketed in all regions of the province, so it can be a symbol of the traditions and craftsmanship of the province.

Nuégados: They are a traditional dessert from the region of Castilla-La Mancha. It is a soft rock made of small balls of flour, eggs and lemon. After cooking it, honey is added in abundance to form a large thread. All its ingredients are of natural and vegetable origin and it is made by hand, using only fire as an external element.

#### **5- Awareness of the concept of solidarity development of the territory.**

The objective in this case has been to obtain, through the implementation of the training action and the knowledge of ancestral techniques, an encouragement and strengthening of the culture of solidarity, association, dialogue, social interaction of the components of the municipalities and the improvement of the quality of life of the people. Solidarity and association were considered the cornerstone of the territorial solidarity: it is necessary to be aware of the use of techniques that respect the environment, that favour social relations and integration, that promote knowledge and cultural transmission, and that contribute to social value and employment opportunities.

## MAIN INFORMAL AND/OR FORMAL SKILLS TARGETED BY THE ACTION

The results obtained are very positive: both the older people with the know-how and the young participants have asked for more actions such as those implemented in the framework of the Eco-management project.

The young participants were able to learn the ancestral techniques taught: they were able to cook the two traditional dishes of La Mancha (migas manchegas and nuégados), they were able to make hemp braid which would lead to the further development of a complete object (which would require more training sessions). Likewise, the creation of ceramic objects also brought knowledge about ceramics and the acquisition of skills, in particular creativity. Finally, bobbin lace, although it is the most complex and laborious technique, was very well received by the young people. Although for the preparation of a complete product many training sessions are needed, the young people were able to acquire a great deal of knowledge about the technique.

During the two experimental phases of the project (IO3 and IO4), and the complementary activities of the Pokhara Association, the participants acquired the following skills:

Communication: the work carried out in this respect is highly relevant to be able to adequately develop teamwork, participation in interviews, research, ethnological survey, focus groups, training activities, i.e. in each activity of the project.

Teamwork: mainly for the division of tasks, the distinction of roles and the assumption of responsibilities, e.g. for the preparation of materials, ethnological research, video-clips, etc.

Problem-solving: ability to resolve when setbacks or conflicts have occurred.

Planning and organisation: coordination and organisation of the functions, responsibilities and tasks of each participant.

Skills related to new technologies: in this case, the young participants made great progress in learning to use the PowerPoint programme, make and edit the video-clips, including animations, etc.

Active listening: indispensable in the development of all activities, mainly for the acquisition of knowledge and understanding.

Creativity: especially for making video-clips.

Social and civic empowerment: increasing social values of relationships, intergenerational activity, community involvement and participation, among others.

## DESCRIPTION OF THE ACTIVITY

### A. BOBBIN LACE:

#### Description:

Date: 12/20/2018

Place: La Solana (Ciudad Real)

The activity was carried out at the Public Education Centre IES Modesto Navarro (La Solana). The awareness raising Day was organized on the occasion of the IV Provincial Meeting of the Empu-G Programme of the Pokhara Association, as it was a good opportunity to gather a large part of the young people of the municipalities of Castilla-La Mancha and to make them aware of the project and the know-how of bobbin lace.

**Activity:** Awareness raising day on bobbin lace

#### Profile of the participants:

**Young participants:** 30 young participants aged between 16 and 25 (15 girls and 15 boys) who are at risk of social exclusion and are enrolled in the Empu-G programme of the Pokhara Association.

With regard to the level of education of the participants, they are studying (Compulsory secondary education - ESO, basic vocational training, high school and, in some cases, intermediate training diplomas: hairdressing, sheet metal and painting, and cooking). They are young people at risk of social exclusion for various reasons and at different levels.

**Holder of the know-how:** The two elderly people who have the know-how are two women, sisters, residents of the town of La Solana. They currently use this technique at home as a leisure and entertainment activity. However, a few years ago, both of them were both teaching professionally at the Popular University of La Solana, as well as in other surrounding municipalities.

**Communication around the activity:** The action starts with the PowerPoint presentation of the Eco-management project, the video-clip on the technique and the information sheet (prepared during the ethnological field survey). Afterwards, the technique is explained and demonstrated by the holder of the know-how. The participants practice the technique in small groups so that everyone can understand the bobbin lace technique in the best possible way.

### B. USE OF HEMP:

#### Description:

Date: 28/03/2019

Location: Manzanares (Ciudad Real) The activity was carried out at the Manzanares Youth Centre (Ciudad Real), which has a large area suitable for large groups and suitable facilities for putting the technique into practice.

**Activity:** Workshop on the use of hemp

**Profile of the participants:**

**Young participants:** 12 young participants aged between 16 and 25 years (7 girls and 5 boys) who are at risk of social exclusion and enrolled in the Empu-G programme of the Pokhara Association. With regard to the level of education of the participants, they are studying (Compulsory secondary education - ESO, basic vocational training, high school and, in some cases, intermediate training diplomas: hairdressing, sheet metal and painting, and cooking). They are young people at risk of social exclusion for various reasons and at different levels.

**Holder of the know-how:** The holder of the skills is a 76-year-old from Castilla-La Mancha. He is the oldest person who knows the technique. At present, he makes objects with hemp as an alternative form of leisure and entertainment, since he is retired. Likewise, he makes garlic braids to give as a gift or to teach the technique to relatives and friends, as he has not been professionally dedicated to teaching the use of hemp.

**Communication around the activity:** The action starts with the PowerPoint presentation of the Eco-management project, the video-clip on the technique and the information sheet (prepared during the ethnological field survey). Afterwards, the technique is explained and demonstrated by the holder of the know-how. The participants put the technique into practice so that everybody can understand in the best possible way the use of hemp.

### **C. ELABORATION OF CERAMIC FIGURES AND OBJECTS**

**Description:**

Date: 30/03/2019

Place: Miguelturra (Ciudad Real)

The activity was carried out at the Miguelturra Youth Centre (Ciudad Real).

**Activity:** Workshop on making ceramic figures and objects.

**Profile of the participants:**

**Young participants:** 11 young participants aged between 16 and 25 (5 girls and 7 boys) who are at risk of social exclusion and enrolled in the Empu-G programme of the Pokhara Association. As regards the level of education of the participants, they are studying (Compulsory secondary education - ESO, basic vocational training, high school and, in some cases, intermediate training diplomas: hairdressing, sheet metal and painting, and cooking). Only one young person is neither studying nor working. These are young people at risk of social exclusion for various reasons and at different levels.

**Know-how holder:** The 57-year-old person with this technique lives in the municipality of Corral de Calatrava, about 30 km from Miguelturra. For 30 years she has dedicated herself independently to working professionally with ceramics. For many years she has taught the art of ceramics at the Popular University of Miguelturra. In addition, she has a workshop at her home to continue creating objects.

**Communication around the activity:** The action starts with the PowerPoint presentation of the Eco-management project, the video-capsule on the technique and the information sheet (elaborated during the ethnological field survey). Afterwards, the technique is explained and demonstrated by the holder of the know-how. The participants put the technique into practice so that everyone can start using ceramics by making a bowl.

#### **D. GASTRONOMIC WORKSHOPS: MIGAS MANCHEGAS AND NUÉGADOS**

Description:

Date: 28/03/2019

Place: Manzanares (Ciudad Real)

The activity has been carried out at the Manzanares Youth House (Ciudad Real): there is a fully equipped kitchen that can be used for this purpose.

**Activity:** Gastronomic **workshops: migas manchegas and nuégados**

**Profile of the participants:**

**Young participants:** 12 young participants aged between 16 and 25 years (7 girls and 5 boys) who are at risk of social exclusion and enrolled in the Empu-G programme of the Pokhara Association. As regards the level of education of the participants, they are studying (Compulsory secondary education - ESO, basic vocational training, high school and, in some cases, intermediate training diplomas: hairdressing, sheet metal and painting, and cooking). They are young people at risk of social exclusion for various reasons and at different levels.

**Know-how holders:** The holder of the gastronomic technique of migas manchegas lives in Manzanares, she is 59 years old. She has been a housewife all her life. The holder of the nuégados technique is 67 years old. He has dedicated himself professionally to the production of nuégados for 20 years. He is currently retired and produces them for consumption, giving them away or teaching them to other people for charity.

**Communication around the action:** The action starts with the PowerPoint presentation of the Eco-management project and the story of the two traditional dishes). Afterwards, the technique is explained and demonstrated by the holders of the know-how. The participants put the two recipes into practice in groups so that everyone can understand the different steps for cooking migas manchegas and nuégados.

#### **EDUCATIONAL TOOLS AND MATERIALS USED TO START THE ACTIVITY**

Teaching tools and materials: To carry out the training activities, the information clips produced during the previous activity (IO3) were used, as well as a PowerPoint presentation of the Eco-management project.

In addition, the older people presented and explained the technique in a practical way, using understandable language and simple communication so that all participants could

understand in the best way. Finally, role-playing also helped to better understand the techniques and to acquire the different informal skills.

### INVOLVEMENT OF THE AREA AND THE COMMUNITY: INTRODUCING THE LOCAL PARTNERS AND THEIR CONTRIBUTION TO THE START OF THE ACTIVITY.

As far as the local partners are concerned, it is important to underline their participation, in particular with regard to the use of public facilities, information and knowledge of the locality, its tradition and culture and the dissemination of the project at local level. In addition, it was possible to count on some members of the local committee of experts during the experimentation phase, although it was not possible for all of them to attend. However, these persons were informed at all times of the progress of the activities, as well as of everything concerning the implementation of the different phases.

The main local partners who participated throughout the experimentation phases were:

Professionals from the Youth Department of the Manzanares City Council.

Professionals from the Youth Department of Miguelturra Town Council.

Professionals from the Manzanares Senior Citizens Centre.

### Self-evaluation

#### 1. Preparation of the activity

The involvement and participation of older people in the preparation of the activity was paramount. It is they who are responsible for indicating the elements necessary for carrying out the training activity. Likewise, the young participants were committed to searching for certain materials, such as hemp, for example, which, due to its obsolescence, are difficult to find. On the other hand, the organization of the bobbin lace awareness day was more complex for the large number of participants.

On the other hand, for the elaboration of migas manchegas and nuégados, very specific facilities were necessary, so a place was chosen that met the requirements.

In general, this testing phase had a simple preparation and a wide participation.

#### 2. Identification of the local partners and their involvement in the action

The main involvement of the Local Expert Committee was noted during the dissemination of the testing phase. The members of the Committee also demonstrated their commitment by making available the facilities to carry out the activities. On the other hand, one of the members of the Local Expert Committee had the opportunity to reach the workshops on certain techniques, and those who were not available sent a representative to collaborate and participate in the sessions.

### **3. Participation rate compared to the initial objective**

The participation rate was fully achieved for each of the phases and activities of the project and for each of the target groups (young and older people). In addition, during Testing Phase 2, the motivation of the participants increased and thus more participants were involved than during the ethnological survey.

### **4. Participant satisfaction (public and know-how holders)**

By analysing the evaluation questionnaires, it can be seen that the participants in Testing Phase 2 are satisfied with the activity: the most common number given was between 3 and 4, i.e. the highest number. In addition, they expressed their pleasure and satisfaction after completing the teaching activity on the technique, the young participants asked for the approval and implementation of more activities similar to the one carried out, so that the two groups (young people and know-how holders) remain in contact, carrying out actions of intergenerational transfer. In this way, they can share not only spaces and knowledge, but also experiences and life stories.

### **5. Contribution to the intergenerational transfer of the targeted knowledge**

The objectives in terms of knowledge transfer, i.e. to transfer selected ancestral techniques, have been achieved. The three techniques with which the participants began their journey were learned and practiced: participants who used the ceramic technique were able to make a complete figure, participants interested in hemp learned the basic technique of braiding, as well as the braiding of garlic threads. And finally bobbin lace, despite the initial difficulties due to the complexity of the technique, which requires years of practice to be able to make it properly. However, the young participants were able to make the main crosses of the embroidery and start working on a simple piece thanks to the teaching of the two holders of the technique.

On the other hand, the techniques of traditional dishes (migas manchegas and nuégados) were quicker to learn, especially due to their simplicity.

### **6. Awareness of the concept of solidarity-based development of the territory.**

The techniques selected, planned throughout the development and implementation of the project, as well as during its selection by the members of the joint discussion group, were favourable at the time of activating awareness on the solidary development of the territory.

Thanks to the activities carried out, the interaction between the two social groups that generally have no social contact outside the system established within the family has been encouraged. Older people and young people were therefore able to share their time, knowledge, experiences and life stories. All of this has encouraged good practices, the mobilisation of other sectors of the territory such as: commercial, association, environment, work, social participation, etc.

## BUDGET

KNOW-HOW	COSTS	MATERIALS
Bobbin lace	35€	- Thread - Bobbins - Pins - * Pads (free)
Use of hemp	5€	Hemp
Ceramic	7€	Clay
<i>Migas manchegas</i>	30€	-Ingredients (olive oil, garlic, meat, bread crumbs, dried peppers, salt). - Cleaning products. - Dishes, spoons and glasses. - Aprons. * cooking utensils (no cost)
<i>Nuégados</i>	15€	-Ingredients (flour, sugar, lemons, eggs, sunflower oil, sodas, honey, vinegar) -Dishes, spoons and glasses. * cooking utensils (no cost)
All the techniques	80€	Fuel and transport (transport pour the ceramicist, as well as for transferring the young people from one place to another.
<b>TOTAL</b>	<b>172€</b>	

## CONCLUSIONS

Testing phase 2 represented a learning opportunity, as the young people finally participated in the activities, established a relationship with the elderly, learned informal skills and competences, and thus successfully achieved intergenerational transmission of knowledge. The Eco-management project is also an opportunity to learn ancestral techniques and also informal skills.

Moreover, the participation of citizens from different small towns has given an added value to the project activities in the Spanish context because the participants and citizens are very close to each other and, therefore, do not only share traditions and culture, but also the behaviour of its inhabitants.

Finally, it is worth mentioning the great reception and success of the Eco-management project in Spain, where the local agents, the young participants, asked for the implementation of more training activities of this type, considering the Eco-management project as a starting point for intergenerational transfer activities.

## PED EPIRUS



Title of the activity

Activity 1. Awareness raising day and dry stone workshop  
Activity 2. On-site training. 7 day seminar on tapestry , spread over 7 weeks  
Activity 3. One day work shop understanding medicinal plants

Place where activity carried out

Dry stone: Ano Pedina, Zagori  
Tapestry: Ioannina, foundation Rizarios  
Medicinal plants: Koukouli, Zagori

Date (s) and length of activity

Dry stone : 1 day  
Tapestry: 7 days (1 day/week)  
Medicinal Plants 1 day

Type of activity

Awareness raising Dry stone  
Workshop Medicinal plants  
On -site training Tapestry

Theme for the conduct of the activity

Raising awareness of the basic techniques of building restoration

Landscape maintenance  
Crafts and historic skills  
Medicinal plants and their use  
Traditional local cooking based on local resources  
Others

Target group

1- **Age range:**

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

2- **Type of audience aimed at :**

General public

In training (students, conversion course, etc)

Specialised Public (already familiar with the theme of the activity)

Difficulty with social or economic inclusion

Other

#### Principal objectives aimed at by the activity

10 to 20 participants per activity

Aim of each activity was to acquire basic understanding of the theme

After the involvement of knowledge holders in surveys, move on to practice with an action to transfer their know-how

Involving local actors, with at least one activity of common interest

Encouraging the participation of the local population and young people in terms of raising awareness for the sustainable development of the area

#### Main informal and/or informal skills targeted by the activity

-- Learn to learn: In the framework of activity such as dry stone workshop, and repeat the gestures to achieve the work required.

-- Communication in the mother tongue: The transfer of knowledge requires a clear and accurate expression so that everyone understands the same thing in technically and also to acquire social and civic skills.

-- Social and civic skills: Working together with a common goal for the protection and development of the territory implies exchanges, discussions, respect for others and good will.

#### Description of the activity

##### **Activity1. : Awareness raising day/dry stone workshop**

Date of the activity: 12/10/2018

Place of the activity: Ano Pedina

The call for participation was made by mailing list of the local network (University of Ioannina and local structures of Zagori).

Number of participants (apprentices) : 14 of whom 9 architecture students

Number of participants (seniors) : 3

Observers: 6

Activity progress:

Welcome and presentation of the activity with a brief reminder of the project objectives

Restoration work on a wall at the entrance to the village of Ano Pedina.

3 groups were formed under the responsibility of 3 senior citizens.

At the end of the morning the wall was completely restored; the participants tidied up the area and filled in the evaluation questionnaires.

At the end of the activity a drink was offered to the participants.

##### **Activity 2. Tapestry course using the 'on-site' teaching method**

Date of activity: 5/12/2018 – 20/2/2019

Actual working days: 7 hours/4 hours per day

Location of the activity: Rizarios Art Workshops Centre in Ioannina.

The call for participation was made by the Rizarios Foundation, member of the local network of the Eco-management project.

Number of participants: 10

Number of know-how holders: 2

Progress of the activity:

Day 1: Welcome of the participants, presentation of the Eco-management project and explanation of the construction site teaching methodology.

The participants (apprentices), became part of the team of permanent workers of the structure, with 2 seniors to guide them.

Learning the basic properties of the materials and how to handle them.

Day 2: Formation of 2 teams to learn 2 different weaving techniques.

Days 3 to 7: Apprenticeship in the techniques with exchanges between apprentices, seniors and workers, until each apprentice obtains a finished object.

On the last day of the activity the evaluation questionnaires were filled in and a party was organized with the promise to follow up on this type of action at the request of the participants.

### **Activity 3. Workshop on medicinal plants and their use**

Date of activity 13/4/2019

Location of the activity village of Koukouli in Zagori

Number of participants: 10

Knowledge holder: 1

The call for participants was made via the local partnership network (mailing list).

Progress of the activity:

Reception in the central square of the village and reminder of the objectives of the project. Also presentation of the video of the ethnological survey.

Field visit to discover and recognize the medicinal plants. First of all the plants growing on the dry stone walls were identified, and then the plants growing on the paths were identified.

About fifteen plants were collected and for each one the know-how holder explained the therapeutic properties and the methods of preparation.

At the end of the day plants were chosen which could be used in local recipes and 3 dishes were prepared that everyone enjoyed.

Teaching methods used

#### **Activity 1**

For the Dry Stone Awareness Day there was an introduction to the basic techniques with the use of a manual for the construction of dry stone walls. The 3 seniors explained the characteristics and use of the different types of stones.

#### **Activity 2**

For the weaving techniques, the know-how holders showed traditional patterns, sketches and photos.

As an introduction, they explained the methods of processing sheep's wool into yarns of different colours using plants.

### Activity 3

The video of the ethnological survey was shown as an introduction.

To understand the medicinal plants, they were collected on site and then checked using old manuals and manuals of specific terminology.

We ended up with dishes of local cuisine for which certain aromatic plants are used.

#### Involvement of the area and the community

The involvement of local partners has been strong and continuous.

All the activities have been followed by the Municipality of Zagori, which has taken initiatives to communicate to the local press.

The University of Ioannina, together with Architecture students and professors, has played a key role in carrying out the actions.

Likewise the Rizarios Foundation, which organised weaving courses using the On-Site teaching method, and the North Pinde Park with the scientific team.

#### Self-evaluation

For all pilot actions the preparation was done with the participation of almost all stakeholders. Students from the University of Ioannina in collaboration with the know-how holders, the Municipality of Zagori and the Nord Pinde National Park organized the dry stone awareness day.

The Rizarios Foundation with PED Epirus set up the training in weaving, with the participation of 2 know-how holders. For the preparation of the activity on aromatic and medicinal plants, the Botanical Museum, the know-how holders and the young people interested in the subject participated. This participation in the preparation contributed a lot to the smooth running of the activities.

The local partnership network worked efficiently at all stages of the project. Their involvement was very relevant from the identification of the needs to the realisation of the training activities. Some of them even participated financially.

The participation rate exceeded the initial objective. The motivation of the young people was very high. The weaving apprentices, who had not taken part in the previous stages, showed particular motivation and applied themselves both to deepen their knowledge of weaving and to learn how to participate in sustainable local development

There was general satisfaction for all stakeholders with the implementation of the O4 activities.

A very important point to note concerns the good relations and exchanges between apprentices and seniors. On both sides a request for continuation of the activities has been submitted.

The intergenerational transfer was effective, as the participants (apprentices) showed particular interest in the proposed themes. For most of the young people this approach opened up the possibility of a different approach to their area.

The practice of intergenerational transfer played a role as a tool to raise the awareness of the participants to the concept of solidarity development of the territory. At the same time, this tool consolidated this type of approach among local partners, who felt more solidarity with the needs of the territory.

- Budget

Dry stone: 1 awareness raising day

Materials on site, seniors remunerated: 100, 00 euros

Drink offered: 50, 00 euros

No transport cost

Expense covered by PED Epirus

Weaving: 7 days

Expenses for the coffee breaks: 300, 00 euros

Cost of transporting seniors: 100, 00 euros

All the costs covered by the Rizarios foundation

Medicinal Plants

100, 00 euros for the meal covered by PED Epirus