

Erasmus+ Project Adult Education Strategic Partnerships

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



O3 Ethnological field surveys

Guidelines for Phase 1 of the practical work

2017-1-FR01-KA204-037222

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Project Partners

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

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

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

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Introduction

This document contains the guidelines for the IO3 activity - "Ethnological field surveys – practical work: phase 1" planned within the framework of the European project "Eco-management: yesterday's knowledge, tomorrow's know-how", whose total duration is five months (May - September 2018).

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

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

- A collection of good practices for the intergenerational transmission of know-how. The aim is for sustainable development and joint work to identify the best environmental awareness/education practices among the selected collection.
- Phase 1 of the practical work: an ethnological survey conducted by young and old knowledge 'holders'.
- Phase 2 of the practical work: steering action for the intergenerational transmission of know-how.

To this end, joint work will be carried out, bringing together senior citizens with knowledge and young citizens in difficulty or far from employment and local communities. Thus, intergenerational transmission will value the holders of knowledge (the elderly) and encourage the participation and inclusion of young people. Together they will enable the protection, development and improvement of common spaces and, by translating the heritage know-how, will develop tools for all.

Finally, the project proposes, by these means, to formalise a constructive and lasting dialogue between the public authorities and organised local bodies on the issue of the enhancement of heritage, as well as to build a network on a European scale.

The ethnographic approach: key aspects

Etymologically, the term "ethnography" (which comes from "ethnos": tribe, people and "grapho: I write") means the description of the way of life of a society or a group of people. The ethnographic approach studies and protects common customs, traditions, norms and values which are internalised by individuals in a particular context and which determine and define their character.

People who share the same social group share a common structure and reasoning, so that individual analysis or approach brings us closer to the bigger picture.

Concerning the phases of the ethnographic survey, the anthropologist Jean-Pierre Olivier de Sardan states the following: *"The field survey, or ethnographic survey, or socio-anthropological survey, is very schematically based on the combination of four major forms of data production: participant observation (the investigator's prolonged insertion into the living environment of the surveys), interviewing (the discursive interactions deliberately elicited by the researcher), the recension procedures (the use of constructed systematic investigation devices), and the collection of written sources"*.

The central element of the research will be the organisation of several interviews with an ethnographic approach: they will be in-depth interviews, unstructured or open, aimed at dealing with past events and the life stories (or know-how) of the people interviewed: from the point of view of their productive activity and their way of life which links them to the history of the area.

Unlike standardized questionnaires ethnographic inquiry is a non-tuned conversation, without the predetermined script used in other qualitative research techniques. In other words, the survey is not governed by restricted questions or answers, but the interviewer will question the person on different topics based on their own answers.

The basis of the technique lies in the belief that the emotional response is deeper and more meaningful than intellectualised behaviour: through this technique, the interviewer obtains information about what the respondent **knows, thinks and believes**.

As part of the Eco-management project:

- Young people and other local representatives, with the support of partners, will play the role of "researchers" (investigators) who carry out a participatory observation process of their own area.
- Written documents associated with the activities described in the following pages will also be collected.

Objectives of the activity: 'Ethnological field surveys – practical work: phase one'¹ (IO3)

The objectives to be achieved for phase IO3 of the project are:

- To deepen knowledge of the know-how that will be the object of the "intergenerational transmission", the information of which is collected from the testimony of the elderly.
- To promote encounters, joint work and exchange among the elderly, young people and local players, especially by strengthening young people's knowledge of the area and its identity.
- Generate a set of skills among young people, which will be acquired through the preparation and transcription of the ethnographic survey (informal skills are described in Section 8 of the "Implementation Guide". However, throughout the document, the most relevant competencies are highlighted below by each phase of work).

¹ "L'enquête socio-anthropologique de terrain: synthèse méthodologique et recommandations à usage des étudiants" (2003), LASDEL (Laboratoire d'études et de recherches sur les dynamiques sociales et le développement local), octobre 2003.

Stakeholders

During the Ethnological Field Survey, the following groups will be involved:

- **Young people**, mainly (but not exclusively) 18-25 years old with social and/or economic integration difficulties, who will be the main participants in phase 1.
- **The elderly**, who are the holders of the know-how, who together with the young people will be the main players in the practical work phase. They will tell the history of the area in their own way. Though the European Commission considers people over 55 years old as 'seniors', the age range of seniors has not been defined in the framework of this Eco-management project. This is because people under 55 years old could learn from traditional techniques whilst at the same time having a specific know-how or skill.

The networks of seniors in each area of the partnership were formed in the previous phases of the project (IO1 and IO2).

- In addition, **members of local expert committees**, i.e. representatives of employment, training, integration centres, local sustainable development bodies, etc. and **citizens** will also participate in the practical work phase 1.
- Finally, the project partners will play a supporting role so that the ethnological field survey is carried out in accordance with the specific aims/directions of the project and the characteristics of their area

In each area of the partnership, three seniors and 12 young people (citizens) will be involved in this phase.

Purpose of the investigation

In accordance with the development approach of the Eco-management project, the themes/objectives of the survey will be grouped into:

- Techniques and know-how linked to the area (restoration of buildings: dry stone, wood, lime, clay working; old trades linked to furniture, resin, restoration etc.)
- Techniques for maintaining the natural environment (water, biodiversity, flora), technical approaches (manual clearing, planting, pruning, maintenance of the planted area,...)

More specifically, the ethnological field survey will focus on the different themes that the project partners identified during brainstorming activity (IO2).

Below is a summary table of the productive knowledge and know-how identified by the partners:

Partner	Identified productive knowledge and know-how

Survey Methodology

Prerequisites

The following methodology presents general guidelines, and the partners have **complete flexibility** to adapt them to their context and their area, because the profile of the elderly and young people and their activities will vary from one area to another.

The ethnological field survey will be conducted by means of meetings/interviews directed towards the elderly/knowledge holders and in which young people will actively participate with the collaboration of other local agents and the support of the project partners.

Initially, three interviews around (at least) three specific activities are proposed: one per elderly person involved in this phase.

At least four youths will participate in each interview, to reach the total number of young people involved (12), as required by the project. However, the partners will have full flexibility to organise the surveys with regard to the needs of their area and those of the participants so as to reach the number of beneficiaries established by the project.

The organisation of these meetings/interviews will depend on a **prior preparation exercise** when the know-how and the elderly are selected. In addition, the young people will make a preliminary record of their participant observations.

After the **meetings/interviews**, we will work on **recording** the results, by generating an activity file and a short video-clip, of the work.

Preparation of the survey

The survey will focus on personal memories of traditional practices which have continued for decades.

With regard to the form of the project, each partner must carry out at least one ethnological survey per area, with the objective of collecting all the knowledge and techniques of seniors and to encourage the elderly (holders of knowledge), young people (therefore citizens) and local participants to work together.

The preparation of the ethnological survey requires the following steps:

- A.1 Selection of activities and contacts with knowledge holders.
- A.2 Literature review and initial observation (preparatory exercise).A.3 Detailed survey definition.
- A.4 Preparation of persons participating in the interview.

A.1 Selection of activities and contact with knowledge holders (senior citizens):

- After the brainstorming within the Joint Discussion Group (IO2), the partner has a list of possible activities that can be shared with the young people These conclusions,

with the support of the Committee of Experts and/or local staff, will make it possible to decide which three activities will be the subject of the know-how transfer.

- Once the activities have been decided, the elderly must be contacted and here local members may be called upon to play the role of mediators.

A.2 Literature review and initial observation (pre-preparation exercise):

- Once the skills have been identified, the following preparation exercise is proposed: Members of the Committee of Experts and/or members of the local body/staff will provide what initial documentary information is available on the selected know-how/knowledge.
- The project partners will write a fact sheet summarizing the technique/know-how (what it does /what it consists of and who develops it). This sheet is given to young people so that they can complete it during an observation exercise of their area. In particular, they will be invited to:
 - observe if there is a technical/know-how element..
 - ask known people/family about the technique/know-how.
 - try to generate a list of questions/answers on the technique/know-how to ask during the next phase of the survey.

A.3 Detailed definition of the survey:

For this phase, project partners will detail some aspects for conducting interviews. More specifically, certain aspects will have to be decided, such as:

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

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

- It is also important to think about the results you hope to achieve and how to manage the information you obtain. With regard to the production of video-clips, it is important to decide *a priori* what type of report / testimony you want to film (see section 9 of the "Implementation Guide"). For this , it is necessary to adapt the proposed script and decide what is to be recorded (for example, the whole conversation will be filmed, the presentation and the person with an element associated with the activity will be recorded and then the audio will be used to add further excerpts... etc.).
- Other practical aspects:
 - Location of the interview: It is important to select a location without noise, which allows for adequate recording and no interruption. It is also recommended that the space chosen does not influence the conversation.
 - Duration: it is necessary to estimate the duration of the interview.. An hour or an hour and a half is the usual duration of this type of exercise.
 - Resources or materials are needed.

A.4 Preparation of officers participating in the interview:

Finally, the information necessary for the proper execution of the interviews will be provided to young people and adults.

Preparation of the elderly:

- It is important to anticipate the duration and place of the interview for the elderly; explain the project and its characteristics (active participation of young people, "formative" objective of the protagonists, etc.).

- It will also be necessary to anticipate the results in order to make a short video.

Preparation of young people:

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

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

- Organization and planning.
- Decision-making.
- Communication and active listening.
- Teamwork.

Maintenance

After the preliminary preparation phase, this will already involve an observation/reflection exercise, the central element of the research: interviews with the holders of the know-how should be conducted. In the first instance, it is proposed to hold three interviews; one per elderly person who participates, each participant is associated with an activity/ know-how. It is proposed that at least four young people participate in each interview. However, the partners will have full flexibility to organise the surveys according to their local context/availability so they reach the numbers established by the project (three elderly and 12 young people).

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

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

*An additional proposal that would be interesting to implement is to maintain a continuing dialogue between the senior and the young person: the senior provides his opinion/information and the young person updates/reflects on this subject with his current awareness

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Some advice on the proper organisation of the interviews:

- First of all, it would be useful to introduce all the participants and give a brief presentation of the project and phase 1 practical work.

- Prior consent must be obtained to proceed with recording and the expected duration must be indicated.
- To help develop an ethnographic survey, the following types of questions can be used:
 - Descriptive questions: these can be differentiated into two blocks, the more general where the interviewee will be asked to describe the activity/know-how ("could you describe.?"") and the more specific questions to associate the general descriptions with the personal e.g. ask for an example from the interviewee's experience).
 - Questions about language: to reflect the personal or hypothetical situations. Structural questions which allow the interviewee to organise his knowledge ("how many types of...?")
 - Questions of comparison that differentiate between the aspects of similar concepts ("What is the difference between...?")
 - Statements stimulating interest and further comment... ("I didn't know that...")

Finally, it is essential to ensure that this phase is properly recorded. Double recording is proposed:

- Sound recording.
- Video recording via mobile.

Photographs will also be taken during the interview.

An active collaboration of young people is expected, through which they will acquire the following skills:

- Communication and social abilities.
- Active listening.
- Teamwork, division of roles and responsibilities between the young people involved in each interview.

Further processing:

The following phases are proposed after the completion of the interviews:

- C.1 Transcribing recorded information.
- C.2 Production of video-clips.

C.1 Transcription of recorded information:

A transcript of the recorded information will be made, which will enable the activity sheet to be completed. We expect to be able to process three activities/know-how and therefore have three cards, one for each senior interviewed.

The proposed sequence of work is as follows:

1. The young people who participated in the interviews / meetings listen again to the content of the interviews (which was recorded in video/audio format) and generate a first draft of the cards based on the testimony of the elderly.

2. The research team, with the support of members of the Local Expert Committee, may provide additional material or information to compare testimony in order to consolidate the case.

The proposed model form is as follows:

GUIDELINES FOR DEVELOPING THE INFORMATION GATHERING SHEET BY KNOW-HOW	
Name of the activity / know-how	
I.-Description of the activity	<p>Among others, the following elements should be described:</p> <ul style="list-style-type: none"> - What is the activity? - What techniques / procedures do you use? - What materials do you use? - What products do they generate? How are they marketed? - How is the activity organized? Who are the community/family members involved and how is this related to the process?
II - Link with the area	<p>Among others, the following problems can be solved:</p> <ul style="list-style-type: none"> - Brief description of the history of the activity on the area. When did it begin and how did it evolve? - Does this require the use of resources specific to the area? - Does the activity have a physical location in the area? Place and / or type of space in which it takes place. - Do the products / results allow other activities of the area and / or traditions (festivities, heritage elements... etc.)?
III - Opportunities and limits of current development	<p>In this section, the following aspects can be described, among others:</p> <ul style="list-style-type: none"> - Favourable elements for the development of the activity (for example, space, raw material, etc.) and main limitations / threats. - Reflecting specifically on the viability of the activity: the possibility of marketing the products; the possibility of combining /redirecting / updating the activity. <p>Needs for the start-up:</p>

	<p>What conditions must be met to be able to promote this activity? Initial investments / materials and / or resources needed</p> <p>What other agents should be involved and how should this activity be developed (For example, a certain type of permit is required, allocation of a certain type of space...)</p> <p>- Prestige / acceptance:</p> <p>What evaluation/perception does the local community have of this activity? How can its value / prestige be transmitted / increased?</p> <p>How could the value of this opportunity be increased?</p> <p>What communication / marketing is necessary?</p>
<p>IV - Possibilities of organising a training session around the activity</p>	<p>- How many people know the development of this activity?</p> <p>- What basic elements are required to start this activity?</p> <ul style="list-style-type: none"> ○ Theoretical and practical elements. ○ Materials and / or installations. ○ Who should be involved. <p>- What formative steps would be necessary after this start?</p> <p>- What additional learning modes are recommended? What trajectory / evolution is expected?</p>

The model form to be completed is presented in Annex II.

C.2 Production of video-clips:

C. The young people will work on the making of a video clip whose production will follow the recommendations of the Implementation Guide (see section 9 of the "Implementation Guide").

To comply with the requirements of the Erasmus+ Programme, all video-clips will have to present the logos of the Erasmus+ Programme and the Eco-management project, as well as the Commission statement.

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

- Analytical and critical thinking skills: listening analysis and transcription.
- Creativity and skills linked to new technologies

Self-evaluation of the work phase and commitment

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

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

In this regard, seniors and young people will fill out an evaluation questionnaire, to collect their opinions, recommendations and suggestions for improving the transmission of know-how or other aspects of the experimentation phase.

The results will be synthesised and included in the experimentation report that the partners will prepare once the experimentation phase is completed.

The model questionnaire is presented in Annex III.

Experimentation report

At the end of practical work phase 1, the partners will draw up a report to summarise the results of the pilot studies carried out in their context.

The experimental report contains the following:

Introduction,

- Working methodology used (information on beneficiaries, contents of pilot study, place of interviews, phases of the ethnological survey, etc.)
- Information collection sheets (completed during the experimentation phase)
- Results (including the results of the evaluation questionnaires)
- Conclusions
- Annex (Evidence).

Evidence

Partners will keep the following evidence:

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

Annex I - Prior Consent Template

Right to use the image for the European Eco-Management Project

I <Name > <First name>

Living at: <Address + Post code + City>

Born: <Date of birth> <City>

Identity card: < N° Identity card >

Authorizes

The <Name of the partner> and its representatives to reproduce and use my image within the framework of photographs and video-clips selected for the Project "Eco-Management: knowledge of yesterday, know-how of tomorrow", (Project N° 2017-1-FR01-KA204-037222), financed by the Programme Erasmus + of the European Commission.

In the same way, I authorize the publication (by web page, social networks and other channels of communication) of my image by the <Name of the partner> and its representatives and the rest of the partners of the Eco-management project.

This authorisation to use my image rights is granted free of charge.

Done at <City name>, on <date>

<Signature>

Annex II - Template for know-how collection form

KNOW-HOW COLLECTION SHEET	
Name of the activity / know-how	
I.-Description of the activity	
II - Link with the area	
III - Opportunities and limits of current development	
IV - Opportunities to organize a training session around the activity	

- Recommendations / Suggestions

If I had to start the whole exercise again here is what I would do differently :

.....

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