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CENTRAL EUROPE



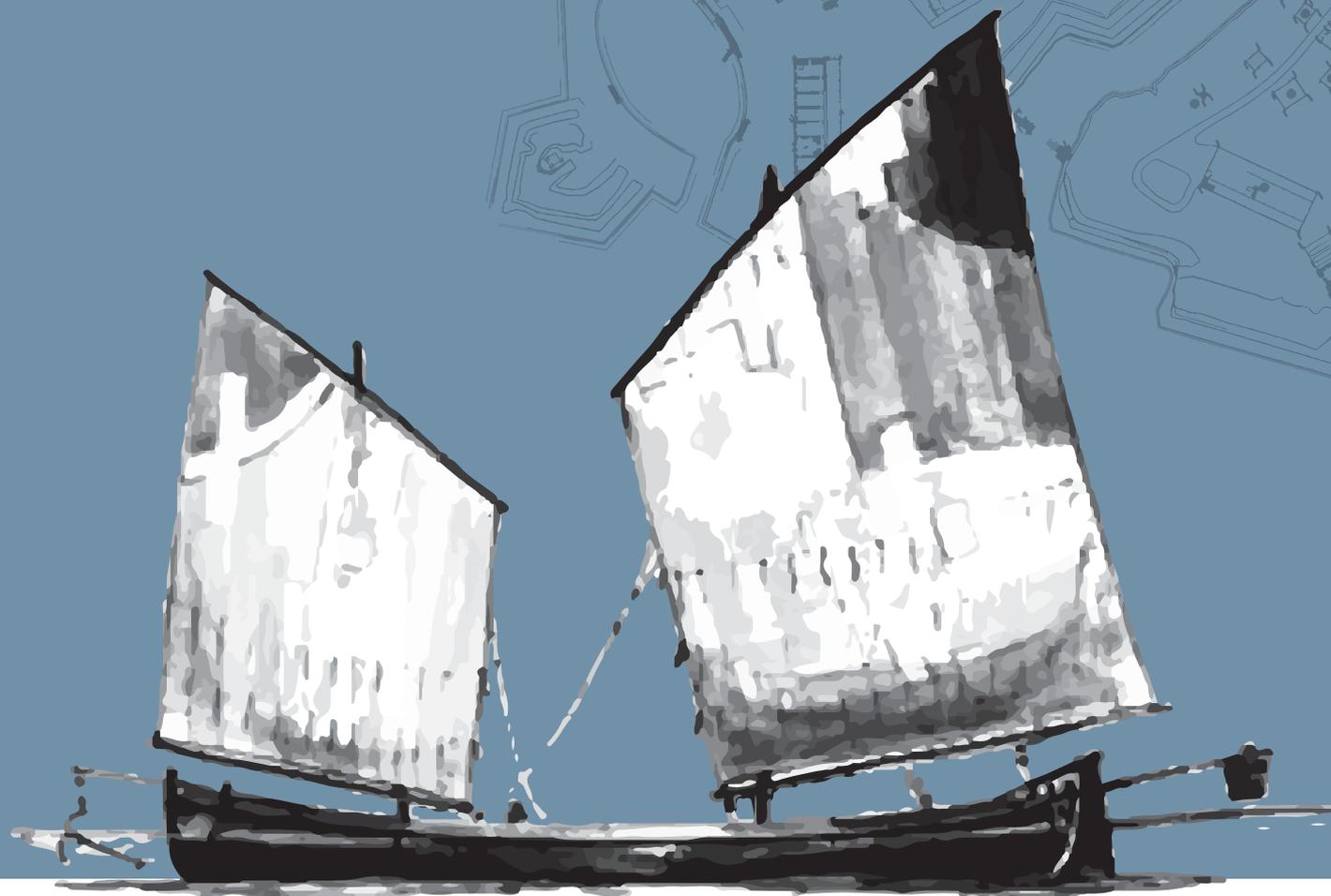
**YouInHerit**

European Union  
European Regional  
Development Fund



# YouInHerit project **TRAINING ON ACTION PLANNING**

.....  
incl. Tool development workshop and site visits





**DAY 1 - 9<sup>th</sup> May Venue:**

Marco Polo System, Via Forte Marghera 30, Venice IT (Fort Marghera)

17:20 - 20:00

**Training on Action Planning - Site visit 1. - abandoned heritage**

*Venue: The abandoned shipyard "Squero" Roggio in Mestre*

Site visit of the Shipyard Roggio guided by the venetian Association of Carpenters and Shipwrights "Società di Mutuo Soccorso Carpentieri e Calafati".

*Experiencing the case study of the abandoned Roggio shipyard, aimed at promoting the regeneration of the Venetian seafaring tradition. Buildings are located in the Mestre city center but the local population almost forgot the main purpose of the place: the Canal Salso and its waterfront.*



incl. Tool development workshop and site visits

<b>DAY 2 - 10<sup>th</sup> May:</b> Marco Polo System, Via Forte Marghera 30, Venice IT (Fort Marghera)	
9:00 - 12:30	Traditional Crafts Redevelopment in a Globalised Economy
9:00 - 9:45	Presentation of the thematic workshop and the applied methodology: definition of a common Glossary
17:20 - 20:00	Theoretical introduction on the perspectives of traditional crafts redevelopment in Europe <ul style="list-style-type: none"> <li>• Culture and the Pillars of Sustainable Development (horizontal theme)</li> </ul>
<b>11:00 - 11:15</b>	<b>Coffee break</b>
11:15 - 12:30	Training on Action Planning - Table of content explanation
<b>12:30 - 13:30</b>	<b>Light Lunch</b>
13:30 - 17:15	Training on Action Planning
13:30 - 15:30	Action Planning in the management plan <ul style="list-style-type: none"> <li>• Group Work participants are divided into 6 groups according to the region where they come from to simulate Action Planning for Traditional Crafts activities</li> </ul>
<b>15:30 - 15:45</b>	<b>Coffee Break</b>
15:45 - 17:00	Groups reports
17:00 - 17:15	Conclusions



incl. Tool development workshop and site visits

<b>DAY 3 - 11<sup>th</sup> May:</b> A BUS will pick you up at Hotel President, Mestre	
<b>9:00-13:30</b>	<b>Turning theory into practice</b>
8:30 - 11:30	Training on Action Planning - Site visit 2. - revived heritage <i>Venue: Certosa Island</i> <i>Experiencing the case study of the formerly abandoned island of Certosa, regenerated through a public-private partnership, aimed at promoting the Venetian seafaring tradition. Buildings and the green park in the Island have been turned into a public space with public-private facilities for boat enthusiasts.</i>
11:30-13:00	<i>From Certosa Island to Castello (Seat of the Association of Carpenters and Shipwrights "Società di Mutuo Soccorso Carpentieri e Calafati" Antico Ospedale dei SS. Pietro e Paolo" Castello - Calle San Gioachin)</i>
<b>13:00-13:45</b>	<b>Light Lunch at Castello</b>
13:45 - 17:00	<b>INTERACTIVE SESSION - Tool development workshop</b>
13:45-15:30	Tool development workshop Joint Elaboration <ul style="list-style-type: none"> <li>• Presentation of the Preliminary Toolkit - summarizing the process of Tool development: collection of good practices, leading to the Final Toolkit</li> <li>• Work session in 6 Groups about implementing the Tool, starting with the involvement of young people (EXERCISE SIMULATION OF IMPROVEMENT)</li> </ul>
15:30 - 15:45	Small break
15:45 - 17:00	<ul style="list-style-type: none"> <li>• Presentation of the results of the groups</li> <li>• Joint discussion</li> </ul>
17:00-19:00	Visit of Shipyard Crea <i>Venue: Giudecca Island</i> <i>The small scale Shipyard (squero) Crea is an example of best practice. It is the only "squero" that combines tourist facilities with the traditional construction of the Gondola, provided by Crea with all its components (forcola, remi).</i>



<b>DAY 4 - 12<sup>th</sup> May:</b> MPS seat, Via Forte Marghera 30, Venice	
9:00 - 12:30	Creating Networks at Local Level and International Level
9:00 - 10:30	Training on Action planning <b>INTERNATIONAL LEVEL:</b> working with international institutions <b>LOCAL LEVEL:</b> Working with stakeholders - effectively increasing the interest of stakeholders and young people <ul style="list-style-type: none"> <li>• <b>POSTER SESSION:</b> working in 6 groups</li> </ul>
<i>10:30 - 11:00</i>	<i>Coffee Break</i>
11:00-12:30	<ul style="list-style-type: none"> <li>• Presentation of the results of the groups</li> <li>• Joint discussion</li> </ul> Conclusions

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## Presentation of the Training-Workshop

The scope of this meeting is to advance the achievements of the YouInHerit Project so far, starting by capitalising on the partners' own regional experiences and thus allow for the planning of a new phase. The main content of the meeting is in fact the "action planning" phase.

In this light, the meeting has been prepared on the basis of the **First Draft of the Comparative Study** and on the final **Regional Status Quo Analysis (RSQA)** sent by partners on their reference area, stressing the common potentials and problems (clearly addressed in the SWOT Analyses), but always with an eye to the EU and International perspective.

**The main idea with this workshop is to learn about Action planning and implementing the ToolKit development activities.**

Each partner has an extensive experience in their field of expertise and a deep knowledge of their sites and related socio-economic conditions, offering thus a perfect discussion platform for the adoption of a holistic approach. Sustainable development has been chosen as a horizontal theme; its main aim is to prioritise the inclusion of Youth in all processes.

The main results will contribute to the **elaboration of the Transnational Toolkit (D.T3.2.4)**, offering insights on possible future developments of the **partners' projects**, as well as **improving partners' confidence** in working in groups and towards a common planning. Within the framework of the training, the joint methodology for Regional Action Plans will be presented and processed jointly, preparing Partners for the elaboration of draft regional Action Plans.

This document is meant to smoothly prepare partners to share their knowledge, to get acquainted with the approaches to Cultural Territorial Planning and Management, to experience once more the governance practice, as well as to improve the Transnational Toolkit and to prepare for the elaboration of Regional Action Plans, which will be the main outcomes of the YouInHerit Project.



## The Locations - some specific insights on Venice

The workshop will be carried out in Venice, which has to be seen from the project perspective as an historic example of territorial management, not merely as a heritage site where beautiful architecture, pieces of art, music, theatre and crafts have found expression over more than one thousand years.

Over centuries, Venice had been developing along specific territorial organisations that started far beyond the present borders of the city, to offer the best benefit to the city itself. This includes, for example, the management of lands and woods along the Adriatic coast to provide the most suitable raw materials to the crafts and main industries of the city. The main examples are related to ship building and architecture, which are linked to the precious woods from Cadore and Istria, as well as the stone quarries in Istria. These are examples of traditional "industries" entailing local crafts, which have almost disappeared, but are acknowledged by relevant story telling and museums in the area.

For the purpose of the YouInHerit project, the boat building industry is the one we will focus on:

- During the meeting, site visits to Forte Marghera, Giudecca and Certosa Island will offer examples of the attempts to preserve important traditions in the lagoon. These are not out-of-date, but very contemporary and in line with the new circular economy concept based on sustainability.

For participants with some knowledge of Venice, it will be interesting to know that the city also developed its own topography, often based on crafts. The historic city is developed into six main areas, each one organised in civic numbers according to the orientation of the grand canal, but the streets (in Venetian Calli) were often named after families, communities or specific crafts and shops.

Another important contribution of Venice to the history of arts and crafts is the establishment of the Scuole/Scole, organised cultural and political associations of craftsmen, tasked with defending their rights and promoting their work (i.e. scole dei Calegheri, Becheri, Pittori, Varoteri, etc.)



## How the Training is organised

For the participants' own comfort, it is important to share basic organisational points.

1. **Participants are divided into groups for workshops sessions.** In this respect the organisers will define the most appropriate composition according to the expected achievements, or by the provenience, as in the Regional Action planning workshop.
2. **Setting the rules** will lead to a respectful and cooperative training, especially during workshop sessions. The following rules have been proposed:
  - a. Everyone is responsible for the success of the workshop;
  - b. Everyone should be on time;
  - c. Active participation is expected from everyone;
  - d. The work should be focused and not too general;
  - e. Accepting others' positions and ideas is welcome;
  - f. Have a positive and not pessimistic approach to proposals;
  - g. No distractions (no facebook, twitter, etc. unless for very urgent personal matters).
3. **Main presentations by Marco Polo System GEIE** and guests will be on:
  - a. Action Planning
  - b. Culture as the 4<sup>th</sup> pillar of development;
  - c. Governance;
  - d. Orientation of international organisations and the EU in the YouInHerit field
4. **The working methodology** will consist mainly of:
  - a. **Frontal lecture** (no more than 3 hours in total)
  - b. Poster session
  - c. Simulation workshops

In group sessions the group will be entitled to select/elect a leader/representative, who will be responsible (with assistants if necessary) for wrapping up the discussion and achievements of the joint work.

### 5. The Logic of the Training

As anticipated in the presentation, this training-workshop is meant to offer an additional shared vision on traditional crafts through action planning and ToolKit development.

Regional Action planning should be based on partners' gap analyses (i.e. how to improve the situation) and will help the participations in preparing their Regional Action Plan.



## Day by day explanation

### Day 2, Traditional Crafts Redevelopment in a Globalised Economy - Morning Session:

- Prior to the Presentation of the thematic workshop and the applied methodology a common Glossary will be defined (see page 23). This will be followed by a Theoretical introduction on the perspectives of traditional crafts redevelopment in Europe, which nowadays reflect a holistic approach based on the concept of SUSTAINABILITY (horizontal theme).

This introduction is necessary because too often in cultural projects the basic idea is "my product is the best in the world, I should promote it to attract tourists". Instead, it has been clearly shown that cooperation and territorial-oriented policies are more successful. The fundamental theoretical achievement is that culture is not the 4<sup>th</sup> pillar of development, but rather the glue that keeps together the other pillars: environment, economy and society.

At the beginning Mr. Marco Acri, trainer of the Workshop, coordinator of the international doctoral programme in "Economics and Techniques for the Conservaiton of the Architectural and Environmental Heritage" jointly established by University of Nova Gorica and Università IUAV di Venezia and based in Venice, will have a presentation on Culture and Sustainable Development with references to management and governance.

Sustainable development entered the debate on growth and development already in the early 1970s. Although, this particular expression was not used then, the Reports of the Club of Rome on *The Limits to Growth* and the 'Zero Growth' formula can be considered as a starting point. Even then, the tussle between needs and resources was believed to be a source of disequilibrium and the famous zero growth formula was proposed as a remedy. However, then, the approach was essentially economic and growth-related risks were attributed by and large to the depletion of resources [Greffé & Maurel, 2009].



The training proceeds with an explanation of the Table of contents for Action planning. This should be used for preparing Regional Action plans (Project output).

- Group Work participants are divided into six groups according to the regions where they come from to simulate action planning for the development of activities related to Traditional Crafts.

#### The Action Plan as part of a Management plan

The theoretical progress of the management plan is clearly based on the economic approach. However, the recent creation of territorial development strategies based on culture and cultural heritage have highlighted that (in line with the previous concept of culture as glue for sustainable development) cultural development and historical valorisation were already part of territorial development.

The management plan is driven by the need for preservation and valorisation. The basic needs or scenarios should be described, pointing out the main deficiencies, such as scarce maintenance or general need for conservation activities, lack of measures in case of disasters or overuse of the site/territory, lack of visitors, users, researchers of the site, slow abandonment of a place, too high unemployment rate.

The management plan is composed of 4 main phases:

1. Assessment. This has been done cleverly in the first phase of YouInHerit. The socio-economic data are available. A more detailed assessment of the cultural area would be important. Concepts such as Significance and Values should be highlighted (why is it important).
2. Action Planning. Prepare a vision for the Regions, long-term objectives, short-term objectives and actions (immediate and long) that allow their attainment. This will also enable participants to define step-by-step all relevant stakeholders, and determine the need for Capacity Building, Cultural Heritage Valorization (Investments), or Skills Development actions.

Write the statement of relevance of the site. Write the appropriate vision.

3. The implementation phase requires leadership. In this case, an institutional work has to be done, finding an agreement among stakeholders on whom to designate as manager of the site and what his/her responsibilities are.
4. Monitoring phase. In this part, a monitoring strategy should be defined. This may involve new projects and even demonstrate that the management plan is wrong.



### Main steps of action planning

Preliminary steps:

- What is the object of the action plan?
- What is the result that we need to achieve?

A focus on the contents:

- 1) Defining the vision (values and significance of the site) or project: Statement of importance/values of the site

1. Value / Significance:	Movement of people because of the conformation of the land (commerce, transportation, etc.)
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This general assessment of the values and significance of a site is taken from the description of a World Heritage Site and is not completely in line with any cultural place. However, determining the site's significance and its values is an outstanding "exercise" towards describing the potential vision of the place, and in determining objectives and potential new stakeholders. The World Heritage Site description also includes concepts of **authenticity and integrity**, which should be positively assessed in any site, especially when dealing with intangible assets. The description of the values and the significance of a place (not referring to the World community, but simply to the *national, regional or local context*) could be explained in a single page.

- 2) define a GENERAL OBJECTIVE

Defining the general objectives of a strategy in reference to the preliminary vision of the project means understanding its main long-term achievements. These may refer to the long-term preservation of a place, a tradition or a cultural landscape. In these terms, general objectives usually focus on enhancing a single value, such as improving tourism or turning mass tourism into cultural tourism, improving accessibility, generating socio-economic well-being, reducing pollution, etc. The general objectives are those related to the conditions that are effecting (but are also affected) by the participants' initiative.

1.1 General Objective:	Maintaining and improving accessibility and movement in the Region, without undermining the landscape's heritage character
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A general objective in the action

3) define the SPECIFIC OBJECTIVE

Specific objectives derive from the general objectives and are usually characterised as being short-medium-term and essential for achieving the general, more impacting ones. Taking the previous example of general objective named “improvement of accessibility”, specific objectives can favour the use of bikes in urban regions, promote pedestrian areas in city centres, improve public transport and its network. Another example related to the general objectives, named “enhancing tourism flows”, may be achieved through specific objectives, such as supporting the redevelopment of local traditions, campaigning in favour of regional cultural heritage, promoting research on food quality.

It is very important to distinguish the specific objectives from the actions, because the objectives are the targets (and may be measured in different forms), while actions are the activities/decisions to reach the objectives.

1.1.1 Specific Objective:	<b>Updating and/or revising the municipal regulatory plans according to the principles of Historic Urban Landscape</b>
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4) define the action to be taken to reach the general objective

As previously specified, actions are the measures that are put in place to obtain specific objectives. They are immediate solutions to an issue and are needed to solve a problem. Referring to the previous specific objectives, favouring the use of bikes in a specific region entails an action based on adopting public bike sharing. Soliciting pedestrians in the city centre is defined by an action that dictates closing the city centre to cars. Actions for the specific objective named “supporting redevelopment of local traditions” may include labeling local products, giving incentives, creating networking among local producers, etc.



Once the specific objectives are defined, there must be an action that makes them possible. For the same specific objective, different actions may be implemented in parallel.

Examples of Actions:

- 5) Identify the main stakeholders and position yourself and define a strategy to involve the 4th group of stakeholders including young generations.

1.1.2 Action to undertake:	<b>Communication and dissemination events on the principles of HUL and Cultural Landscape</b>
1.1.3 Action to undertake:	<b>Identifying site vulnerability - map of risks</b>
1.1.4 Action to undertake:	<b>Establishing a mitigation system with guidelines relevant to historic buildings</b>
1.1.5 Action to undertake:	<b>Organising training sessions for local administrative staff and professionals</b>
1.1.6 Action to undertake:	<b>Elaborating guidelines for buildings inspections</b>

Identification of appropriate stakeholders is an essential phase. On one side, we may place stakeholders who may favour or allow the participants’ initiatives. On the opposite side, we should consider competing stakeholders. Stakeholder positioning, i.e. understanding clearly the value of your initiative and who may care about it represents a critical step. However, the general approach to stakeholders requires the definition of primary stakeholders, those that are called context setter and key players, and usually include the “owners” of a place or activity. In a second stage, the involvement of Subjects must be considered, these may have an affect but enjoy low power. In the end (but the present tendency is to take them first) comes the crowd, who does not have immediate interest, but could have it if properly informed.



**EXERCISE:**

The group will have to work out the Action plan on a Regional base according to the following steps and the GAPS identified in the Regional Analyses. Using a POSTER / COLORS / POST IT.

**Step One (10 minutes): brief discussion within the group** - Define the roles in your group (leader representing the main author of the Regional Action plan and each member should represent a stakeholder of the Region) and write the first VISION for your Region. Keep it simple (one sentence). Key words: youth, sustainable development, crafts.

**Step Two: Reflection** – Take the Regional Analysis and go through the GAPS. After this exercise, go back to the vision and see if it may be amended.

**Step Three: Team Focus Areas**—Think about what you as leader should be doing, collecting the needs of your stakeholders (represented by the other members of the group).

List them and select four to six to be kept as your team’s core focus areas. These focus areas may include items, such as *promote local identity, make profit, save family enterprise, employ youngsters, etc.*

Chart your focus areas on a scheme as shown in the table below.

**Step Four: General objective/action question**—for each of the focus area, write down 1 to 4 specific questions to wonder or actions to be taken in favour of the focus area. These are specific questions that clarify what specifically needs to be solved, researched, brainstormed, defined, created, or promoted by you as leader. These questions should encourage your team to think like a learning group.



**EXAMPLE:**

Focus Area	Action Questions	Action Items	Identified GAPS
Promote Local Identity	How do we include youngsters? Why is it disappearing?	Training courses for youngsters	Lack of interest.
To make profit	How can we sell the products? Who is going to buy them?		
To employ youngsters	What are youngsters willing to do? What are they studying? How much time do they need to learn the job?		

**Step Five: Elaborating the appropriate actions**—For each action question identify one or two specific actions that the team can work on together.

**EXAMPLE:**

Focus Area	Action Questions	Action Items
Promote Local Identity	How do we include youngsters?	Organizing activities at the secondary schools

**Step Six: Prioritizing**—Once as a leader you think you have done all, make priorities of the questions and actions.

The main priority should be the one more in line with your interest or competences. Then, you can decide which actions will catch your team’s attention and begin your work as a team.



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then setting the vision	
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specific objective	
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**Day 3, INTERACTIVE SESSION**  
**Tool development workshop,**  
**Afternoon Session after the visit.**

- Presentation of the Preliminary Toolkit emphasizing the whole process of Tool development: from collection of good practices to Final Toolkit in 2019.
- Work session in 6 Groups will be about implementation of the Tools starting from the youth involvement (EXERCISE SIMULATION OF IMPROVEMENT).

Based on the visit on Day 1 (9 May 2017) and the Working Sessions on Day 2 (10 May 2017) on Action Planning - Management Plan Development and Cooperative Stakeholders management, Day 3 will focus on Toolkit Joint Development.

The session will be based on the partners' contributions, namely the RSQA, the First Draft of the Comparative Study and on the Preliminary Toolkit prepared for this meeting.

The identified pilot types are:

- Capacity Building,
- Cultural Heritage Valorization - Investment Type,
- Skills Development,
- Other (not perfectly matching the pilot types)

However, they include also a different typological organization given by the theoretical sectors of the proposed practices, namely:

- Labelling;
- Cultural Events;
- Landscape preservation;
- Unemployment Reduction;
- Enhancing Urban Landscape;
- Youngsters education;
- Site regeneration;
- Cultural Tourism;
- Institutional measures.



They have been divided according to the main YouInHerit pilot types, but also according to their thematic specificity.

	Project/Tool	pilot types	Typologies
1.	Traditional Products Mark	Capacity Building/ Other	Labelling local products
2.	Festival of Falling Trades	Investment Type/ Other	Events for Promotion and testing
3.	Piran's salt pans	Investment type	Landscape preservation
4.	Guarantees for Young People	Skills Development/ Capacity Building	Unemployment Reduction
5.	Budafok Promotion	Capacity Building/ Investment Type	Urban Landscape Valorisation
6.	Botteghe di Mestiere	Capacity Building/ Skills Development	Youngsters Education/Training
7.	Museum of Traditional Boats	Investment Type	Site Regeneration
8.	Ecomuseum	Skills Development/ Capacity Building	Tourism and Crafts
9.	Centre DUO	Capacity Building/ Investment type	Institutionalisation

### Labelling regional/\*local products (Croatia, Istra) - Capacity Building/Other

Although considered of scarce impact by the Croatian Chamber, the project to encourage the assignment of a mark/label for traditional artistic crafts is a good tool. The intention of the Croatian Chamber of Crafts is to encourage the state, county and local governments, and especially tourist boards, to preserve, cultivate and recognise the characteristics of traditional art and culture through the use of labeling, that is assigning a controlled label of origin to traditional products. The limited success of the initiative depends on the fact that institutions and municipalities in Istria did not recognize the importance of the mark, possibly due to a lack of communication by the Chamber of Commerce. The result of this bad networking lays in the fact that today only three crafts hold the mark of traditional crafts in the entire Istrian territory. Also, there is no specific support or advantage for the craftsman who possesses the mark.



### Events for promotion and testing (Poland, Mazovia) - Investment Type/Other

The Festival of Falling Trades is a good example of Events organization. It aims at promoting products of trades which are becoming obsolete, thus losing appeal and market. The event enables people to know rarely performed professions, thus promoting their potential in a circular economy policy. Craftsmen from all over Poland are invited to participate in the festival. Guests can observe the work of a blacksmith, a potter maker, an embroider and many other makers representing handwork in wood, paper and metal. The availability of free workshops enables participants to familiarise with the craft and the products, and learn about it. Among other attractions, the festival offers artistic performances, contests, scientific shows or food sampling. Being the festival very popular among the residents, it can be used as a means to disseminate the value of crafts and traditions connected with the brewing industry during the event, raising awareness of the many cultural values related to the complexity of brewing.

### Cultural landscape preservation - Investment Type/Other

The Sečovlje and Strunjan salt-pans are the only ones in this part of the Adriatic, where salt is still being produced and where the traditional procedure of its production has survived until this very day. Today, the economic role of the pans is subjected to its nature conservation and cultural roles: the produced salt is a delicacy to gourmets; preservation of the salt-pan customs and habits has been aided by cultural heritage awareness; the salt-pan area is giving shelter to rare or special plant and animal species. Thus, it offers a reserve of ecologically precious residential environment, and a recollection of a once rich Mediterranean cultural heritage and currently disappearing landscape.

In the salt-pans several activities are guaranteed, as the landscape preservation, including nature protection (birds migrations continuity), festivals organization, traditional production and selling (through labeling).

### Unemployment reduction through practice (Slovenia and Poland) - Skills Development/Capacity Building

In early 2014, the Slovene Government approved the implementation of the plan Guarantees for young people, with the aim of improving the situation of young people in the labour market. However, as in other European countries, despite this measure precarious work developed.



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Under the Guarantees, 36 measures were implemented with the aim to improve the transition from education to employment, faster entry of unemployed young people in the job market and reduced youth unemployment. 19,374 young people, aged 15 to 29 years, were to be integrated this way. In the field of traditional crafts revival, the following measures are of note:

- Scholarships for professions in short supply
- Setting up support for young farmers
- Payment scheme for young farmers
- Acquisition of additional skills for youth in the field of cultural activities within JSKD
- Promoting entrepreneurship for young people (Youth Start - Entrepreneurial Challenges)
- Promoting entrepreneurship among young people with access to entrepreneurship.

The lack of participation of various stakeholders in the implementation of the envisioned measures was the main issue. Additionally, some measures did not in fact contribute to youth employment or facilitate the transition of young people into the labour market.

### Enhancing Urban Landscape (Hungary, Budafok) - Capacity Building/Investment Type

This tool/project aims at building on the local wine and champagne culture and traditions, with active engagement and contribution of the district's younger residents. Budafok-Tétény is planning to become one of Budapest's well-known, popular tourist destinations by means of promoting traditional skills and knowledge. Its heritage sites should become more and more popular among locals as cultural and recreational programme venues. The centre of Budafok has been identified as the meeting point, cultural centre of the district, primarily by local demand-based catering services and open wine cellars. By giving value to cultural heritage and crafts, Budafok-Tétény may become a popular cultural alternative to the centre of Budapest with its own identity and unique characteristics, the "Wine Quarter of Budapest", a complementary programme for a wider scope of both domestic and international tourists coming to the capital.

### Youngsters education - training, internships, etc.- (Italy, Veneto) - Capacity Building/Skills Development

The project "Botteghe di Mestiere" ("Laboratories of craft") is included in a National Programme by the Ministry of Employment, for the development - among the young generation - of a new labor market based on innovative traditional crafts. Launched also by the Veneto Region to valorise the numerous traditional crafts in the area, the project allowed between 2013 and 2014, to activate 122 internships at well-established local enterprises. The initiative involved 79 firms and around 900 youngsters.



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The results of this initiative can be exceptional because they open new markets by means of tradition. This is of particular importance for young people because they are (as highlighted in the report) very attracted to new technologies but are not able to organise their entrepreneurial and innovative ideas. Rethinking traditions with new techniques and materials may be a good perspective.

### "Site" regeneration through traditional crafts and practices - Investment Type/Other

MIT - Traditional Boats Museum is an interesting project combining education and management for financing. The project was launched to safeguard traditional (mostly wooden) Venetian boats by creating a physical museum-laboratory to communicate the values of making and using. The project's idea aimed at recovering the seaport role which Marghera had in the past since its transformation in fortress. Inside Forte Marghera, a formerly industrial building of the army was converted into museum/laboratory, asking for the "contribution" of different associations, organizations, public and private authorities. The financial contribution by the region and the municipality was matched by the in-kind/voluntary contribution of several organization (including the one possessing the collection) to make the project possible. This is a clear example of alternative financing. Beyond exhibiting traditional boats, the project aims also at devising educational itineraries and setting up laboratories for the construction and the renovation of traditional crafts. It should be stressed that the promotion of traditional boats is exemplary in the context of a circular economy, because it shows examples of sustainable mobility in the lagoon, and is not merely an attempt to preserve and promote traditions connected to fishing and craftsmanship.

### Tourism and crafts (Croatia, Istra) - Skills Development/Capacity Building

A good example matching tourism and tradition comes from Vodnjan. The project of "Making a unique touristic product with education and networking" is run by the Association Istrian - Ecomuseum from Vodnjan together with the Association of tourist facilities renters Vodnjan and the Association "AGROTURIST" Vodnjan, and it is co-financed by the Ministry of tourism. The project encourages young people to develop their skills in selling high-quality agricultural products through cultural tourism using web marketing as a platform to bring together Vodnjan's cultural heritage, tourist accommodation providers and agricultural producers. One of the aims of the project is that every guest of Vodnjan's territory can find in their family accommodation all the info about where to get traditional local high-quality food and other products, where and when to visit cultural events and exhibitions, thematic walks in the olive orchards, tastings, etc. One of the project activities is to organize thematic workshops for producers with the aim to raise standards in ecological agriculture and to establish and equip a common space where young people can process fruit and vegetables in ways that create the necessary prerequisite to start a business or expand it.



### Institutionalisation (Slovenia, Pomurje) - Capacity Building/Investment Type

A good example is the institutionalisation Centre DUO - Centre of domestic and artistic crafts in Veržej. Centre DUO operates towards establishing systematic preservation and development of crafts and, at the same time, stimulates the regional development potential of Pomurje. For young people but also to other age groups, the centre represents an important meeting point for various forms of traditional crafts, where different workshops, training and other forms of education are carried out during the year. With such activities they contribute significantly to the protection of cultural heritage and traditional crafts. Initiatives include not only learning but also educating, organising training sessions (e.g. pottery), knitting, straw elaboration, etc.

#### Day 4, Creating Networks at Local Level and International level, Morning Session:

- working with project stakeholders and representatives of international organizations, making stakeholders and youth interested in traditional crafts redevelopment.

Having acquired experience on Action planning both through the Management Plan Methodology and the Toolkit Joint Development, partners will be invited to contribute to a more “Institutional” session that will include two levels: INTERNATIONAL LEVEL - working with international institutions; and LOCAL LEVEL - working with stakeholders, listening to their needs and making stakeholders and youth really interested in the proposed activities.

- This part includes a POSTER SESSION: working in six groups.

In the second part of the Morning Session, Mr. Alberto D’Alessandro, trainer of the workshop and former director of the Council of Europe Office in Venice, will be guiding a discussion on the potential suggestions to the EU to improve the policies in support of traditional products, craftsmanship and cultural heritage.



**Glossary:** the glossary offers a common understanding of any topic, with a clear description of the most important terms.

#### ACTION PLAN

An action plan is a detailed plan outlining actions needed to reach one or more goals. Six action plans (one per region) are to be prepared as project outputs, based on results and gap analyses.

#### ACCOUNTABILITY

Roles in the legislative and executive processes need to be clear and each of the EU Institutions should explain and take responsibility for its work. There is also an evident need for greater clarity and responsibility from Member States and all those involved in developing and implementing EU policies at all levels.

#### BOTTOM-UP APPROACH

A “bottom-up” approach indicates work being started from a grassroots initiative, leading to decisions to arise from the synergistic involvement of a large number of people working together.

#### COHERENCE

Policies and actions should be logical and consistent, forming a unified entity. The need for coherence in the European Union is increasing as the range of tasks is growing. Enlargement will increase diversity, challenges such as climate and demographic change cross the boundaries of the sectorial policies on which the Union has been built, and regional and local authorities are increasingly involved in EU policies. Coherence requires political leadership and a strong responsibility on the part of the Institutions, in order to ensure a consistent approach within a complex system.

#### CULTURAL CONTENT

“Cultural content” refers to the symbolic meaning, artistic dimension and cultural values that originate from or express cultural identities. (UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions 2005)

#### CULTURAL DIVERSITY

“Cultural diversity” refers to the manifold ways in which the cultures of groups and societies find expression. These expressions are passed on within and among groups and societies.

Cultural diversity is made manifest not only through the varied ways in which humanity’s cultural heritage is expressed, augmented and transmitted through a variety of cultural vehicles, but also through diverse modes of artistic creation, production, dissemination, distribution and fruition, whatever the means and technologies used. (UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions 2005)

#### CULTURAL DISTRICT

It is defined as an autonomously established socio-territorial entity. It is characterised by the active presence of both a community of people and a number of firms in one naturally and historically defined area; its product is considered representative of the local culture.

#### CULTURAL HERITAGE

Two definitions of cultural heritage can be taken into consideration: UNESCO’s and that of the Council of Europe. Namely, “Cultural Heritage designates a monument, group



of buildings or site of historical, aesthetic, archaeological, scientific, ethnological or anthropological value” and “cultural heritage is a group of resources inherited from the past, which people identify with, independently of ownership, as a reflection and expression of their constantly evolving values, beliefs, knowledge and traditions. It includes all aspects resulting from the interaction between people and places through time”.

Transmitting a craft is part of the intangible heritage “Traditional craftsmanship is perhaps the most tangible manifestation of intangible cultural heritage. The goal of safeguarding, as with other forms of intangible cultural heritage, is to ensure that the knowledge and skills associated with traditional artisanry are passed on to future generations so that crafts can continue to be produced within their communities, providing livelihoods to their makers and reflecting creativity.”

#### **CULTURAL INDUSTRIES**

“Cultural industries” refers to industries producing and distributing cultural goods or services as defined in “Cultural Activities” above.

#### **CULTURAL LANDSCAPES**

Cultural landscapes are cultural properties and represent the “combined works of nature and of man” designated in Article 1 of the World Heritage Convention. They are illustrative of the evolution of human society and settlements over time, and reflect the influence of physical constraints and/or opportunities presented by their natural environment as well as successive social, economic and cultural forces, both external and internal.

(UNESCO Operational Guidelines for Implementation of the World Heritage Convention - WHC. 08/01 January 2008 - <http://whc.unesco.org/archive/opguide08-en.pdf>)

Cultural landscapes reflect the interaction between people and the natural environment. (UNESCO World Heritage in Young Hands, 2002)

#### **CULTURAL POLICIES**

“Cultural policies and measures” refer to those policies and measures relating to culture, whether at a local, national, regional or international level, that are either focused on culture as such or are designed to have a direct effect on the cultural expression of individuals, groups or societies. This includes an effect on the creation, production, dissemination, distribution of and access to cultural activities, goods and services. (Convention on the Protection and Promotion of the Diversity of Cultural Expressions 2005)

#### **CULTURAL PROPERTY**

This encompasses objects, collections, specimens, structures, or sites identified as having artistic, historic, scientific, religious, or social significance. (AIC Definitions of conservation terminology - <http://aic.stanford.edu/geninfo/defin.html>)

It includes objects that are judged by society, or by some of its members, to be of historical, artistic, social or scientific importance.

#### **CULTURAL SIGNIFICANCE**

Cultural significance implies aesthetic, historic, scientific, social or spiritual value for past, present or future generations. Cultural significance is embodied in the place



itself, its fabric, setting, use, associations, meanings, records, related places and related objects. Places may have a range of values for different individuals or groups. (Australia ICOMOS Burra Charter 1999)

#### **CULTURAL TERRITORIAL SYSTEM**

The cultural territorial system is the evolutionary relational context, in which valorisation projects based on cultural assets could be established, creating a network of resources and local stakeholders, and leading to the necessary synergies.

#### **CRAFT**

A craft is a pastime or a profession that requires particular skills and knowledge of skilled work.

#### **EFFECTIVENESS**

Policies must be effective and timely, delivering what is needed on the basis of clear objectives, an evaluation of future impact and, where available, of past experiences. Effectiveness also depends on implementing EU policies in a proportionate manner and on taking decisions at the most appropriate level.

#### **FOCUS GROUP**

It is a form of qualitative research in which a group of people are asked about their perceptions, opinions, beliefs, and attitudes towards a product, service, concept, advertisement, idea, or packaging. Questions are asked in an interactive group setting, whereby participants are free to talk with other group members.

#### **GOVERNANCE**

It involves a multitude of actors at different levels, to implement projects and achieve results, through coordinated and integrated actions.

#### **HOLISTIC APPROACH**

An approach interested in engaging and developing all aspects of a problem, through a multidimensional and multidisciplinary perspective.

#### **MANAGEMENT PLAN**

A document which details how to look after heritage and non-heritage features of a place. It may contain an action and conservation plan and/or its components. Management plans go further than conservation plans in their consideration of the practical circumstances, including the economic and political context that affects a place’s use. (Conservation Management Planning: Putting Theory into Practice. The Case of Joya de Cerén, El Salvador - Getty Conservation Institute 2009)

#### **MAINSTREAMING**

Also called “transfer process”, it represents the process of integrating new knowledge and good practices at regional, national or European policy-making levels.

#### **LIVING LAB**

A Living Lab is a research method of open innovation aimed at developing new products and services. The approach promotes a co-creative process with the involvement of end users in real conditions and relies on an ecosystem of public-private-citizen partnerships.

#### **OPEN DATA**

Open data refers to the idea that certain data should be freely available for use and re-use. In particular, it applies to the generation of value by re-using information produced, collected or paid for by public bodies. Intelligent processing of data is essential for addressing societal challenges



(for example, to enhance the sustainability of national health care systems) or for tackling environmental challenges, to cite only two aspects.

## OPENNESS

It refers to the open manner in which Institutions are expected to work together with Member States. They should actively communicate about the working of the EU and the decisions it takes, as well as use a language that is accessible and understandable to the general public. This is of particular importance, when improving confidence in complex institutions.

## PARTICIPATION

It is the act of taking part in or sharing something. The quality, relevance and effectiveness of EU policies depend on ensuring wide participation throughout the policy chain - from conception to implementation. Improved participation is likely to create more confidence in the end result and in the institutions set to deliver policies. Crucially, participation depends on central governments following an inclusive approach when developing and implementing EU policies.

## PARTICIPATORY APPROACH

Using participatory approaches in impact evaluation means involving stakeholders, particularly the participants of a programme or those affected by a given policy, in specific aspects of the evaluation process. The term covers a wide range of different types of participation, which vary in terms of what is understood by 'participation', whose participation is wanted, and what it is that those people are involved in and how.

In YouInHerit, participation by stakeholders occurs at all stages: data collection, analysis,

reporting and managing the study, as well as in training sessions.

## PILOT TYPE 1.

Enhanced CH management capacity by authorities and stakeholders (project output)

Two pilots test CAPACITY BUILDING tools at a micro-regional level. They set the ground for authorities and stakeholders to act together with young audiences in generating thematic routes that bridge cultural heritage and the interests of such group. Pomurje (SI) plans and works on creating a milling route, while Mazovia (PL) tests capacity building tools linked to old breweries.

## PILOT TYPE 2.

Revival of old crafts in an integrated manner (combining infrastructural works & soft elements) (project output)

Two pilots test tools for cultural heritage VALORISATION in conjunction with young audiences, with the aim of creating a product that attracts young visitors.

Vodnjan (HR) revives an olive scaling building, which is to become the starting point, information point and training centre for the young olive oil producers' route. Piran (SI) focuses on the cultural heritage of salt making by involving young people in preparing installations for the Museum of Piran; these are connected to knowledge sharing actions at local events related to olive culture.

## PILOT TYPE 3.

Skill development for the pursuit of old crafts as a source of economic potential for young people (project output)

Training sessions for two generations of youngsters are organized in Budafok: one for young entrepreneurs and one for teenagers from the vocational school for viticulture.



Among other things, they learn how to turn wineries into local tourist attractions, test their ideas and acquire first-hand experience through the Open Cellars initiative. In Veneto, perspective young boat making craftsmen are trained to combine their skills and new techniques for a successful business model based on cultural heritage valorisation.

## PRELIMINARY TOOLKIT

List of good / best practices regarding cultural heritage that can be grouped in three main types and linked to pilot actions.

## Transnational Toolkit

List of final practices with a strong replicable element/transferability to be delivered by 2019. It encompasses a project output to be prepared based on the Preliminary toolkit, and results and experiences derived from pilot actions.

## SEMINAR

A seminar presents results of a project in a pedagogic way. The number of participant is limited and well targeted.

## STATE-OF-THE-ART

The state-of-the-art gathers all existing information and aims at providing a synthesis on a specific theme. It results mainly from desk research and the analysis of formal and informal publications.

## SUBSIDIARITY

The Oxford English Dictionary defines subsidiarity as the idea that a central authority should have a subsidiary function, performing only those tasks which cannot be performed effectively at a more immediate or local level. Subsidiarity and proportionality are recommended general principles of EU Development policy implementation.

## SUSTAINABLE DEVELOPMENT

Development that embrace the needs of the present without compromising the ability of future generations to meet their own needs.

## TRAINING

It is to be understood as providing participants with the understanding, knowledge, skills, competences and access to information required by particular occupations. Training may encompass any kind of education (general, specialised or vocational, formal or informal, etc.). Training measures should be developed jointly at a transnational level and tailored according to the needs of the specific territories, target groups and stakeholders addressed by the initiative.

## TRANSFERABILITY

All used protocols and results must be transferable to the Central Europe area and therefore, the actions must be reusable and/or adaptable. The partnership must ensure that the following criteria are met:

- comparability of data and information
- reliability of data and information
- strength of methodology and protocols used
- relevance of format
- clear definition of target

## WORKSHOP

A workshop is an interactive and targeted session with a limited number of relevant stakeholders gathered in a Regional Stakeholder Group (RGS). The result of the workshop is a progress report on content development.



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