

Apheleia
Ἀφέλεια



International Seminar

Education, training and communication in the cultural management of landscapes

Apheleia – Cultural Integrated Landscape Management for Sustainable Development and Global Understanding

Mação, Centro Cultural Elvino Pereira – 29.03.2017 – 08.04.2017



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Development and Global Understanding

Wed, March 29th - Introduction; basic concepts.

9h00 Opening

9h30 Luiz Oosterbeek – *General Introduction. Dilemmas, sociocultural matrices and communication, within Cultural Integrated Landscape Management.*

The scope of Apheleia and its main addresses: the role of the humanities in landscape management; the focus on dilemmas, sociocultural matrices and education; the keywords and concepts of sustainability. The specific dimension of education: is there a future for universal education in the context of the third global depression and of the digital world?

10h30 Renaldas Gudauskas – *Communication, education and training: understanding the challenges for sustainability.*

Pressure for sustainable development is increasing from all sectors of society. Sustainable development is defined as „Meeting the needs of the present generation without compromising the ability of the future generations to meet their own needs(Brundtland, G, ed., (1987.)“ is both a vision and a process. Communication, training, education have a key role to play to build on emerging trends and to make sustainable development approachable and understandable. Experts are coming to realise that traditional approach from governments and business groups urging the public to adapt the environment into their day to day decision need to be overhauled. The lesson to be learned is that communication, education, learning styles have to be positive and tailored to different circumstances and cultural contexts. Inspiring examples and visions from all area can encourage national and local authorities, business to plan, develop and implement campaign that make sustainable lifestyles is attractive .

12h00 Lunch

13h30 Field study tour.

Study visit to Riachos and Golegã learning contexts: 14h30 Agricultural Museum; 16h Carlos Relvas Home-Museum; 17h30 Museological nucleus of the Portuguese Centre of Geohistory and Prehistory (guided by Luís Mota Figueira, António Ventura, Silvério Figueiredo).

Thu, March 30th - Knowledge, understanding, heritage and sustainability.

9h15 Maurizio Quagliuolo – *HERITY as a tool for education, training and global understanding: the Universities of HERITY programme*

A society which pays attention to the maximum integration of its human components, whenever they are from, in the economic, social and cultural dynamics can be a winning one. Because sharing knowledge, tools and resources results in sharing responsibilities, decisions and plentiful possibilities. Mutual understanding of different meanings, controlling tools to deliver a message, pursuing quality in our activities, processes and results, making possible to enlarge people and civil society participation on a local and worldwide scale, can be learned, starting from Cultural Heritage and Local Identity. This is why the *Schools of HERITY* and the *Universities of HERITY* programs were launched.

10h00 Helena Zemankova – *Education - From Schools to Museums and Galleries*

What is the social and educational purpose of museum and galleries? Should activities of these institutions be complementary to education in schools? Museums and galleries play an important role in education process nowadays. It is believed that they can communicate information in a way that neither family nor school usually provides. Museums

should create environment for understanding of technical and scientific issues. Galleries, on the other hand, should foster sensitivity towards art and ability to interpret it.

10h30 Nelson Almeida – *Knowledge and sustainability in early farming societies*

Changes in technology and economic strategies go hand-to-hand with palaeoenvironmental modifications. Knowledge transfer must have played an important role in the emergence and development of early farming societies. We discuss the importance of communicational instruments (objects, monuments, rock art and other symbols) as means of knowledge and possibly sustainability notions transfer in early farming societies

10h45 Pause

11h15 Helena Henriques – *Experiences of the International Year of Global Understanding in Portugal*

The IYGU in Portugal was hosted by the Instituto Terra e Memória de Mação and the Centro de Geociências da Universidade de Coimbra, a partnership that enabled the involvement of researchers from the academia and many stakeholders from the whole country, in particular basic and secondary pupils and teachers and the general public.

Besides media activities, most events were face-to-face activities (44 in total). They included conferences, seminars, contests, courses and even some leisure activities using different kinds of expression, and aiming at building bridges between global thinking and local actions.

The activities were/are published in the official website (www.entendimentoglobal.ipt.pt), where all the information in Portuguese regarding the IYGU was/is available, not only for Portugal, but also for the Portuguese Speaking Countries. Their scope and geographical distribution show a wide range of thematic and target groups that attended the events, and to whom local actions are now expected to be envisaged in a broader sense.

11h30 Benno Werlen – *IYGU outreach and implementation strategy.*

With the transformation of the geographical conditions of everyday life in the course of globalization, long-established worldviews are being challenged on a broad front. The observable responses worldwide tend to invoke backward “solution” strategies rather than future-oriented approaches. The understanding of one’s own life in a global context is a fundamental prerequisite, a new *conditio humana*, to successfully meet the challenges of new forms and intensities of globalization.

It is widely acknowledged today that humanity’s grand challenges are global in scale. However, the cause of these challenges is the cumulative effect of seemingly small, mundane decisions that each individual makes every day – in households, small and large businesses, in politics, etc. Since people’s everyday activities are now intricately embedded in global processes, both socio-cultural and biophysical, understanding the ways in which the local is bound to the global is a prerequisite for effective sustainability policies. Dealing successfully with global social and climate changes requires a global level of understanding: the global embeddedness of local everyday action in socio-cultural as well as in biophysical respect. The IYGU outreach program aims to bridge the gap in awareness between local actions and global effects and will develop a blueprint for a new geographical view of a radically changing world.

The outreach program of the International Year of Global Understanding (IYGU) includes a network of more than 40 Regional Action Centers around the globe, and the (potential) partnership with the international umbrella organizations of about 60 disciplines of the natural, social and human sciences. The IYGU will predominantly focus on three levels of action: everyday life with its cultural differentiations, education, and scientific collaboration. However, the IYGU seeks to also include the arts and the media and aims to stimulate contributions from their side to help work towards the long-term goal of global sustainability.

12h30 Lunch

14h30 Workshop: *The Intermunicipal Community of Middle Tagus: territorial needs and communication challenges.*

After an introduction by Miguel Pombeiro, Ana Paula Remédios, Luiz Oosterbeek and Sara Cura, debate on how to convene integrated landscape management methods and concepts. Beginning of collective project.

16h00 Parallel meeting of the Apheleia network (restricted)

21h00 Movie *Hands of the Past.*

Fri, March 31st – Knowledge production and use in past societies.

9h15 Marta Arzarello – *Learning and innovation of technical skills in prehistoric times in Europe*

9h45 Laurent Caron – *Historical content communication for tourist guide book, the case of Condeixa*

10h15 Jose Júlio Garcia Arranz – *Prehistory, rock art and comics: from fantastic adventure to didactic resources.*

Prehistory has been one of the major themes of the comics genre from its origins. Since the 1930's it became common to find in many countries abundant graphic stories set at that remote time, within a theme of epic adventures, humour, satire, or cartoons directed to a children audience. However, around the turn of the Millennium, there is a clear tendency to propose archaeologically well documented stories, with a clear didactic and formative orientation, especially striking in countries such as France or Belgium, in many cases related to the creative phenomenon of the Rock art.

10h45 Pause

11h15 Ferruccio Ferrigni – *La production et transmission des savoirs techniques sur les risques à travers des mécanismes d'éducation et formation non-officiels*

11h45 Teresa Desterro – *Circulation des idées et modèles artistiques en époque moderne*

12h15 Lunch

15h00 Visit to the cluster of schools of Mação and discussions with students and teachers (guided by José António Almeida, Pedro Cura)

Sat, April 1st – Learning beyond the schools.

9h15 Luís Barbosa – *Musés comme instruments d'éducation miroir des enfants et des adultes*

En partant du présupposé que les techniques pédagogiques et muséales ont eu d'énormes développements, est-ce que nous pouvons dire que le rapport éducatif, construit à partir d'une étroite relation entre les écoles et les musées, a connu les mêmes développements ? Et est-ce que cette demande, à présent, a un sens d'être posée ?

9h45 Renata Sequeira – *Philosophy for children: why?*

What happens when philosophy and life meet? It is urgent to rethink childhood and philosophy in an educational system that demands in itself a profound reflection. Faced with a depositary and uncritical teaching in which we live and that spreads to the teaching of philosophy in the secondary, it is important to reflect on the place that philosophy for children (P4C) should occupy. The present communication seeks to reflect first the essence of the P4C and what happens in a community of philosophical dialogue as an enrichment of the human experience from the contribution of each one in the development of a critical, personal and social thought. It requires a more mundane philosophy, a lived knowledge, or put another way, a world more oriented by intelligence.

10h00 Ingelore Scheunemann – *Challenges to overcome*

The greatest challenge to overcome, in the era when communication technologies make it possible to learn independently from school and on a continuous basis, are still the initial skills the family and school need to provide the child, in the early years and childhood.

10h30 Pause

11h00 Luiz Oosterbeek – *The project Scapes – Sensitive Cultural Appropriation of European Spaces*

The project SCAPES is a contribution towards the integrated management of European territories that considers creative and sustainable peace require a Sensitive Cultural Appropriation of European Spaces, i.e., involving multiple intangible appropriations of space imageries. The project builds from the concepts of phenomenology (Edmund Husserl, stressing the relevance of consciousness framing of meanings through performances), poetic space (Gaston Bachelard, understanding the divide between metaphoric concepts and imagery phenomena, and how senses interact with this) and taskscape (Tim Ingold, valuing the multi-sensorial and kinaesthetic dimension of shaping spaces through actions).

11h20 Pedro Cura – *The Carnival project*

The overall goal of the project EPHEMERAL HERITAGE OF THE EUROPEAN CARNIVAL RITUALS (CARNVAL) is to promote the variety of Europe's historical and social realities by disseminating some of its most European Carnival rituals and the cultural and creative sectors associated with them. The specific approach taken in the Portuguese contribution is discussed as an example.

11h40 Neide Barrocá Faccio, Luís Antonio Barone – *The contribution of collaborative research and heritage education in the retrieval of memory and reinforcement of identity in an indigenous village: reflections about an experience in the west of São Paulo State (Brazil).*

This work reflects the results of a collaborative research undertaken in an indigenous school located in the “Vanuire” Indigenous Land, one of three indigenous lands in west of São Paulo State. The largest indigenous group in Vanuíre is the “Kaingang”, inhabitants of the whole region of Paranapanema, Peixe and Aguapeí Valleys until early 20th century. The research, developed with indigenous teachers, claims the recuperation of the deleted history of the community, through memory workshops and traditional ceramic workshops. The reinforcement of ethnic identity and creation of new approaches to learning history and cultural heritage, in basic education classes of the school, were the most relevant results.

12h00 André Soares – *Traditional knowledge: cultural management of territories of two indigenous groups in southern Brazil*

This work presents the dialogue between the Kaingang and Guarani natives with the academic community through the Tutorial Education Program – PET. The indigenous PET has existed since 2010 and currently has Kaingang, Guarani and Terena Indians. Our proposal is to rescue and valorize traditional knowledge in dialogue with academic knowledge, in order to give indigenous people the opportunity to write and record their knowledge. Above other proposals, our goal is to give voice to indigenous groups within the university.

12h30 Lunch

14h30 Workshop *Imagine the Museum with Mapa das Ideias* (Inês Câmara)

When we think about people in the Museum, what do we imagine? As in an image, as in imagination, as in a dream. Today - by discussing sustainability and relevance - audiences are at the forefront of every cultural organisation's strategy. This workshop examines the potential that Museums can unfold in their visitors. The way that this special relationship - that thrives on knowledge and aesthetics - intertwines with marketing and management tools is discussed. The Museum mediation project is then outlined as a part of the global strategy and a way to think about what we do and what we believe in.

21h00 Poetry night (each participant is invited to select and read a poetry from his/her country, translated into English).

Sun, April 2nd – Different regions, different approaches to education, training and communication.

9h15 Roberto Messias Franco – *Education, training and communication: approaches to environmental public policies in Brazil*

Brazilian environmental legislation, as a relevant tool for territory management, was at the departure a group of thematic legal norms, specially the “codes” of the 1930's (Forestry Code, Mining Code, Water Management Code, ...) and the Federal Law 25 (1937), protecting cultural heritage, when government Vargas consolidated a framework for the Country development.

From 1981, the National Environmental Law (Federal Law 6938/1981), the “Environmental Education Law” (Federal Law 9795/1999) , and CONAMA Resolution on “ Public Hearings”, Resolution 09/1987) brought new parameters and direction for public awareness and participation to decision making processes.

And this is being consolidated, step by step, despite all difficulties.

9h45 Hália Santos – *The media.*

10h15 Rimvydas Laužikas (Vilnius University, Faculty of Communication) – *Communication of Vilnius landscape and monuments: contemporary narratives approach*

In context of contemporary culture, the heritage functions not so much as knowledge of the past, but like a tool of modern culture, modern entertainment industry, identity construction, political communication, etc., acting not so much as a place (cf. *genius loci*, *lieux de mémoire*), but more like the displaced idea of people communities around the world. The goal of this lecture is to discuss (on the case of Vilnius – capital of Lithuania, UNESCO heritage site) the heritage functioning in contemporary society in historical narratives context: how Vilnius (as space, as landscape and as collection of monuments) works in context of different contemporary narratives (Lithuanian, post-soviet, Jews, Polish, Russian, Belarussian and etc.).

10h45 Pause

11h00 Ivo Boháč – Zoo in the 21st century - a conscious relationship with nature and the environment

Basic tasks in today's zoo defined by WAZA programs - education, training, communication. Education a positive attitude towards nature, knowledge of the laws of nature, communication with other representatives of the nature. This all is documented on concrete examples of student works from my school studio with the theme "ZOO buildings - exhibition and pavilions."

11h30 António Eduardo Mendonça – *Migrants, knowledge and landscapes*

12h00 Odile Romain – *Le Mont Bego : un site entre archéologie et tourisme*

Situé au sein du Parc national du Mercantour, à 80 km de Nice, à la fois alpin et méditerranéen, le site du mont Bego se partage entre un *patrimoine naturel* remarquable par sa géologie, la faune et la flore qu'il renferme dont certaines espèces sont endémiques, et un *patrimoine archéologique* inestimable par ses plus de 4.000 roches gravées portant plus de 40.000 figures du Néolithique à l'âge du Fer, faisant de ce site d'art rupestre l'un des plus vaste et des plus haut d'Europe. Connue mondialement, ce site est l'un des hauts lieux touristiques du sud de l'Europe. Alors, comment conjuguer protection, conservation et tourisme ?

12h30 Lunch

14h30 Pierluigi Rosina – *Geoheritage: science and culture*

Geoheritage is a recent (2001) concern for the society. Geodiversity conservation needs details studies. First step was (and still is) the identification, characterization, quantification and management of geoheritage. UNESCO has recognized the importance of geological heritage and its preservation by establishing the geoparks. The purpose of a UNESCO Global Geopark is to explore, develop and celebrate the links between that geological heritage and all other aspects of the area's natural, cultural and intangible heritages. At present, there are 119 UNESCO Global Geoparks in 33 countries and various aspirants at, including the Portuguese Serra Estrela Aspiring Geopark.

15h00 *Workshop on the keywords for sustainability* (Luiz Oosterbeek, Renaldas Gudauskas, Sérgio Claudino)

Mon, April 3rd – Heritage, quality and landscape strategies

8h30 Field study tour. *Tomar world heritage site and the Tagus valley*. Interventions by the director of the Convent of Christ world monument, Andreia Galvão, and by Gaia Marnetto (on *Approaching the management's strategy of a site in the UNESCO World Heritage List: the case of Convento de Cristo in Tomar*).

After a short introduction about the management history of the Convento de Cristo, a structured questionnaire and related theoretical background will be presented, useful to detect a number of aspects related to the quality of the management of the Convent of Christ as a place of culture, according to the HGES Certification methodology that HERITY assessors consider during their technical on-site visits in order to have a glance of the fundamental characteristics in a reduced span of time. In addition to the class presentation, students will be asked to complete the questionnaire during the on-site visit, already scheduled (see programme); after a proper data processing done by the author, results will be presented to the students who will be able to make additional comments and share their opinions.

12h15 Lunch

14h30 Round table and debate on Mação.

Participants: Vasco Estrela, Mayor of Mação – *Municipal strategy*; Margarida Morais, Anabela Pereira – *Role of the Museum and Intangible Heritage*; Margarida Lopes – *Communication and Mação in the UNESCO Global Learning Cities Network*; António Louro – *Territorial management strategies in Mação*; António Costa Brás – *Plano de Iluminação de Mação*; Sara Cura, Vanda Serra, Rosário Whanon – *Non-school learning throughout life*.

16h00 Workshop on the results of questionnaires compiled in the morning (coord. Gaia Marnetto).

21h00 Musical night

Tue, April 4th – Outreach – a key word for setting a new agenda for the Humanities at a global level, in the year of the World Humanities Conference

9h15 Renaldas Gudauskas – *Europeana, libraries and the new course of the Humanities*.

Europeana is the platform where the libraries, archives, museums and other memory institutions of Europe deposit, exchange and share metadata and content for discovery and use by a variety of users. Europeana occupies an important position as a resource for research in the digital humanities and social sciences. It matches researcher needs with content and services and increasing openness in the research process. In 2014 Research and Culture Policy makers together with Europeana and Digital Humanities Researchers created a set of recommendations: Europeana for Research. A platform Europeana Research was created. Recommendations for action were streamlined including more digitisation of cultural heritage, enforce copyright reform to make best use of the public investment in digitisation and advocacy on benefits of Digital Humanities Research for Society.

10h00 Michel Depeyre – *Imaginer le patrimoine européen*

Il existe des patrimoines en Europe, mais les Européens ne sont pas tous d'accord sur ce qui *fait* patrimoine. Les guerres et les dissensions ont souvent divisé les peuples sur les objets patrimoniaux. Peut-on aujourd'hui concevoir non seulement un patrimoine imaginaire, c'est-à-dire qui ne serait appréhendé que comme une collection d'objets qui ne feraient pas du commun, mais un ensemble d'éléments qui rendraient compte d'un projet européen commun ?

Le musée a été une tentative pour imaginer ce patrimoine européen. Aujourd'hui, un label est décerné a des éléments qui entreraient dans ce projet. Est-ce suffisant?

10h30 Pause

11h00 Elizabeth Silva – *UNESCO Networking Programs and Outreach and the Agenda 2030 for Sustainable Development*

UNESCO is responsible for coordinating international cooperation in education, science, culture and communication. It strengthens the ties between nations and societies, and mobilizes the wider public so that each child and citizen has access to quality education; a basic human right and an indispensable prerequisite for sustainable development; may grow and live in a cultural environment rich in diversity and dialogue, where heritage serves as a bridge between generations and peoples; can fully benefit from scientific advances and can enjoy full freedom of expression; the basis of democracy, development and human dignity.

UNESCO's messages are of increasing importance today, in a globalized world where interconnections and diversity must serve as opportunities to build peace in the minds of men and women. This is why the UNESCO Programs such as “Man and Biosphere” - MAB or the International Geoscience and Geoparks Program” - IGCP, are so important because they contribute for the four pillars of the Organization, but also to understand better the relations between people and our planet, through outreach and networking aiming to promote a more sustainable world.

In this context, UNESCO supports the 17 United Nations Sustainable Development Goals (SDGs) that make up the Agenda 2030 for Sustainable Development. The Global Goals and targets aim to stimulate action over the next fifteen years based on five pillars: People, Planet, Prosperity, Peace and Partnership. Education is also included in goals on health, growth and employment, sustainable consumption and production and climate change. Taking into account that education at all levels is at the core of the UNESCO Global Geoparks (UGG) concept as well as the Biosphere Reserves, these territories can act as key actors for the fulfilment of the referred Agenda 2030.

11h30 Vítor Oliveira Jorge – *Can we hope for a better World? Structural crisis of capitalism, its self-destructive dynamics and technological unemployment.*

Differently from what common sense tells us, history has not come to its end, and capitalism, now totally globalized, is a system among others, that will disappear sooner or later. Of course, we ignore when and how it will happen, and which kind or social organization will replace it. Undoubtedly, capitalism feeds itself on crisis; crisis is its ethos. But many important authors now share the opinion that the 2007/2008 global crisis (which evidently continues now and don't show any signal of disappearance, to the contrary) announces its end, which may occur in a few decades. This crisis is particularly self-destructive, not sustainable, for instance in terms of extreme concentration of wealth and power in a very few, destroying formal democracy, eroding the environment and resources and polluting nature and the total food chain, excluding most of the population of the basic conditions of human life, spreading wars and terrorism, replacing employment by sophisticated machines, developing corruption in a degree never seen before. With the development of the neoliberal phase of capitalism all the principles of the Social State are in cause in such a visible way that is obvious for every human being. Therefore many authors try to imagine how post-capitalism may be organized. The importance of history, philosophy and politics, namely political philosophy is crucial in this context. Because it depends from our capacity to try to see beyond this closed horizon of today the very meaning of studying our past and of taking care of devices of collective memory such as museums, libraries, archives, and, of course, of creating new knowledge and transmitting it to new generations. So we have today the rare opportunity of being contemporary of one of the most important transitional phases of our history, including both negative aspects (anguish, fear, anxiety) and positive ones (anything will come out of this chaos that may destroy mankind but also can, to the contrary, point to a new sense of hope, civility, human dignity and coexistence). We have much information at our disposal, but what we need is to create appropriate conditions of available time to become really informed. Because the proliferation of sources of information and communication and, also, the continuous interruptions that target our critical thinking menace daily our own capacity to overcome this impasse.

12h30 Lunch

14h30 Continuation of the workshop for collective essay (coordination: Sara Cura, Pedro Cura)

Wed, April 5th – Essays

9h15 Conclusions of collective essay and Apheleia recommendations.

10h30 Pause

11h00 Beginning of the presentation of student's essays.

12h15 Lunch

14h30 Presentation of student's essays.

Thu, April 6th – Essays

9h15 Presentation of student's essays.

10h30 Pause

11h00 Presentation of student's essays.

12h30 Lunch

15h00 Presentation of student's essays.

19h00 Barbecue.

Fri, April 7th – Essays and final assessments.

9h15 Presentation of student's essays.

10h30 Pause

11h00 Presentation of student's essays.

12h30 Lunch

15h00 Meeting of the jury.

16h00 Final assessments.

