

# HERO

HERITAGE ECOLOGICAL RESTORATION  
FOR INCLUSION OPPORTUNITIES



## GALLERY OF INSPIRATIONAL INITIATIVES

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Heritage as a tool for social, economic and environmental sustainability



Co-funded by  
the European Union

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# Introduction

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Europe hosts a great number of heritage sites and, in particular, the world's highest number of UNESCO World Heritage Sites. European heritage is an important resource for economic growth, employment and social cohesion, since it offers the potential to revitalise urban and rural areas, promote sustainable and cultural tourism.

However, many European heritage sites are in danger of neglect and deterioration, while traditional crafts are being lost because of a lack of adapted training and knowledge transmission.

At the same time, according to Eurostat, in March 2022 the unemployment rate reached 6.2% within the European Union, 13.9% for the youth (under 25 years) [1]. Historical crafts and heritage restoration skills may assist towards the creation of professional and training opportunities, through the training and upskilling of people on the edge of the labour and training market. These may include women and men that are struggling to integrate the labour market such as long-term unemployed, refugees, migrants, people with socio-economic difficulties - mobility, linguistics, unqualified, housing, health, addiction, etc. - or NEETs (young people neither in education nor in employment nor training). The HERO project is particularly interested in the training of these so-called "vulnerable" groups.

Moreover, traditional practices and craftsmanship techniques could be addressed as alternative modern practices for the built environment. Building sector is a key contributor to greenhouse gas (GHG) emissions, representing around one third of energy related EU emissions [2]. With the current climate crisis and the solutions that must be found at the global level, built heritage constitutes an opportunity to reflect on the environmental dimension of restoration's practices and modern architecture.

These thoughts led 5 organisations from 4 countries, France (ACTA VISTA, BAO), Belgium (PLS), Croatia (Dragodid) and Greece (Itinerant Workshop on Traditional Building Techniques - Boulouki), to collaborate together and implement HERO (Heritage Ecological Restoration for inclusion Opportunities), a project that aims to address the needs of both the heritage restoration sector and professional trainers that work with the above described types of trainees.

Thanks to professional training in heritage restoration, trainees may be able to develop concrete opportunities and skills to enter the labour market. Heritage restoration could therefore act as a global lever for training and inclusion, by remobilising people with social and economic difficulties. In this framework, trainers play a crucial role and need to have the technical and pedagogical skills in order to address the educational needs of vulnerable social groups.

Contributing to a sustainable and resilient Europe by allowing access to heritage through professional inclusion and training, the HERO project ambitions to strengthen the skills of trainers that work with vulnerable people, through a training of trainers that will be framed around the:

- Adaptation of the trainers' pedagogy to the trainees, by considering the renovation of endangered historical heritage as a pedagogical tool for job integration and vocational training.
- Inclusion of environmentally friendly practices in the trainers' work, by considering the restoration of endangered historical heritage as a pedagogical tool for environmental building practices.

As a first step, the present publication and first project result, coordinated by Pour La Solidarité, aims at collecting different European and Mediterranean initiatives that try to combine heritage with training and social inclusion.

# Context

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The HERO project is designed to be at the centre of European policies and strategies, putting emphasis on people and environment.

Sustainable and inclusive heritage restoration is at the cross point of key European policies and strategies, namely the European Framework for Action on Cultural Heritage [3], the European Pillar of Social Rights (EPSR) and the European Green Deal [4]. It inscribes itself in the broader objectives of the 2030 Sustainable Development Goals, addressing the five P (People, Planet, Prosperity, Partnership and Peace), leaving no one behind, and ensuring a just transition for all. The active implication of local and regional authorities, as we will see in the following examples, is a key element of the success stories.

The cultural sector is a source of job creation and a powerful tool to promote social inclusion and support cultural diversity. Moreover “engagement with cultural heritage also fosters a sense of belonging to a European community, based on common cultural legacies, historical experiences and shared values. To make the most of this potential the widest possible access to cultural heritage, in all its forms, must be ensured for all people. This includes those who are economically disadvantaged, socially deprived or persons with reduced mobility or disabilities.” [5] This approach is fully embraced by the HERO project which additionally also puts focus on the sense of pride and confidence that both trainers and trainees may get when working on heritage restoration programmes and projects.

Responding to environmental challenges is also an objective of the HERO project that focuses on the responsible and ecological practices of restoration, providing and co-constructing with trainers a toolbox on these practices and most importantly raising awareness among trainees as future professionals in the field but also as citizens. This objective continues not only to be fully in line with the Framework for Action on Cultural Heritage that defines actions to “encourage the smart restoration and adaptive reuse of heritage buildings” [6] but also central to the European Green Deal’s strategies such as the restoration Wave [7] and the New European Bauhaus [8].

[1] Eurostat (2022), Unemployment statistics, available on: <https://bit.ly/2Pc7r8P>.

[2] European Environment Agency, Greenhouse gas emissions from energy use in buildings in Europe, Indicator Assessment, CLIM 059 Published 26 Oct 2021 : <https://bit.ly/3Quk773>.

[3] European Commission, Directorate-General for Education, Youth, Sport and Culture, (2019). European framework for action on cultural heritage, Publications Office. <https://data.europa.eu/doi/10.2766/949707>.

[4] [https://ec.europa.eu/info/sites/default/files/european-green-deal-communication\\_en.pdf](https://ec.europa.eu/info/sites/default/files/european-green-deal-communication_en.pdf), The European Green Deal (EGD) provides an overarching strategy to transform the EU economy and society towards a climate neutral position by 2050, backed by a Roadmap to convert strategic intentions into actions and positive outcomes;

[5] European Framework for Action on Cultural Heritage, Pillar 1: Cultural Heritage for an Inclusive Europe, p.10;

[6] European Framework for Action on Cultural Heritage, Pillar 2: Cultural Heritage for a Sustainable Europe, p.11;

[7] European Commission (2020), A Renovation Wave for Europe EN greening our buildings, creating jobs, improving lives, disponible sur: <https://bit.ly/3JiG2B>.

[8] European Commission, New European Bauhaus, disponible sur: <https://bit.ly/3BQdI20>.

# Methodology

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In order to carry out this study, the consortium used a participatory research method through a questionnaire. The questionnaire was designed to record different initiatives in Europe and the Mediterranean and identify their similarities, differences and needs.

Once the questionnaire was drawn up, it was sent to a total of 11 organisations targeted by the HERO's partners because they have an interesting approach to heritage, including social or environmental dimensions. When needed, HERO's partners conducted interviews to have additional information. HERO's partners working in the field also filled the questionnaire. This first phase of data collection, spread over three months, enabled to obtain an overview of initiatives in this field in Europe and in the Mediterranean region. The richness of this collection is illustrative of the dynamism of the actors in favour of a sustainable and inclusive transition in the heritage sector.

The aim was to explore both the success factors and the difficulties encountered by these different organisations. These exchanges highlighted the various parameters considered as central by them. Several points appear as more crucial for the majority of participants, while other remarks were drawn based on the particularities of each approach and national context. These different key points are summarised in the last part of this publication.

This gallery of models reveals the potential contained in the alliance between heritage preservation and social inclusion. Hopefully it may inspire any organisation or public authority wishing to engage with this kind of initiative and contribute to the development of a sustainable and inclusive heritage restoration.



# UNION REMPART



## FACTUAL ELEMENTS

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### Training provided

- Type of trainings:
  - heritage workcamps addressed at young NEETS between 17 and 25 years
  - trainings for supervisors of volunteer workcamps
  - training courses for partner professionals working with the young NEETs
- Type of monuments: Castles, vernacular, religious, military, industrial heritage, listed or registered monuments...
- Particularities: ensuring accessibility of the concept of heritage and volunteer work in municipalities with socio-economic difficulties; trainees are volunteers for the "Action Patrimoine et Lien Social (AP&LS)"

Union REMPART is a national association made up of local and regional associations that have joined forces to share their experiences and promote their common values in favour of a fairer, more fraternal and more united society. It brings together 200 associations at national level and 50 partner organisations at international level. Since its creation in 1966, 800 sites have been restored through the practice of popular education.

Ensuring the accessibility of the concept of heritage and volunteer work to as many people as possible was essential for Union REMPART. As a result, it decided to structure its actions in this direction and to build bridges between the field of heritage and integration, particularly in municipalities with significant socio-economic difficulties.

The project was initiated in Île-de-France from 2011 to 2013 with the support of the "Fonds d'expérimentation pour la jeunesse (FEJ)". The project was aimed at young people aged 17 to 25, without employment or training, with few qualifications and monitored by a social and professional integration structure. The success of this experiment allowed REMPART to raise the funds necessary for the consolidation and gradual expansion of the action in new regions.

With this goal in mind, the project was based on the implementation of a process of support ranging from raising awareness of young people on the path to integration to volunteer work, heritage and traditional techniques related to it, the acquisition and development of life skills and know-how through participation in a volunteer heritage restoration site.

REMPART member associations are either owners or tenants of the building they are responsible for.

# UNION REMPART



**During the project, a three step process was proposed to each young people**

- Information and awareness meeting on heritage and volunteering
- Discovery day on a REMPART site
- Participation in a heritage restoration project

Concretely, the heritage workcamps organised by the association represent great levers for social and professional integration. Between voluntary commitment, access to culture, social integration, transmission of know-how and opening up to new professional horizons, this cross-cutting project makes it possible to respond to the major issues raised by our contemporary society with regard to young people.

Specific training courses for partner professionals have been set up to make them more aware of the project so that they are better able to talk about it to the young people they accompany.

## HIGHLIGHTED POINTS BY UNION REMPART

### Public funding

- The public support through FEJ funding was crucial for project continuity
- Operational grant amounting to 48% (national, Europe, municipalities).

### Collaboration among actors

- The collaboration between all members of Union REMPART.
- Member associations are either owners or tenants of the building they are responsible for.
- The support from private actors was crucial for the continuity of the project and its expansion.

### Training of trainers

REMPART offers training courses for supervisors of volunteer workcamps on historic monuments, pedagogy and organisation, BAFA\*... Most of their trainers follow the REMPART training course "Volunteer workcamp leader on historic monuments" and "Pedagogy and organisation of workcamps".

\*Brevet d'aptitude aux fonctions d'animateur (BAFA) is the Certifying training for the function of animator

# CULTURAL HERITAGE WITHOUT BORDERS ALBANIA (CHWB)



## FACTUAL ELEMENTS

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### Training provided

- Type of training: vocational training in conservation and restoration; historical repair skills
- Addressed to senior craftsmen and new apprentices
- Length of training : 6 month by session, 5 training modules held between 2016-2020
- Number of trainees : 213 within the duration of the “Skills for Employability of Tomorrow” project
- Particularities: apprentices supported with monthly allowance

CHwB Albania is an independent nongovernmental organisation dedicated to preserving tangible and intangible cultural heritage. The organisation considers heritage to be a testimony of our humanity, history and cultural identity – now and for the future.

Through its work CHwB Albania promotes and is committed to equality, social justice, non-discrimination, participation, inclusion, intercultural dialogue, accountability and transparency.

- Their **VISION** is to strive to guarantee the right to cultural heritage for all by creating landscapes of peaceful co-existence and equal opportunity.
- Their **MISSION** is to restore and build relations by turning best conservation practices into inclusive, empowering and equitable processes of encounter for everyone.
- Their **METHOD** relies on using practical conservation techniques, combined with innovative management practices and cutting edge interpretation, to build resilient societies: socially and economically.

The “Skills for Employability of Tomorrow” project was implemented by CHwB Albania in a partnership with the Ministry of Culture, the Ministry of Finance and Economy and their subordinate institutions. The support of these institutions has mainly been on a technical and organisational level. The close collaboration process with local partner institutions in Berat, Gjirokastër and Korça, enabled the day to day implementation of the practical and theoretical parts of the training, all while being able to conduct a series of major restoration projects, as well as smaller works and interventions.

During these, trainees have acquired the necessary skills and knowledge to work with historical buildings and traditional materials and networks have been revived or re-constituted. The project consisted of a training programme for historical repair skills, targeting both senior crafts persons and new apprentices. This ensured the involvement of old craftsmen and the safeguarding of their knowledge by transferring it to the younger trainees. This training was implemented in the historic cities of Durrës, Berat, Korça and Gjirokastra. The course was developed into a 6 months intensive training module, divided in three parts:

- Theoretical component (1-2 months),
- Theoretical and practical component (1 month),
- Practical component (3 months).

Throughout the duration of these modules, apprentices were financially supported with a monthly allowance, covering their daily expenses; and at the end of a module, a list of newly trained and certified apprentices was presented to responsible State Institutions as well as licensed companies operating in the private sector, working in the field of Cultural Heritage. This increased the chances of their future employability.



# CULTURAL HERITAGE WITHOUT BORDERS ALBANIA (CHWB)



## HIGHLIGHTED POINTS BY CHWB

### Public support

- Direct Financial support at local, national and international or European level
- Technical support and guidance provided by international partners

The Project, which lasted from 2016 to 2020, has greatly contributed to the unification process for the certification system, valuable in providing skill recognition and employment opportunities for local craftspeople. The Master Craftspeople certified in Traditional Building Crafts through the Skills for Employability of Tomorrow Program were recognised by the Chamber of Crafts, through a ceremony held in February 2020.

After a long process of fundraising and lobbying with state institutions on a national and local level, this initiative was successfully implemented with the support of the local office of the German international development agency in Albania, the Ministry of Economy of the Federal State of Hessen, Germany and the Government of Sweden. Technical support was also provided by the chamber of Crafts in Koblenz, Germany and the Department of Conservation in Gothenburg University, Sweden.

### Pedagogical tools

- For the theoretical component of the training:

A series of 8 lectures delivered by local professionals in the field of Cultural Heritage and Conservation, tackling topics like national legislation, international charts and conventions, phases of the conservation project, traditional building techniques and up to date restoration methods and technologies.

- For the theoretical and practical component of the training:

Apprentices acquire the necessary skills and knowledge to work with stone, timber and plaster restoration in traditional building, under the supervision of a master craftsman.

- For the practical component of the training:

Participants are doing practical restoration work on an actual historic building. They put in practice the skills they have acquired in the material of their choice, and at the same time, learn about challenges of working with historic buildings, under the constant supervision of experienced Master craftspeople.

### Training of trainers

The Master craftspeople, with a lifelong experience working with traditional materials for the Conservation Ateliers before the 1990's, were required to attend theoretical lectures on the new legislation related to cultural heritage, phases of the conservation project, and up to date restoration methods and technologies. This was not only an update of their theoretical knowledge, but served also as the educational base to certify them and acknowledge their previous practical experience.

After the successful completion of the theoretical component, these Master craftspeople became the trainers for the young apprentices, thus transmitting their lifelong knowledge and work experience with stone, timber and plaster to the young generation.

# PILIKO



## FACTUAL ELEMENTS

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### Training provided

- Type of training: lifelong training programme on earthen architecture
- Addressed to young professionals in the sector of ecological architecture
- Length of training : one month every year
- Number fo trainees : 10 people

The purpose of Piliko is to promote sustainable environmental awareness in architecture applications and fostering the traditional earthen architecture in Greece and the Mediterranean by organising relevant workshops and events.

Their activities are often multi-themed in synergy with other organisations inside but very often outside Greece and include: workshops, experimental constructions with natural and recyclable materials, lectures and workshops, exhibitions, recordings, archiving of architectural Heritage, artistic events and Festivals, educational trips, productions of audio-visual material, organisation of thematic working groups, etc.

The organisation has developed a lifelong training Programme on earthen architecture, accredited by the Ministry of Culture, which takes place every year and is addressed to young professionals who seek to augment their skills in the sector of ecological architecture.

Piliko also organises workshops which occasionally include the participation of people having difficulties integrating into the labour market (with certain types of new qualifications, people with socio-economic problems etc.). Such an example is a series of workshops, taking place, every year, in the artistic village of Verekyntos in Crete. The activity "Design with natural materials, 4+4 fast labs" developed the idea of collaborations through arts and crafts workshops in the village and trains people (craftsmen, architects, designers, etc.). The activity allocates 10% of available places to people with disabilities. This initiative aims to give the opportunity mainly to the unemployed and people with long term financial problems to participate in an educational activity that might be useful for them. They try to train them and prepare them to work in some simple construction activities.

# VOCATIONAL SENIOR HIGH SCHOOL OF AGIA PARASKEVI



## FACTUAL ELEMENTS

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### Training provided

- Type of training: technical education in the field of monuments' restoration and conservation and Apprenticeships
- Addressed to adult and juvenile students, including with cognitive and/or socio-economic issues
- Length of training: 11 months
- Number of trainees: 12 students
- Particularities: trainees work 4 days and are paid 75% of the minimum wage

Technical-Vocational education came in Greece around 1980, to fill the gap that existed between general high school - at that time a sixth grade high school - and lower technical education. Thus the first vocational high schools were established.

From 1981 until 1984 this structure operated as the Centre for Vocational Technical Education (KETE) of Chalandri. With the change of the law (1566/1985) for Technical Education, the KETE were abolished and the Vocational High Schools (VHS) were founded. The School Laboratory Centres (SLCs) were also established, for the practical application of specialised courses. In 1985 it was renamed as 1st Vocational High School of Chalandri. In 2018, the structure was moved to the neighbouring Municipality of Agia Paraskevi. This Public Vocational High School aim at the proper technical education of young people in the field of monuments' restoration and art conservation.

The trainees are juvenile and adult students; half of the minors have cognitive issues (e.g. dyslexia) and half of the adults have socio-economic and market integration difficulties.

Within the framework of the Vocational High School of Greece there is the institution of Apprenticeship for those who want to find a job in their specialty and upgrade their vocational degree to an equivalent of a higher educational rank, i.e. Institute of Vocational Training.

Apprentices work for 11 months and are paid 75% of the minimum wage. They work four days a week and on the fifth day they attend classes at school. At the end of the year they take an exam to obtain a degree in their specialisation. Employers are private or public entities, e.g. bodies of the Greek Ministry of Culture, like museums, art conservation companies, or even the Greek national broadcaster "Hellenic Broadcasting Corporation (ERT)"

Usually 15-20% of students find a job after graduation, because a large part, 60-70% continues with higher education studies. It is beneficial that adult students (40-55 years old) can also study the specialisation. Many of them are looking for a new professional path because they are unemployed or low paid.

# VOCATIONAL SENIOR HIGH SCHOOL OF AGIA PARASKEVI



## HIGHLIGHTED POINTS BY THE VOCATIONAL HIGH SCHOOL

### Public support

- Through the Municipality and the Ministry of Education and the National Strategic Reference Framework (NSRF) Programmes which sets out priorities of the European social funds (ESF)

### Difficulties

- Very narrow framework for action
- Limited financial support

### Pedagogical tools

The specialisation courses of Art Conservators-Restorers are divided into theoretical courses, such as Art History, Materials Technology and Cultural Heritage, and laboratory courses, such as Conservation of Works of Art, Reproduction of Works of Art and Documentation through drawing. They design, make and conserve a variety of objects from materials such as ceramics, metals, stones, wood, murals, mosaics, pictures, paper. At the same time, visits to museums and workplaces of restoration/conservation projects for teaching purposes are also conducted.

### Difficulties encountered

The difficulties are mainly economic, resulting in an underperforming structure. They tried to find sponsors either by their own means or by persistent pressure towards the institutions. While the professional training of trainers for the heritage sector is necessary for protecting cultural heritage, there is a very narrow framework for such opportunities in Greece and funding for such schools is very low.

# PARTNERSHIP FOR THE PRESERVATION AND POPULARISATION OF KARST DRY STONE WALLING



## FACTUAL ELEMENTS

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### Training provided

- Type of trainings:
  - traditional knowledge and skills for the preservation and popularisation of Karst dry stone walling
  - wall repairing marthons for children
- Addressed to bearers and the wider public
- Lenght of training : 1 month in different working groups
- Number of trainees : 10 people

## HIGHLIGHTED POINTS BY THE PARTNERSHIP

### Public support

- From Regional Government of Friuli Venezia Giulia and European social fund
- Relies on 100% public funding.

### Private support

- The private sector provided the land for practical exercises.

This cross-border Partnership was established in 2015 at the end of an INTERREG project dedicated to the cultural landscape of Karst. The objective was the preservation and popularisation of Karst dry stone walling.

This partnership is constituted of organisations and individuals committed to actively promote, research, protect, preserve karst dry stone walling and take care of the passing on the traditional knowledge and skills of the cross-border Karst region to the next generation of the area as well as share professional information on the subject.

The partnership's working groups cover all important topics, such as: research, education and training, spatial management and awareness raising. The activities include:

- dry stone repairing workshops including bearers and the wider public,
- a yearly "karst dry stone wall repairing marathon" for children from Karst primary schools and kindergartens named KAMENTON
- establishment of a long-term system to put nature protection principles and concerned standards of Karst dry stone walling in practice

The vocational construction school Edilmaster from Trieste, in collaboration with other members, bearers, experts and the partnership's working group of education and training, organises a yearly 36 hours long vocational training course on Karst dry stone walling for workers in construction. This course is divided in two part:

- 11 hours of theoretical lectures (history, typology, techniques on Karst and around the world, special features of retention dry stone walling in Karst landscape) with a short exam.
- 25 hours of practical training in the field with bearers.

At the end of the course, a partnership's attendance certificate signed by the director of Edilmaster and president of the Partnership is delivered. The course benefit from the financing of the European social funds to help unemployed immigrants getting on the labour market.

# GREEN NETWORK OF ACTIVIST GROUPS (ZMAG)



## FACTUAL ELEMENTS

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### Training provided

- Type of training: the Academy of Natural Building offers a comprehensive teaching of construction with natural materials; knowledge tested through practical work
- Length of training: 15 days over a period of three months; about 120 working hours a year.
- Number of trainees : 20 trainee each year, the practical work on living examples are conducted with a group of 7 students

Green Network of Activist Groups (ZMAG) is an association that brings together organic gardeners, practitioners of applicable technologies and eco-building, permaculture designers, researchers of equitable social models of organisation and equal interpersonal relationships, and environmental activists.

ZMAG operates as one of nine Centres of Knowledge for social development in Croatia, in the field of sustainable living and the development of permaculture. The association has become known as an incubator for the implementation of sustainability, with its most prominent example being the construction of the Recycled Estate educational centre in Vukomerić, which is the headquarters of the association and a social-educational centre.

In the last 20 years, they have been working intensively on educating citizens for natural construction. The association has over the experience of 100 workshops. However the founding of the Academy of Natural Building, 5 years ago, allowed the organisation to conduct systematic education with a programme that includes a comprehensive teaching of construction with natural materials from design, reading plans, foundations, construction and insulation work (wood, stone, straw and hemp), renewable energy sources, biotechnology, construction of fireplaces all the way to finishing works.

Their main goal is to empower people to acquire skills and knowledge so that they can create a home for themselves and their families and organise better living conditions through the promotion of responsible green lifestyles. They enable many of these social groups to start their own production and provide services in the market. A lot of people have the desire and will but do not have the conditions and knowledge to solve their own living conditions. Here ZMAG provide service through their educational and advisory services.

# GREEN NETWORK OF ACTIVIST GROUPS (ZMAG)



## HIGHLIGHTED POINTS BY ZMAG

### Public support

- Stable and systematic support from the National Foundation for Civil Society Development in Croatia and the City of Velika Gorica.

### Private support

- Partnership agreements are providing financial support, tools and machines.

## Pedagogical tools

- The Academy favours learning by doing; teachers include students in all educational processes and knowledge is tested through practical exercises and works on living examples and situations.
- In the practical work, preference is given to work in small groups, usually with one leader for 7 students.
- Organisation of conventions, conferences, courses, seminars, lectures, demonstration workshops and various promotional events.

# AGENCE WALLONNE DU PATRIMOINE (AwAP)



## FACTUAL ELEMENTS

### Contact

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### Training provided

- Type of training: preservation and conservation of built heritage through the transmission of know-how, mostly practical courses (on site training schools) and some theoretical background
- Addressed to support people in situation of exclusion:
  - mentally disabled students: 2 classes of 15 for a training of two weeks
  - unaccompanied foreign minors (migrants), one yearly training of 5 days for 10 young people.

Also offers training for heritage work site managers and master's students on preservation and conservation of built heritage, and for administrative officers.

Since 1988 the management of real estate cultural heritage has been carried out by the Public Service of Wallonia in Belgium. The heritage of Wallonia is a common heritage and the public agents ensure the sustainability of this heritage by maintaining it in a quality build and natural environment.

Training in the various professions related to heritage, as well as the promotion of heritage to the widest possible public are part of the mission of the AWaP and for many years it has developed a range of training courses given by professionals, people with experience and passion.

The Direction of Training has 2 centres: the Paix-Dieu in Amay (opened in 1999) and the Pôle de la Pierre in Soignies (opened in 2016). The creation of the 2 centres could be considered as a response to the following facts:

- A need for a better workers' professional qualification
- The scarcity of certain materials and use of ancient techniques
- Bad restorations being carried out
- A need to reassess image of manual trades and built heritage among young people

### Promotion of heritage to the widest possible public:

- The AwAP strives to propose courses that ensure the support of people in situation of exclusion. In this regard the agency has been working in collaboration with the red cross to provide courses for unaccompanied foreign minors (migrants). The red Cross ensures the management of the audience and the agency provides a 5 day training course on stone masonry and wood (carpentry). They are also providing courses for mentally disabled students, at the request of the school and teachers.
- The training of professional adults in the building sector: for self-employed workers and craftsmen, for companies and businesses, for heritage building site managers and workmen, for university graduates: architects, engineers, archaeologists, art historians, landscapers, for apprentices. They provide practical courses with some theoretical background and a majority of on-site training schools on different techniques : masonry, stone, wood, decorative techniques (stuccoes, brass work, gilding, patina, faux marble, graffiti, stained glass), other techniques (mosaic, copperware, rocaille, etc.)



# AGENCE WALLONNE DU PATRIMOINE (AWaP)



## HIGHLIGHTED POINTS BY AWaP

### Public support

- The financial and institutional support of Wallonia through the European Fund for Regional Development (FEDER)

- The training of administrative officers : for AWaP and other regional officers, for municipalities: management of cemeteries, restoration of funeral monuments, exhumations, stone carving, pavement with old stone cobbles.
- Pedagogical activities : for primary and secondary schools (9 to 15 years old), for Bachelors degrees in teaching (future teachers in primary and secondary schools), for teachers.
- Research, documentation, information and support: publications and videos, specialized library/documentation center, library of material samples, information for all audiences, technical support for AWaP officers.

### Pedagogical tools

- All the courses offered are not certificating (not a diploma but a certificate of participation), with the exception of training for heritage working site managers and an inter-university master's degree on restauration and conservation of built heritage
- Programme developed by the training managers, a pedagogical advisor and the trainers
- Writing of course notes by the training managers, the trainers with the support of a library-documentalist
- The training consist mostly of practical courses with some theoretical background and a majority of on-site training schools.

# DRAGODID



## FACTUAL ELEMENTS

### Contact

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- Contact person:
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coordinator
  - [info@dragodid.org](mailto:info@dragodid.org)
  - +385 921652392

### Training provided

- Type of trainings: transfer of knowledge and skills from the older masters to future generations, encouraging learning by doing
- Addressed to all (often attracting young NEETS) and trainings reserved for local (older) craftsmen,
  - volunteer dry-stone restoration workshops - around 20 workshops, half to three days long, every year
  - Yearly heritage summer schools for students and young professionals; more than 20 trainees annually trained during 10 days camps
- Number of trainees : 100 each year
- Focus of training: vernacular architecture, dry-stone techniques

- Yearly heritage summer schools in Nature park Učka with a goal to train students and young professionals in vernacular architecture while rebuilding an abandoned dry-stone hamlet. It is specifically crafted for students and young professionals with no or few field experience. Those schools gather 20+ trainees yearly and are organised in camping form with no access to running water or electricity besides solar, and last around ten days. The practical part consists of dry-stone, hay and wood work, with theoretical lectures and discussions.

DRAGODID is an education, training and awareness raising civil society organisation, whose work is focused on vernacular architecture, specifically dry-stone techniques in Croatia and the Eastern Adriatic area.

In the past, dry-stone was one of the most widespread skills within the rural population, where it was – and still is in some places – a common part of everyday life. Even in the changed economic circumstances, and in its new roles, it still is inclusive, widespread, and recognised as the one of the most environmentally sustainable techniques of building.

The association attempts to transfer knowledge and skills from the older masters to future generations of enthusiasts and heritage professionals. It aims at re-establishing dry-stone as an efficient, aesthetical, humane, and sustainable option for the construction of simple buildings and structures in the Mediterranean.

DRAGODID organises two kinds of trainings and events in order to foster knowledge transmission:

- Smaller-scale volunteer dry-stone restoration workshops (half to three days long) are organised in the warmer season and counting yearly around 20 workshops in different Croatian regions. Usually, they are initiated by the local community and DRAGODID trainers lead the renovation along with local dry-stone craftsmen. They include many volunteers who receive a shorter training in dry-stone reparation. These workshops are open for all to attend and they often attract young people neither in education, employment or training.

# DRAGODID



## HIGHLIGHTED POINTS BY DRAGODID

### Public support

- Through calls and tenders for culture and ecology.

### Private support

- Support that cover the basic material costs of trainings.

A big part of the trainings is reserved for local craftsmen, usually older folk who are isolated by geography, life circumstances or the “new normal”. They are experts in the heritage of dry-stone building, but are usually keeping to themselves and not contributing actively to the local communities.

DRAGODID encourages learning by doing and observing, while receiving steady feedback from the trainers. For a deeper understanding of the topic, there is usually one theoretical presentation in shorter trainings, and 4-6 presentations during summer schools that cover different perspectives on dry-stone heritage.

The organisation receives public funding through calls and tenders for culture and ecology. This has been crucial for the development of the training and complement the smaller financial support received from private actors that cover the basic material costs of training.

# ITINERANT WORKSHOP ON TRADITIONAL BUILDING TECHNIQUES - BOULOUKI



## FACTUAL ELEMENTS

### Contact

- Website: [BOULOUKI](#)
- Contact person:
  - Eleni Mentesidou  
Cultural Management
  - [office@boulouki.org](mailto:office@boulouki.org)
  - +302111828348

### Training provided

- Type of training: workshops and building projects through hands-on work
- Addressed to craftspeople and young professional of various disciplines and for public educational activities
- Number of trainees : 50 persons each year
- Focus of training: traditional building techniques and materials

Itinerant Workshop on Traditional Building Techniques - BOULOUKI is a Civil Non-Profit Organisation established in 2018 in Athens, Greece. Boulouki means "gaggle", a travelling group, a name evoking the tradition of travelling companies of stone masons and craftsmen.

Boulouki is an interdisciplinary research collaborative, whose work is focused on the study of traditional building techniques and materials. Its aim is to trace and document the living carriers of such traditional knowledge; to study and to further disseminate it through workshops and actual building projects which are organised in collaboration with local communities.

The team was formed in order to respond to the need of safeguarding the knowledge about traditional building techniques and resources management, by fostering the professional training of craftspeople and professionals of various disciplines under the guidance of experienced technicians and by documenting the elder masons who are the bearers of such knowledge.

The team offers hands-on experience to young professionals that, most of the time, the academic curriculum in Greece fails to provide. The educational approach can be described as: Hands-on work - participants learning by doing; Interdisciplinary - crafts, arts and science ; Inclusive - regardless of age, gender, origins, experience, etc. The group's course of action includes the design and implementation of educational activities about traditional building techniques and other cultural heritage topics.

Such activities can be:

- vocational trainings and other non-formal education programmes (seminars, workshops, etc.) for craftspeople
- hands-on workshops for students, young professionals, and artists
- workshops and seminars in collaboration with other educational / research organisations
- participatory and open to the public educational activities
- creation of educational material

# ITINERANT WORKSHOP ON TRADITIONAL BUILDING TECHNIQUES - BOULOUKI



## HIGHLIGHTED POINTS BY BOULOUKI

### Public support

- In the form of funding, response to application or even sponsorship
  - Ministry of Culture, Ministry of Environment Regional Government; Municipalities and Technical Chamber of Greece.

### Private support

- Crowdfunding campaigns
- Support of local enterprises and residents

### Success lies in

- The concept of participatory projects and the collaborative work the team promotes through its work.
- The hands-on approach which is necessary for understanding the embodied knowledge that building crafts bear
- Strong linkages with the local communities

## Public and private support

This support has proven crucial as it has raised their credibility, helped them approach other partners and gave them confidence to seek for other funding sources. Moreover, the contribution of private donors is higher than public donors in some years.

# ACTA VISTA / BAO FORMATION



## FACTUAL ELEMENTS

### Contact

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- Contact person:
  - Coline Pélissier  
European Development Manager
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  - +33 07 61 54 22 69

### Training provided

- Type of training: Back to work programmes and training projects in heritage restoration
- Addressed to people most excluded from the labour market (18-65 years), encountering issues to access employment or training.
- Length of training: 10 months (average)
- Number of trainees: 500 persons each year
- Particularities: the training includes an employment scheme with a 6 months contract, renewable once. The trainees are paid the minimum wage via the French system of "integration through economic activity".

The association ACTA VISTA was founded in 2002 and has become a major player in the field of inclusion through heritage in France. ACTA VISTA develops back to work programmes and training projects in heritage trades, aimed at people who are most excluded from the labour market. By using the restoration of historic monuments in accordance with the highest standards of craftsmanship, the project seeks to recruit, provide social and professional support, as well as provide practical training and qualifications for jobseekers. 35 sites have been restored and enhanced since 2002.

ACTA VISTA works in close collaboration with two other associations that are fully part of its innovative model. The division of the mission between the associations is as follow:

- ACTA VISTA employs and supports the trainees;
- BAO Formation (training organisation) allows the trainees to obtain a diploma; it develops training courses leading to qualifications in various heritage restoration trades with qualified trainers: ancient masonry, carpentry, metalwork...
- La Citadelle is responsible for the opening to the public of the Fort d'Entrecasteaux site in Marseille, as a place of life and culture with and for all.

500 people are employed, trained and supported each year, i.e. 5,000 people since the creation of the association. ACTA VISTA's employees are of all ages (18-65 years), with varied backgrounds, but with a common difficulty in accessing employment and training. 70% of them are hired without any qualification. Their main difficulties are linguistic, housing, mobility, health issues...

At the end of their path at ACTA VISTA (on average 10 months) :

- two out of three find a job or further training, 50% in the building industry and 50% in other sectors ;
- 9 out of 10 qualify for the professional title presented.

This employment scheme is possible thanks to the French policy of "integration through economic activity" which subsidises the incomes of trainees in order to fight unemployment.

# ACTA VISTA / BAO FORMATION



## HIGHLIGHTED POINTS BY ACTA VISTA/BAO

### Public support

- Mostly through the French policy of “integration through economic activity”
- Public support of european, national and local authorities

### Partnership

- Local companies and network of public partners

### Private support

- Private sponsorship and donation represent 15% of the annual budget

The organisation also benefits from the support of a network of public partners (State and decentralised services) and private partners (sponsors and employment partners). Aside from those public actors, the support from private actors represents around 15% of their annual budget.

# OSSD (OBNOVME SI SVOJ DOM / LET'S RESTORE OUR HOUSE)



## FACTUAL ELEMENTS

### Contact

- Website: [more information](#)
- Contact person:
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- Ing. Lýdia Hlavatá
  - secretary since January 2022
  - [lydia.hlavata@culture.gov.sk](mailto:lydia.hlavata@culture.gov.sk)
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### Training provided

- Type of training: support the restoration and conservation of cultural monuments with medieval masonry techniques and craft work
- Addressed to the unemployed population constituted in auxiliary and professional groups
- Length of training : 7 month
- Number of trainees : approximately 500 persons each year
- Type of monuments: castle ruins, monasteries, city fortification and fortification systems, churches, mansion, historic gardens and larger complexes.

This initiative to save the castle ruins came paradoxically from the bottom, when this initiative of several, individual volunteers and enthusiasts gradually began to organise and associate in local civic associations and initiatives, which subsequently began to associate in the civic association Let's Save Castles, which began to form from the end of 2001.

The project of involving the unemployed in the restoration of monuments (ruins of castles, churches, monasteries) was implemented after the signing of cooperation between the Ministry of Culture and the Ministry of Labour, Social Affairs and Family of the Slovak Republic, through funding from the state budget and the European Social Fund which enables the integration of the unemployed.

This project was implemented during the second national project " The involvement of the unemployed in the renewal of cultural heritage - 2" which was implemented from March 2018 until February 2021, while the working season is in 2018, 2019 and 2020 (agreements in each year for a maximum of 7 months). The aim of this Programme was to support the restoration and conservation of cultural monuments. This includes castle ruins, city and other fortifications, fortification systems, mansions and other large complexes.

Thanks to the sub-Programme "Let's Renew Our House", which was launched at the Ministry of Culture of the Slovak Republic in 2012 in cooperation with the Ministry of Labour, Social Affairs and Family of the Slovak Republic, still works and brings excellent results in the field of preservation of cultural heritage - the ruins of castles, monasteries, churches and the restoration of historic gardens. Since 2021, the Programme has continued without cooperation with the Ministry of Labour, Social Affairs and Family. Since 2022, the unemployed have not been involved in this project.



# OSSD (OBNOVME SI SVOJ DOM / LET'S RESTORE OUR HOUSE)



## HIGHLIGHTED POINTS BY OSSD

### Public support

- Direct financial support from the Slovak Republic and EU financial sources.

Jobseekers who were recruited as part of the restoration of monuments were divided into two working groups according to the type of work performed:

- group for auxiliary work - focused on less qualified and auxiliary work (cleaning and sorting of rubble, auxiliary construction work, site cleaning and waste export, removal of greenery and grasslands, landscaping and access roads, landscaping of parks, auxiliary work in preparation and revitalisation of information boards, maintenance and possible revitalisation of educational trails, etc.)
- group for professional work - focused on professional activities directly related to the activities of the approved grant (eg masonry work - masonry by medieval techniques), craft work - carpentry, roofing, stonework, conservation of masonry, etc.

# EUROPEAN INSTITUTE FOR COOPERATION AND DEVELOPMENT (IECD) - SEMEURS D'AVENIR (SDA)



## FACTUAL ELEMENTS

### Contact

- Website [association semeurs d'avenir](#) et l'[IECD](#)
- Contact person:
  - [sandrine.melki@iecd.org](mailto:sandrine.melki@iecd.org)

### Training provided

- Type of trainings: training courses in carpentry, arabic joinery and lime coating during heritage training camps
- Addressed to vulnerable young people, young graduates and ensuring involvement of women
- Length of trainings: 5-10 days training on site and different length for camps (2 to 10 months)
- Number of trainers : 70 apprentices in total on the 2 heritage training camps
- Particularities: Apprentices also benefit from life skills sessions and trainers undergo training to work with vulnerable people

### Heritage training camps

- The first heritage training camps included a complete rehabilitation of the site (10 months);
- The second heritage training camps only included the rehabilitation of the Arab carpentry elements of the site (2 months).
- At the time of this publication, they are planing a third heritage training camps which would include the development of level 2 of the Enduit de Chaux training and a new ironwork training.

The association also ensure the promotion of heritage professions toward women to go beyond the cultural barriers. There is still quite a path to follow to ensure the involvement of women in heritage professions, as women currently only represent 10% of their apprentices. There is thus a great desire to increase the number of women apprentices!

Most of the time, the heritage trainings start with 5 to 10 days of theoretical/initial training given on the site, before starting to really handle the tools, equipment and materials. Young apprentices also benefit from life skills sessions and are supported throughout the training in building their professional future, in order to facilitate their integration into the labour market.

The heritage training camps of the Lebanese association Semeurs d'Avenir are a training model for the integration of vulnerable people through work, which combine the promotion of heritage and social justice. Its effectiveness is due to the financial support and trust of both public and private actors.

The association was founded in 2010 with the help and support of the European Institute for Cooperation and Development (IECD). Its mission is to plan, improve and encourage all social and educational initiatives, as well as economic and cultural initiatives that allow for the progress of people by contributing to the satisfaction of their material and intellectual needs. The association is currently implementing ten development projects in the fields of education, training, professional orientation and entrepreneurship.

In the field of heritage renovation, they have developed 3 training courses for heritage professions related to carpentry, arabic joinery and lime coating. The training received was then put to the test during two heritage training camps (with a third one in planing). This allowed the training of vulnerable young people in endangered heritage professions and allowed young graduates of short IECD training courses to put into practice their skills acquired on heritage worksite.

# EUROPEAN INSTITUTE FOR COOPERATION AND DEVELOPMENT (IECD) - SEMEURS D'AVENIR (SDA)



## HIGHLIGHTED POINTS BY IECD-SDA

### Public support

- Direct financial support from the French Development Agency (AFD), the British Council, the Directorate General of Antiquities (DGA - Lebanon).
- To date, they rely solely on public subsidies.

Necessity for a trust and long-lasting support from public actor such as AFD and between team members.

The development of an apprentice status (that is not formally set-up in Lebanon) with the rights and duties that go with it.

- trainees are covered by insurance in the event of an accident at work.
- Their apprentices receive a salary throughout their apprenticeship.

### The "pedagogical package" includes:

- a complete task-skills reference system
- a training reference system including session sheets
- the setting up of a preparation session for the trainers (pedagogy and technique), before the start of the training
- an apprentice assessment reference framework
- a trainer's job-skills reference framework (in the process of being developed into a tutor-trainer)
- a trainer's evaluation observation grid
- an end-of-training questionnaire (feedback)

The financial support of AFD and their long-standing trust were absolutely essential in order to be able to innovate and achieve this new training model (training site). The partnership with the Directorate General of Antiquities (DGA) was essential in order to intervene in the right measures and standards.

The association has ensured that its trainers underwent a preparation session for the training of young people in vulnerable situations. However, while this preparatory session only last for one day, the trainers are accompanied and monitored throughout the training.

In addition, they are developing a 'School Site Risk Assessment Document' to complement the safety actions already put in place at their two heritage training camps.

As part of their training path, the educational content was developed by their educational expert with the contribution of the architect-restorers, trainers and project coordinator.

# ASSOCIATION MAROCAINE CHANTIERS-ÉCOLES POUR LE DÉVELOPPEMENT (AMC)



## FACTUAL ELEMENTS

### Contact

- Website: [Moroccan association Workcamps for development](#)
- Contact person :
  - Rachid Chriqi,  
President
  - r.chriqi@gmail.com

### Training provided

- Type of training: vocational training through professional integration based on theoretical training workshops and practical on site work on cultural and historical sites
- Addressed to underprivileged young people (15-25 years) to promote their socio-professional integration and ensuring economic empowerment of young girls
- Length of training: 2-year training cycle
- Number of trainees : 140, including 50% of women.

The Chantier Ecole scheme is a vocational training system that has been successful in several Latin American countries, Spain and France and has been introduced in Morocco over the last decade. Inspired by this method, the project proposes a professional integration of young people based on a practical training approach by involving them in restoration work on historical sites.

Created in 2008, the Moroccan Association Chantiers-écoles pour le développement (AMC) aims to train underprivileged young people in cultural heritage rehabilitation. Through school-construction Programmes across Morocco, it contributes both to the conservation of the historical and cultural heritage and to the improvement of the social conditions of young people.

The association has set up the first Chantier Ecole of Morocco in Tetouan in 2011 in a partnership with the Ministry of Culture and with the technical and financial support of the Spanish cooperation (AECID). A partnership has been set up with local actors in order to succeed in this first experience and ensure its appropriation by the Moroccan authorities as an alternative concept of socio-professional integration. Over time, the AMC has become a key player in the field of youth support and entrepreneurship.

The overall objective is to promote the socio-professional integration of young people (between 15 and 25) in difficult situations (with low incomes and at risk of social exclusion), job seekers, who have left formal education, in professions related to construction, on restoration and rehabilitation sites of buildings of heritage interest.

Each workshop, in its field of competence, intervenes on this site in cohesion with the other trades. The projects are concrete exercises with a dual purpose - acquisition of know-how and restoration of the building. The 9 target professions are :

- Building electricity,
- Restoration masonry,
- Art carpentry,
- Art ironwork,
- Traditional plastering,
- Plumbing,
- Traditional Tetouanese Zellige,
- Traditional and modern painting on wood and walls,
- Heritage gardening.

# ASSOCIATION MAROCAINE CHANTIERS-ÉCOLES POUR LE DÉVELOPPEMENT (AMC)



## HIGHLIGHTED POINTS BY AMC

### Public funding

- The support of the partners, at all scales and both public and private has been essential.

### Difficulties

- The limited involvement of local institutions.
- The high cost of the project, which made it difficult to find funding.

The project supports the economic empowerment of vulnerable girls (with a target of at least 70 girls out of the 140 beneficiaries) from poor social strata beneficiaries and contributes to the gender equality and the defence of their labour rights. The project also brings added value for young people who have not had the chance to access socio-professional integration Programmes.

### Pedagogical tools

With regard to the design of the training, 20% of the training is divided between theoretical training in the workshops and upgrading according to the established curricula. 80% of the training is carried out on a building site, which is made available by the Province of Tetouan and in other private and public building sites.

AMC is developing a socio-professional support methodology that has been tested and improved in the projects it implements. The person-centred approach is the essence of the work to bring the person accompanied to :

- Deepen their fields of interest;
- Define their needs;
- Develop or maintain skills, attitudes or behaviours that could be useful to them;
- Find ways of removing obstacles to their personal, social and professional development;
- Establish a personalised pathway in terms of skills acquisition, attitudes and socio-professional project.

### Difficulties / Support

The support of partners, both local or international, public and private (Spanish Agency (AECID), German cooperation (GIZ), the Spanish NGO MANOS UNIDAS, the World Bank, the DROSOS Foundation, the European Union, British Council / KAFAAT LILJAMIA, IECD) has been essential for the continuity of the activities and the achievement of the objectives. In each project, public/private grants represent a percentage of about 80% of the total budget.

However, the implementation of the project was made more complex by the non-involvement of some local institutions, which led to delays in the execution of the planned activities. Another key factor that made the project more complex was the high cost of the project. Indeed, the high costs of such a project made it difficult to find funding.

# ECOLE CHANTIER SDH



## FACTUAL ELEMENTS

### Rehabilitation

- Rehabilitation of 70% of the association's historical site (Ottoman Baths 1807 and Camp Hospital 1838).
- Development of socio-cultural spaces ready to host activities.
- Participation in the rehabilitation of several historical buildings in the Sidi El Houari district

### Training provided

- Type of training: "site-school" concept (camps) - skill development in a traditional building trade through practical work, combined with socio-cultural activities to ensure social integration
- Addressed to young people in situation of vulnerability
- Length of training:
  - Diploma training: 12 months.
  - Qualifying training: 6 months..
- Number of trainees:
  - Up to 80 trainees/promotion.
  - Training of 950 trainees.
  - Capacity building for 200 craftsmen.
  - 310 students initiated to the trades of old buildings.

### Training of trainers

They have been accompanied for a long time by their partners, in particular the Spanish cooperation services, which have contributed to the structural organisation and development of the association. Moreover, the school's trainers have taken part in several reinforcement training courses in renowned rehabilitation schools, such as: Club Marpen, L'école d'Avignon, les chantiers Rampart, les compagnons bâtisseurs, la coopération espagnole.

The school was created in 2003 by the Santé Sidi El Houari association in the district of Sidi El Houari, to respond to two problems: school wastage linked to failure or abandonment, and the degradation of the material heritage of the historic district of Oran.

Faced with those challenges, the school offers training, socio-professional integration through accompaniment and the preservation and promotion of Algerian heritage through awareness and communication. However, their desire was hampered by the lack of qualified workers in Algeria.

They started with a workcamp that contributed to the general cleaning and daily maintenance of their historical site, then a second workcamp aimed at learning in action with a focus on six specialist and qualified labour professions, inside respective workshops:

- stone cutting and traditional masonry;
- carpentry;
- electricity;
- plumbing;
- blacksmithing and ironwork;
- sewing.

Their action is exclusively dedicated toward young people in a situation of vulnerability (excluded from the school system without diplomas living in precarious conditions) living in disadvantaged areas of the city of Oran. They offer this public with a free public training in their workshop as well as an assistance in their job search.

# ECOLE CHANTIER SDH



## HIGHLIGHTED POINTS BY SDH

### Public funding

Over the 19 years of their existence, they have collaborated with several donors: the French Embassy, the French Development Agency, the European Union, the Spanish Cooperation Services, etc. These partners, through subsidies resulting from calls for projects, have enabled them to set up their activities from a financial point of view.

### Difficulties

- The financial instability due to the lack of permanent funding.
- The regulations do not allow them to move towards self-financing actions that generate income for the training

### Pedagogical tools

The "site school" concept set up in 2011 is an approach that aims to train a trainee to acquire skills in a specific trade, based 80% on practice. The trainee is led to contribute to the realisation of an educational work (within the framework of the rehabilitation of the site) at the end of his promotion. In addition to the technical training, the site school offers socio-cultural activities that help the learners to integrate socially. Therefore, the school operates on a skills-based approach, translated into practical work on a pedagogical work, from which the trainees enrolled in the establishment are led to learn and acquire technical skills by carrying out work under the supervision of their trainers.

This school is unique in Algeria, being the only training school on traditional building trades and integration that offers free training, they obtained state approval in 2011 by the decree of the Wali (equivalent to the prefect). This has been an invaluable political support, which has allowed the association to deliver diplomas to trainees who have successfully completed their course.

# Similarities and differences

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Looking at the variety of initiatives in Europe and the Mediterranean region, it is possible to identify some common features and draw some lessons on the positive or negative factors that influence their work.

## Diversity of training and trainees

First of all, all organisations have common general objectives and missions link to transmission of skills, knowledge and know-how in historical craftsmanship from artisans and heritage specialists to different types of trainees, by instructing the traditional techniques of building and by providing technical education on restoration practices. The hands-on experience is a core component of the programmes offered by these organisations.

However, organisations are working with various type of trainees, and thus different educational schemes :

- retraining of masons and acquiring of new knowledge for professional artisans ;
- training of unskilled workers/trainees on heritage sites in order to use heritage as a lever for labour-market integration and inclusion;
- training for students from heritage related fields (young engineers, archaeologists, cultural professionals etc.);
- training for volunteers not familiar with the field.

Identifying the different types of trainees is essential to develop suitable and diverse pedagogical tools. When it comes to professional training and inclusion of vulnerable groups, providing financial incentives also plays a crucial role to attract the target audience.

## Integration of social inclusion aspect

The main focus of some organisations is social and professional inclusion of vulnerable groups (for instance ACTA VISTA works 100% in the professional training of vulnerable groups of people, vocational schools such as AMC which focus on the training of vulnerable groups), while other teams have more fragmented and sporadic initiatives towards this direction. It is related with the legislative and institutional framework of each country, for example how restoration projects' authorities cooperate with labor agencies, how well-organised is the vocational training on the cultural sector of each country etc.

In the Mediterranean region, characterized by the high percentage of youth population and unemployment rates, the employability concerns are more explicit and often the main objective of the initiatives.

## Integration of environmental dimension

The use of sustainable materials and the environmental impact of restoration practices are topics that, also, concern all the initiatives examined, even though the environmental dimension is addressed at different levels by the organisations. Some initiatives may focus entirely on the use and promotion of natural materials, such as Piloiko, and thus focusing on the earthen architectural heritage, while it is not included in the work of some others.

## Variety of built heritage

The hands-on experience is carried out on a wide variety of built heritage, from classified heritage sites to traditional structures and vernacular architecture. These different frameworks are sometimes determined by the national heritage policy of each initiative.



## Key elements



In terms of key elements that have been highlighted by the organisations, the public authorities' trust, support and funding for such initiatives appears to be the most critical factor of success. To this we can certainly add the importance of collaboration or partnerships with other organizations and the support from the private sector. These factors are further detailed below.

### Public support

A decisive and often a critical factor in the different initiatives is the support given by public authorities. This support might take various forms:

- subsidising directly the organisation or the initiative (REMPART, ZMAG, OSSD) ;
- giving the opportunity to organisations to apply for specific tenders or calls (DRAGODID) ;
- supporting specific activities through the Ministry in charge (CHwB, SDA) ;
- subsidising the income of trainees through specific social policies (ACTA VISTA, CHwB)

Public support derives from various sources, for example, European Union funding, such as the European Social Fund for unemployed immigrants getting on the labour market (Karst Walling) development agencies (SDA, CHwB) in the case of the Mediterranean region or a combination of national development and UN agencies (AMC). This allows the organisations to act in a flexible manner and to combine different funding for different strands of their programmes – development of the training curriculum, support the participation of trainees, developing the training site.

The lack of constant public support, local or national, hugely affects activities, such as funding the participation of unemployed people (OSSD) or the implementation of the project (AMC).

Organisations also highlighted that even if heritage sites are located within the areas of interest of local authorities and institutions, it is sometimes difficult to mobilize them and get some support. While heritage sites constitute an actual asset and a source of income for a region or country, the investment in its preservation or restoration remains very low or non-existent.

On the other hand, there are some examples of initiatives that rely on public support or have been initiated by public authorities, such as the Green Network of Activists Group (ZMAG) in Croatia, which operates 80% by public funds and 20% by private funds, or the Institut européen de coopération et de développement (IECD), Semeurs d'Avenir in Lebanon, which is 100% subsidised by public funds. IECD also supports the Moroccan Association Chantiers-écoles pour le développement (AMC), while Agence wallonne du Patrimoine (AWaP) is a public agency in Belgium.



### **Private sector support**

All initiatives also rely a lot on private support funding, in the form of sponsorship from private companies, foundations, private donors and philanthropists.

The cost of material and machines are not always included as part of the public subsidies or grants and therefore private actors are needed there to provide the financial support needed to buy tools, machines, or basic training material (Karst Walling, ZMAG, DRAGODID, Boulouki, ACTA VISTA) or put their land at disposal for the trainings (Karst Walling). Sometimes the private sector's contribution becomes the main funding resource (Boulouki).

### **Different operational models and partnerships**

There are different operational models depicted in this gallery : state-funded initiatives, vocational training schools, non-profit and non-governmental organisations, group of local associations, civil society movements etc. It reflects different national legislative and institutional frameworks. The aforementioned initiatives highlighted that it is key to develop a network of various partners depending on their needs and objectives to enrich their knowledge and approach. For instance, some of the organisations aim to have direct connections with the labour market and thus need to develop partnership in this direction.



ACTA VISTA for example works closely with local companies and BAO Formation develops training programmes in line with the needs of the labour market.

In Slovakia, the example of OSSD is interesting and can be described as a citizen initiative when volunteers gradually began to organise themselves and to cooperate with local initiatives, which subsequently led to the civic association "Let's Save Castles". The association then received public support from Slovakia and the EU.

# Useful resources

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Across the European Union, cultural heritage constitutes an important asset for regional competitiveness and social cohesion, while shaping identities of cities and regions as well as affecting citizen' well-being and quality of life. While a significant number of projects have been implemented in the cultural heritage sector with the support notably of the European union, their results are often only known by a narrow network of institutions, directly taking part in the project. In the chart below, we have collected numerous other european projects that could enhance our vision of cultural heritage.

## **Charter alliance**

The Erasmus+ funded project started in January 2021 and will be developed during the next four years. Cultural Heritage Actions to Refine Training, Education and Roles (CHARTER) seeks to create a lasting, comprehensive sectoral skills strategy to guarantee that Europe has the necessary cultural heritage skills to support sustainable societies and economies, including transversal competences such as digital/technological and green/blue economy skills. The consortium of 47 partners represents some of the top education and training institutions, organisations, networks and employers of the European cultural heritage sector. They have joined forces to professionalise the cultural heritage sector and combat the lack of statistical recognition of the sector as an economic force.

Website: <https://charter-alliance.eu/>

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## **Heritage Pro**

It is an initiative of six European partners from five countries who developed interdisciplinary training for professionals of different disciplines towards sustainable management and preservation of cultural heritage.

Website: <https://heritage-pro.eu/>

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## **Cultural Labs**

CultureLabs will involve immigrants communities and various disadvantages groups that are solely distant from the exploitation of the Cultural Heritage. It offers an innovative approach and an ICT-empowered infrastructure to facilitate the organisation and the deployment of participatory projects through the provision of specialised digital toolkits that offer stakeholder-appropriate ingredients and recipes.

Website: <https://culture-labs.eu/>

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## **ForHeritage Excellence in heritage management in central Europe**

The project promotes integrated heritage management engaging communities, mobilising funding and developing capacities for enhanced protection and management of cultural heritage assets in central Europe.

Website: <https://www.interreg-central.eu/Content.Node/ForHeritage.html>

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## **MOMAr Models of Management for Singular Rural Heritage**

MOMAr will serve to improve policies and programmes addressing heritage in rural territories, taking into account the peculiarities and cultural identities of places where rurality determinates a mode of action. The inhabitants -who maintain the territories alive- will be a central part of the strategies and new projects designed.

Website: <https://projects2014-2020.interregeurope.eu/momar/>

# Useful resources

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## CLIC

### Circular models Leveraging Investments in CH adaptive reuse

The project applies the circular economy principles to cultural heritage adaptive reuse for achieving environmentally, socially, culturally and economically sustainable urban/territorial development. Adaptive reuse of cultural heritage is seen as a mean to circularise the flows of raw-materials, energy, cultural capital as well as social capital. The circular paradigm is assumed in the project not only for the economic growth but also for promoting human development.

Website: <https://www.clicproject.eu/>

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## Open Heritage

### Organising, Promoting and ENabling HERitage Reuse

The project puts the idea of inclusive governance of cultural heritage sites together with development of heritage communities at its center. This means empowering the community in the processes of adaptive reuse. The aim is to create and promote the uptake of sustainable and inclusive models of heritage asset management.

Website: <https://openheritage.eu/>

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## SoPHIA

### Social Platform for Holistic Impact Heritage Assessment

This initiative promotes collective reflection within the cultural and political sector in Europe on the impact assessment and quality of interventions in European historical environment and cultural heritage at urban level. The project is creating a Social Platform, involving stakeholders from different fields and disciplines interested in interventions in historical environment and cultural heritage in Europe.

Website: <https://sophiaplatform.eu/en>

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## Cultural Heritage in Action

### Sharing solutions in European cities and regions

Cultural Heritage in Action is one of the actions of the European Framework for Action on Cultural Heritage of the European Commission. The goal of this project is to empower cities and regions to strengthen their cultural heritage policies and initiatives as well as develop innovative solutions to preserve cultural heritage assets, focusing on recovery and resilience in a post-pandemic world, local sustainable development, and governance and financing.

Website: <https://errin.eu/projects/cultural-heritage-action>

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## BE.CULTOUR

### Beyond CULTural TOURism

The overarching goal of Be.CULTOUR is to co-create and test sustainable human-centred innovations for circular cultural tourism through collaborative innovation networks/methodologies and improved investments strategies. Targeting deprived, remote, peripheral or deindustrialized areas and cultural landscapes as well as over-exploited areas, local Heritage innovation networks will co-develop a long-term heritage-led development project in the areas involved enhancing inclusive economic growth, communities' wellbeing and resilience, nature regeneration as well as effective cooperation at cross-border, regional and local level.

Website: <https://becultour.eu/>

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## BiOn

BIØN is a network of organisations active in low impact building techniques. Their aim is to share knowledge, practices and experiences to contribute to the built environment and to our communities.

Website: <https://www.bi0n.eu/about>

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# GALLERY OF INSPIRATIONAL INITIATIVES

JULY 2022

# HERO

HERITAGE ECOLOGICAL RESTORATION  
FOR INCLUSION OPPORTUNITIES



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