

**“Local mapping of old and new
crafts”- Phase C
Casa do Professor, Braga,
Portugal**

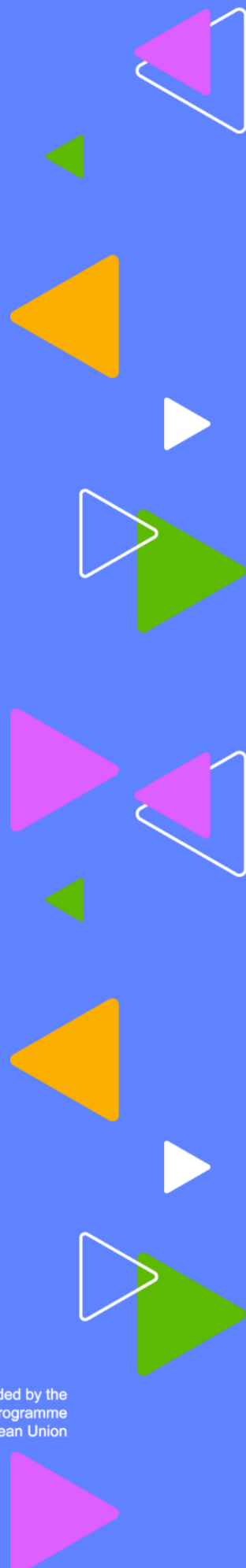


ouRoute
CITIZEN-CULTURAL HERITAGE



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This report has been written by **all the students who took part to phase C**, with the collaboration of the referent teachers from the Agrupamento de Escolas André Soares.

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1. Introduction to the project aims, objectives and idea

1.1 Students selection

Our classes were selected to participate in the ouRoute Project, we are going to talk about our School and a little of us.

The André Soares School is located in Portugal, in the center of Braga, specifically in the Union of Parishes of S. Lázaro and S. João do Souto. Being a very old city, it has a considerable historical legacy, with a series of services and cultural resources at the disposal of the community. The André Soares Basic School is new, it was built from scratch, in the space where in 1971/1972 another one was opened with the same name as the illustrious artist from Braga, André Soares. It is a favourite school for the best reasons, it collaborates with several local institutions and is open to the needs of the community.

The 6th C class consists of twenty-eight students, nineteen female and nine male, most students are eleven years old. Students attend Articulated Music Teaching at the Bomfim Conservatory. Thirteen students from the class were proposed for the Board of Excellence in the previous academic year. Regarding attitudes, most students respect the established rules, with classes taking place in an environment conducive to the teaching and learning process. Guardians are always very attentive, participative, collaborative and involved in the learning process of their students.

The 7thG class consists of twenty-nine students, fifteen females and fourteen males. Globally, parents / guardians are aware of that their involvement / participation in the school enhances our educational success. We are very active, motivated, interested and enthusiastic and we interact positively with other classmates, making it easy to create a climate of enthusiasm for the proposed activities and tasks.

Both classes are enthusiastic, curious, creative and insightful. We like working in very dynamic modes, always demanding more challenges. Our positive attitude towards learning is a challenge for those who work with us, because we are quite interested and motivated for practical activities.

The 5th K class consists of twenty-eight students, fifteen girls and thirteen boys, aged between ten and twelve years old. It is a mixed group, made up of 16 students from Regular Education and 12 from Articulated Education. 23 students are Portuguese and 5 are Brazilian. Four students from the class were proposed for the Board of Excellence in the previous academic year.

Class 6th C are reflective, curious, creative and insightful. They stimulate work dynamics, always demanding more. Their positive attitude towards learning is a challenge for those who work with them and are quite interested and motivated by practical activities.

Class 5th K students with learning abilities students, globally, interested and curious. family accompaniment; class heterogeneity; difficulties in complying with some rules (something immature; distracted, talkative); some difficulties in fulfilling school tasks; demonstrate learning potential, however, they do not make it profitable due to constraints related to the sense of responsibility; some difficulty in maintaining attention/concentration.

1.2 Project objectives, aims and ideas.

In this program, it is evident that there was implemented a good introduction to the students from class 5K for the project that they were joining at, and they were also introduced to project management perspective to manage effectively the work.

Then as it is seen the students from class 5K were introduced to the culture themes (tangible intangible) by the students from class 6th C.

Our objectives, as students, when integrating this Project, were to get to know cultural aspects of our region, our material and intangible heritage and disseminate it to other students from our country and other countries, collaborating in an exchange that enriches us all.

In the ouRoute Project, having held three workshops to the students of class 5th K, clarifications regarding the ouRoute Project were made to them. We talked about culture and the tangible and intangible cultural heritage; the methodology of investigation, the focus group. The students from class 5th K choose the topics to be developed according to their interests, that is to say: basketwork, millinery, pottery, Portuguese pavement, tile, traditional bell, cutlery, cork and Minho dolls. For each theme, an interview was carried out with people who work in the areas under study. Then they were distributed into groups. They were taught by us, class 6th C, the guidelines for the interviews to be carried out. They carried out the interviews. A tile workshop and focus group were held on the present and future of arts in general and in the region of Braga, in particular arts and crafts in the region. In the tile workshop, held in the classroom, practical works of molding, stamping and painting were produced. The work performed by the students was offered to the school.

Two online workshops were carried out on filming techniques and video editing to our class 6th C. Study visits were carried out to the D. Diogo de Sousa Museum in Braga, to the percussion instruments workshop, to the works of the Architect André Soares, to Bom Jesus elevator, to the Filgrana factory in Póvoa de Lanhoso. Videos were made about the places we visited.

2. The research phase

2.1 Preparatory workshops

Action Plan		
06/10/2020	Presentation of the project to the school and students' parents	The project was presented to the students from class 5 th K and their parents. Letters of consent were signed.
13/01/2020 – 31/01/2020	Presentation of project by the students from class 6 th C to the students from the class 5K	Integration of students from class 5K
19/02/2021	1st workshop with students 5th K/6 ^o C	Explain the concept of tangible and intangible culture. Explore the objectives of the Ouroute project and do an investigation on the

		cultural heritage of the region.
17/03/2021	2nd Workshop with students -5th K/6th C	Exploration of the concept of: interview, focus group, observation.
19/04/21	3rd workshop with students - 5th K/6th C	Creation of an investigation plan and work schedule.
June, July	Interviews	Students divided in groups and will conduct interviews with local artisans and culture promoters.
June, July	Analyze the interviews	Students analyze the interviews collected in March, April, June, July
15/06/2021	Focus Group	Focus group with a group of students and 5 artisans / cultural promoters.
July and August 2021	Workshops: Filming techniques Video editing	Two online workshops were carried out on filming techniques and video editing to class 6th C.
July and August 2021	Study Visits	Study visits were carried out to the D. Diogo de Sousa Museum in Braga, to the percussion instruments workshop, to the works of the Architect André Soares, to Bom Jesus elevator, to the Filgrana factory in Póvoa de Lanhoso.

During the workshops we focused on writing our Research Protocol (brainstorming, working on small groups) which included the questions to be used for the interviews and the focus group.

From our preliminary discussions, it emerged our interest to know more about:

1. The **origins of a job** related to a particular artistic expression and expertise: some types of jobs are very old and traditional ones, transferred from generation to generation.
2. How this job/activity contributes to the **promotion of the cultural tangible and/or intangible heritage** in Braga and its surroundings.
3. Compare past and present: explain **how this job/activity evolved** and which are the positive aspects or criticalities of this evolution through the time.
4. Filming techniques and video editing.

2.1 Stakeholders engagement plan

The questionnaires have been structured based on our interest and we freely selected our stakeholders according to that. For that aim, we tried to elaborate a stakeholder engagement plan as in the table here below. Starting from that we elaborated our questions (find it in the interviews).

TIPOLOGY	ACTIVITY	ASSOCIATION	LOCATION
Basketwork	Craftwork		Braga
Millinery	Craftwork	Sr. Manuel Coroas Chapelaria Machado	Braga
Pavement tile	Craftwork	Sr. Daniel Pontes Câmara Municipal	Braga
Pottery	Craftwork	Teresa Ramalho António Ramalho	Barcelos
Portuguese traditional bell	Craftwork	Sr. Hélder Pinto	Braga
Cork	Craftwork	Sr. ^a Joana Fernandes	Braga
Minho dolls	Craftwork	Sr. ^a Manuela	Braga
Tile	Craftwork	Sr. ^a Márcia Monteiro Sr. Vandunen Monteiro	Braga
Cutlery	Craftwork	Sr. Jerónimo	Braga

3. The discovery activities

3.1 The focus group

The focus group guide, with the questions prepared by the students can be accessed at the link below:

https://drive.google.com/drive/folders/1eI0wR8lhj2lETgBJvFpL-lBzbl_sRIXK?usp=sharing

Conclusions

The focus group interview was carried out by videoconference, through Microsoft Teams, aiming to discuss and investigate the present and future of the arts and crafts in general and in the Braga region in particular.

On video conference we had a group of participants previously selected, consisting essentially of professionals from the arts and crafts and the cultural area. The issues / topics covered: the description of the current panorama of arts and crafts in our country and in the region of Braga, in particular; their role / contribution as professionals in the field and ordinary citizens in order to keep the culture of our region alive; given that cultural heritage must be considered as a shared resource and an asset common trust entrusted to future generations... It is therefore a common responsibility take care of them". To what extent does the daily work of each of us contribute to the protection and promotion of cultural heritage; what is the potential of arts and crafts as a career professional, for young people in our country; how job opportunities can be created in this sector and what are their greatest current barriers; how educational plans and activities can contribute to reader awareness / awareness of the importance of protection and promotion cultural heritage, namely, our arts and crafts; what could be done in schools, in order to encourage students to embark on careers linked to the arts and cultural sector; what areas could be better explored for students and why; how can students get involved and have an active participation in the promotion of local cultural heritage and what future to foresee for arts and crafts in Portugal.

3.2 The interviews

The interviews were made to people who work directly with handicrafts. The questions raised are therefore diverse, depending on the theme. However, they mainly focus on how their work is involved in the local cultural heritage, local traditions, the type of materials used, etc.

All questionnaires applied and the evidence of the interviews can be consulted at the link:

<https://drive.google.com/drive/folders/1MukssqJ4XocxRIT9LONryEw7qLvDcHqv?usp=sharing>

3.3 The study visits

Study visits were carried out to the D. Diogo de Sousa Museum in Braga, to the percussion instruments workshop, to the works of the Architect André Soares, to Bom Jesus elevator, to the Filigrana factory in Póvoa de Lanhoso.

<https://drive.google.com/drive/folders/1fwNVWv9Q9wg1meWxMsFYpvqxi1oPGSAE?usp=sharing>

4. Evaluation and impact

By participating in this project, we became ouRouters. While ouRouters we became more curious to investigate and learn about the cultural heritage of the region. We also learnt that in our culture we can have tangible and intangible heritage. We were taught



to investigate the cultural heritage of the region, to prepare an interview and to pay attention to ethical issues and procedures.

We have learnt how to prepare an interview and explore different techniques, build our research instruments, simulate, and practice, to collect appropriate information about cultural heritage that we intended to investigate and then disseminate.

We learn to analyze and process the collected data. We also learned to make an investigation plan, to identify our target audience and to reflect on how to involve them, to create a work plan, to build a schedule and to make clues to reach conclusions.

We have learnt and experienced filming techniques and video editing.

I think that with the work that we did, we made known to others the value of the cultural heritage that we investigated.

Through the other ouRouters we got to know other cultural values.





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