Conservation and Valorisation of Underground Built Heritage A European Action

Giuseppe Pace, ISMed – CNR

CA18110 Action Chair

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Summary

1. The Underground Built Heritage (UBH)

2. Resource for the sustainability challenge

3. Success stories: the challenge

4. Problems and constraints

5. The Cost Action Underground4Value (CA18110)

6. Objectives

7. One-year scheme

8. Living Labs for "empowering" communities

9. How it works

10. Living Lab phases for a case-study

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1. The Underground Built Heritage (UBH)

UBH: Underground artefacts (historical and cultural exclusivity)

- **Cultural and religious places**

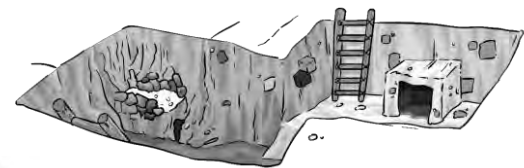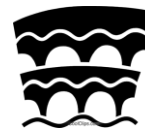- **spaces for housing** or **mining activities**, **food production** and **storage**, and natural resources' distribution

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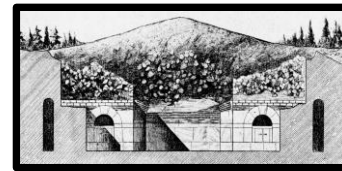
UBH cultural resource, which might contribute to individual and collective identity, social cohesion and inclusion

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Typologies of UBH sites

- Natural and anthropic **caves** (for exploitation and dwelling)

- Underground **burial/rites** structures (cemeteries/catacombs/hypogeums)

- **Mines** and **quarries**

- Underground **infrastructures** (aqueducts, cisterns, ancient drainage systems, tunnels, etc.)

- ancient buried structures and settlements (**archaeological sites**)

A **disadvantaged** area needs **investments** to return to shine.

Make a place sustainable means give an identity to the **local communities**.

**connecting** the overground world to the underground

and make invisible **visible**, letting **local people** live their place in a new and **sustainable way**.

- Raising **community awareness**

- Making local **communities** more **resilient**

- Catalysing **urban/rural regeneration**

- Attracting **tourism**

- Engendering **economic development**

- Creating **social well being**

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The Classic Karst (SI)

- Three underground natural caves: Postoijna Caves, Škocjan Caves, and Križna Cave.

- Example of regeneration and valorisation since visitors' information centre and tours date back to 17th century

- Škocjan Caves is UNESCO's list since 1986, Ramsar since 1999, Karst biosphere reserve (MAB) since 2004
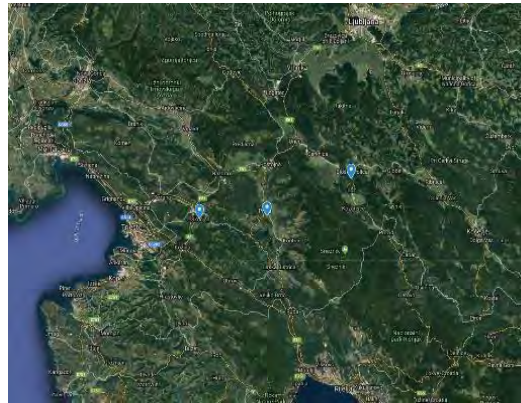
Göreme Cappadocia (TR)

- The region is set in a moonlike landscape of giant rock cones, housing historic cave-dwellings and Byzantine churches.

- The State restored the natural, archaeological and historical heritage, and a part of the valley became Göreme Open-Air Museum in 1950.

- It apparently offers a sustainable balance between heritage conservation, cultural tourism development

- Since 1985, Göreme Open-Air Museum is UNESCO World Heritage Site (WHS)

Wieliczka salt mines (PL)

- It is one of the most valuable monuments of material and spiritual culture in Poland.

- Since 1978, is UNESCO World Heritage Site (WHS)

- Visited by more than one million tourists per year

- It combines centuries of tradition and modernity, with a history of several hundred years and an underground metropolis with extensive infrastructure.

- The mine provides a venue for concerts and theatre shows

- Frequently becomes the subject of exhibitions presented in Poland and abroad.

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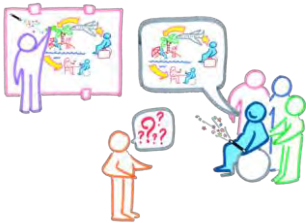
- **Local community capacity** (UBH sites largely unexplored; not-adequate scientific and technical knowledge, low technological capabilities and financial resources)

- **Tendency to top down approach in UBH conservation** (heritage as a constraint to local community development, State protection without compensation resources, absence of a specific legislation)

- **Geotechnical and geo-environmental concerns** (perception of the municipalities of underground as a high-risk and costly area of intervention)

- **Cost and a barrier to regional and urban development** (constraints to underground space reuse, ownership and management conflicts

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The Challenge

- **Establishing a network** for promoting UBH as a valuable resource to celebrate and preserve and, when sustainable, to re-use and valorise, realising its full potential to support local communities' development
- **Interacting with local communities**, disseminating innovative thinking and supporting them to explore alternative social trajectories
- Performing every year **four case-studies assessments**
- The Action is active from **April 2019 to April 2023**
- Currently the Network is composed by **30 Countries, 125 members**, organised in 5 Working groups, and is open to all interested organisations

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*…pursues **social innovation**, by empowering local communities, recognizing and respecting their **cultural heritage**, while co-developing innovative and traditional practices to favour **more effective management** and governance of **multifunctional landscapes** and contributing to their resilience and adaptability*

- Providing a **balanced and sustainable methodology** for supporting the conservation and re-use of the UBH

- Developing **new skills for planners, decision-makers, promoters, and local development facilitators**

- Realising the potential of UBH for **empowering local communities**

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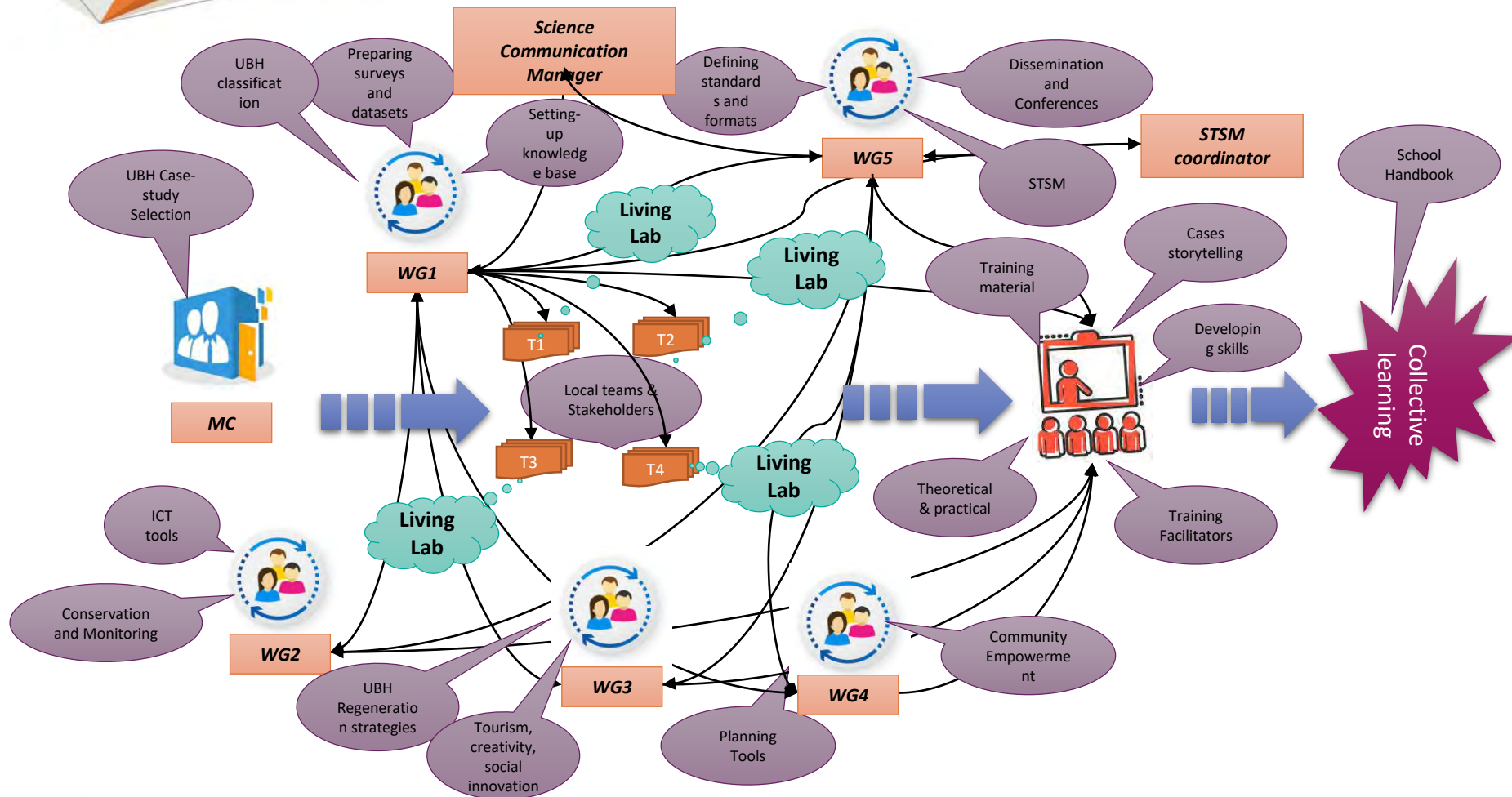
Living Labs

Protected places for developing and experimenting new practices, and promotes external landscapes.
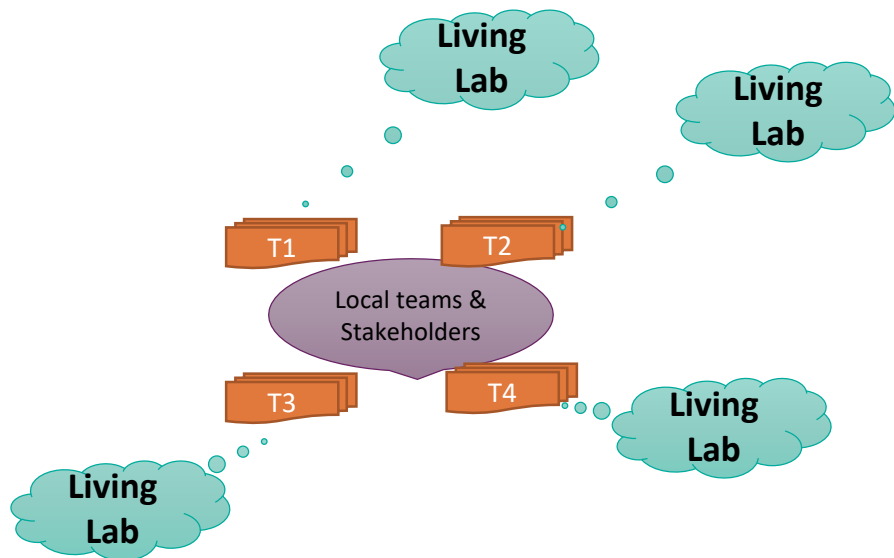
- Operate, document, and **manage strategies for fostering sustainability, innovation, learning** and social inclusion at different scales

- Encourages **new forms of collaboration of key actors** to develop a more favourable environment for culture, talent, entrepreneurship, creativity and innovation

Community management tools

- Establishing **community participation and collaboration**.

- **Impact dependent on the processes** followed during its establishment and implementation (partnerships)

- **Place Management** is the process where 'partnerships' put in place sustainable mechanisms and must be supported by an innovative approach of community engagement

- **Strategic Stakeholder dialogue (SSD)**, for developing strategic dialogue among stakeholders

- **Transition Management (TM),** for empowering communities to be able to participate to the SSD as stakeholders

Community management tools

A) Strategic Stakeholders' dialogue (SSD)

Need for information:

- **Expectancy gap** (understanding of what are the Stakeholders' expectancies)
- **Perception gap** (concerning the project and the public body behavior)

The dialogue: facilitating effective communication between companies, government, NGOs, science and other societal groups

Participation and mutual influencing, incorporating different opinions, arguments and preferences
Voluntary and its nature influence determine the level of dialogue

Open Dialogue cooperation in analysis with stakeholders →**strong collaboration** in the implementation of the policy →**complex issues** → structural processes →**building trust**

Shift relations from confrontation and competition towards **consultation and cooperation**

Involve me
join me
engage me

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A) Strategic Stakeholders' dialogue (SSD)

Dialogue

- **Cooperation** (where everybody is a winner – 'and-and' mentality)
- **Empathic** (where the other party is an opportunity)
- **Being yourself**
- **Listen to the other party so you can talk**
- **Convince**
- **Constructive** (and with mutual understanding and respect)
- **Vulnerable attitude** (many truths and may parties to learn from each other)
- **Giving and receiving**
- **Sharing and serving**
- **Collective responsibilities**

- More **Process-oriented** than issue-oriented
- More **Continuous** than with a start and an end

- Learning and discovering
- Exploring and reaching an agreement

Community management tools

B) Transition management (TM)

What makes possible to **modify stakeholders behaviours towards strategic dialogue?**

Something (someone) should **stimulate the strategic imperative,** the spirit of inquiry, the **dynamics of dialogue among local stakeholders**

Outside expertise should focus on:

- **skilled facilitators** (or brokers), characterized by weak ties, or
- **specialists in visual language** and/or **system thinking**

Planning often relies on **outside expertise** in a way that doesn't create and refine shared mental models to guide decision-making

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Community management tools

B) Transition management (TM)

The transition management (TM) approach

"seeks to overcome the conflict between long-term imperatives and short-term concerns" (Kemp and Loorbach, 2006)

Key elements of TM:

- **system-thinking,** in terms of more than one domain (multi-domain) and different actors (multi-actor) at different scale levels (multi-level)

- **long-term thinking** (at least 25 years) as a framework for shaping short-term policy

- **back-casting and forecasting**, short-term and longer-term goals

- **a focus on learning** (i.e. learning-by-doing, doing-by-learning, through experiments)

- an orientation towards **system innovation and experimentation**

- learning about a **variety of options**

- participation by and **interaction between stakeholders**..

Community management tools

B) Transition management (TM)

Activities typology

- **Strategic activities**, deal primarily with the "culture" of a societal system as a whole

- **Tactical activities**, interest driven and relate to the dominant structures (regime) of a societal system

- **Operational activities,** experiments and actions with a short-term horizon often carried out in the context of innovation projects and programs

- **Reflexive activities** relate to monitoring, assessments and evaluation of ongoing policies, and ongoing societal change

TM for UBH:

(1) Explore radical options that fundamentally diverge from the status quo

(2) Link concrete local actions and broad societal challenges

(3) Orientation toward feasibility in the short term

(4) Acknowledge the central role of social learning for achieving a transition towards sustainability

(5) see the communication and mobilization of people as an integral ingredient of the process.

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10. Living Lab phases for a case-study

1. Study and analysis of the selected topic (2 months)
   a. Historical framework and selected bibliography
   b. Ecological framework
   c. Social analysis
   d. Territorial and regulatory framework
   e. Legal framework

2. Stakeholders mapping (1 month)
   a. Institutional stakeholders
   b. Not institutional
   c. Other stakeholders (by interviews)

3. Living lab establishment and organisation (3 months)
   a. Goals definition
   b. Approach and rules structure and sharing
   c. Stakeholders empowerment and leaders choice
   d. Meetings' plan and organisation

4. Deepening the knowledge (interviews and assessments)
   a. UBH Classifications
   b. Oral and written narratives
   c. Comparison with similar cases

5. New technologies for UBH conservation and monitoring
   a. Technological topic defined and analised
   b. Expert network knowledge exchange and decision-making support (webinar)
   c. Comparison with local solutions

6. Business and Management Models for public/private built heritage
   a. Definition of the context
   b. Models' selection
   c. Possible alternatives

7. Living Lab's Storytelling (STSM e network, 3 months)
   a. Screenplay writing
   b. Materials collection (video, audio, photo, etc..)
   c. Production
   d. Post Production and finalisation
   e. Collective event

8. Living Lab evaluation and learning (STSM and Host Institution, 1 months)
   a. Questions evaluation and standardisation (WGs)
   b. Indicators (WGs)
   c. Evaluation (STSM)
   d. Report (STSM)

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