

14. Partnerships and community empowerment

Tools for Living Labs

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Nowadays, new heritage-led approaches demand for establishing community participation and collaboration. However, participation does not guarantee development and sustainability, nor does it automatically lead to either community involvement or local development. The success/impact of participation, especially in terms of community empowerment, is critically dependent on the processes followed during its establishment and implementation. This paper introduces the concept of partnership, such as a dynamic and complementary relationship between diverse actors, where benefits are achieved by working together rather than alone. Compared to the cooperation concept, whereas stakeholders participate in decision-making by exchanging information or resources and supporting one another in a relationship dependent on individual rather than collective efforts, the partnership involves diverse stakeholders collaborating as a group to achieve a common goal while sharing “mutual responsibility for their joint endeavour” (Austen & Baldwin, 1991). Partners collaborate



ment tools; c) Financial tools; d) Regulatory systems. Starting from the HUL, it describes an innovative approach for partnering communities and integrating UBH values and their vulnerability status into a wider framework of local development. The process where ‘partnerships’ put in place sustainable mechanisms to realise and manage the ‘place’ product is called Place Management, which demands for an innovative approach of community engagement. In general, to be effective a Place Management program must have: a) a

Informing	Consulting	Cooperating	Partnering	Empowering
Providing stakeholders with adequate information to enable them to make decisions and take action.	Obtaining feedback from stakeholders in order to make decisions and take action.	Involving stakeholders in decision-making processes and development of activities.	Collaborating with stakeholders to ensure that decisions and activities are appropriate.	Decision-making and activities initiated and undertaken by stakeholders.

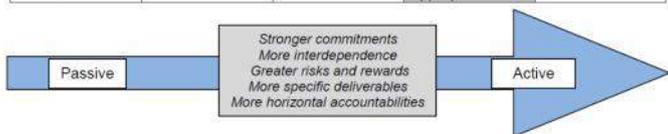
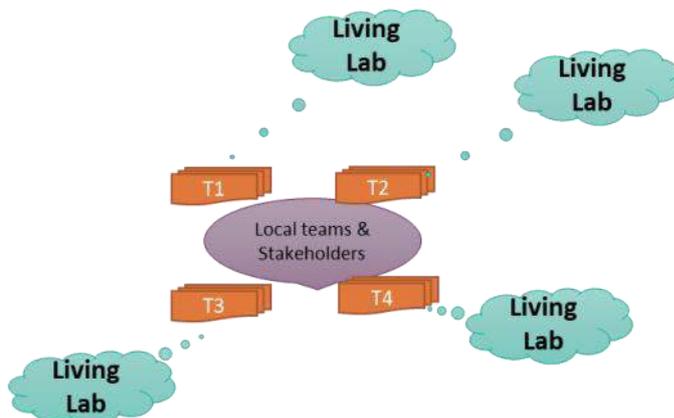


Table 1: Degrees of stakeholder participation
Source: Adapted from Caplan & Stott (2008), INBAS GmbH & ENGENDER asbl (2010a), Johnson (2013) and PPS (2007)

in decision-making processes and the ownership of outcomes, enhancing democratic governance by ensuring that public sector decisions are relevant and effective. The presentation introduces the Recommendation on the Historic Urban Landscape (HUL) and its suggested tools: a) Knowledge and planning tools; b) Civic engage-



plan and a vision that enjoys the support and commitment of all stakeholders; b) clearly defined roles and scope prior to the engagement of the manager; c) position, credibility, respect and authority. As all places are different, the Place Management needs to be tailored to reflect the specific scale, status, role, and resources of the place. Finally, the paper describes two management tools, the Strategic Stakeholders' dialogue (SSD) and the Transition management (TM), and how they could be integrated in a single integrated approach, The Strategic Transition Management (STM), based on local communities' experiments and empowerment and a multi-level strategic dialogue. STM promotes a local community's positive evolution, building capacity in the involved regions, among public bodies, communities, private companies, practitioners, academics and any other stakeholder. STM should be developed and experimented in protected places, the Living Labs, and then promoted to external landscapes. The presentation provides a scheme for developing Living Labs for the UBH valorisation, where to encourage new forms of collaboration of key actors and to develop a more favourable environment for culture, talent, entrepreneurship, creativity and innovation. The scheme considers four phases. A first, preparatory, where the UBH is studied and analysed and stakeholder mapped. The Start-up phase, dealing with the Living lab establishment and organization, is followed by the Operational phase, where the knowledge is deepened and becomes interactive, new technologies for UBH conservation and monitoring experimented and applied, and developed Business and Management Models for public/private built heritage. Finally, there is a Reflexive phase with storytelling and assessment. This process activates a continuous reflexive learning cycle between experiments and innovations (learning-by-doing). The acquired knowledge, then, empowers the pioneering community, which develops long-term strategic visions and goals (doing-by-learning), at the heart of Sustainable Development. It could generate positive and self-sustaining 'natural' interdependencies, a place of identity and attractiveness, and activate a favourable environment from both social and economic point of view.

1) Preparatory Phase

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

Creating a knowledge base and developing local culture

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

Defining a potential partnership, work with TM for empowering stakeholders

2) Start-up Phase

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

Organising the partnership, with specific aims, objectives and governance procedures

3) Operational Phase

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

Linking UBH to local identity and to global community

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

Providing technical support and stimulating local creativity

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

Supporting partnership to be sustainable

4) Reflexive Phase

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

Developing sense of belonging and providing a positive attitude towards partnership

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)

Supporting local and global collective learning