ARACNE:

"ADVOCATING THE ROLE OF SILK ART AND CULTURAL HERITAGE AT NATIONAL AND EUROPEAN SCALE"

Deliverable 1.1

Guidance model to collect data for schools and communities with tutorial and instructions for taking photos and video and GIS information

Version 1.0

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Dissemination Level

☒	PU:	Public
☐	SEN:	Sensitive
☐	PP:	Restricted to other programme participants (including the Commission Services)
☐	RE:	Restricted to a group specified by the consortium (including the Commission Services)
☐	CO:	Confidential, only for members of the consortium (including the Commission Services)

Abstract

This document contains the guidelines which describe how schools can participate to the ARACNE project by collecting information on the spot and by giving evidence on how sericulture shaped European territories, landscapes, arts, culture, genetics, production, industrial and built heritage and values through mulberry cultivation and silkworm rearing, silk processing and trading, as unifying element but with local diversities. These activities are necessary to develop the knowledge bank for the benefit of the European Silk Innovation Ecosystem which is one of the main objectives of the ARACNE project.

Partners involved in the document

Participant n.	Participant organisation name	Short name	Check if involved
1 Coordinator	Consiglio per la Ricerca in Agricoltura e l'Analisi dell'Economia Agraria	CREA	X
2	Iniziativa Cube S.r.l.	INI	
3	Lepl State Silk Museum	SSM	
4	Nauchen Tsentar Po Bubarstvo Vratsa	SCS	
5	Piraeus Bank Group Cultural Foundation	PIOP	
6	Univerza V Mariboru	UM	
7	Ethniko Kai Kapodistriako Panepistimio Athinon	NKUA	
8	Instituto Murciano de Investigacion y Desarrollo Agrario y Medioambiental (IMIDA)	IMIDA	
9	D'orica S.r.l. Società Benefit	DOR	
10	Chemins De La Soie - Des Cevennes aux Alpujarras	ASSOIE	
11	Sericyne	SER	
12	Universita degli Studi di Padova	UNIPD	X
13	Council Of Europe - Conseil de L'europe	COE	
14	Mouseio Technis Metaxiou	ASMS	

Table of contents

1. Description of the project

ARACNE project focuses on the cultural heritage of the European silk production and its preservation, protection and valorisation; it aims at reinvigorating traditional skills through the adaptive reuse of the common cultural and artistic legacy and at shaping a silk-linked European cultural identity.

The production and the past and present development of the silk sector can be again the common basis for a future European Silk Route intended as a cultural itinerary across Europe. To create a wide and well-connected network that, starting from the historical path followed by Marco Polo in his travels to East, even includes the routes of production and commercialization of silk in Europe in the following centuries, we aim to:

- ❖ Bring back silk production in vogue by reconstructing a resilient and innovative silk ecosystem that retraces the concerned European countries and promotes traditions, architecture, and both tangible and intangible heritages. The consolidation of a European Silk Route will encourage links and shared activities among European cities and regions to strengthen the preservation and protection of their culture and promote innovations in production and trade;
- ❖ Contribute to improve skills and competitiveness of silk-related European Cultural and Creative Industries through the renewal, co-development and the implementation of human-centered and place-specific silk-based cultural products, processes and service innovations, leveraging on digital applications and cutting-edge technologies, to foster the transition to more sustainable business models, and promote economic and social growth, and strengthen the reputation of European countries abroad.

1.1 ARACNE specific objectives

The overarching goal of ARACNE is to create a wide and well-connected Silk Innovation Ecosystem that, starting from the historical path followed by Marco Polo in his travels to East, also includes the routes of production and commercialization of silk in Europe in the following centuries. An innovation ecosystem is an interconnected network of quadruple helix stakeholders, including academia, industry and different levels of the public sector and civil society. This multi-level approach applies a systemic and bottom-up approach to creating research, innovation and knowledge. Silk Innovation Ecosystem includes every stakeholder and innovator in the cultural silk value chain even if not participating directly in the project activities. The production and, more in general, the past and present development of the silk sector in the ARACNE Consortium countries represent the common thread for the future "European Silk Route" as a cultural itinerary across Europe, to boost the European values in relation to the silk arts and CH for the benefit, prosperity, peace of our societies. To this aim, the project will explore the CCIs' capacities to create a cultural and artistic niche market where silk produced within EU boundaries will be valued as a distinct immaterial asset; on the other hand, the ambition is to contribute to stop the loss of technical, traditional and

cultural know-how and skills that accompanied the decline of this fiber production and that is detrimental exactly to those CCIs which might be active in fashion, art, design and product communication. In fact, the so-called "Silk Road" is generally associated to its Asian origin; however, its European ramifications were fundamental for the development of Europe as we know it today. More in general, the silk production (silkworm rearing, mulberry cultivation, silk reeling), originated from Asia but subsequently spread to Europe and developed strongly in the Mediterranean and Balkan regions. Bringing back silk production in vogue by reconstructing a resilient and innovative Silk Route that retraces the European countries and enhances traditions, architecture, tangible, and intangible heritage will demonstrate that silk, as a cultural legacy, can contribute to develop the European economy and enrich our society. In this context, ARACNE covers several sectors linked to content creation, conservation, exploitation, management, fruition, diffusion related to the silk historical, artistic and environmental resources and assets. The ambition of ARACNE will be reached through a set of specific, measurable, achievable, realistic and time-constrained (SMART) specific objectives:

Objective 1: Enhancement of knowledge and memory for the renaissance of a European Silk Innovation Ecosystem;

Objective 2: Co-creation of human-centred and place specific creative silk-based solutions leveraging on digital and cutting-edge technologies;

Objective 3: Implementation of innovative strategies and business, governance and financing models for the involved CCIs organisations and SMEs, building on previous research;

Objective 4: Support the establishment of a cultural European Silk Route, based on the tangible and intangible silk cultural heritage and landscapes;

Objective 5: Raise awareness of ARACNE results and impacts among different stakeholders of the territories and CCIs of the silk sector and raise the expectation for the constitution of a European Silk Route in support to the European silk CH and silk CCIs;

Objective 6: Enhance the European cultural identity and strengthen European competitiveness for a more resilient post-crisis society;

Objective 7: Contribution to the European Green Deal, the New European Bauhaus and the Sustainable Development Goals.

2. Introduction

These Guidelines describe how schools (intended as teachers with their students) can participate to the ARACNE project by collecting information on the spot and by giving evidence on how sericulture shaped European territories, landscapes, arts, culture, genetics, production, industrial and built heritage and values through mulberry cultivation and silkworm rearing, silk processing and trading, as unifying element but with local diversities. The guidelines will be available online and the information might be uploaded online.

These guidelines are the first effort to put into practice the Exploration phase of ARACNE, activity that will be developed in the first phase of the research, producing new knowledge on the state of the art. The Exploration phase is aimed at collecting data about the Silk Cultural Heritage in the local context of the different countries. This phase will integrate experts' and local communities' knowledge on tangible and intangible cultural and natural capital assets through mapping of different countries' heritage sites. In particular, these guidelines are conceived to be distributed among schools in the different countries participating to the project to recruit interested teachers and students to perform the ARACNE activities on a voluntary basis. These guidelines are combined and integrated with D 1.3, Guidance model to collect mulberry samples. Furthermore, the guidelines are currently being tested on a model school ("Flaminio" Grammar School of Vittorio Veneto (TV), 3rd class) and will be completed with video and media material to distribute to other schools as tutorial, after the end of the experience (May-June), to be replicated.

2.1   Objective of the deliverable

This deliverable aims to create a complete guideline in order to describe how schools can be involved in the ARACNE project and how they can discover the world of the European sericulture and how it has shaped European territories, landscapes, arts, culture, genetics, production, industrial and built heritage and values through mulberry cultivation and silkworm rearing, silk processing and trading, as unifying element but with local diversities. To do this, each partner will contact a school, in their territory, which shows a high potential in the research topic.

These guidelines will be available online and all the information might be uploaded online, and they should be adapted to the curriculum of each participating school.

The activities carried in this deliverable will help the development of the knowledge bank for the benefit of the European Silk Innovation Ecosystem.

2.2 Document structure

This document is organized into 7 different chapters, and it can be divided as follows:

1. In the first part the project ARACNE with is objectives and the objectives of this deliverable are described;
2. The second part describes in which way every partner can choose a school from its territory in order to start a collaboration in the research field. This kind of activity is organized as follows:
    i. Literacy Phase
    ii. Field Research
    iii. Mapping (Computer Laboratory)
    iv. Dissemination and Validation of Results
3. At the end of the document there are two annexes which explain the process for the data collection for the HGIS platform (Annex I) and the information for the data collection for the interested party according to the art. 14 GDPR.

Acronyms are provided at the end of the document.

3. Guidelines

3.1 Overview

- This is a general guideline that should be adapted to the curriculum of each participating school.
- Before starting the activities, the "terms of engagement" should be agreed upon with the school (such as releases, teacher/tutor contacts, available technologies, access to the HGIS platform).
- Each partner contacts the school(s) in their territory with potential for the research topic.
- The activities are designed for a class (20-25 pupils) of high school (16-19 years old); they can be replicated for more classes/schools if needed.
- After setting the rules of engagement and a tentative schedule, begin the task, divided into 3 + 1 main sections: literacy; field research; creation of the HGIS map; dissemination.
- The maps created by the students are meant to be a learning experience of the scientific research method, and a training and career guidance activity. They will NOT have scientific validity within the ARACNE Project unless verified by the experts involved in ARACNE.

4. Literacy Phase

The organising institution assigns a tutor/contact person and works with a teacher/contact person from the class that will participate in the activity.

4.1 Meetings with experts

The tutor organises meetings between the class and the experts. The experts are selected based on the curriculum of the class and the research potential of the territory.

The tutor and the teacher should attend each meeting with the students. We suggest at least:

- 1 meeting to introduce the research project to the class, with an HGIS mapping expert who demonstrates how to use and benefit from the map for the research goals.
- 1 meeting with a history expert who focuses on the territory and sericulture.
- 1 meeting with a research expert who explains the type(s) of research to be done.

4.2 Overview of HGIS Map use/tools

CREA will provide a guideline for using the HGIS map to the partners before starting the activities, along with a literacy meeting for the contact persons of the organising institutions.

4.3 Guided Tours

If there are any relevant places or museums related to the research topic, arrange guided tours for them. Remember to prepare releases, bookings, tickets and guide fees if needed.

4.4 Identification of research topics/working groups

Steps 1.1 - 1.2 - 1-3 will help inform and inspire students to choose their field research topics.

Based on their proposals, tutors and teachers agree with students on their research fields and divide them into subgroups (max 5 members per subgroup).

5 Field Research

Each subgroup decides on places/people/objects that they will investigate for their field research.

5.1 Organizing student trips to the territory

Each group proposes a schedule of activities for their research to the tutor and the teacher.

The teacher and the tutor arrange with the school the insurance coverage, releases and permits needed to conduct the survey (see attached examples of releases for schools/students and third parties).

5.2 Collecting materials

Each subgroup assigns roles to its members: photography, cartography, interviews, archive materials, multimedia production.

After getting permission to use them, the materials are digitised for later reproduction.

5.3 Standards for digitized materials

- Photos: jpg format with minimum resolution 6 Megapixels (3072 x 2048)
- Video: MP4 format with 16:9 horizontal orientation, minimum full HD resolution (1080p)
- Audio: stereo MP3 format, recommended resolution 128 Kbps, 44.1 kHz

5.4 Organizing materials

Use the google form provided by CREA that will serve as a database accessible to all partners involved in creating the HGIS map. A sample is attached (Annex 1).

Online repository of digitised materials divided by type into subfolders: a folder per group containing a subfolder for each record with at least one multimedia material and one text document. Folders will be shared with project partners.

6 Mapping (Computer Laboratory)

After completing the field research, the subgroups select and organise the most interesting materials to insert them in the map and create a route (including waypoints and storytelling), with guidance from the tutor, the teacher and the HGIS expert.

6.1 Learning to use the HGIS Map

- Setting: computer lab with the teacher and HGIS expert
- One work session
- Learning by doing: using the available materials, the expert shows students how to create and insert records in the map effectively (one meeting is enough).
- Re-working materials in a multimedia way: introduction to the features of possible formats and open-source software for producing icons, animated GIFs, slideshows, photo editing, video editing and audio editing.
- The expert gives guidelines for creating and using the map independently:
  – Finding the georeferenced point on the map.
  – Inserting the point of interest with the specific parameters.
  – Adding text and multimedia materials to the record sheet.

– Linking external sources and references.

6.2 Creating and inserting materials in the Map

- Setting: computer lab with the teacher.
- One or more work sessions.
- Based on what they learned in the first meeting, each subgroup works on creating records: writing texts, choosing images and other digitised materials, standardising records, and inserting records.

6.3 Finalizing the Map

- Setting: computer lab with the teacher and HGIS expert.
- One work session.
- The expert reviews the map with students, identifies and corrects any errors, and suggests improvements and modifications.
- A later review phase will be done by the CREA expert.

7 Dissemination and Validation of Results

- Students present the map at their institution and/or school.
- The map is shared within the ARACNE community.
- The experts from the organising institution and/or ARACNE evaluate the materials produced by the class and decide if they can be transferred to the "official" map of ARACNE (*remember releases!*).

Annex I

Data collection for the HGIS platform

Short preliminary format to collect data related to points of interest to create records on the HGIS platform.

1. Name of the Compiler

Name of Institution or Body

_____

2. Project Responsible.

Please enter the name of the Responsible.

_____

3. Contact of the Compiler.

Please enter the mail address of the compiler.

_____

4. Website of the Compiler.

Please enter the URL to the Home Page of the Compiler's official website (no social media pages)

_____

Point of Interest

Section devoted to the collection of preliminary data related to the record to create on the HGIS platform.

5. Title of the subject of interest

_____

6. Address of the point of interest

_____

7. Geographic coordinates of the interest point*

Latitude and longitude

* The user should enter the WGS-84 coordinates (decimal numbers) based on the "**Location**" that must be activated on the phones by the users to take the pictures during sampling in order to obtain the GPS coordinates from the pictures metadata.

8. Category of the point of interest

Tick one answer only:

☐historic building

☐company

☐museum

☐institution

☐farmer

☐park (botanical garden, collection)

☐agricultural landscape

☐artwork

☐witness

☐document: text

☐document: multimedia

☐Other: _____

In case the point of interest is a tree:

9. Accessibility:

☐Public

☐Street

☐Square/circle

☐Private garden

☐Botanical garden, collection

☐Agricultural landscape

10. Number of individuals at the location:

☐Individuum

☐Mulberry plantation

☐Mulberry row

☐If countable the number of trees should be added: _____

11. Trunk circumference (cm):

☐< 180 cm

☐180-249 cm

☐250-300 cm

☐> 300 cm

_____

(Fill in the measured circumference; numeric, non-decimal, not mandatory)*

* Circumference of the specimen is taken at breast height;

If the tree is of low form or irregularly shaped, the height should be individually measured at the representative diameter.

12. Brief description of the subject of interest

Historic notes and link to possible official websites. Identification of the main institutions/research centers/associations and interest groups connected with sericulture (Bulletins, directories, who-is-who etc.). Key figures of scientists, experts, administrators, entrepreneurs, development agents, etc.

_____

_____

_____

_____

_____

_____

_____

13. Collection of artefacts
Upload images
The user should upload images of artefacts (spinning mills, trees).

14. Reason of choice

_____

_____

_____

_____

_____

_____

15. Contacts of the point of interest

If available, please enter the direct contacts (name, surname, e-mail address, phone number) with the management of the point of interest.

_____

Annex II

Information for the collection of data from the interested party (Art. 14 GDPR)

We inform you that you qualify as an "interested party" pursuant to art.14 of the Regulation (EU) 2016/679 (General Data Protection Regulation) in relation to the personal data of which CREA (Consiglio per la Ricerca in agricoltura e l'analisi dell'Economia Agraria, headquarters in via della Navicella 2/4, ROMA - ITALY) comes into possession as Data Controller in the context of the ARACNE Project's activities. The aim of the Project is to recreate a cultural, scientific, technological and touristic route on the trail of the European Silk Road, with the participation of institutional and private partners throughout Europe.

Your data shall be processed according to the following principles:

Article 5 Regulation (EU) 2016/679 – Principles relating to processing of personal data

1. Personal data shall be:
a) processed lawfully, fairly and in a transparent manner in relation to the data subject ("lawfulness, fairness and transparency");
b) collected for specified, explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes; further processing for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes shall, in accordance with article 89(1), not be considered to be incompatible with the initial purposes ("purpose limitation");
c) adequate, relevant and limited to what is necessary in relation to the purposes for which they are processed ("data minimisation");
d) accurate and, where necessary, kept up to date; every reasonable step must be taken to ensure that personal data that are inaccurate, having regard to the purposes for which they are processed, are erased or rectified without delay ("accuracy");
e) kept in a form which permits identification of data subjects for no longer than it is necessary for the purposes for which the personal data are processed; personal data may be stored for longer periods insofar as the personal data will be processed solely for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes in accordance with Article 89(1) subject to implementation of the appropriate technical and organisational measures required by this Regulation in order to safeguard the rights and freedom of the data subject ("storage limitation");
f) processed in a manner that ensures appropriate security of the personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures ("integrity and confidentiality").
2. The controller shall be responsible for, and be able to demonstrate compliance with, paragraph 1 ("accountability").

The treatment takes place in compliance with the following provisions:

1. INFORMATION PROVIDED AT THE TIME WHEN THE PERSONAL DATA ARE COLLECTED (art.14 §.1 GDPR)

a) Data Controller

The Data Controller is CREA (Consiglio per la Ricerca in agricoltura e l'analisi dell'Economia Agraria), with headquarters in via della Navicella 2/4, ROMA (RM) - ITALY in the person of its legal representative, domiciled there for the purposes of this information.

You can contact the Data Controller by writing to the above address or by sending an e-mail to the following e-mail address: segreteria.presidente@crea.gov.it

b) Data Protection Officer

The Data Protection Officer (hereinafter also DPO), appointed by CREA, can be contacted at the e-mail address: valentina.longo@crea.gov.it

c) Purpose and legal basis of the processing

Purpose of the processing	Legal basis (art. 6 GDPR)
The personal data collected are aimed at collecting information for the realization of the ARACNE scientific project.	a) The interested party has given his consent to the processing of his personal data for one or more specific purposes.
Purpose of the processing	**Legal basis (art. 9 GDPR)**
The personal data collected are aimed at collecting information for the realization of the ARACNE scientific project.	a) The interested party has given his explicit consent to the processing of such personal data for one or more specific purposes, except in cases where the law of the E. Union or of the Member States states that the interested party cannot revoke the prohibition referred to in paragraph 1 of article 9 GDPR.

d) Categories of personal data

The personal data processed are the following:

Normative category	Typology	Source (*) = Public source
Art. 6 GDPR Personal Data	Name and Surname	
	Date and place of birth	
	Address	
	E-mail address	
	Phone number	

e) Recipients of Personal Data:

The recipients of the data that you provide to us are the Data Controller and the categories of people indicated below:

- CREA (Consiglio per la Ricerca in agricoltura e l'analisi dell'Economia Agraria, con sede principale in via della Navicella 2/4, ROMA - ITALY)

f) Transfer Abroad

Papers and materials produced in any form (audio, video, paper, digital, etc.) within the project will be published in all possible institutional communication channels and social networks of ARACNE and of the project partners in the various European Countries concerned, for informational, educational and promotional purposes only, in compliance with current provisions on the protection of personal data.

2. FURTHER INFORMATIONS (art.14 §.2 GDPR)

a) Retention period

The determination of the retention period of your personal data responds to the principle of necessity of the treatment. Your personal data will therefore be kept for the entire period necessary to carry out the aforementioned purposes.

Your personal data will be cancelled and destroyed as soon as they become superfluous in relation to the aforementioned purposes.

b) Rights of the interested party

By using the addresses indicated above, you can exercise the following faculties (in addition to the right to portability pursuant to Article 20 of the GDPR, which is not applicable to this treatment):

- Request access to your personal data (art. 15 GDPR)
- Request the rectification of inaccurate data or the integration of incomplete ones (art. 16 GDPR)
- Request the deletion of personal data concerning you (art. 17 GDPR)
- Request the limitation of the processing of personal data (art. 18 GDPR)

c) Right to withdraw consent

In cases where consent constitutes the legal basis for the processing of personal data (art. 6, §.1, letter a) and in particular cases (art. 9, §.2, letter a), you have the right to revoke the consent at any time without prejudice to the lawfulness of the treatment based on the consent given before the revocation.

d) Right of complaint

You have the right to lodge a complaint with the Guarantor for the protection of personal data as the Supervisory Authority identified in the Italian legal system (pursuant to article 77 of the GDPR and article 2 bis of Legislative Decree 196/2003).

e) Origin of personal data

The sources from which the personal data originate are indicated in point d) above.

f) Existence of an automated decision-making process

The data is not subject to profiling.

3. METHOD OF EXERCISING RIGHTS

To exercise the above rights, you can contact the Data Controller at the following e-mail address segreteria.presidente@crea.gov.it

Please note that, pursuant to article 14 paragraph 3 of the GDPR, the Data Controller provides the information referred to in paragraphs 1 and 2 of the art. 14 GDPR:

a) within a reasonable time after obtaining the personal data, but **at the latest within one month**, taking into account the specific circumstances in which the personal data are processed;
b) in the event that the personal data are intended for communication with the data subject, at the latest at the time of the first communication to the data subject, or
c) in the event that communication to another recipient is expected, no later than the first communication of personal data.
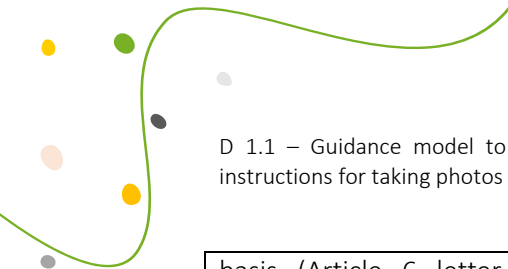
4. INFORMATION UPDATES

The information is made available to the interested party, together with any updates, on the site at the address ....

INFORMED CONSENT TO THE PROCESSING OF PERSONAL DATA

(Section to be filled in by the interested party)

I, the undersigned, ………………………………. having read and understood the above information, consent to the processing of my personal data as specified below (indicate the chosen option with an "x"):

PURPOSE OF THE TREATMENT	I AGREE	I DO NOT AGREE
Data object of one of the purposes listed in section 1.c) which has consent as its legal		

basis (Article 6 letter a) or Article 9 letter a)).		

Place …………………………….

Date ………………………………

Signature of the interested party ……………………………………

ACRONYMS

[DPO]   Data Protection Officer

[GIF]   Graphics Interchange Format

[GDPR]   General Data Protection Regulation

[HGIS]   Historical Geographic Information System

[MP3]   MPEG-2 + Audio Layer-3

[MP4]   MPEG-2 + Audio Layer-4