

PARTICIPATORY CO-DESIGN OF DEVELOPMENT STRATEGIES IN RURAL AND PERIPHERAL AREAS

CULTURAL SECTOR

A DRIVER FOR PARTICIPATION AND INNOVATION

————— TOWARDS A NEW RURAL STRATEGY —————
WHICH PLACE FOR CREATIVE LOCAL COMMUNITIES AND PARTICIPATION?

CULTURAL STRATEGIC PLAN FOR TORRES VEDRAS

Cultural Strategic Plan for Torres Vedras is built on the thematic dimensions proposed by UNESCO for Culture in the 2030 Agenda.

Each core themes is composed of a set of measurable indicators both at national, regional or local level and aims to measure and monitor the progress of culture's contribution to the national and local implementation of the Agenda 2030 Sustainable Development Goals and Objectives, assessing both the role of culture as a sector of activity and its transversal contribution to the different Development Goals Sustainable Development (SDG) and respective policy areas.

THEMATIC DIMENSIONS FOR CULTURE IN THE 2030 AGENDA

On the occasion of the Forum of Ministers of Culture on 19 November 2019 at UNESCO Headquarters in Paris, France, the Culture Sector proudly introduces the Culture|2030 Indicators.



// In-depth analysis of the multiple ways in which culture contributes to the economic, social and environmental dimensions of development. **//**

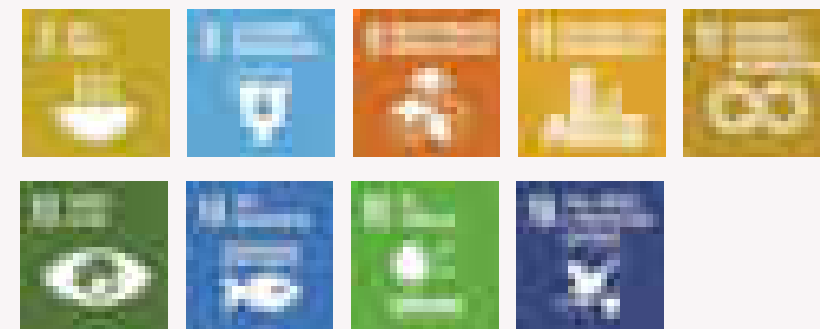
// Building evidence of the transformative role of culture, making it more visible and tangible. **//**

THEMATIC DIMENSIONS FOR CULTURE IN THE 2030 AGENDA

ENVIRONMENT & RESILIENCE

- 1 Expenditure on heritage
- 2 Sustainable management of heritage
- 3 Climate adaptation & resilience
- 4 Cultural facilities
- 5 Open space for culture

UNESCO Culture Conventions 1954 1970 1972 2001 2003



- 2.4 Sustainable foodways & agriculture
- 6.6 Water related ecosystems
- 9.1 Quality infrastructure
- 11.4 Cultural & natural heritage
- 11.7 Inclusive public spaces
- 12.b Sustainable tourism management
- 13.1 Climate & disaster resilience
- 14.5 Marine areas conservation
- 15.1 Sustainable terrestrial ecosystems
- 16.4 Recovery of stolen assets

PROSPERITY & LIVELIHOODS

- 6 Culture in GDP
- 7 Cultural employment
- 8 Cultural businesses
- 9 Household expenditure
- 10 Trade in cultural goods & services
- 11 Public finance for culture
- 12 Governance of culture

UNESCO Culture Conventions 1954 1970 1972 2001 2003 2005



- 8.3 Jobs, entrepreneurship & innovation
- 8.9 Policies for sustainable tourism
- 8.a Increase Aid for Trade
- 10.a Differential treatment on trade
- 11.4 Cultural & natural heritage

KNOWLEDGE & SKILLS

- 13 Education for Sustainable Development
- 14 Cultural knowledge
- 15 Multilingual education
- 16 Cultural & artistic education
- 17 Cultural training

UNESCO Culture Conventions 1970 1972 2001 2005

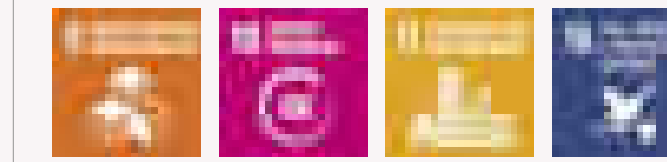


- 4.4 Skills for employment
- 4.7 Skills for sustainable development
- 8.3 Jobs, entrepreneurship & innovation
- 9.c Access to information technologies
- 12.a Sustainable consumption
- 13.3 Education on climate adaptation

INCLUSION & PARTICIPATION

- 18 Culture for social cohesion
- 19 Artistic freedom
- 20 Access to culture
- 21 Cultural participation
- 22 Participatory processes

UNESCO Culture Conventions 1970 1972 2001 2005

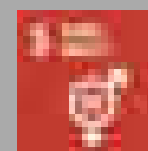


- 9.1 Quality infrastructure/equitable access
- 9.c Access to information technologies
- 10.2 Social inclusion
- 11.7 Inclusive public spaces
- 16.7 Participatory decision-making
- 16.10 Fundamental freedoms
- 16.a Prevention of violence
- 16.b Non-discriminatory policies

SDG & TARGETS

THE CULTURE | 2030 INDICATORS

ALSO CONTRIBUTE TRANSVERSALLY TO:



5.5 Women participation & leadership
5.c Policies on gender equality



17.9 Capacity building
17.16 Global partnership
17.17 Public, private and civil society partnerships
17.19 Measuring of sustainability

UIS



Gender



CULTURAL STRATEGIC PLAN FOR TORRES VEDRAS

- ■ ■ What attitudes toward culture, the city and the county (namely rural areas)?
■ ■ ■
- ■ ■ What are the strengths and opportunities, threats and risks to quality of life in the municipality?
■ ■ ■ What policies and actions should be taken?
- ■ ■ What is the citizens global assessment of what has been done, what has not be done
■ ■ ■ so far and what should be done in terms of cultural policy?

PARTICIPATORY PROCESS DIFFERENT STAGES

CONSULT

INFORM

COLLABORATE

INVOLVE

Included thematic workshops in partnership with local cultural and creative organizations enhanced by master students of Cultural Management

RURAL VS URBAN: A NEW DIVIDE

TERRITORIAL FRAGMENTATION

DISCOURSES AND FEELINGS OF ABANDONMENT AND SOCIAL UPROOTING

“ Territorial cohesion is usually considered in terms of income/productivity differences, and this has typically led to a rural-urban divide. But inequality is not just about income, it has become spatial in nature: in some areas citizens lack access to basic services such as health facilities and education. In rural areas, in particular, the provision of services has dwindled along with the declining population, making it difficult to keep hospitals, schools, trains and other public services running across the territory. Discontent in a number of EU countries has largely been driven by such phenomena. ”

Source: CEPS IDEAS LAB: EUROPE'S NEXT STAGE CONFERENCE REPORT (2020)

ENHANCING THE REGENERATION OF RURAL AREAS

Old primary schools given to community grassroots projects.



RAMA: ARTISTIC RESIDENCES



TENTO CONSERVATION AND RESTORATION ASSOCIATION

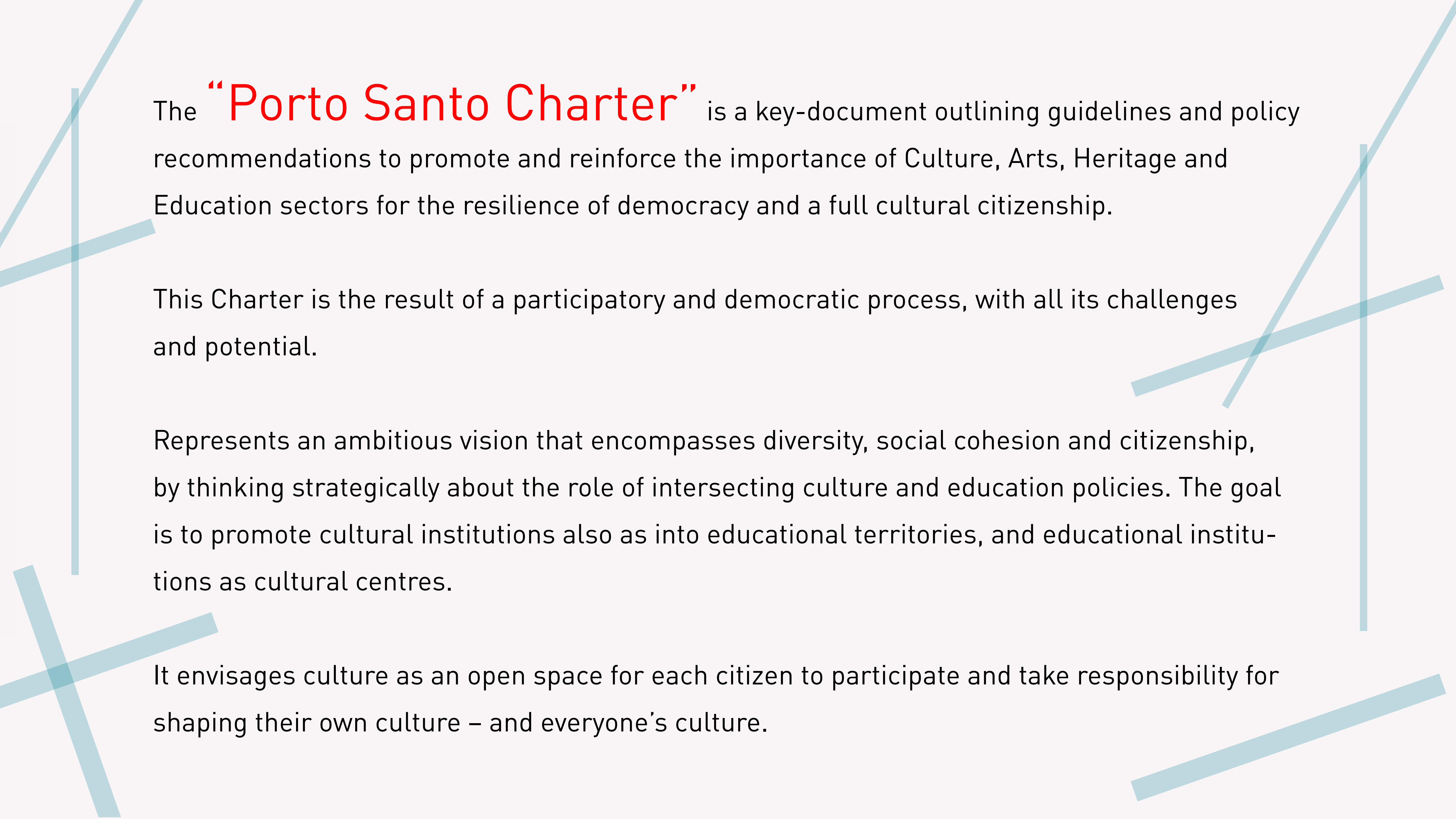


SCHOOL CULTURAL PLAN

ARTISTS IN RESIDENCE

MATCHING ARTISTS AND SCHOOL





The “**Porto Santo Charter**” is a key-document outlining guidelines and policy recommendations to promote and reinforce the importance of Culture, Arts, Heritage and Education sectors for the resilience of democracy and a full cultural citizenship.

This Charter is the result of a participatory and democratic process, with all its challenges and potential.

Represents an ambitious vision that encompasses diversity, social cohesion and citizenship, by thinking strategically about the role of intersecting culture and education policies. The goal is to promote cultural institutions also as into educational territories, and educational institutions as cultural centres.

It envisages culture as an open space for each citizen to participate and take responsibility for shaping their own culture – and everyone’s culture.