

Conclusions

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The third and last edition of the Dianet International School was concluded with success. The format did not change compared to the previous in its basic components – lectures, excursions and group work – and their distribution in the course of the 10 days of activity; the main topic was different, but complementary. The title, *The role of Cultural Heritage for the sustainable development of the Danube Region*, was meant to suggest that the focus was mainly on *Cultural Heritage*: it was so, but the several material and immaterial elements that can be labelled as *culture* were never detached from their natural setting, and were quite often approached in an interdisciplinary way. This connection photographs the real world, but it was also intentionally designed to stress the *fil rouge* that connects the 2015 with the 2014 edition of the School, which investigated the role of *Natural Heritage*, and with the 2013 one, where examples of the *interdisciplinary methods* used in basic and applied research were presented. In a way, the 2015 edition made a synthesis, through selected case studies, on how *the sustainable development of the Danube Region* can be managed without losing fundamental components of the individuals' and communities' life.

Lectures and excursions scheduled in March 2015 combined theory and practice, and were organized so as to discuss *conservation, preservation and valorization of Cultural Heritage*. It might be redundant to say that before taking any decision on the best actions necessary to achieve these goals it is important to know the nature of the object to be protected. Anyway, the first step of any intervention must be the study of the present characters of the object and its biography, which is determined by the interaction of both human and natural events through time. Classification is often part of this basic study, or it comes immediately after. Each category of artefacts and ecofacts (to use an archaeological terminology), as well as plants animals rocks etc., requires specific parameters of analysis: these should be shared as widely as possible, at least at regional level – as in the case of the *Regional Institute for the Cultural Heritage of Friuli Venezia Giulia*, that hosted half day of the first excursion – better if at national and transnational level. The topic had been only touched on at the School, but it would deserve more attention, also because shared databases using comparable classificatory parameters are one of the weapons to fight against the constantly increasing illegal trafficking of cultural objects. This is explicitly recognized by the *Comando Carabinieri Tutela Patrimonio Culturale*, the special Unit created in Italy in 1969¹, one year ahead of the issue of the *UNESCO Convention on the means of prohibiting and preventing the illicit import, export and transfer of ownership of cultural property 1970*. Among the preventive measures that the Convention recommends to its Member States, Article 5 (b) indicates “establishing and keeping up to date, *on the basis of a national inventory of protected property* [my italics], a list of important public and private cultural property whose export would constitute an appreciable impoverishment of the national cultural heritage”².

In other situations, when a certain standardization in the classificatory parameters is not required, databases created in the context of scientific research can be usefully exploited also for applied research. This link between science and dissemination was evident in different moments of the School activities, from theory to practice. It underlay the lectures in the Session of the School dedicated to the *valorization of Cultural Heritage*, and was openly discussed when the evaluation of the means to enhance tourism based on tangible and intangible cultural patrimony focused on ICT (Information and Communication Technology) in its various forms, from the more scientific –

1 See the 2008 document of the *Comando Carabinieri*, in particular part 1.5 for their activities and parts 4-5 for international laws: www.carabinieri.it/internet/imagestore/cittadino/informazioni/tutela/culturale/Raccolta_normativa.pdf.

2 www.unesco.org/new/en/culture/themes/illicit-trafficking-of-cultural-property/1970-convention/text-of-the-convention/

GIS (Geographic Information System) applications, webGIS, virtual tours... – to the more social ones, such as Facebook, Instagram, Twitter, You tube etc. Examples of science-based realized projects were given also in the excursions. *KeyToNature: a new e-way to discover biodiversity*³, for instance, is a project essentially designed for multimedia outcomes, supported by an enormous base of data and images that can be used for many different studies. The analysis of the damages caused by plant infestation and environmental pollution on buildings and monuments, necessary to plan the most appropriate conservation and restoration activities, is such a one, and Villa Manin di Passariano is a perfect case study. Here the opportunity and necessity of interdisciplinary collaboration of specialists in various fields was stressed by the teachers, but was self-evident. In the case of *KeyToNature*, biologists worked together with professionals in pedagogy, education and information technology to develop new identification tools available on a variety of platforms, including laptops and mobile phones, for use within schools and universities as well as for the nonspecialist; but biologists and other experts in environmental sciences have to collaborate with art historians, architects, engineers, restorers to take action for the preservation of *Cultural Heritage*.

Most participants in the School seem to have assimilated the importance of linking science and dissemination, of making people outside the academic world fully aware of the richness of local, national and transnational *Cultural Heritage*, tangible and intangible, as well as of the big challenges issued by the protection of *Cultural* and the indissolubly intertwined *Natural Heritage*. Most participants also recognize the value of all ICT tools, in addition to more traditional ones. These topics are in fact often present in their projects. Interdisciplinarity is somehow less visible. A clue to understand this apparent lack could be found in certain answers to the questionnaire submitted to the attendees, where emphasis was put on the difficulty of collaborating, just for few days, with persons not known till the beginning of the School, and whose field of study was quite distant. This perceived difficulty should stimulate an in-depth analysis for the future: are certain fields – such as archaeology, for instance – more intrinsically open to interdisciplinary work? how to combine interdisciplinarity with specialization? when to introduce it in the students' educational path?

I believe that it could be interesting and fruitful to put these questions to the participants in the 2015 Dianet School – who had a task harder than that of their predecessors, as their projects had to be built according to the contents

3 www.keytonature.eu/wiki/

of the Horizon 2020 new calls – to the colleagues who gave lectures and presentations, to the facilitators and the staff members.

Even if this were not possible, I am sure that we all have gained some benefit from the time spent together during the 2015 edition of the School. Consequently, also on behalf of the Director, prof. Marco Dogo, I want to thank them all for their contribution, and to thank in particular Stefano Brumat for his unique cordiality, helpfulness and competence, without which the last edition of the Dianet School, as well as the previous ones, could not have been realized as successfully as it was.