

The Fisherman's Route - Project of sustainability and pedagogical practices

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ABSTRACT

The Fisherman's Route is a collaborative project implemented through training and pedagogical innovation and the integration of final year students from LCTDI (ISCAP-P.Porto) in the curricular unit of Internship for the application of the skills of the Information Professional (IP) for the 21st century. Informational heritage makes it possible to create and enrich tourist activities based on local culture, promoting sustainable and local economic development, as well as safeguarding heritage, through the transfer of knowledge from the IP skills acquired at LCTDI. Through semi-structured interviews with members of the fishing communities of Caxinas and Poça da Barca and the analysis of documents, a survey of the informational heritage linked to fishing practices was carried out. The results of the project are presented, which is assumed as a model for local development, valuing traditions and preserving the informational heritage linked to the fishing activity. The importance of the competences that the IP holds in different work realities is inferred.

Keywords: Curricular Internship; Information Professional; Sustainability; Tourism; Informational Heritage; Information Systems; Information Science.

INTRODUCTION

Tourism is assumed today as a largely global phenomenon, based on an ever greater and more diversified set of natural, historical-cultural, and socio-economic resources, presenting new development directions, having a growing importance in national and regional economies, reinforcing the identities and the protection of the environment and nature conservation.

Given these premises, the implementation of sustainable tourism initiatives means applying new concepts of development, adopting new technologies and working methods in multiple domains, introducing new activities and quality tourism products, privileging the contact of Man with Nature and valuing the History and Culture of Places. Effectively, the growing importance of the informational heritage as an agent that generates value, and a differentiating identity is currently an essential element for the creation of distinctive tourist activities that enhance local realities and heritage if considered in the context of local strategic development.

In fact, the strategic approach to safeguarding local cultural heritage is aligned with (Freland, 2009, p. 11) definition of cultural heritage "(...) formas materiales o "vivientes" del patrimonio cultural abarcan tradiciones o expresiones vivas heredadas de nuestros antepasados y transmitidas a nuestros descendientes, como las tradiciones orales, las artes del espectáculo, las prácticas sociales, los ritos y celebraciones festivas, los conocimientos y prácticas relativos a la naturaleza y el universo y los conocimientos y técnicas necesarios para la artesanía tradicional". In the same document is mentioned in 2003 the adoption by UNESCO of the Convention for the Safeguarding of the Intangible Cultural Heritage, which was the first legal and binding instrument expressly directed to this type of heritage (UNESCO, 2003a).

According to this Convention, the term safeguarding encompasses the measures implemented to ensure the viability of the intangible cultural heritage such as identification, documentation, research, preservation, protection, promotion,

enhancement, and transmission (through formal and non-formal education and training of individuals), promoting a revitalization of the various aspects of heritage. The Convention also recognizes the need for different and appropriate measures to promote the safeguarding of different types of heritage. In 2015 the former School of Industrial and Management Studies and, since 2016, ISCAP, both organic units of the Polytechnic of Porto, were/are the partners of the Parish Council of Vila do Conde, in order to create and develop a joint cultural and touristic project, called "The Fisherman's Route". This project assumes as a guideline, the preservation of the identity and cultural link of this city to fishing and its fishermen, which has in place of Caxinas and Poça da Barca one of the largest fishing communities in the country.

Through the process of safeguarding cultural and intangible heritage, and this project, in addition to heritage security, the transfer of secular knowledge and its maintenance is also promoted, despite the resources available in the modern society in which we live, avoiding the loss of information of great cultural and identity value for the city of Vila do Conde.

It is an uncontested social fact that, more and more, citizens have a community awareness of the historical value and ethnographic richness of their collective heritage, mirror, and vector of their cultural identity, mobilizing themselves with determination assumed in the urgent and incessant task of their defense. At the same time, and from a perspective of training or in-depth professional specialization, surprisingly promising synergies were developed, marked by historical-artistic and architectural study and research, in the disciplinary scope of conservation and restoration. Therefore, from an increasingly forward-looking awareness of heritage, a heritage science was born, whose emergence and epistemological importance is obvious.

Heritage, being a set of values, a mediation structure between the past and the present, a matrix for the explicitation of the structuring languages of the territories and landscapes, today assumes a privileged framework for conceptual reflection within the scope of development. Indeed, heritage, especially through its cultural component, is a recurring theme in the paths to development. However, capacities to identify and activate these values are uneven across places and societies. We can say that the cultural heritage is an expression of the culture of human groups that recovers memories, ritualizes sociability, selects cultural goods, and transmits legacies for the future.

In recent years, heritage has definitively entered the agenda of political, scientific, and social concerns. It can be said that the purpose of heritage is to ensure the survival of social groups and to connect one generation with another and according to this, it can be accumulated, lost, or transformed from one generation to the next, and can be used to be put at the service of sustainable development, since it originates numerous tourist activities.

It must be considered that cultural heritage is made up of everything that history has transmitted and also of culture in its intangible dimension: language and customs, folklore, musical and artistic traditions, dances, homemade products, culinary specialties, without forgetting traditional handicrafts, crafts and ancient know-how. For (Rodríguez Becerra, 1997)

the concept of heritage refers to the legacy we inherit from the past and pass on to future generations.

All material manifestations of culture created by man have a physical existence in a place and in a certain period. The determining element that defines the concept of heritage is its ability to symbolically represent an identity (da Silva, 2000). And since symbols are privileged vehicles of cultural transmission, human beings maintain close ties with the past. It is through this past-present identity that we collectively recognize ourselves as equals, that we identify with the other elements of our group and that we differentiate ourselves from the others. The past gives us a sense of identity, of belonging and makes us aware of our continuity as people through time.

There are few studies on maritime communities as complex societies, with different groups directly and inexorably linked to the sea and maritime life and fishing communities are one example of maritime communities (Polónia, 1999). Fishing communities are coastal communities that use resources that rely primarily on coastal ecosystems for their subsistence and for their livelihood and food. These communities are heterogeneous, with complex histories, inter-group dynamics, and patterns of resource use (Christie, 2005). A distinctly maritime society is one that is built around a port, and that benefits from maritime dynamics as a determining factor and whose population develops specific social processes and dynamics. Therefore, communities are one of the main differentiating elements that make tourists travel and visit them and, at the same time, experience ways of life and products from different communities.

The elements that make up a fishing destination are the natural, sociocultural and/or built environment where tourist and non-tourist activities are developed. This environment, as a general rule, is located by the sea, since most part of the fishing activity takes place on the coast due to the optimal conditions for the development of the activity and also in the inland rivers, although the fishing activity does not assume an industrial nature, as the amount of fish caught is much smaller than the amount that can be caught at sea. A fishing destination is an area located on the coast and made up of kilometers of beaches surrounded by sea and sometimes by river, dunes and small to medium sized communities, in which there is fishing activity (de Oliveira, 2003).

Tourism is constantly evolving and is admittedly an activity of great importance for the country, therefore, Portugal must increasingly invest in its development and in its connection to the sea, since the country has the knowledge, the techniques, and the natural conditions for doing so. In turn, these requirements enable the transformation of a community with strong and ancestral connections to the sea and fishing into a tourist destination. One of the partners in this transformation can be the information professional (IP).

According to the National Trust for Historic Preservation in the US (Richards, 2009), cultural tourism translates into job and business creation, increased tax revenue, diversification of the local economy, the possibility of creating partnerships, attracting visitors interested in the history and culture of the place, increasing income from cultural attractions, preserving local traditions, promoting investment in historic sites, developing a sense of pride in cultural heritage and increasing awareness of the place.

(Oliveira and Manso, 2010) refer that sustainable tourism can reduce asymmetries since it coincides with the needs of tourist regions, protecting and increasing their opportunities for local development by optimizing environmental resources, in an approach, on the one hand, ecological and which aims to conserve biodiversity and, on the other hand, assuming respect for the socio-cultural authenticity of local communities and for socio-economic feedback to all agents involved in the process.

The North Region Coordination and Development Commission (CCDRN) (2008) sees tourism as an essential axis of its development strategy because assumes that, on the one hand, the Tourism-Leisure cluster is a strategic sector priority sector for the country and that it can make an important contribution namely through the increase in external revenues, to cover the trade balance deficit and to balance of trade deficit and to combat unemployment (CCDR-Norte, 2008). On the other hand, also recognizes the contribution that tourism can make to the enhancement of the country's natural and cultural heritage of the country, as well as improving the quality of life of the Portuguese and to reduce regional asymmetries.

For (Menezes, s.d.) travelling to meet people, traditions, stories, and learn about the past in a lively and authentic way has been one of the strongest trends in tourism activity. According to (Barretto, 2000), the tourist who travels for this purpose goes in search of cultural tourism, one in which the main attraction is some aspect of human culture, whether it is history, daily life, handicrafts, or any other aspect that the concept of culture encompasses.

One of the impacts of tourism is the potential contribution to regional development. According to (Beni, 1999), tourism is an important element of the social and economic life of the regional community, as it reflects the true aspirations of people to enjoy new places, assimilate different cultures, rest and benefit from leisure activities. But tourism also has important economic value because it helps the economic development and environment of peripheral regions. In this way cultural tourism has been seen as an important element for the development of a region and has contributed to promote the involvement of communities with their history, their cultural attractions, and their social memory (Lucas, 2000).

The driving problem inherent to the project is related to the growing concern regarding the loss/forgetfulness of these traditions, due to the fact that the new generations do not dedicate themselves as much to fishing as their ancestors, which is combined with the aspect of sustainable economic development through the creation of services and products typical of these communities, making them more dynamic.

This project has the following objectives: to collect, recover and recreate tangible and intangible elements that can, through new technologies and the internet, have an electronic portal that serves as a window for this project; create new elements, through the audiovisual recording of testimonies from fishermen, their wives, and the local parish priest, which is intended to be made available on social networks; consider the legacy of so many who have left us and of others who are older, but they preserved important elements: fishing gear, photographs and stories; create tourist routes with signage of buildings, places and typical fishing products allied to the gastronomy of fish, with the promotion of gastronomic

weekends; develop street recreations and animations, with the collaboration of the local associative movement; create a logo that allows the identification of "The Fisherman's Route" Project.

CONTEXTUALIZATION OF A NEW ROLE FOR THE INFORMATION PROFESSIONAL

In Portugal, the term Information Professional is associated with the figure of the librarian, although it is a generic designation for any professional, who somehow has information as his object of work. These professionals then gather different skills and competences that enable them to manage information as a resource (Dutra and Barbosa, 2020) and their training is currently developed in the Information Science forum, which (Garcia, 2007, p. 140) defines as "an applied social science: that investigates the problems, themes and cases related to the perceptible and knowable info-communication phenomenon through the confirmation or not of the properties inherent to the genesis of informational flow, organization and behavior (origin, collection, organization, storage), retrieval, interpretation, transmission, transformation and use of information". For (de Carvalho, 2014), in the context of a globalized society, in which the role of information and knowledge are central, IPs should focus efforts on the appropriation and development of skills and competences capable of positioning them as strategic information resources. It is true that the intermediation of IP has always been evident in infocommunicational processes, acting in the structure of these processes, placing itself between the issuer that produces the information and the receiver that consumes the information generated, however, with the affirmation of the new technological paradigm, we are also witnessing the crystallization of a new phenomenon, with consequences in terms of the (re)positioning of IP in the infocommunication process, taking into account that, namely with the generalization of the Internet, users can be simultaneously producers and receivers of information.

The IP can, in this context, play a leading role in this type of projects as the proximity between Tourism and Information Science is intensified by the characteristic of the disciplinary integration process, often around the same object (information). In this process, pluridisciplinarity would be the minimum pole of disciplinary integration, transdisciplinarity the maximum pole and interdisciplinarity the set of multiple possible variations between the two extremes (Pombo, 2005). IPs should capitalize on the tremendous interest in cultural heritage that already exists and leverage the positioning of libraries, archives, and museums to encourage social and cultural heritage and provide a unique opportunity for these centers to work and lead together in the 21st century (Marty, 2008). This project focuses on the unifying idea that the informational heritage is, more than ever, something that must be preserved because in its essence lies, on the one hand, the enhancer of the preservation of this heritage, but, on the other hand, the development of tourist services and resources, capable of promoting and boosting local development (Martins and Carvalho, 2018a, 2018b, 2018c). Thus, it is intended to value and disseminate informational heritage indirectly associated with fishing, making it important to make known to the country and the world the "people of the sea" of these communities, through the creation of the cultural and tourist

project “The Fisherman’s Route”, with the aim of devising a tourist approach to this heritage, allowing the sustainable development of these communities and the city itself.

Allied to this are the professional skills that must be fully assumed/controlled and employed by students and future IPs and which are described in the I&D Euro-Referential (European Council of Information Associations, 2005) and distributed among several groups, of which the following stand out: - Information: understanding of the professional environment – level 3; analysis and representation of information – level 3; search of information – level 3; design of products and services – level 3. - Communication Group: written communication – level 3.

Level 3 is the Information-Documentation Manager level and assumes that you have received theoretical and practical training that provides you with in-depth knowledge and study of the rules of the profession (methods, standards, etc.) and the principles that govern them. Also, with regard to the Euro-Referential, the essential personal skills inherent to the performance of the IP are also highlighted and end up supporting and even emphasizing lifelong self-learning as a human being, which is also a facet of higher education training. These personal aptitudes, which are intended to be even more sedimented during the internship period, are:

- Relationship: Autonomy; (Ability to) Communicate;
- Availability; Empathy; Pedagogical (Sense)
- Research: Spirit of Curiosity
- Analysis: (Spirit of) Analysis; (Spirit) Critical; (Spirit of) Synthesis
- Communication: Description; Responsiveness
- Management: Perseverance; Accuracy
- Organization: (Ability) Adaptation; (Sense of) Anticipation; (Sense of) Decision-making; (Spirit of) Initiative; (Sense of) Organization.

Something that is perceptible in the studies conducted by (Arias-Coello et al., 2014) and by (Martins and Carvalho, 2018b).

The importance of internship as pedagogical practice

For (Martins, 2015), higher education is a key sector for society, being considered as the engine of scientific, social, and political innovation, responsible for the development of resources of different nature, including human resources and the mission and objectives of higher education institutions (HEIs) are the elements that define it. Kourganoff (cit. by Martins, 2015) considers that in order to fulfill their training objective, the HEIs must be supported by a teaching structure, but also by an information service, promoting the dissemination of knowledge through research.

It will be relevant to mention that in the pursuit of their objectives, HEIs will be able to serve society, actively participating in its life, providing services in an effective and targeted manner. In accordance with the approval of the Magna Carta of European Universities in the city of Bologna (1998), research is indissoluble from the teaching activity, inherent to the mission of Higher Education Institutions (HEIs) and presupposes a commitment to cultural, social, and cultural

needs. Economic conditions of the societies in which they belong, through the critical dissemination of knowledge and education to the subject. The provision of services to the community, as mentioned above, is another function of the HEIs, along with the satisfaction of educational needs throughout life, thus reaching new audiences. The current context also requires HEIs to respond to the demands of efficiency and transparency as well as demonstrating results in fulfilling their mission (Martins, 2015).

Following the above, it is important to highlight the importance of the curricular internship, something that (Rocha-de-Oliveira and Piccinini, 2012) do because they affirm the relevance of the curricular internship for the professional insertion of higher education students, such as (Fonseca and Encarnação, 2012) a first connection with the job market and real professional experiences from which you will be able to draw new skills and knowledge as well as define your own style of acting as a professional. The curricular internship allows not only the application of acquired technical skills, but also the insertion, action and interaction in/with historical-sociological phenomena “the completion of the internship means considering the immersion in a certain organizational culture, it requires the necessary capacity for the understanding of that reality, which would not be plausible without the theoretical training typical of the academy, and the experience of typical phenomena of the educational universe such as school culture and socialization processes.” (Silva Neto, 2012, p. 4). Also according to (Silva Neto, 2012, p. 4) “the dimension of experiential knowledge is as important as the others, since it is constituted in the relationships of subjects in a given space-time. Furthermore, the construction of the subjects’ relationships with the world and with each other is permeated by values, knowledge, feelings and beliefs, without which the world would suffer from sense.”. It will therefore be convenient to remember that pedagogical practice presupposes the construction of knowledge by the student, but also by the teacher, through a critical reading of reality, giving rise to an “intentional practice of teaching and learning not reduced to the didactic question or to the methodologies of studying and learning”. to learn, but articulated to education as a social and to knowledge as historical and social production, dated and situated, in a dialectical relationship between practice-theory, content-form and interdisciplinary perspectives.” (Fernandes, 2008, p. 159). This practice will be mutual and continuous, in the case of this project, in a real work context, but also in a classroom environment (in teaching hours of guidance), and presupposes the articulation, according to (Azerêdo Rios, 2008) between four different dimensions: ethics, technique, aesthetics and policy.

Cultural heritage

Cultural heritage is a concept that was born in France in the early 1980s (Calvo, 1995) and that redefines the concepts of folklore, popular culture and traditional culture. According to (Cruces, 1998) one can speak of cultural heritage as an emblem of the community that reinforces identities, promotes solidarity, creates social boundaries, covers up internal differences and conflicts and builds images of the community, in the end, as that symbolic representation of the identities of the groups of humans. Following this anthropological perspective, we believe that the notion of cultural heritage is not the same as the notion

of heritage or culture. This is one of the most frequent conceptual confusions among researchers and among heritage agents. In addition, cultural heritage tends to establish some permanence, when, on the contrary, culture is constantly changing. Culture can be studied and known, but not all of it can be patrimonialized, otherwise we would be condemned to live in a hopelessly equal way to our ancestors. Change is inherent to the notion of culture, but also to that of cultural heritage. The two notions are closely linked and need each other.

It is also possible to highlight the movable or material heritage that includes items such as objects or documents that refer to a historical period; property containing historic buildings and monuments; the intangible heritage were certain cultural activities that differ from others are preserved (UNESCO, 2003b), as is the case, for example, of Fado. According to UNESCO (UNESCO, 2003a, p. 4), intangible heritage means "practices, representations, expressions, knowledge and techniques - together with the instruments, objects, artefacts and associated cultural places - that communities, groups and, in some cases, individuals recognize as an integral part of their cultural heritage", and it is therefore necessary to preserve it over the years.

Regarding fishing and its importance for development, it should be noted that Portugal is a geographically privileged country, as it is located at the crossroads between three continents, Africa, America and Europe, and the routes between the Mediterranean and Northern Europe. It has always assumed itself as a territory linked and, in some way, dependent on the sea which, being part of our identity and culture, is, in fact, an element of privileged connection between the various Regions of the Country, between it and Europe, as well as with the rest of the world.

The fisheries sector, a natural part of this reality, has a relevant importance to the socio-economic situation of the populations and riverside (sea or river) communities, who depend heavily on the sector, which in turn, contributes considerably to local development, employment, and to the maintenance of other economic activities and numerous jobs, in addition to constituting a cultural matrix that should be preserved.

Fishing communities constitute very individualized population centers, formed by generally large families and quite dependent on the dynamism generated by fishing. They are also holders of a vast heritage, both historical and intangible cultural, increasingly threatened by powerful pressures of different origin and which therefore require urgent actions aimed at their preservation. This activity has become of crucial economic importance, as it boosts trade and the arts and knowledge related to fishing, in addition to generating jobs in various sectors, but above all, and within the scope of this project, through the development of this activity, cultural traditions emerge and the buildings that need to be preserved, valued and communicated are identified.

For (Ferro, 2014), culture and cultural heritage are essential elements that weigh in the tourist's decision to visit a certain destination, as they end up qualifying the local culture through the experience of their beliefs, habits and historical, material and immaterial aspects, which influence the social life. The

author highlights the objective of cultural tourism, which is related to authentic interaction and experience.

MATERIALS, METHODS AND PROCEDURES

This is a project that, as previously mentioned, aims to collect, recover, and recreate information, traditions and inventory artifacts, covering the informational heritage, gastronomy, shipbuilding, including typical fishing-related to fishing, as well as the collection of names and nicknames of the families of these communities. Simultaneously we will develop consulting actions in the area of tourism marketing. It will also be created a catalog that will encompass all the information collected, promoting, in this way, a record of what are the secular traditions that have been passed down among the members of the communities through orality. This project is based on direct observation and on several semi-structured interviews, aimed at the fishing community of Caxinas and Poça da Barca, and its content is subsequently analyzed. This work also required the collection of audiovisual material and its technical treatment. The collection of information also included the analysis of documents available at the municipal library and archive of Vila do Conde, as well as the application of a questionnaire to the inhabitants and visitors of Vila do Conde, in order to identify and design merchandising that would to meet their preferences. We also intend to create products and services representative and faithful to the identity of this fishing community, namely recreation and street entertainment, gastronomic weekends allied to historical and ethnographic routes.

The interviews created to collect information for the creation of the glossary of the *linguarejar caxineiro* (typical dialect) were aimed at fishermen and fishermen's spouses. Both were based on a short contextualization of the Project and the interview guide for the fishermen contained 10 questions and for the fishermen's wives 7 questions. The topics covered were fishing activity, fishing equipment, typical expressions from Caxinas and Poça da Barca as well as proverbs. The other interviews were based on 11 main themes that later unfolded into more specific questions. The topics covered were: Caxinas and Poça da Barca, Types of Vessels, Types of Traps, Traditional Clothing, Gastronomic Traditions and Recipes, Shipbuilding, Fish, Food, History, Industry, Rituals/Festivities. Regarding merchandising, as mentioned, a questionnaire was created, which was applied in two ways, through an online platform (Google forms) and in person. The questionnaire presented a brief description of the project and asked about sociodemographic aspects and about which products the population would like to have as business cards to this city, essentially related to the sea and fishing. For this data collection, it was necessary to calculate the size of the sample using the Raosoft Sample Size Calculator, and considering the lack of knowledge about the size of the universe, it was assumed that the population consisted of 20000 individuals, dimension from which the sample size shows a small variation. The study population were the subjects who frequent Vila do Conde and the objective is to know their preferences for the creation of various products that serve as souvenirs / business cards to this city. Thus, for a population of 20000 people, a confidence level of 90% and a margin of error of 5%, the minimum sample size should be 267 respondents to

ensure its significance. Regarding the Tourist Route, the idea arises from the opportunity to show an entire route linked to the sea and fishing, and to all its points of reference, passing through Caxinas and Poça da Barca, with the aim of valuing the heritage and culture of these communities. The objective is that anyone can witness and explore with their own eyes all the points and places that are or were somehow related to the sea and the fishing activity developed by these communities. That said, several points of interest (POIs) located in the city itself, in Caxinas and Poça da Barca, as well as south of Vila do Conde, were selected to create a route between them. This roadmap addresses the following POIs: City of Vila do Conde: Capela do Socorro; Nau Quinhentista; Alfândega Régia Museum; Dock/Fishing Port; Nossa Senhora da Guia Chapel and Lighthouse; Santa Catarina Chapel; Caxinas and Poça da Barca: Fishermen's district; Nossa Senhora dos Pescadores Chapel; Fisherman's House, Fisherman's Statue; Memorial to the Castaways; Convivial Spaces; Nossa Senhora dos Navegantes Church; Municipal Market Caxinas; Apresto Warehouses; FOR-MAR School. Azurara: Azurara Shipyards; Vila Chã: Beach and Fishermen's Square; Museum Center; Labruge: Castro S. Paio.

The route design presupposes the collection and inclusion of information of a different nature, among which the most relevant characteristics and considered pertinent of the area and places where the route passes, geology, fauna, flora, traditional architecture, manor houses, monuments,

gastronomy, arts and traditions, among others.

RESULTS

So far and as a result of the development of this work and within the scope of the LCTDTI internships were: the creation of the Project's logo, together with the students of the Design course in the school year 2015/16; created a video of presentation of the project (2016)

<https://www.facebook.com/rotadopescador/videos/600796260096007/> (Figure 1); created merchandising associated with the project; collected informational heritage and recorded in audiovisual material

(https://www.youtube.com/watch?v=8GYfkRBBtnM&index=2&list=PLhnocTV6UCpDft4HvIqb-qkPn1m_82Ohc); survey of the typical language Caxineiro resulting in a glossary (examples of typical expressions: "Anda no Filas" - walks on the sea of Greenland; "À cara podre" - Shameless Teacher taught me" - The teacher taught me; "Até te chico todo" - Until you trinco todo" - Until you bite it all; recipes, habits, and customs typical of these communities (Figure 2); a small pedestrian tourist route was outlined that identifies points of interest under the project (Figure 3); a Facebook page associated with the project was created () associated with the project (<https://www.facebook.com/events/130892420653496/>); a recreation was organized with the collaboration of the fishing community.



Figure 1. Logotype "Route of the Fisherman" created under the project



Figure 2. Merchandising "Route of the Fisherman" created under the project

Roteiro Turístico Caxinas e Poça da Barca

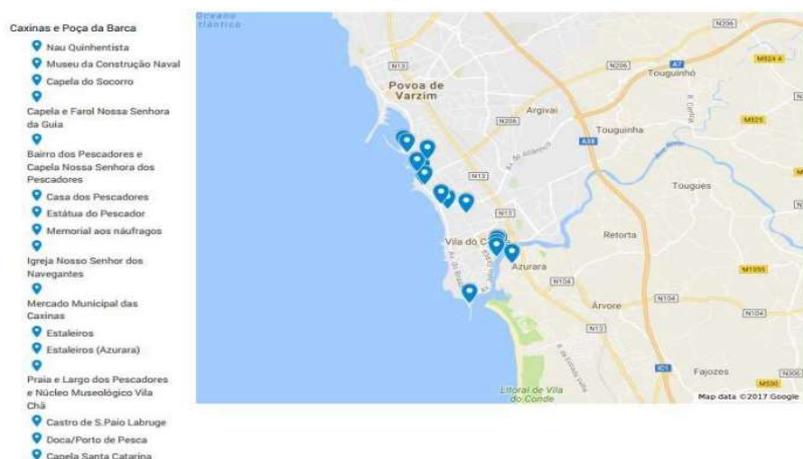


Figure 3. Part of the Caxinas and Poça da Barca Pedestrian Tourist Route

CONCLUSIONS

In this project, sustainable development is achieved through the exploitation of heritage of diverse nature, considering the reasonable use of resources and preserving local species and natural habitats. In the medium term, it is expected, after its implementation, to verify the positive effects on the local community: Preservation and enhancement of the local heritage; Creation of new jobs and profit-generating activities, in a balanced way; Economic and financial promotion of the county through the creation of new tourist products and services; Creation of a portal where all information of heritage and tourist interest is available.

It is therefore expected that the local inhabitants, now and in the future, will reach a satisfactory level of social and economic development as well as human and cultural fulfillment through the celebration of their own traditions and heritage, and that the project will assume itself as a model of low impact tourism, but of great importance in the touristic and economic development of the municipality, with a direct impact on the communities involved and with a high appreciation of their traditions and memory, preserving informational heritage, both social and cultural associated with fishing activity, essential for those communities.

Information must be preserved, in this sense this project proved to be of great importance for the preservation of the intangible heritage of the communities of Caxinas and Poça da Barca, in particular the Linguarejar Caxineiro. This project also demonstrated that the skills of retrieval, collection and selection of information that the information professional holds are relevant in alternative scenarios, in this case, in a cultural and tourist project. In addition to training IPs and increasing their skills in Information and Communication Technologies (ICT), it is also clear that in order to fully appreciate information as a human and social phenomenon, it is necessary to intervene in education, in collaboration and in the forms of interaction with users, thus providing the promotion of literacies and means for accessing information. Whether regional or global, knowledge of the needs specific to users and IP lies in the legacy of the informational heritage. As such, the needs of multimediation, become evident, implying a

greater interrelationship with professionals and with the forms of research, demands that arise from the new technical skills of handling ICT on the part of users.

Another aspect that should not be overlooked is the importance that communities recognize in the efforts made to promote the preservation of these traditional knowledge, which basically represents the information that has been transmitted from generation to generation. It is worth highlighting the importance that this project will have for this community of Caxinas and Poça da Barca, because it focuses on centuries of history that have never been portrayed at this level. The objectives are being achieved, with the first steps being taken in an area that is little explored and of extreme importance for the community and for its development.

In this project, some difficulties were faced, which were overcome using different strategies, in particular document analysis. Still, it is expected, in the short term, the conclusion of some of the activities developed and the insertion of the local route created within the scope of this project, in the great European route GR11-E9, which crosses the Portuguese coast. There is more work, such as the conclusion of some processes initiated and that will originate partnerships with courses and schools in the P.Porto universe, as well as the creation of a family tree of the Caxinas and Poça da Barca community, of an online catalog, a visual navigation glossary and a project website.

It should also be noted that this project, by valuing the informational heritage and carrying out an internship at an external entity, ended up influencing the emergence, in the 2018/19 school year, of other projects that also focus their activity on the informational heritage, namely the Grande Hotel do Porto and the Porto Metro. This project did not end with these stages, as it is intended that more work will be developed over time. Contacts have already been initiated with HEIs in Bulgaria (Sofia) and Greece (Athens) for the establishment of a European team to create a European project that could be financed.

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