
Contents

Introduction	xv
Jean-Louis ERMINE	
Part 1. Preserving Traditional Knowledge	1
Chapter 1. Developing Competence in Traditional Occupations: The Example of Documentary Filmmaking	3
Jean-Claude COULET	
1.1. Introduction	3
1.2. Why focus on competence building in traditional occupations?	4
1.3. The contribution of theory	6
1.3.1. The dynamics of individual competence	6
1.3.2. Linking individual competence and collective competence	8
1.4. The design and implementation of a theory-inspired training system	10
1.4.1. The choice of a particular use of documentary films for training purposes	11
1.4.2. The training system and its theoretical justifications	11
1.4.3. The scope of such a training system	15
1.5. Conclusion	16
1.6. References	17
Chapter 2. The Extinction of Traditional Hoof Trimming Knowledge and the Basis of Its Acquisition	21
Mathilde DUMAS LEROY, Joffrey BEAUJOUAN, Sophie CHAUVAT, Géraldine RIX-LIÈVRE, and Michel RECOPÉ	
2.1. Introduction	21
2.2. Background and objectives of the study	22

2.3. An emblematic task of the sheep farmer's profession: hoof trimming	23
2.4. Different farmer profiles in relation to trimming	24
2.5. Hoof trimming in current trainings	26
2.6. Competences and know-how developed by successful farmers	29
2.7. Methodology used to obtain these results	36
2.8. Which farmers have built up this knowledge as a basis for their competence?	37
2.9. Theoretical position	39
2.10. Training prospects	43
2.11. Conclusion	45
2.12. References	45
 Chapter 3. Knowledge Management in the Restoration of Historic Buildings	49
Jean-Louis ERMINE, Jérôme CHOULY, Benoit LE BLANC, and Guilhem LE MOIGNE	
3.1. Introduction	49
3.2. The project for the transfer of know-how in the restoration of historic buildings in Périgord	50
3.3. Project description	51
3.4. Phase 1: mapping critical knowledge	52
3.4.1. Step 1: creating the knowledge map	52
3.4.2. Step 2: criticality analysis	52
3.5. Phase 2: creation of the expert's knowledge book	54
3.6. Phase 3: production of a training booklet	55
3.7. Phase 4: capture of specific technical gestures	55
3.8. Phase 5: designing a training program/system	61
3.9. Conclusion	62
3.10. References	63
 Chapter 4. A Method for Modeling Knowledge to Preserve Cultural Heritage	65
Imane EL AMRANI, Abdelmajid SAKA, and Nada MATTA	
4.1. Summary of the method for modeling knowledge to preserve cultural heritage	65
4.2. Introduction	66
4.3. Moroccan <i>zellige</i> craftsmanship	66
4.4. Critical knowledge mapping	69
4.4.1. The GAMETH method	69
4.4.2. The “M3C” method for mapping critical knowledge	69

4.5. The “3CMA” approach proposed in this study: adaptation of GAMETH and M3C	70
4.5.1. Identification of the main themes to be considered for the <i>zellige</i> craft	73
4.5.2. Identifying the main themes	75
4.5.3. Defining the criticality of represented knowledge	75
4.6. Modeling critical knowledge	80
4.6.1. Step 1: identifying knowledge sources (“expert artisans”)	80
4.6.2. Step 2: collecting knowledge	80
4.6.3. Step 3: MASK modeling of Fes <i>zellige</i> knowledge	81
4.7. Example of results of knowledge modeling	81
4.7.1. Model for color knowledge and preparation	83
4.7.2. Modeling of the <i>zellige</i> cutting technique: “The Taksir technique”	83
4.8. The contribution of modeling to the <i>zellige</i> craft	86
4.9. Conclusion	86
4.10. References	87
Chapter 5. Distilling Cognac and Analyzing Global Distilling Cultures to Preserve the Living Memory of Traditional Knowledge	89
Vanessa FEREY	
5.1. Abstract	89
5.2. Introduction	89
5.3. A living legacy of humanity to be safeguarded	90
5.3.1. Cognac interculturality and professional diversity	92
5.3.2. Cognac eau-de-vie, an intangible cultural heritage in France	93
5.3.3. Naming and standardizing for transmission and innovation	95
5.4. Data collection fields for international application	98
5.4.1. Epistemology of an intangible heritage	98
5.4.2. Museology of a living material culture	99
5.5. Conclusion	105
5.6. Appendix	106
5.7. References	107
Part 2. Transmission of Traditional Knowledge	111
Chapter 6. The Problem of Passing On Traditional Knowledge	113
Jean-Claude COULET	
6.1. The challenges facing transmission	113
6.2. How to view the transmission	114
6.3. How to approach the transmission of traditional knowledge?	115
6.3.1. Questioning the concept of transmission	115

6.3.2. Consulting the scientific literature.	116
6.3.3. Questioning the link between individual and collective competences	116
6.4. References	117
Chapter 7. Supporting Industrial Heritage and Local Know-How to Benefit Regional Development: The Case of <i>Terre et Fils</i>	121
Benjamin CABANES, Juliette KEOHANE, Laure LIGNON, and Pierre BERTRAND	
7.1. Introduction	121
7.2. The industrial heritage of territories	122
7.3. Industrial heritage know-how: a common good to be preserved and promoted	123
7.4. Preserving and renewing local know-how.	124
7.5. <i>Terre et Fils</i> and <i>Terre et Fils investissement</i> : an endowment fund and an investment company	124
7.6. From knowledge management to industrial heritage governance	126
7.7. References	127
Chapter 8. The Regional Campus for Built Heritage, from Restoration to Eco-Construction: A Tool for Combining Tradition and Innovation Within Territories.	129
Sophie SEICA and Mickael LANDEMAINE	
8.1. Context: sectors in transition	129
8.1.1. Nouvelle-Aquitaine, a region steeped in know-how	129
8.1.2. Necessary evolution of practices in the face of transitions	130
8.1.3. A network of actors at the heart of the project	131
8.2. An ambitious community project.	132
8.2.1. Towards an evolution in training programs.	133
8.2.2. Promotion and appeal of the sector at the regional level	134
8.2.3. The importance of developing collaborative practices.	134
8.3. References	135
Chapter 9. From Traditional Knowledge to Agroecological Knowledge	137
Vincent SOULIGNAC and Matthieu HIRSCHY	
9.1. Introduction	137
9.2. Modern agriculture knowledge management	138
9.2.1. State of knowledge management in agriculture in 2010.	138

9.2.2. Developments in knowledge management in agriculture since the 2010s	140
9.3. Up until when is knowledge considered “traditional” in agriculture?	141
9.4. How can we recover traditional knowledge?	144
9.4.1. The SECI model and traditional knowledge	144
9.4.2. Sifting through writings to find traditional knowledge	145
9.4.3. Survey of the last living practitioners	146
9.5. Content of this traditional knowledge	147
9.6. Proposed method for researching traditional knowledge and its content	151
9.7. Contribution of traditional knowledge to enrich modern knowledge in support of agroecology	152
9.8. Conclusion	153
9.9. References	154
Chapter 10. Knowledge Transfer Within Agricultural Cooperatives in Morocco: Types of Barriers and Opportunities for Improvement	159
Rachid ELKACHRADI	
10.1. Introduction	159
10.2. Conceptual and theoretical framework	160
10.2.1. Conceptual framework	160
10.2.2. The types of barriers to knowledge management	161
10.3. Methodological framework	163
10.3.1. Research background	163
10.3.2. Research methodology	163
10.4. Presentation of results	164
10.4.1. Methods of transmitting traditional know-how within cooperatives	165
10.4.2. Individual barriers	165
10.4.3. Organizational barriers	166
10.4.4. Technological barriers	166
10.5. Discussion of results	167
10.5.1. Barriers to knowledge sharing	167
10.5.2. Reasons for knowledge sharing	168
10.5.3. Proposals for overcoming barriers to knowledge sharing	169
10.6. Conclusion	170
10.7. References	171

Chapter 11. The Role of Digital Technology in Enhancing the Value of Luxury Artisanship	173
Benjamin ADAM, François GRAVIÉ-PLANDÉ, and Martine HLADY-RISPAL	
11.1. Introduction	173
11.2. Restoring the artisan's identity as an artist	174
11.3. Communicating French excellence to customers	175
11.4. Recruiting tomorrow's talent	176
11.5. Reviving forgotten ancestral skills	177
11.6. Conclusion: artisanship and new technologies: the future of luxury?	180
11.7. References	180
Chapter 12. Initiation and Traditional Knowledge Transmission Through Compagnonnage	183
Jean ERCEAU, Dominique SAFFRE, and Jean-Louis ERMINE	
12.1. Introduction	183
12.2. <i>Compagnonnage</i> , a tradition and a history	185
12.3. <i>Compagnonnage</i> , a tradition and an organization	186
12.4. From the desire to know to the acquisition of knowledge	188
12.4.1. The desire to know	188
12.4.2. From perception to knowledge	188
12.4.3. From knowledge to know-how	189
12.4.4. From know-how to knowing	189
12.5. <i>Ingenium</i> and knowing	189
12.5.1. Knowing is a matter of consciousness	189
12.5.2. Perception	190
12.5.3. Putting learning into practice	191
12.5.4. The dynamics of thought and its actors	192
12.5.5. From perception to action: work, a matter of consciousness	194
12.6. Implementing <i>ingenium</i> in <i>compagnonnage</i> training	196
12.6.1. The role of actors of thought	196
12.6.2. Putting the learning process into practice	197
12.7. The dimensions of <i>compagnon</i> 's work	198
12.7.1. The dimensions of space and time	198
12.7.2. The dementic dimension	199
12.7.3. The dimension of the spirit	199
12.7.4. <i>Compagnonnage</i> , quality work and the value of work	201
12.8. Conclusion	202
12.9. References	202

Part 3. Valorization and Creation Associated with Traditional Knowledge	205
Chapter 13. From Transmission of Traditional Knowledge to Pedagogical Innovation	207
Valérie LEHMANN and Valérie COLOMB	
13.1. Background of this essay	207
13.2. About Katsina dolls and transmission of traditional knowledge	207
13.3. About boundary objects, active pedagogy and appropriation.	210
13.4. About architecture, form, and language	211
13.5. Towards a new concept of “knowledge sculpture”	212
13.6. First experiment	214
13.7. A second experiment.	215
13.8. Upcoming and recent experiments	217
13.9. Theoretical considerations for moving forward	217
13.10. References	218
Chapter 14. The Craft Masonry Heater	223
Aurélien GERMAIN-THOMAS	
14.1. From tradition to modernity	223
14.1.1. Some insights into the origins of the masonry heater.	223
14.1.2. The masonry heater: an efficient but little-known heating system	224
14.1.3. Current situation	227
14.2. The masonry heater profession	227
14.3. The establishment of a new sector	230
14.3.1. The AFPMA	230
14.3.2. The AFPMA: purpose and missions	230
14.3.3. The AFPMA ecosystem.	231
14.4. Areas for development	235
14.4.1. The development of the industry and recognition of masonry heaters and the masonry heater profession	235
14.4.2. Drafting professional rules	237
14.4.3. The applied research laboratory for various construction types with the development of design software.	237
14.4.4. The creation of adult education training programs	238
14.5. Conclusion: local craftsmanship with a strong social component	240
14.6. References	243

Chapter 15. Knowledge Management in Quebec's Forest Mushroom Industry: A Knowledge Quilt.	245
Laurent RENARD and MARTIN CLOUTIER	
15.1. Introduction	246
15.2. Context: the value system of the forest mushroom industry	249
15.2.1. Overview of forest mushrooms in Quebec	249
15.2.2. Value system of forest mushrooms in Quebec	253
15.3. Research methodology and methods	255
15.4. Conceptual model	257
15.4.1. Knowledge categories at the collective level	257
15.4.2. The repertoire of individual and collective knowledge.	264
15.5. Two case studies to illustrate knowledge management	266
15.5.1. Case study: The Wild Basket	266
15.5.2. Case study: interaction between technological and scientific knowledge and local knowledge and expertise.	268
15.6. Discussion	270
15.7. Conclusion	273
15.8. References	274
Chapter 16. Rebuilding an Industry Commodity Chain Through Know-How in a Traditional Sector: Case Study of the 1083 Jeans Brand	279
Juliette KEOHANE and Benjamin CABANES	
16.1. Introduction	279
16.2. The commodity chain: a hierarchical industrial organization between suppliers and customers	280
16.3. The recreation of know-how: a customer/supplier dynamic reversed from the traditional commodity chain model	282
16.4. A leading role for the brand in sharing know-how with suppliers	285
16.5. Coordination and cooperation: building an industrial ecosystem	287
16.6. Conclusion	288
16.7. References	289
Chapter 17. The Territorial Social Ecosystem as a Solution for the Transmission and Promotion of Traditional Knowledge	291
François GRAVIÉ-PLANDÉ	
17.1. Introduction	291
17.2. Traditional knowledge within a territory	292
17.2.1. Role and significance of traditional knowledge.	292

17.2.2. Challenges facing the transmission of traditional knowledge	293
17.2.3. Importance of preserving traditional knowledge	294
17.3. Promoting traditional knowledge through the TSE and network organizations	295
17.3.1. Principles and mechanisms of the TSE	295
17.3.2. Real-world example: Terra Garona	296
17.3.3. Challenges and opportunities for the TSE.	299
17.4. Conclusion	301
17.5. References	302
Chapter 18. Cognac's Time-Honored Traditional Know-How and Modest Innovations	305
Bertrand BLANCHETON	
18.1. Introduction	305
18.2. Traditional know-how at the heart of the value proposition	307
18.2.1. Distillation, a highly regulated process	307
18.2.2. The decisive influence of coopers' know-how	308
18.2.3. The crucial challenges of aging	309
18.2.4. The art of the cellar master	310
18.3. The AOC specifications, protection of know-how and strong support for innovation	311
18.3.1. An AOC label to protect the product and expert know-how.	311
18.3.2. The role of the BNIC in managing the AOC and cluster dynamics	312
18.3.3. An example of innovation in action: heating without gas	313
18.3.4. Distinctions provided for within the AOC.	314
18.4. Conclusion	316
18.5. References	316
List of Authors	319
Index	323
