



3rd meeting report

Patras – Greece

Municipality of Dyme – Elaiohorion

Host organisation: DAFNI KEK



Project and meeting data

Project title: Learning Heart – LEAH

Coordinator: Stichting voor Volkshogeschoolwerk

Partners:

Stichting voor Volkshogeschoolwerk in Nederland, NL

Doarpswurk, NL

Dafni Vocational Training Centre, GR

Grobund Aps - Danske Formamlingshuse, DK

Norfolk rural Community Council, UK

Aberystwyth University, UK

Hungarian Folk High School Society-HFHSS, HU

Meeting: 3rd partner meeting, 9th – 11th June 2010, Elaiohorion of DYMI Municipality Achaia Prefecture

Present:

Lidwien Vos de Wael, Henk Hijink, Klaas Bijleveld (Stichting voor Volkshogeschoolwerk in Nederland, NL)

Tom Vellinga (Doarpswurk, NL)

Vasiliki Tsekoura, Christos Giannakopoulos, Magda Hilman (Dafni Vocational Training Centre, GR)

Jorgen Krogh Hessellund (Grobund Aps - Danske Formamlingshuse, DK)

Anders Sorensen & Tonni Bjerrum (Danske Forsamlingshuse)

Jonathan Clemo Tania Fiddy, Peter Smith, Sarah McPherson, Lucinda Leonard (Norfolk Rural Community Council, UK)

Sue Pester, Helen Lloyd, Rodney Parish Anne Harris, Denise Owen, Pat Jenkins, Lyneth Davies, Elizabeth McDermott (Aberystwyth University, UK)

Ágnes Piros, Zsofi Fesztbaum (Hungarian Folk High School Society, HU)

Moderator: Vasiliki Tsekoura

Reporter: Magda Hilman

Briefing: Jorgen Krogh Hessellund

Scribe: Vasiliki Tsekoura



Wednesday 9th June 2010

DAFNI KEK welcome introduction

Official Welcoming the participants on behalf of Municipality of DYME

Welcome speech by Mr Kamperos, President of Municipality Board. Emphasis given to historical roots of the Municipality, the connection to Ancient Union of Achaians and the nowadays challenges on european cooperation and exchange of learnign opportunities.

Brief overview by Sue Pester (University of Averswyth) from previous meeting in Aberswyth

Basic points:

- [1] New educational approaches and engaging with marginalised groups:
 - Strengthening the role of Community Centres/Folk High Schools by overcoming barriers
 - Exploring conditions for optimising education in rural areas
 - Considering new educational concepts and methods
 - Considering issues of quality assurance
 - Considering the establishment of rural networks for delivering education and supporting participants

- [2] ‘wish’ list that will be further defined during the first stages of the project:
 - Sharing ideas and experience
 - Developing a ‘tool kit’ (working tools) for developing and maintaining Community Centres
 - Identifying creative ways of involving non-participants
 - Developing a European Network of Community Centres
 - Mapping and analysing current situations across Europe
 - Exchanging good practice
 - Involving learners
 - Considering the role of virtual learning centres

- [3] Post visit reports.

It was agreed that these:

 - Should be short and sharp with agreed points and responsibilities
 - Contain a summary of discussions and of the study visits is also useful.
 - Will answer the questions posed in the pre-event papers
 - May also have specific outcomes relating to the theme or stage in the project
 - Contain an action plan.



Brief discussion on the practices already sent by all partners involved and organised in envelope by DAFNI KEK for further reading and reflections through the meetings. On going process.

[Dinner] end of 1st day.



Thursday 10th of June

Place: Conference room of Pavlina Hotel

PHOTO SHOW (from the Aberystwyth – previous meeting)

SHORT INTRODUCTION:

[Vassiliki] The difference between ancient polis and kratos:

Based on Kastoriadis lectures: The Ancient Democracy and its meaning for our days.

polis – groups discussing about their own problems in critical and active modes

kratos – relations based on power (Kastoriadis)

ORGANISATIONAL ISSUES:

The participant decided to organise the sessions in groups discussions according to the topics been provided in the agenda (see ANNEX). Accordingly Four groups developed and after circle of discussions issues presented to the audience:

- a. Small groups (four) defining basic words (community, learning) – 15 minutes – how the groups and single persons see the definitions
- b. Discussion of the definitions worked out

Community (group 1): division between the community (internal, historical) and network (open, bigger diversity, modern forms, more flexible)

Moderator ask if there is a difference between geographical community (parish networks) and community of purpose

Remarks of the participants:

- a. If you try to define rules and purposes this means that some people are excluded
- b. We should remember, that the excluded may form the new community – community of the excluded
- c. It is so difficult to define it clearly!!!
- d. General features of community:
- e. Members share similar point of view or ideas, have the same purposes, believes
- f. Active/passive participation in the community
- g. A member of community (because of physical circumstances) /a part of community (sense of belonging, give and take)

Summarizing

The most important factor: PLACE

Network (group 2):

1. Thematic
2. Geographic
3. International

Three or more participants, active participation



A group of people who keep in touch for structural reasons – not necessarily share the same idea, people are members of the network for different reasons

Comments of the others: Network is based on communication, community on identification

Rural community (group 3):

Characteristics:

- 45 minutes rules – by public transport, access to all the facilities in 45 minutes by public transport, a car
- Self definition as “rural:
- Countryside
- Locality, being accessible
- Relativity (rural, semirural or urban)
- Meeting place (not necessarily)

Comments: too many points – too strict definition

Response: If you have four of the five of the above points you are probably rural

The sense of the community can be much stronger in rural areas.

Learning (group 4) is to acquire knowledge, understanding, skills and experience to empower people to have choices with the intention to improve the quality of life of the individual and community

Comments:

We have to put stress on individual development

Learning start at home, all life is learning

COFFEE BREAK (11.00)

INTRODUCTION of Mr. Panaiotis Anastasopoulos from Network of Vocational Training Centres and representative of EUROTEAM kek (cooperating with Dafni KEK and all major educational institutions in Greece)

VOCATIONAL TRAINING IN GREECE [speech by mr PanaiotisAnastasopoulos: 9 vocational training centers, strong cooperation based on personal contacts, good task sharing

Question about income: state programs for the unemployed (70%), European Union funds

Continuation of the speech:

Very good level of vocational training in the cities (Athens, Thessaloniki), the map of training centers (handout)

The positive role of the network of the companies in gaining sustainability – the common politics, need analysis

The unemployed in Greece are able to choose the course they want to attend. It is not obligatory.

Comment: In GB it is obligatory for the unemployed to attend the courses after they remain unemployed for a certain period of time. There is a problem with their motivation.

Proposed solution: other unemployed are involved in the process

Comment: huge network can be not fitted to the needs of the single community



Question: Do they have programs based on distance learning

Response: People are not convinced to use computers, there are some courses for teachers, but even after the training only 10-20% of them use computers in the classroom

The next point in the agenda is discussion about PRACTICES in the countries involved in the project.

*MODERATOR appeared to say that some **CHANGES IN THE AGENDA** are needed. Sofi added that participants had already know the practices in the countries, as they had been sent to them by e-mail or in paper copies.*

WORK IN GROUPS: (11.40-12.40)

Each of the group is discussing the questions below:

1. How to make learning a sustainable process
2. How to develop a learning culture
3. Sustainability of the process and effects in economical environment

DISCUSSION (1.00 PM)

1. How to make learning a sustainable process?
 - Funds are cut after a certain period of time
 - We have to see how to maximize the results, to learn people to use what they have
 - To make connections between possibility and realization
 - Transform good practices in a process
 - Difference between vision and reality
 - Importance of individual agents
 - Refreshing process of the groups
 - Constant rethinking the issues, which creates sustainability
 - Inspirator of the process in local community
 - Tool kits not prescriptive
 - Learning is about communication
 - Focus on younger people
 - What the learners want, we need to ask it to respond to the real needs
2. How to develop learning culture?
 - Learning ambassadors learn champions
 - Lifelong learning as an idea passed to people from the early age
 - Making learning social
 - Making learning fun, joy and passion
 - Intergenerational learning
 - Inter parish learning



3. The LLL and the economical crisis

- The strongest will survive
- Cuts in formal education are chances for informal education
- Changing attitude to vocational education
- Reducing dependence on the state

[Three posters with bullets have been created. Everyone will be given the copy of them tomorrow morning] – see annex2..

All will be given a time for individual reflection. The discussion how to solve the problems and how to implement the solutions developed in everyday practice of the organizations involved is planned for tomorrow.

Evening session: study visits

1. Popular and Cultural Museum of the Citizens of Dyme ‘ OIVOTAS’

A historical route on typical agricultural family, the traditional daily activities, the customs and the values inherent behind the relations, practices, etc.

[photo]. Discussion with the women involved in the recreation of the old traditional atmosphere of the house museum. The efforts and the aim of doing it as a learning activity interconnecting generations and cultures.

2. Visit to the DAFNI KEK branch of DYME in Elaiohorion village

Welcome from trainees, active agriculturists and trainers in the topic of modern agricultural methods. Discussion on challenges confronting the young remaining in villages, the opportunities, the deficits in infrastructure and cohesive policies.

The Network of YOUNG AGRICULTURISTS and the educational strategy by STATE in order to enhance their start up in the sector. [photo]

Dinner in Patras Old Town [photo]

End of the day



Friday 11th of June

Departure from Hotel on 9.30

Study visit to Kalavrita Place through Odontotos train – Diakopto village [photo]

1. Visit to ACHAIA A.E

Presentaiton by the Achaia Agency people about the inter Local and Inter regional projects running towards sustainability and promotion of local products. Leader and Leader+ xist situation, priorities and activities.

2. EAS KALAVRITON

Visit to the local cooperative of milk producers, learning about the local FETA and other products, collectivity and cooperation. [photos]

Back to Pavlina Hotel

Last session

The session started at 19:15 (and was postpone because of the prolonged trip to Kalavrita)

Problems:

We didn't define the target group of the toolbox exactly.

We are too ambitious, we don't have time between the meetings, it would be difficult to achieve the goals we planned at the beginning.

The community centers can survive without community?

Holland: good experience with second circles

The form of the output – we may have no time to produce printed materials; internet side would be better

Suggestion to postpone working on toolbox till the next meeting

Sue suggest to create a small team (or teams) to work on the tools between meetings

Sofi suggest that everyone should send their comments about bullets: What do you want of the tools? What is the common idea of the tool?

There is a need to define target group more clearly. Target group: professionals („WE”); if someone feels that he wants to be more specific - he is expected to send the description to Sofia.



Evaluation of the meeting according to given Agenda

What new was learnt from the participants *(in bullets some of the points expressed by)*

- The role of funding
- Leader money. Leader is top-down
- Learning centers in communities in rural areas – wider interconnectivity between small projects
- The museum > informal education
- Wine: effectiveness of funds using
- Is it necessary to have community centers to bring people in (Kalavrita)
- The role of the network
- New people – common passion
- New ways of dealing with local cooperations through learning
- The youth in rural areas – the same in all countries: how to start up as individual
- Communication between networks
- We missed the problem: how to get people to come to the building
- Community power
- Learning is a charming word
- Accidental learning is also valuable
- We must be positive
- The role of personal contact
- Combine education with 'kafeneio': bring old values of open discussion to the learning settings ; joy, fun and criticism

What should continue:

- Group discussion (sub-groups)
- Visits to the projects real settings (Leader +)
- Talk more about learners and the role of community

What to we need to change

- Less transportation
- Realistic timetable
- No whistles!!!

What suggestions for next meeting and between meetings)

- More time for group discussion (useful time)
- Discuss outside the conference room (bus, dinner)

Thank you all for your fruitful cooperation and contribution in order this meeting to be done !!!



Annexes

1. AGENDA

Learning Heart

Visit to Greece (Achaia Prefecture Patras Capital > Dyme Municipality)

9th – 12th of June

General information

- Responsible organization: DAFNI KEK
- Reporter: Magda Hilman (Dafni colleague)
- Moderator: Vassiliki + colleague from Learning Heart partnership

Second circle organizations persons (involved)

- Achaia A.E (Kalavryta Developmental Agency)
- EAS Kalavriton
- Cultural Museum of Citizens of Dymi 'OIVOTAS'
- Municipality of Dyme – Youth Council
- Cyclisis: Cultural Organization - Citizens promote Film Education
- Greek Network of Vocational Training Centres

Core topic

Rural networks

General Aim of the visit / specific objectives

- Each partner to have already prepared and write a brief description of the situation in their country in relation to the visit theme, key challenges and frame 'questions' to the host partner prior to the visit.
- For the upcoming meeting, such a description should be made about next the theme 'Rural networks for education and participation / Conditions for optimizing the educational role of community centres'.
- The Visit Report would respond to these and note specific visit outcomes.



Wednesday 9th of June

19:00 – 20:30 Welcome session (Session 1)

Place: Conference room of Hotel Pavlina

- a. **Welcome** by a Member of Local Council of Dymi Municipality
- b. **Introduction:** Brief summary of the previous visit – Aberswyeth report
- c. **Agenda of the Patras meeting: Overview**

20:30 Dinner (buffet) Hotel Pavlina

Thursday 10/06/10

Place: Conference room of Pavlina

9:00 – 11:30 Rural networks in the light of learning community centers

- a. **Introduction** by a representative of the Greek Network of Vocational Training Centers (challenges, experiences, needs and expectations)
- b. **Some Definitions:** framing the core notions

(input from partners: open discussion)

- Community
- Networking
- Rural, remote, semi urban, localities, ect
- Learning activities Learning centres as the heart of rural network: personal, civil and cultural development: pivots > learning for competences, learning for active citizenship, learning for creativity, learning for sustainability, learning to co existence

11:30 – 11:40 coffee break

11:45- 14:00

- c. **Practices**
 - State of the art – each country report (reference to all partners experiences, tools, etc)
 - Key challenges (indicative):
 - How to make learning, a sustainable process and ‘ not accidental event’: Walking beyond special obstacles rural areas confront. Learning as a collective and ground oriented process (citizens by themselves >) Developing a learning culture based on sustainable cooperation. Sustainability means: stable, open and consensus strategies in order human relations to be developed far from personal strategies into a collective synthesis of differences (intercultural competences, team working)
 - Thinking, practicing and reflecting in alternative mode: reinventing tradition in a post modern way as a learning process
- d. **List of tools: all partners involved**



- presentation of a variety of selected actions/ tools/ products / models in the field

14.30 – 15.30 Lunch in the Hotel Pavlina

17:15 Departure from Hotel

17.30 – 20: 15 Visits and discussions on the topics

Place:

- **Cultural centre of the Citizens of DYMI ‘OIVOTAS’:** an initiative coming from the people of the area (based on their own activation without funding)
- **DAFNI KEK (Elaiohorion branch):** Methodology: talking with educators, trainees, etc.
- Reflection on the topics arised (morning session) and beyond.

20.45 Dinner Patras city centre “Arhontiko”

Friday 11/06/2010

“Study visit to Kalavryta”

9:00 Departure from Hotel (by coach)

11:15 Taking the Odontotos train

12:15 – 13:30 Visiting ACHAIA AE

Topic:

- rural networks in practice “ Connecting localities through history, culture and environment’ by Mrs Lambropoulou, Representantive

13:45 – 14:15 visiting EAS KALAVRITON

Topic:

- rural networks as productive cooperatives: the EAS model of cooperation through local production. An open learning process (learning to cooperate, to share, to develope, to progress. Learning to learn from exchange of knowhow)

14:30 – 15:30 lunch in the place Planiterou (Leader+)

16:45 Back to Hotel

18:00 – 20:30 Final session

- Review: what ‘new’ was learnt by the participants?
- Challenges for the next meeting
- Writing the mid-report >contribution / tasks sharing
- Results
- Evaluation

20:45 Welfare dinner

End of the meeting

12/06/2010

Departure of the participants



2. COMMENTS IN BULLETS – FLIP CHART

Learning – Sustainable Process [not accidental events]

- ❖ Focus on younger people ask what people want
- ❖ To make connections between possibility
- ❖ To teach people to use what they have
- ❖ Transform good practices in process
- ❖ Recognizing learners previous knowledge
- ❖ Developing general approach + Learning in the family and in the economic situation
- ❖ Sustainability plans, develop creativity, central agent, responsibility to facilitate the project
- ❖ Different meeting



Learning culture (how to create)

- Ambassador and champions (primary schools)
- Message passed in (primary) schools
- Making learning social
- Intergenerational learning
- Fun, pleasure and passion!!!
- Cooperation between communities ptc.



Lifelong Learning

In economical crisis

- Reduce dependence on the state
- The strongest will survive
- Respect (control your emotions)
- Storm try to avoid patronizing
- Change attitude to informal education, give equality to different qualifications