THE PARTICIPANTS HANDBOOK

CONTENTS:

1. INTRODUCTION

This 'handbook' is written to help you orientate to the Summer Academy. It aims to give you an overall idea of the methods that will be used for achieving the goals of this pan-european gathering, explaining why these particular methods and approaches are used.

The central aim is to initiate a learning process –both a personal and a shared one– for building up knowledge on the subjects of Sustainable Rural Development and Information Society. All of us who will meet in Ioannina already have experience on these fields e.g. as animators, planners, entrepreneurs, service or ICT providers or citizens in your own areas and countries. Yet there is always something new to learn and to reflect on, something to share, something new to create and to experience and someone new to meet. We, who are responsible for the Summer Academy, want both to provide you with fresh ideas and tools to use at your work, and to invite you to share your knowledge and experiences with others – thus all of us will have the chance to learn and/or teach and make the most of the capacity building opportunities available during the whole of 10 days and even after!

2. SUMMER ACADEMY CURRICULUM

This section gives you an overview of the Summer Academy and how it is structured. The particular tasks and methods are described more fully in the following section. The schedule for the Summer Academy is at the end of this Handbook.

The Summer Academy has four main parts. **The first –" Introductions"** – will provide you an overview of the coming events and activities, introduce you to the University of Ioannina, the city of Ioannina and the Epirus region. It also will assist you to get to know the other participants and the Academy staff and what their interests in Sustainable Rural Development and Information Society are. We start this part with a plenary in the Science and Technology Park, continue presentations in small groups and use also the *Open Space* discussions for finding out more about the common interests. The introductory part includes also the sessions *Sustainable Rural Development* and *Information Society and Rural Development*. A recreation trip is planned for the rest of the day.

The second part –**"Theory"** – focuses on *the 5 themes of Sustainable Rural Development and Information Society* described in the Thematic Guide from the perspectives of different "actors". Each theme is explored during a session which will begin with a plenary introduction given by a specific speaker. This is followed by a small group discussion, which the facilitator will assist. The session will end with a plenary discussion with the speaker including sum-ups of the group work.

One evening there will also be some optional sessions on *'The Animator's Tools'*. These may include sessions in small groups on e.g. planning tools, ICT –skills, creative learning as well as other topics provided we have the appropriate competence in the teaching team or some of the participants are willing to share their knowledge and introduce others to new methods and tools for work. ***If you are willing to introduce a method or a tool in one of the Animators´ Tools workshops, please contact Pia Kattelus (email: pia.kattelus@helsinki.fi)***

The third part is the "**Study Tour**". During the tour you will be able to further explore the themes and questions discussed during the previous sessions. You will work in project groups, and each group will go to a particular part of Epirus region, and have their own programme of visits.

The *Study Tour Groups' reports* will feed into **the fourth part** of the Summer Academy: **Reflection and sum-up**. A central part in this is also the last concluding session from the point of view of Animator and Planner followed by a *panel discussion*. The final *evaluation* of the Summer Academy will be particularly important for summing-up the "journey" we will have gone through during these 10 days, as well as setting our sights to the future possibilities to maintain the network and the relationships we have formed.

3. TASKS AND ASSIGNMENTS FOR THE PARTICIPANTS

During the Summer Academy and *even before that* there will be different kinds of tasks and assignments for you to support the learning process. As a preparation for the Summer Academy you are asked to write two documents: *Presentation of yourself* and a *Description of a case* related to Rural Development and Information Society of your choice.

We will need these documents ready for the introduction part of the Summer Academy and start working with them the first day. The presentations will help us getting to know each other, give us an idea of the expectations and goals you have for the Summer Academy and will also be used for the later networking in the Euracademy. The cases will give interesting information about the different aspects of the relationship between Rural Development and Information Society all over Europe as well as help those who have the same kind of interests to find each other from the very beginning. The cases will be pinned on boards in the Exhibition Hall and copied as a booklet to be used e.g. for preparing to the Open Space session as well as for the case workshops.

Please bring along your presentation and your case in a floppy disk, so it will be quick and easy to use and modify these documents if needed.

To prepare before coming - Your Presentation

Write a short presentation of yourself. The maximum length is one A4, but the style is free. You can write a short CV or just tell on your own words things like: your personal details and your contact information, something about your educational background, description of your professional experience and also something about your hobbies and other interests.

Write also a few lines about your expectations and personal goals for the Summer Academy. What is this that you wish to have experienced, discussed, learnt more about, developed or started up with someone, after you have returned home from Ioannina?

At he end: mention the title of Your Case, so it is easier for others to connect the right person with the right case.

To prepare before coming - Your Case Study

Describe in written a case of Information Society as it relates to one of the themes in the Thematic guide. Your case will be pinned on boards in the Exhibition Hall at the beginning of the Summer Academy to help you to "find the like minds" and also to ease the work in the case workshops, where these cases are discussed more thoroughly. Your case may also be used in the finalised edition of the Thematic guide after the Summer Academy.

It can be either a good or a bad example, and it can support or refute the ideas presented in the Thematic Guide. It can also be a case which illustrates the theme from your country or region. But it should describe more the **development process** rather than just a single project. And you should, one way or another, personally know the case, and be able to discuss it with others.

It would also be a wonderful addition if you could bring photographs and other material with you to illustrate the case. During the Summer Academy, we will make an exhibition of the presentations, so the photos, brochures etc would really add to the exhibition !

The length of the Case is one A4 maximum and it should follow this model (the subtexts are guidelines, not compulsory aspects or questions):

1. One line description

Describe with a few words what this case is about and to which chapter of the Thematic Guide it most closely relates to.

2. Introduction

Describe the starting point of the process you write about, including: what was the situation when the development process started or what happened before the start; timing of the case; geographic setting; type and use of possible ICT-solutions; main contributors to the case; and who are the main beneficiaries.

3. Activities

Explain the objectives of this development process, what other recourses but ICT are available and used, what are the actual activities or actions taken during the process and what are the main results.

4. Lessons learned; suggestions and conclusions

Evaluate the case you describe. What are the lessons learned and what might be the suggestions for the future? Who are the main actors involved (contributors, animators, beneficiaries) and how have their relationship developed during the process? You may even make a small SWOT analyses (Strengths, Weaknesses, Opportunities, Threats) of the present situation of the process.

In the end provide your own view of the case: your suggestions for future development and your ideas for sustaining the results and contributing to the local area. Finally, add your name and contact details together with those of the person or organisation responsible in your case study (with their consent).

To prepare before coming - Pan European experience exchange

As we gather together from all over Europe, the Summer Academy offers us an excellent opportunity to get a taste of the habits and cultures of different countries. For enriching this experience we ask you to bring something from home –both material and immaterial:

- In the opening night of the Summer Academy an International Dinner Party will be organised and it would be a wonderful addition, if all of us could bring something typical from our countries for others to taste.
- Then there will be other parties and evenings waiting for music and songs, games, stories etc to be shared…
- As mentioned before an exhibition of the presentations of the participants and the staff will be arranged as well as of all the material we produce during the Summer Academy. So if you have booklets, brochures, maps or other material you would like to put to display illustrating e.g. your case, your work, your region or your country, please bring some with you.

4. METHODS FOR CAPACITY BUILDING

The Thematic Guide

The Thematic Guide on Information Society and Sustainable Rural Development is the course manual. It offers a comprehensive review of the central issues concerning ICTs' role in the social and economic development of rural territories and the opportunities, as well as the threats, that the rapid development of Information Society presents to these territories.

The Guide also serves the purpose of creating a common ground for all the participants of the Summer Academy, introducing certain concepts, definitions and viewpoints. Depending on your background and experience, some of the themes and issues of the Thematic Guide are more or less familiar, but each of the chapters are meant to orientate you to the particular theme, the keynote introduction and the small group discussions that follow. So it is advisable to study the Thematic Guide and the cases included in it before the Summer Academy.

Small Group Discussions

Each topic of the Thematic Guide will be explored through the same basic structure:
- a plenary introduction by a keynote speaker
- a small group discussion
- a joint plenary sum-up

The contents for *the small group discussions* will stem from the Thematic Guide, the plenary introduction, the cases you have brought with you, and -last but not least- all the experiences and knowledge present in the group. The small groups will change from day to day as well as the methods for approaching a particular theme. These discussions will be facilitated by a team of facilitators, who will assume a rather supporting role whilst decisions on how to handle the tasks within the given time frame will be taken by the members of the small groups. Each group will report back their results and discussions in the joint plenary sum-up, so a secretary needs to be appointed to make notes of the progress of the group.

Open Space

Open Space is a highly participative method in which participants are asked to "self-organise" following an agenda they create and manage. Participants raise issues and topics, which will form the basis for discussion groups. After having identified a pool of "issues", special groups formed come out with action plans to deal with them. The process is particularly effective and beneficial, as it offers the opportunity to diverse groups to collaborate on a complex -and contentious perhaps- issue that requires immediate attention.

We arrange the Open Space especially to help you find those who have similar interests, ideas and problems as you do. There will be some 60 persons altogether taking part in the Summer Academy in one role or another, so the Open Space is seen as a nice way for everybody to share their ideas and interests, knowledge and experience, and eventually identify solutions to problems.

Case Workshop

In the Case Workshops you will have the opportunity to present the case you have written in further detail and discuss it with others who are interested in similar situations. With the help of the exhibitions, the case booklet and the discussions of the Open Space a few workshops will be formed led by e.g. one of the facilitators or those participants who have more experience on the subject.

Networking Workshops

In a gathering like the Euracademy Summer Academy the possibilities for getting new contacts, finding new possibilities for co-operation and creating new networks are plenty. We want to enhance this prospect by organising two workshops for networking. The best networks are often born informally based on a shared interest or problem, but during these two sessions we can try to map what is already going on and what kind of support Euracademy could provide for that.

Panel Discussion

The panel Discussion could be defined as "a discussion in a conversational form among a selected group of persons with a leader, in front of an audience that joins in later".

This will be the method for concluding the Summer Academy with a panel consisting of keynote speakers and other experts of Sustainable Rural Development and Information Society.

Study Tour and the Study Tour Report

During the Study Tour, we get the opportunity to elaborate on the themes of Sustainable Rural Development and Information Society through cases that are available in the region of Epirus. The Study Tour forms a major part of the Summer Academy and is a chance for all participants to melt together their previous knowledge and experience, with the ideas and questions that have been raised during the first days of the Summer Academy.

Study Tours will be planned in groups of 6-8 people and each group will go to a separate part of Epirus. You will go in cars and visit entrepreneurs, local development groups and other actors who all have been contacted in advance by the Summer Academy organisers. You will stay the two nights July 17th and 18th in your study tour area, and on July 19th we will all gather back to the University of Ioannina. *You should take a smaller bag with you for the luggage you may need during the Study Tour days.*

Each group will have a computer along to work with, and you are recommended to work with your Study Tour Report all along the tour. The groups shall present their reports during July the 20th.

The *Study Tour Report* is a result of the process during the Tour. For the planning and preparation of it you will be given some common guidelines and questions, but the actual result depends on the group that will produce it. For example: what are your experiences, what do you see as important and what features related to Rural Development and Information Society do you want to emphasise? What are or could be the manifestations of Information Society in these areas and communities you visit? What are the positive and negative effects to Sustainable Rural Development from the penetration to the Information Society? What are your suggestions for improving the situation in the localities you have visited?

After the groups are formed on July 16th, you will have enough time to plan the way you will work as a group during the Study Tour and also an opportunity to think about the reporting.

Evaluation of the Summer Academy

We want to make the Summer Academy a good experience to everybody; an open, continuous flow of feedback and information is the best way to do that. So, the evaluation of the Summer Academy will be an ongoing process. As organisers, we need the feedback from you –both things that are ok and run smoothly and others not so ok– in order to make possible corrections. We see evaluation as a two-way process, not primarily as a means of criticism, but as a joint process of invention and development. Being an educational project, the evaluation of the Summer Academy has three dimensions covering:

- how the Summer Academy has been organised and implemented
- the staff -their input and their learning
- your own input and your own learning as a participant

There will be several means of evaluation used during the Summer Academy, e.g.:

- you can always share your thoughts with the facilitators, there will be staff meetings regularly when your comments will be brought up
- your goals and expectations for the Summer Academy will be used in the evaluation
- during the fourth day of the Summer Academy there will be a short separate evaluation session
- during the last days of the Summer Academy there will be a more formal evaluation process and we will discuss your comments first in small groups and then in a plenary, ending up the Summer Academy.

The external evaluator of the Euracademy Project will also be present during large part of the Summer Academy, and will partake in the overall evaluation process.

5. OUR EDUCATIONAL APPROACH

One of the objectives of the Euracademy -project is to develop new methodology for educating the Rural Developers and support their capacity building. For this purpose we have adopted a few key words that describe our educational approach: **adult learning, self-directed learning, learning as a process, learning by doing and group dynamics.**

In the first Euracademy Summer Academy in Gotland we tested our methodology, evaluated it with the help of the participants and have now for the Second Summer Academy improved our approach from before adding also something new to it.

We have tried to choose learning methods that best serve adult learners and that has led to that there will be plenty of time for joint reflection and discussion, for sharing examples and experiences. But there will also be time for individual reflection and for formulating your own goals and learning outcome. To achieve this, we have designed the tasks and assignments that are described before. To make it all happen is a challenge for us - but also a challenge for you as participants, professionals and animators, who might apply these ideas and approaches to your own work, supporting learning and self-developing adults back home!

As the key words are so central to our way of working at the Summer Academy, here a short description of them:

1. **Adult learning** is described by Michael Knowles. He calls it andragogy. With this term he wants to emphasise the differences between the way adult people and the children/youngsters learn. Knowles states that adults approach learning as problem-solving and learn best when the topic is of immediate value. Adults need to know why they are learning something and they want to learn experientially. As adults have lots of previous experience and have different reasons for partaking in any educational activity, their expectations on any learning environment vary tremendously. Adults, generally, benefit the most from active participation in the learning process and by given chances to process their own experience trough reflection, analysis and critical examination. Instructors and experts are therefore seen more as recourses and facilitators than as lecturers or graders.

2. Adults can also be seen as **self-directed learners**. We all have different experiences, and we know different things. Learning styles differ and each adult has his or her way to learn best. On the whole, however, adults can be described as grown-up, independent individuals, who are accustomed to take care of themselves and their responsibilities. They seek solutions to their problems, use their previous experience and knowledge to perform their tasks. Adults also see things in broader perspectives. These are skills that we partly develop as we grow up and in general all adults use these skills– also when learning is involved! This implies that much learning is self-directed. Self-directedness is not, however, the same as acting alone, but other people (participants, facilitators, speakers) involved in the learning process are seen as supporters and sparring partners to reflect ideas with. They are also mirrors that give us feedback and help us to correct our direction, if it seems to be false in some way. A self-directed learner doesn't have to learn alone. Adults usually want to learn both alone and with groups of different people.

3. Some things we learn at once; lets say for example by watching a model performance and then trying to do the same ourselves. Some factual knowledge can be learned instantly; understood and remembered. But if we see **learning as a process**, it brings to mind the idea, that learning something takes time and effort -gathering and processing information and transforming it to knowledge and understanding. Even those two little examples mentioned above can be seen as parts of a process: you have to have some previous knowledge and experience if you want to understand what the model performance is about, or to what things new factual knowledge can be connected to and used as a part of. As little children we start to learn, gather experiences, observe the world and try to make some sense of it -understand it and connect different things in meaningful and usable ways; construct our knowledge. All this is an ongoing process that never stops -people live and learn all the time. Learning is a comprehensive experience melting together reasoning, emotions, imagination, intuition and experiences. *Studying is a special learning process,* for when studying we set goals for ourselves and our learning and concentrate on certain chosen themes. This Summer Academy should be taken as a comprehensive learning experience with many different learning processes going on at the same time. When it comes to studying, we all may choose our goals, move towards them and in the end evaluate ourselves if those goals are met or not.

4. **Learning by doing** emphasises experiential learning and that we learn by handling the tasks and problems at hand in our everyday life. Learning by doing emphasises also that when we act, we use our personalities, knowledge and capacities to a fuller extent. For learning by doing to be effective, however, it needs to be combined with reflection. So, learning by doing encourages us both to experiment, seek different approaches, make new assumptions and try to find different solutions to the problems at hand, and to reason, reflect on and evaluate our experiences. That way we can all the time construct our knowledge anew. This is also motivating and even fun! Something to do best with others and socially share the learning experiences into which everybody brings something of their own.

5. Human beings are social by nature and work better when they can solve problems together, set goals together and try to achieve those together -whether it was to kill a mammoth in ancient times or nowadays to find solutions to the problems of Information Society development in Rural Europe. But it is not self-evident that any group of people will work together efficiently and harmonically. In fact, even when everyone in a group seems to be in accordance about the common tasks and goals, there may be still serious problems in their capacity to work as a team! The idea of working and learning together, sharing experiences, and making the best out of our various backgrounds and knowledge, has been touched on already in this handbook. For this to be successful, we need to be aware of that when we work in groups, there are particular kinds of challenges which have to do with the group setting itself. This is what **group dynamics** is about. A simple, but helpful, way to think about groups, is the FIRO-model (Fundamental Interpersonal Relationship Orientation), developed by Schutz. He suggested that there are three dimensions to account for all interpersonal phenomena:

1. *Inclusion* - the need to socialise, to be in the company of, or in contact with, people

2. *Control* - the need to influence, make decisions, direct, have power over, have impact on

3. *Openness* - the need to share one's inner thoughts and feelings

Corresponding to these three interpersonal behavioural needs are three other needs that affect our feelings when interacting with others: *significance* (we all need to feel worthwhile, important, meaningful), *competence*, (we also all need to feel strong, intelligent, capable) and *likability* (and we need to feel that we are good, attractive, likable).

The interesting thing is that these dimensions can be traced in how groups develop and the FIRO model is often drawn on in leadership trainings. In the beginning of any new group, the focus will be on *inclusion*, and most participants tend to be generous and welcoming, but also rather superficial in their communication with one another. At the back of one mind the central question may be: is this a group that I want to belong to? The next stage, that groups tend to go through, is dominated by the *control* dimension. Then the participants become more aware of their need for control, and the generous atmosphere may be changed into one of more conflict. During this stage the group will handle issues of hierarchy and structure, and the participants will strive to get a position they feel at home in. If the group succeeds in handling the control stage, then a well working team can develop, and the questions of *openness* come into focus. Within the group, openness will dominate, and the group will be able to accept that some participants will be nearer to each other that to others. In relation to other groups, however, the risk is that group members become more closed, and that the group can become rather arrogant and suspicious towards other groups. The FIRO model can be used to understand what happens in groups, both in short term settings (such as a small group discussion session) and over longer time (such as the whole Summer Academy).

6. TEACHING TEAM

Role of Lecturers and Facilitators

Our educational approach affects the way we look at the roles of the teaching team of the Summer Academy. According to adult learning theory, facilitators and speakers are seen as resource persons and supporters of capacity building of the individuals rather than as lecturers or graders. Successful adult education facilitators have been described as people who:

- view themselves as participating in a dialogue between equals

- are open to change and new experiences and seek to learn from helping activities

- are genuine in entering into personal relationships with learners

- accept and trust the learner as a person of worth (unconditional positive regard)

- have empathy (non-judgemental understanding, both intellectual and emotional) for the learner's perspective.

We also think of learning partly as a social process, and believe that sharing experiences and ideas, networking and collaboration are important for learning. However, in any group, processes of group dynamics are bound to develop. And such processes will stimulate, but may also hinder, the communication in the group.

We have tried to design the teaching team's input according to these ideas. All themes begin with **an introduction** by a keynote speaker. This introduction is seen as an input to your own discussions on the themes-chapters in small groups. **The facilitators**, who will participate in these discussions, will assist more the group process rather than the content of your discussion.

Keynote Speakers

1. Sustainable Rural Development

Fouli Papageorgiou is the Managing Director and Partner of PRISMA Centre for Development Studies, based in Athens. She is a qualified architect since 1969, and holds a PhD in Urban and Regional Studies from the Centre for Urban and Regional Studies, University of Birmingham, U.K. She has been a University teacher and researcher from 1970 to 1985 in the Technical University of Athens, School of Architecture, and in the Universities of Aston in Birmingham, Leeds and Edinburgh in the UK. She worked in the Economic Office of the Prime Minister of Greece between 1985 and 1989 as a special advisor for quality of life and environmental policy. Through her current position she has been involved in a large number of integrated local

development studies, structure plans and regional plans, mostly in rural areas. She has also accumulated substantial experience on management and evaluation of EU Programmes and Initiatives and on transnational coordination of EU projects.

2. Information Society and Sustainable Rural Development

Philip Wade is OECD Administrator in the Directorate for public Governance and Territorial Development. He has studied political science, law and public administration in the University of Sorbonne, Paris. Previously he has worked as the ICT advisor to French tourism promotion bodies (local and regional federations, French tourism authority) and the Director of Europe for Motorola-Iridium.

The five players in the fields of Sustainable Rural Development and Information Society:

3. The Entrepreneur

Alan Denbigh has a background in engineering project management, project management and commercial software. He began with the subject of teleworking in a rural context with UK rural communities charity ACRE in 1990. Since 1993 he has run the Telework Association (formerly the Telecottage Association). The Association provides information to organisations and individuals on how to implement telework and run virtual businesses. The Association also runs events (including Telework 2000 - the 7th European symposium on telework) and produces a number of publications including The Teleworking Handbook (now on its fourth edition and published by A&C Black) and Teleworker magazine as well as a weekly e-newsletter. He has also recently lectured at London's City University on the subject of digital entrepreneurship.

4. The Public Services Deliverer

e-Health
Dimitrios I. Fotiadis has received his Diploma Degree from the National Technical University of Athens and his Ph.D. from the University of Minnesota. He has worked as Visiting Researcher in MIT, USA, (1990-91) and RWTH, Germany (1992) and as managing director of EGNATIA EPIRUS Foundation (1993-1995). He is currently Associate Professor at the Dept. of Computer Science of the University of Ioannina. He joined lately the Institute of Biomedical Engineering – FORTH as an associate researcher and he is member of the Board of Michaeilidion Research Cardiology Center. He is the Director of the Unit of Medical Technology and Intelligent Information Systems (3 laboratories, 75 persons) and his major research interests include modeling, computational medicine, biomedical engineering, high – performance computing, medical informatics, modeling of biomaterials and bioinformatics.

Prof. Fotiadis coordinates the information technologies center of the University of Ioannina as well as the Science and Technology Park of Epirus. He is also the director of the wireless ATM network Epirus – Net which provides telemedicine and teleworking services in the Region of Epirus. Prof. Fotiadis coordinates also the activities of the Westgate Center of Telematics.

e-Learning
Kees Schuur (M.Sc.) studied agricultural engineering at the Agriculture University in Wageningen, Netherlands. He has worked abroad with FAO in Somalia, Rome and Barbados and back in the Netherlands for Stoas, a Dutch support organisation for the educational and agricultural sector. He has developed and managed several national and European R&D projects, mainly related to training of individuals and groups as entrepreneurs in a changing society. He has managed the Esprit project AgriMMedia, a multimedia support network for the agricultural, food and rural sector. He was one of the initiators of the Dutch National New Media Platform. In 1996-1997 he was the Secretary-General of REIFEA, a European network of agricultural teacher training centers. In the research division of Stoas he has developed innovation plans and innovative projects, such as treatment of burnout patients at special care-farms, e-business for the agricultural sector and the food industry, e-learning, competence development and accreditation. In 2003, he founded his own company (ECommovation) and is now working as a private consultant.

5. The Citizen

Nikos Varelidis is the Co-Director and Partner of PRISMA Centre for Development Studies, based in Athens. He holds degrees in Engineering and Operation Research and a PhD in Organisational Behaviour from the London Business School. He has been a senior research

fellow in the Tavistock Institute of Human Relations, UK, between 1976 to 1985 and a senior consultant to OECD and the Prime Minister's Office in Greece. Through his current position he has accumulated substantive experience on management and evaluation of EU Programmes and Initiatives; transnational coordination of EU projects; and conduct of studies and research in the fields of regional development and Information Society. He was responsible for the RISI-Regional Information Society Initiative *(European Commission, DGXVI, 1997-1999)* for the Region of Epirus and is currently the evaluator of the Greek Operational Programme for Information Society. He is the principal author of the Thematic Guide 2.

6&7 The Planner and ICT Provider and The Animator

Sarah Skerratt currently works as a Senior Research Associate in Rural Social Informatics in the University of Newcastle, UK. Her PhD is from the Edinburgh University in 1995. She has worked as a researcher and consultant for the Scottisch Agricultural College in Edinburgh, Edinburgh University, Royal Agricultural College and CEMAGREF, France. Her research interests have covered Agri-environmental Policy, Rural Sociology, Rural Development and Social Impact Assessment. At the moment her research interests include the use of ICTs for local community empowerment and policy issues.

Video-conference on e-learning

Nikitas Kastis is the President of the MENON Network. He has a First Honours Degree in Engineering and a Ph.D. in Financial Management and Project Evaluation. He has been Research Associate in the National Technical University of Athens, Lecturer in the Greek Air Force Academy and Visiting Assistant Professor in the Technical University of Crete. He joined the Lambrakis Research Foundation (LRF), one of the MENON Network's founding member organizations in early 1992, being in charge of all the innovative activities in the production and use of ICT-based applications in Education. There, he has worked as Manager in a number of national and European research and development projects for the introduction of innovations in the school and after school education. In 1998 he was appointed R&D Director of LRF, being responsible for all the development programmes of the Foundation. Since 2000 he has been named Deputy Director General, acting as chief operations officer of the organization.

He is, since 1999, the President of the Board of the MENON Network, which has been launched as an EEIG, founded by 5 organizations active in the field of ODL and ICT in Learning, based in Brussels. He is also an active member of the Executive Committee of the "European Distance Education Network" (EDEN, Chair of its "Open Classroom" Working Group) as well as he represents LRF in the "European Experts' Network for Educational Technology"

Facilitators

Pia Kattelus has her MA in Education and works as a Planning Officer in the Seinajoki Institute of Rural Research and Training. SIRRT is an independent department of the University of Helsinki, Finland, specialising in research and development projects of Rural Policy, Rural Entrepreneurship and Rural Culture. She has experience in adult education both as a planner and a teacher and also in e-learning.

Stratis Babalikis, is a Project Manager of European projects in PRISMA Centre for Development Studies, based in Athens. He is a qualified planner since 1996 and holds a MPhil in Urban Regeneration from the University of Wales, Cardiff. Through his current position, he has gained a great amount of experience in the day-to-day management of EU projects; and in the conduct of studies and research in the field of local and regional development. He has taught research methodology and Greek in the University of Wales (1996-1999).

Stavros Kormpis has studied in the Physics Department, University of Ioannina and is currently completing his PhD thesis in the Medical School of the University of Ioannina. Since 1999 he has been working as Project Manager in projects funded by the European Commission. At the moment he is responsible for the management of "WestGate", a University company for services to SMEs (Information Technology and Consulting). He has teached for 4 years "medical informatics" to the students of Medical School of University of Ioannina.

Ela Strelezcka has a PhD in technical sciences and 19 years of professional experience as a faculty member and researcher at the Technical University Faculty of Lódz Building and Architecture and eight years of experience as an owner of a consultancy and training company, particularly in the areas of: Consultancy on personnel and marketing, Company organisation and management, Quality issues: TQM and ISO 9000, Customised staff improvement,

Development and implementation of vocational training programmes prepared for courses for adults (preparatory and improvement), for the Post-Secondary Foreign Trade and Business School, and the Post-Secondary School of Journalism in Lódz co-operation with experts in Poland and abroad (ISO 9000, PHARE, seminars in the country, lectures, etc.).

Raúl Abeledo Sanchis has a Bachelor of Economics (University of Valencia) and a Master in Environmental Strategies and Management. He is preparing his PhD in Sustainable Local Development in the Department of Applied Economy of the University of Valencia. He is responsible for European Projects Area of IMEDES, and works basically in three areas, all linked with Sustainable Development and Ecological Economics. Teaching: Postgraduate, continuous and occupational; Research: in University of Valencia projects; Consultancy: for enterprises and local institutions (LA21).

Torgil Svensson works as programmer and software designer at Agriprim AB, Uppsala, Sweden. Agriprim AB works with implementation of information technology in the Swedish agricultural sector. Torgil finished his masters degree in agriculture (2002) and also has a masters degree in information technology engineering. He is involved in an image analysis project concerning automated testing of seed quality. Since 1999 he has been involved in several projects concerning information technology and agriculture. Together with his family he runs a farm in southern Sweden with cattle, pork and crop production.

Zoltán Csizmadia has a Master of Sociology and History (University of Szeged, Hungary). He is an assistant researcher in the West Hungarian Research Institute Centre for Regional Studies of Hungarian Academy of Sciences. The main subjects of his research area are social networks, rural sociology and IT society. Teaching activity: rural sociology and sociological methodology.

Bernhard Huber is employed at the Swedish University of Agricultural Sciences in Uppsala. Together with Thomas Norrby, organiser of the first Euracademy summer academy in Gotland, he is currently developing a web-portal for rural development practitioners in Sweden. From 2000 to 2002 Bernhard worked at the Austrian Institute for Applied Ecology, a research NGO actively involved in several rural development projects within the EU. He graduated in Communication Science at Vienna University in 1999 and completed the Master's programme in Rural Development Studies at the Swedish University of Agricultural Sciences in 1998.

Marta Malecka-Dobrogowska has her MA in Rural Sociology and is now preparing her PhD in Rural Sociology at the Nicolaus Copernicus University in Torun. During her studies she gained significant experience in European projects. Now she divides her time between three main areas: working as a PR consultant for Economic Development Agency; developing and implementing vocational education programmes for adults in a consultancy and training company and raising gold fishes in the Gajowniki Settlement.

Evangelia Kalabakioti has the Diploma Superior in Spanish Language from the University of Salamanca, Spain. She also has studied Bilingual Translation (MB) in the University of Westminster, London and has BA in English and French Studies from the University of Glamorgan, Cardiff. Her Thesis-Dissertation is "Translation and Annotations of the book "An Introduction to Bilingualism (Thesis) *Case –Study, "Life with two Languages in a Greek-English family".* She has studied Italy and Spanish as well as Spanish/Latin-American Literature and Poetry, Spanish History and Spanish for Business. She has also taught Greek language as a part of her course at the University of Glamorgan.

External evaluator

Astrid Berg is the founder and managing director of ABC dialog – a consultancy firm based in Hillerod, Denmark. The company is currently undertaking several European project evaluations for transnational partners and for the Danish support unit. The company works within the field of project development, project management and project evaluations. Astrid Berg is a MSc (econ.) from the Copenhagen Business School, Denmark. She has worked as an independent consultant for 5 years, with a variety of EU-funded projects such as: Interreg, LEONARDO, ADAPT and the European Social Fund initiatives in Denmark and Sweden. Her key qualifications are Analysis and evaluations of a divers range of projects, with a special interest in education, vocational training, open and distance learning, workplace training, human resource management, business development, tourism and regional development, communication and dissemination of results and experiences. She is an experienced interviewer with good inter-personal skills.

	Sat 12/07/03	Sun 13/07/03	Mon 14/07/03	Tue 15/07/03	Wed 16/07/03
07:00-8:30	Breakfast				
08:30-9:45	Welcome	Keynote lecture on "Sustainable Rural Development" (chapter 1) **Fouli Papageorgiou**	Keynote lecture on "Information Society and Rural Development" (chapter 2) **Philip Wade**	Lecture on "The Public Services Deliverer" (chapter 4) eHealth**–Demetrios Fotiadis** eLearning-**Kees Schuur**	Lecture on "The Citizen" (chapter 5) **Nikos Varelidis**
9:45-10:00	Coffee Break				
10:00-12:00	Open Space session	Group work	Group work	Group work	Group work
12:00-13:00		Plenary	Plenary	Plenary	Plenary
13:00-15:00	Lunch				
15:00-16:00	Open Space session	Recreation trip	Lecture on "The Entrepreneur" (chapter 3) **Alan Denbigh**	Evaluation session	Networking workshop
16:00-16:15	Coffee Break				
16:00-19:00	Open Space session	Recreation trip	Group work and plenary	Case workshops	Animators` Tools and Study Tour preparations
19:00-20:00	Free time				
20:00-22:00	International Dinner and Welcome Party	Dinner	Dinner	Dinner	Barbeque and live Greek music.
22:00-		Free time	Free time	Free time	

	Thu 17/07/03	Fri 18/07/03	Sat 19/07/03	Sun 20/07/03	Mon 21/07/03
07:00-8:30	Breakfast				
08:30-9:45	Study Tours			Presentations of study tour reports	Lecture on "The Planners and Providers of ICT" (chapter 6) and on "The Animators" (chapter 7) **Sarah Skerratt**
9:45-10:00				Coffee Break	
10:00-12:00				Presentations of study tour reports	Group work
12:00-13:00				Evaluation	Plenary
13:00-15:00				Lunch	
15:00-16:00				Presentations of study tour reports	Video-conference on eLearning **Nikitas Kastis**
16:00-16:15				Coffee Break	
16:00-19:00				Presentations of study tour reports	Summing up–Questions and topics for the panel Into the future. Networking-evaluating the evaluations
19:00-20:00				Free time	
20:00-22:00				Dinner	Farewell party
22:00-				Free time	