



THE PARTICIPANTS' HANDBOOK

EURACADEMY 4TH SUMMER ACADEMY
SOCIAL CAPITAL AS A RESOURCE FOR SUSTAINABLE RURAL DEVELOPMENT
Ilmajoki, Finland, 3rd - 12th June 2005

CONTENTS:

1. INTRODUCTION	3
2. SUMMER ACADEMY CURRICULUM.....	3
3. TASKS AND ASSIGNMENTS FOR THE PARTICIPANTS	4
4. METHODS FOR CAPACITY BUILDING.....	5
5. OUR EDUCATIONAL APPROACH.....	8
6. TEACHING TEAM	9

*THE PARTICIPANTS' HANDBOOK for the Euracademy 4th Summer Academy on
Social Capital as a Resource for Sustainable Rural Development*

Seinäjoki, May 2005

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This handbook is based on the handbooks produced for
the previous Summer Academies by the Euracademy partners
and Summer Academy organisers.

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 of the handbook is to initiate the learning process –both a personal, and when the Summer Academy begins, a shared one– for building up knowledge on the subject of Social Capital as a Resource for Sustainable Rural Development. All of us who will meet in Ilmajoki already have experience and understanding in this theme from our own areas and countries through our different roles as individuals and professionals. 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 overall schedule for the Summer Academy is at the end of this Handbook. More detailed daily programmes will be given to you during the Summer Academy.

The Summer Academy has four main parts. **The first –“ Introductions”** – will provide you an overview of the coming events and activities and introduce you to the University of Helsinki and the Seinäjoki Polytechnic School. It also will assist you to get to know the other participants and the Summer Academy staff and what their interests in the theme of the year and in Sustainable Rural Development in general are. We start this part with a plenary, continue presentations in small groups and come back together for an open discussion to find out more about the common interests and expectations. In the evening we will have the traditional International Dinner providing everybody the possibility to set some delights from home to the table to complement the Finnish treats.

The second part –“Theory” – focuses on tools for building Social Capital in Rural development as described in the Thematic Guide. Three sub-themes are explored with keynote speakers followed by small group sessions and a plenary for sum-ups of the group work. The small group discussions will be assisted by the facilitators, and the speaker will lead the plenary.

During the Summer Academy there will also be six workshops lead by expert moderators. In the workshops it is possible for the participants to present their own cases that relate to the theme of the workshop. Other cases will be presented and discussed during Monday morning in the Participants` Cases sessions.

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 and presented in the Thematic Guide. You will work in project groups, and each group will go to one of the four sub-regions of South-Ostrobothnia, 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 *Conclusion Panel* to summarise the main theme and the understanding we have about it at the end of the Summer Academy after exploring it for 10 days.

The final *Evaluation of the Summer Academy* and *Future Workshop* will also be important for summing-up the “journey” we will have gone through, as well as for 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 three documents: *Presentation of yourself*, *Description of a case* of your choice related to Social Capital as a Resource for Sustainable Rural Development and *List of ideas of how you understand Social Capital*.

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 different persons have for the Summer Academy, and may also assist with later networking in the Euracademy. The cases will give interesting information about the different aspects of Social Capital and Sustainable Rural Development all over Europe as well as help those who have the same kinds of interests to find each other from the very beginning. The presentations and the cases will be copied as a booklet for everybody attending. The list of ideas of how you understand Social Capital is for orientating you to the main concept we try to embrace, and help you to summarise for yourself how you understand it.

Please bring along your presentation and your case in e-form, so that it will be quick and easy to copy and modify these documents if needed.

To prepare before coming - Your Presentation

Write a short presentation of yourself. The proposed 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 Ilmajoki?

At the 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 Social Capital e.g. relating to one of the themes of the Thematic Guide or to the themes of the Workshops: gender, entrepreneurship or ICT. Your case will be copied to all the participants to help you to "find the like minds" and also to ease the work in the workshops, where these cases are presented and discussed more thoroughly. Your case may also be used in the revised Thematic Guide after the Summer Academy.

Your case 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 e.g. a single project. And you should, one way or another, personally know the situation described in 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 two A4 maximum. The suggested model is (the subtexts are guidelines, not compulsory aspects or questions):

1. One line description

Describe with a few words what this case is about.

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; main contributors to the case; and who are the main beneficiaries.

3. Activities

Explain the objectives of this development process, what resources 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 - The list of ideas of how you understand Social Capital

The list of ideas of how you understand Social Capital doesn't have to be a long, detailed analyses of the concept, but more of a list or collection of notes about what kinds of ideas and issues you personally relate to the concept, what you think it means etc.

The Thematic Guide will provide you more food for thought, but as there is no one single answer to what Social Capital is or how it manifests itself, this task is really for writing down your present understanding about it.

This list doesn't have to be in e-form – a single hand-written (or drawn) A4 will do - and you don't have to present it to the other participants. It is meant to be the beginning of your personal *portfolio* created by you during the Summer Academy, and making visible for yourself the learning process you have during the Summer Academy. The list also orientates you for the group session of the first Keynote, where the concept of Social Capital will be discussed.

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 an idea 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.
- And then there will be also 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 Social Capital as a Resource for Sustainable Rural Development is the course manual. It offers a review of the central issues relating to Social Capital and the social and economic development of rural territories, and the possibilities and challenges it presents to them.

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 the chapters are meant to orientate you to the particular themes, the keynote

introductions and the small group discussions and workshops that follow. So it is advisable to study the Thematic Guide and the cases included in it before the Summer Academy.

Small Group Discussions

Three chapters 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 keynote, and 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.

Workshops

In the six workshops different aspects of Social Capital will be explored and discussed with the support of expert moderators. In all of them there will be a short introduction by the moderator followed by informal discussions. If you have a case that relates to the theme of the workshops about gender, entrepreneurship or ICT, you are welcome to present it in the workshop.

Participants` Cases

In the particular Participants` Cases Workshop you will have the opportunity to give a presentation of present the case you have written in further detail and discuss it with others.

Portfolio

Portfolio is an old, today more or less reinvented method of studying and learning. Perhaps you have met the word before in relation to models, painters and photographers who show their pictures in a portfolio, but the word 'portfolio' is also used, in general, to signify that a subject or a process is presented and illustrated. Usually, it is a selection of somebody's work (as photographs taken of the model) put together for some specific purpose (to get work) and usually presented, evaluated and graded somehow (employer looks it trough and gives the job or not).

We use it as a tool to monitor and reflect on learning processes, and thus as a tool for self-developing, self-evaluation and introspection. Your portfolio will be your personal learning notebook or diary, written, illustrated and collected during the Summer Academy - not meant for the eyes of others or as an object of discussion - but to entice you to reflect on your learning process and experiences. These personal notes are something to take home and use the best you can and also a storage from where to draw ideas from the activities of the Summer Academy.

You will all be given a file into which you can collect your notes and reflections, and the start of it might be e.g. the list of ideas you have been asked to produce about the concept of Social Capital and how you perceive it. At the end of plenary and workshop sessions a few minutes will be saved for writing up personal reflections and of course it is possible for you to update your portfolio all the time.

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 participants, speakers and other experts of Sustainable Rural Development.

Networking and Future Workshop

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 from the very beginning and invite everybody attending to the Summer Academy to trough their own activity and initiatives to support the creation of networks and recognizing opportunities for cooperation. During the Introductions interests and goals of all the participants will be asked and discussed. That is the starting point for exploring the possibilities of networking, and during the 10 days until the Future Workshop it is possible to develop these ideas in different occasions. The best networks are often born informally based on a shared interest or problem, but in the Future Workshop we´ll try to map what has been invented and created, share that information with the whole group and also discuss what kind of support Euracademy Association could provide for different types of cooperation.

Study Tour and the Study Tour Report

During the Study Tour, we get the opportunity to elaborate on the themes of Social Capital and Sustainable Rural Development trough cases that are available in the region of South-Ostrobothnia. 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 one of the four sub-regions of the South-Ostrobothnia. You will go in two cars and visit entrepreneurs, local development groups and other actors. The Study Tours are kindly planned and organised by the Local Action Groups of the sub-regions with the help of the Regional Association of the Villages. You will stay the night between the 7th and 8th of June in your Study Tour area, and on June the 9th we will all gather together to the World`s Biggest Village Shop of Brothers Keskinen in Tuuri for both studying and shopping.

At least one of the Finnish facilitators will accompany each group and take care of the practical details, but if you are interested in driving in Finland, one volunteer driver per group is in demand – and for that you should have your driver`s licence with you.

After the groups are formed on June the 6th, you will have some time to plan the way you will work as a group during the Study Tour and also an opportunity to think about the reporting. 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, though Thursday the 9th will be devoted to producing the Study Tours reports and also presenting them.

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 background information, but the actual result depends on the group that will produce it. You are invited to approach the Study tour as a small research project, and set your research problems yourselves according to what elements of Social Capital are of special interest to the members of the group. For example: what features related to Social Capital and Rural Development do you want to emphasise? What are or could be the manifestations of Social Capital in these areas and communities you visit? What are your suggestions for improving the situation in the localities you have visited?

You should take a smaller bag with you for the luggage you may need during the Study Tour days.

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. 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
- during the fourth day of the Summer Academy there will be a short separate evaluation session
- at the end of the Summer Academy there will be a more formal evaluation and we will discuss your comments as a part of the Future Workshop

5. OUR EDUCATIONAL APPROACH

The first two Summer Academies were organised as activities of the Euracademy -project (see www.euracademy.org), and one of its objectives was to develop new methodology for educating the Rural Developers and support their capacity building. For this purpose we then adopted a few key words that still describe our educational approach: **adult learning, self-directed learning, learning as a process, learning by doing and group dynamics.**

We have tried to choose learning methods that best serve adult learners and that has led to that there will be plenty of opportunities for joint reflection and discussion, for sharing examples and experiences. But there will also be opportunities 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 of Rural Development, 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 is a short description of them:

1. **Adult learning** is described by Malcolm 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 through reflection, analysis and critical examination. Instructors and experts are therefore seen more as resources 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; let's 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 idea or assumption or knowledge of it, 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 experi-

ences. *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 recognise the importance of Social Capital in the development of 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 than 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 Speakers, Moderators 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, moderators 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. At the same time it should be kept in mind that, 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. Sessions begin with **an introduction** by a keynote speaker or moderator. This introduction is seen as an input to the discussions that follow either in small groups or in a plenary. **The facilitators** especially in the small groups sessions, will assist more the group process rather than the content of your discussion.

Keynote Speakers and Workshop Moderators

Torsti Hyrylainen, Doctor of Administrative Science, Professor, University of Helsinki, Institute for Rural Research and Training, Mikkeli Unit. Email: torsi.hyrylainen@helsinki.fi

Eero Uusitalo, Counsellor of Rural Development, D.Soc.Sc , Secretary General of the Rural Policy Committee, Ministry of Agriculture and Forestry. Email: eero.uusitalo@mmm.fi

Fouli Papageorgiou, PhD in Urban and Regional Studies; Managing Director and Partner of PRISMA Centre for Development Studies, based in Athens. She has been involved in a large number of integrated local development studies, structure plans and regional plans, mostly in rural areas, as well as in evaluation of EU Programmes and Initiatives and coordination of EU projects on various fields. Email: foulipapageorgiou@prismanet.gr

Iren Kukorelli, PhD in Geography, senior research fellow, responsible for rural development projects at the West Hungarian Research Institute, Centre for Regional Studies of the Hungarian Academy of Sciences. Her main areas of interest are in the Regional Sciences, such as regional and urban economics, methods of regional economics, rural development and management, developing integrated strategies for rural territories. She has extensive experience in the coordination of transnational European projects. Email sziren@rkk.hu,

Zoltán Csizmadia, MA in Sociology, 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. Email: cszoltan@rkk.hu

Ulf Brangefeldt, Rural Development Project Manager in the Swedish University of Agricultural Sciences (SLU) Rural Development Centre/ALA Group. His interests focus on entrepreneurship and business development in rural areas, tourism and agro-industry development as well as rural development issues in Eastern and Western Europe. He has extensive expertise and involvement in transnational European projects and networks. Email: ulf.brangefeldt@omv.slu.se

Sarah Skerratt, PhD, Senior Research Associate in Rural Social Informatics in the University of Newcastle, UK. 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. Email: s.j.skerratt@ncl.ac.uk

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Hannu Katajamaki, D.Soc.Sc, Professor, University of Vaasa, Department of Regional Studies. Special interests: rural policy, new rural life styles, local impact of globalisation and evaluation studies. Email: hannu.katajamaki@uwasa.fi

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Pia Kattelus, MA in Education; Planning Officer of Training in the University of Helsinki, Institute for Rural Research and Training, Seinajoki Unit. Has experience in adult education, e-learning and transnational projects. Email: pia.kattelus@helsinki.fi

Annika Raveala, MA in Education; Planning Officer of Training in the University of Helsinki, Institute for Rural Research and Training, Seinajoki Unit. Has experience in adult education and tutoring. Email: annika.raveala@helsinki.fi

Anne Matilainen, M.Sc. in Forestry, Project manager in the University of Helsinki, Institute for Rural Research and Training, Seinajoki Unit. Has experience in rural micro entrepreneurship (especially nature-based entrepreneurship) and rural development. Email: anne.matilainen@helsinki.fi

Telle Lemetyinen, MSc in Geography, Researcher in the University of Helsinki, Institute for Rural Research and Training, Seinäjoki Unit. Recently has done research on LAGs and municipalities as well as on young farm entrepreneurs. Email: telle.lemetyinen@helsinki.fi

Merja Lahdesmaki, MSc. (economics), Researcher in the University of Helsinki, Institute for Rural Research and Training, Seinajoki Unit. Has experience in rural entrepreneurship, business ethics and corporate social responsibility. Email: merja.lahdesmaki@helsinki.fi

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Liisa Hame, Project Manager of the project: Improving the Living Conditions of the Villages through Cooperation (development of the care services); responsible organisation Village Action Association of Finland. Email: liisa.hame@phnet.fi

Stratis Babalikis, MPhil in Urban Regeneration from University of Wales, Cardiff; Day-to-day project manager in PRISMA Centre for Development Studies, based in Athens. Has gained a great amount of experience in the day-to-day management of EU projects; and conduct of studies and research in the field of local and regional development. Email: s.babalikis@prismanet.gr

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If you are in trouble on your way to Seinäjoki (e.g. lost), and don't manage to reach persons who speak English, please show this note to someone:

Olen kansainvälisen kesäakatemiaan osallistuja, ja matkalla Ilmajolle Etelä-Pohjanmaalle. Jostakin syystä olen nyt pulassa, ja tarvitsisin apuasi esim. tavoittaakseni seuraavan liikenneyhteyteni, löytääkseni henkilön, joka pystyy neuvomaan minua englanniksi tai sitten, että voisin soittaa Pia Kattelukselle/Annika Ravealalle Seinäjoelle ja kysyä häneltä neuvoa eteenpäin. Ole kiltti, ja auta. Kiitos.

It says something like this: I am a participant of the Transnational Summer Academy and on my way to Ilmajoki in South-Ostrobothnia. For some reason I am now in trouble; possibly trying to find my next traveling connection, find someone who speaks English or trying to phone to Pia K./Annika R. in Seinäjoki for information. Please help me. Thank you.

When packing for the Summer Academy remember that:

- ❖ the sheets and towels will be provided by the organisers, so there is no need to pack them
- ❖ it may be quite cool and rainy in Finland in early June, so warm clothes and a raincoat or an umbrella might be useful
- ❖ a swimming pool is available in the swimming hall, so a swimming suit might be handy to pack
- ❖ a small bag for the overnight stay during the Study Tours will be needed
- ❖ if you want to drive, you need to take your drivers` licence with you
- ❖ you are asked to bring with you:
 - CV or presentation of yourself in e-form
 - Your case in e-form
 - Your list of ideas of what Social Capital is in some form
- ❖ Brochures etc. interesting material is requested for the exhibition
- ❖ Delights from your region or country are welcomed for the International Dinner
- ❖ Other entertainment is also of request for the spare time
- ❖ Receipt/bank verification is needed to confirm the payment of the participation fee

Euracademy Fourth Summer Academy
Ilmajoki, Finland
3th - 12th June 2005

	3rd Friday	4th Saturday	5th Sunday	6th Monday	7th Tuesday
8.00 - 9.00		Breakfast	Breakfast	Breakfast	Breakfast
9.00 - 10.30	Arrivals	Welcome and Introductions	9.00 - 11.00 Keynote 2, Fouli Papageorgiou: The Governance: How Policies and Institutions interact with Social Capital + Group Session and Plenary	Participants´Cases	StudyTours
10.30 - 10.45		Coffee	11.00 - 11.15 Coffee	Coffee	
10.45 - 13.00		Introductions continue	11.15 - 13.00 Keynote 3, Eero Uusitalo: Community Building: How to Cumulate Social Capital trough LAGs and Village Movement + Group Session and Plenary	Partcipants´Cases	StudyTours
13.00 - 14.30	Coffee	Lunch	Lunch	Lunch	
14.30 - 16.00		Keynote 1; Torsti Hyyrylainen: Distributed Rural Policy as Social Capital Promotion + Group Session and Plenary	Workshop: Social Capital in Central and Eastern Europe before and after the Transition; Moderators Iren Kukorelli and Zoltán Csizmadia	Interim Evaluation of the Summer Academy and Preparing for the Study Tours	StudyTours
16.00 - 16.15	Light Meal	Coffee	Coffee	Coffee	
16.15- 18.00		Group session and Plenary of Keynote 1 continue	Workshop: Gender and Social Capital in the Rural Context; Moderator Fouli Papageorgiou	17.00 - 00.00 Experience Seinajoki and Dinner	StudyTours
18.00 - 19.30		Spare time; preparations for the International Dinner	Spare time		
19.30 - 20.30	Dinner	International Dinner	Dinner		

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	8th Wednesday	9th Thursday	10th Friday	11th Saturday	12th Sunday
8.00 - 9.00		Breakfast	Breakfast	Breakfast	Breakfast
9.00 - 10.30	StudyTours	Study Tour Report Writing and Preparation	9.00 - 11.00 Workshop: Entrepreneurship: Encouraging Synergies and Social Capital at Local Level ; Moderator Ulf Brangefeldt	9.00 – 11.00 General Assembly	Departures
10.30 - 10.45		Coffee	11.00 - 11.15 Coffee	11.00 – 11.15 Coffee	
10.45 - 13.00	StudyTours	Study Tour Report Writing and Preparation	11.15 - 13.15 Workshop: The Possibilities of ICT and Virtual Interaction to Support Social Capital ; Moderator Sarah Skerratt	11.15. – 13.00 Future Workshop and Summer Academy Evaluation	
13.00 - 14.30		Lunch	13.15 - 14.00 Lunch	Lunch	
14.30 - 16.00	StudyTours	Study Tour Report Writing and Preparation	14.00 - 15.15 Workshop: Social Accounting - its use and benefits for a LAG ; Moderators Sinikka Koivumäki and Anja Uhlgrén 15.15 - 16.30 Workshop: Economy of Proximity ; Moderator Hannu Katajamäki	Future Workshop continues	
16.00 - 16.15		Coffee	16.30 - 17.00 Coffee	Coffee	
16.15- 18.00	Reunion at Keskinen Mall; Presentation, Shopping and Dinner	Presentations of the Study Tour Reports	17.00 - 19.00 Conclusion Panel: Social Capital as a Resource for Sustainable Rural Development , chair Sami Kurki	Closing Ceremony and the Farewell Party	
18.00 - 19.30			19.00 - 21.00 Coctails		
19.30 - 20.30		Dinner			