



# **THE PARTICIPANTS' HANDBOOK**

EURACADEMY ASSOCIATION'S 21<sup>ST</sup> WINTER ACADEMY

**“COMMUNITY-BASED ACTION FOR THE GREEN TRANSITION OF RURAL COMMUNITIES”**

INCLUDING THE TRAINING OF TRAINERS ACTIVITY OF THE CO-GREEN PROJECT  
(FUNDED BY CERV)

KARDITSA, GREECE

26<sup>TH</sup> TO 30<sup>TH</sup> NOVEMBER 2023



ΤΜΗΜΑ ΔΑΣΟΛΟΓΙΑΣ,  
ΕΠΙΣΤΗΜΩΝ ΕΥΛΟΥ & ΣΧΕΔΙΑΣΜΟΥ



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*THE PARTICIPANTS' HANDBOOK for the EurAcademy Associations' 21<sup>ST</sup> Winter Academy:*

### **“COMMUNITY-BASED ACTION FOR THE GREEN TRANSITION OF RURAL COMMUNITIES”**

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## **ACKNOWLEDGEMENTS**

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We would also like to thank the municipality of Karditsa for their kind support in the design of the study trips and in resolving all practical details of the Event. In particular, we express our deep appreciation to Maria Machaira and Ritsa Antoniou from the Municipality, for their invaluable cooperation.

Our special thanks go also to our partners in the CO GREEN project, who have ensured participation of a large transnational team in the Event, as well as providing a distinguished team of lecturers and facilitators. Our CO-GREEN partners are:

- CAL Association (PL) – Coordinator,
- Faculty of Humanities and Social Sciences, University of Rijeka (HR),
- Municipality of Karditsa (GR)
- National Forum of the Third Sector (IT),
- Nicolaus Copernicus University (PL),
- Udruga Zmergo (HR),
- Università Degli Studi Di Roma Tor Vergata (IT)

For the EurAcademy Board

Fouli Papageorgiou

President

## 1. WELCOME AND INTRODUCTION

Welcome to the 21<sup>st</sup> Winter Academy of EurAcademy Association, co-organised with the University of Thessaly, Department of Forestry, Wood Sciences and Design and co-funded by the CO-GREEN project of the CERV programme of the EU!

We are very pleased to have you with us this year, and we hope that you enjoy your time at the winter Academy, make new friends, develop your networks and improve your skills and knowledge, so that your career and your organisation's profile benefit greatly.

This Handbook is written to help you orientate to the Winter Academy. It aims to give you an overall idea of the methods and approach 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 you to the learning process, which will be both personal and shared - once the winter Academy begins - and help you to build up your knowledge and understanding of the theme of the Academy, i.e. explore how green transition can be realized by rural communities and how Green Activators can be trained to engage citizens and communities in discussing climate and green issues and proposing solutions to decision makers.

Most of us who will meet in Karditsa already have experience and understanding of this theme, both as citizens, experts in rural development, and NGO professionals and volunteers; yet there is always something new to learn and to reflect on, something to share, something new to experience. We, who are responsible for the Winter Academy, want both to provide you with fresh ideas and tools to use in your work, and to invite you to share your knowledge and experiences with others – thus all of us will have the chance to learn from one another, and make the most of building our individual and collective capacities during the event and even after!

## 2. WINTER ACADEMY CURRICULUM

In this section we describe how the Winter Academy is structured. A detailed daily programme can be found at the end of the Handbook. This year, the Winter Academy will also incorporate the Training Event of the CO-GREEN project (“Community-based action for a green transition”), funded by CERV, and we will place a high emphasis on educational aspects.

The Winter Academy has five main parts.

The first part is devoted to **cultural experience sharing** among participants. An important event that provides ample opportunities to get to know your fellow-participants, have a taste of their culture, socialise and start friendships is the traditional **international dinner** (evening of Sunday 26<sup>th</sup> November), where everybody brings some delights from home to

share and enjoy with the other participants.

The second part is an **Introduction** to the activities of the week that will follow. The Introduction aims to provide you with an overview of the coming events and activities and assist you to get to know the other participants and the Winter Academy staff and what their interests on the theme are. We start this part in the first morning of the Winter Academy (Monday 27<sup>th</sup> November) with practical issues presented by the organisers and an “open space” during the coffee break, where you inform other participants about your interests and your expectations of the Winter Academy.

The third part –**“Theory”**- will be delivered by a number of lectures and panel presentations by experts on the theme of the Academy. The lectures and panel presentations will be followed by workgroup sessions – small groups of approximately 8 participants who will focus on questions posed by the lecturers and panel presenters. The workgroup conclusions will then be shared and discussed in plenary sessions (Monday 27<sup>th</sup> November).

The fourth part is the **“Study Tours”**. Over the period of a whole day (Tuesday 28<sup>th</sup> November), participants will split into small groups and visit specially selected places of interest, where they will meet local stakeholders and discuss initiatives and opportunities related to the theme of the Winter Academy. During the tours, you will be able to further explore the themes and questions discussed during the previous sessions. Each group will produce a *Study Tour report* that will be presented in plenary on Wednesday afternoon, 29<sup>th</sup> November, hopefully involving the stakeholders met during the study tour, who will be invited to be present.

The final part of the Winter Academy: **“Reflection and sum-up”** (Wednesday 29<sup>th</sup> November) includes the **Conclusions Panel** that will summarise the main theme and the understanding we have about it at the end of the Winter Academy, after exploring it for 4 full days. A small number of participants, lecturers and facilitators will take part in the panel, to present their thoughts and open a discussion with the rest of the Winter Academy audience. The **Evaluation of the Winter Academy**, finally, will help all of us to assess the experiences and benefits gained, as well as how to explore and expand the networking activities started during the Winter Academy.

### **3. PAN EUROPEAN EXPERIENCE EXCHANGE**

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

At the beginning of the Winter Academy an **International Dinner** will be organized and it would be wonderful if all of us could bring a typical national or regional delicacy for others to taste. You do not need to feed everybody as there will be approximately 50 of us – just a taste or sip is enough to supplement the local food that will be available.

Please bring along a case study of your choice related to the theme of the Winter Academy. If you have booklets, brochures, maps or other material you would like to put on display illustrating your case study, your work, your region or country, please bring these along too.

Working in small groups of up to 8 people, exchanging ideas, discussing the theme of the Winter Academy, discovering how others do the same things that occupy you in your everyday work, will be the hub of experience exchange.

### **4. METHODS FOR CAPACITY BUILDING**

#### **a. Lectures and Panel Presentations**

The lectures and panel presentations will be delivered by people with long experience and expertise in the field. Each lecture will last for about 30 minutes and the workshop presentations will last approximately 10-15 minutes each.

#### **b. Small Group Discussions (workgroups and plenary discussion)**

The contents for the small group discussions will stem from the preceding lectures and panel presentations and all the experience and knowledge held by the group-members. These discussions will be facilitated by a team of facilitators, one in each group, who will assume a supportive role whilst decisions on how to handle the tasks within the given time frame will be taken by the members of the small group. Each group will report back their results and discussions in plenary. The members of the small groups will be encouraged to draw conclusions on the basis of real-life examples and present their (relevant) experiences during discussion.

#### **c. Study Tour and the Study Tour Report**

During the Study Tours, we will have the opportunity to elaborate on the theme of the Winter Academy through examples that we can visit in the wider area of Karditsa. The Study Tour forms a “peak” in the learning process and is a chance for all participants to draw together their previous knowledge and experience, with the ideas and questions that have been raised during the first days of the Winter Academy.

*The Study Tours* will be planned in groups of 9-12 people and each group will go to a different study tour site. After the groups are formed, you will meet with the Winter Academy team to plan the way you will work as a group during the Study Tours. During your study tours you will visit sites relevant to the themes of the Winter Academy. You will meet representatives of local farms, NGOs, community groups, local initiatives etc., to discuss the theme of the Winter Academy and its relevance to the situation of the area visited. Your task is to listen carefully, share your impressions and discuss with them how things could be made better, more efficient and sustainable. This way you will be able to address actual problems, activities and ideas and contribute with your impartial point of view.

During the study tours, we are going to adopt a stronger emphasis on “problem solving - finding solutions” and give a higher profile to the study visit investigations and greater importance to meetings with the communities. The study tours will be shaped as topic-specific case studies to investigate real community-based challenges. The participants will be tasked to explore these challenges and identify and present real potential solutions. In this way, we hope participants will be able to develop their skills of community-based investigation/appraisal, analysis and solution/action plan presentation.

The morning session of the third day will be devoted to the *Study Tour Reports*. For the planning and preparation of these reports you will be given some guidelines and background information, but the actual result depends on the group that will produce it. The groups are invited to approach the Study Tour as a small real-life project, and propose solutions and further action that can be also meaningful for the local stakeholders. You are advised to work with your Study Tour Report during the whole tour and finalize it during the Study Tour Report session. The reports will be presented by each group to the plenary of participants in the afternoon of Wednesday 29<sup>th</sup> November.

#### **d. Conclusion Panel**

A conclusion panel will be organised during the last afternoon of the Winter Academy to draw up the conclusions and lessons learnt during the event, and provide a vision for the future. The panel will be mixed, and will include a sample of lecturers, facilitators and participants – maybe you. All participants will be invited to join in the discussion and express their views, feelings and visions on the central theme of the Winter Academy.

#### **e. Evaluation of the Winter Academy**

We want to make the Winter Academy a good experience for everybody; an open, continuous flow of feedback and information is the best way to do that. Therefore the evaluation of the Winter Academy will be an ongoing process. As organisers, we need feedback from you –about what was good and what can be improved in the future. 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 Winter Academy covers three

aspects:

- The organization and implementation of the Winter Academy
- The staff: facilitators-lecturers-organizers
- Your learning experience as a participant.

Two methods will be used to evaluate the Winter Academy. Firstly, by a group discussion on the final day and secondly, by completing an online questionnaire that will be sent to you after the end of the event.

### ***f. Networking***

In a gathering like this, the possibilities for making new contacts, for co-operation and creation of networks are plenty. We want to enhance this prospect from the very beginning and invite everybody attending the Winter Academy to support the creation of networks based on their fields of interest. The best networks are often born informally based on shared experiences or interests and Euracademy Association can provide support and opportunities for collaboration.

## **5.OUR EDUCATIONAL APPROACH**

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. We have chosen learning methods that best serve adult learners and involve joint reflection and discussion, based on sharing experiences. However, these also include opportunities for individual reflection and for formulating personal goals and learning outcomes. To aid this process, we have designed the tasks and assignments that are described earlier. To make it all happen is a challenge for us - but also a challenge for you as participants, professionals, who might apply these ideas and approaches to your own work. As the key words are so central to our way of working at the Winter Academy, here is a short description of them:

1. **Adult learning** is described by Malcolm Knowles. He calls it *andragogy*<sup>1</sup>. With this term he wants to emphasize the differences between the ways 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 being given

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<sup>1</sup> *Malcolm Knowles (1980). The modern practice of adult education: From pedagogy to andragogy.* Wilton, Connecticut: Association Press. ISBN 0-695-81472-9.



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 taking care of themselves and their responsibilities. They seek solutions to their problems and 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– 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 thinking process. 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**, usually brings to mind the idea that learning takes time and effort because it requires gathering and processing information and transforming it to knowledge. The examples mentioned above can be seen as parts of a process: you need to have some previous idea or knowledge of what's on display if you want to understand (e.g. the model-performance) - or which new factual knowledge can be connected to and used to understand it. As children we start to learn, gather experiences, observe the world and try to interpret it - understand and connect different experiences in meaningful and usable ways; i.e. construct our knowledge. All this is an ongoing process that never stops - people live and learn all the time. Learning is a comprehensive experience combining reasoning, emotions, imagination, intuition and experiences. *Studying is a special learning process*, for when we study, we set goals for ourselves and our learning and concentrate on the chosen themes. This Winter Academy should be taken as a comprehensive learning experience with many different learning processes taking place at the same time. When it comes to studying, we all may choose our goals, move towards them and evaluate if those goals are met or not.

4. **Learning by doing** emphasizes experiential learning and that we learn by handling the tasks and problems at hand in our everyday life. Learning by doing emphasizes also that when we act, we use our personalities, knowledge and capacities to a fuller extent. For learning 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 construct our knowledge continuously. This is also motivating and even fun!

5. People are social by nature and work better when they solve problems together, set goals together and try to achieve those together. 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 with the common tasks and goals, there may be difficulties in their capacity to work as a team! The idea of working and learning together, sharing experiences, and making the best out of the various backgrounds and knowledge, has been touched on already in this handbook. For this to be successful we need to be aware 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<sup>2</sup>. He suggested that there are three dimensions to account for all interpersonal phenomena:

1. **Inclusion** - the need to socialize, to be in the company of, or in contact with, people.
2. **Control** - the need to influence, make decisions, direct, have power over and impact on.
3. **Openness** - the need to share one's inner thoughts and feelings.

Corresponding to these three interpersonal behavioral 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 **likeability** (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 training. 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

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<sup>2</sup> Schutz, W.C.(1958). *FIRO: A Three Dimensional Theory of Interpersonal Behavior*. New York, NY:Holt, Rinehart, & Winston. Schnell, E.; Hammer, A. (2000). *FIRO-B® Technical Guide*. Mountain View, CA: CPP Inc.

happens in groups, both in short term settings (such as a small group discussion session) and over a longer time (such as the whole Winter 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 Winter 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-judgmental 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 one or more **lectures** by one speaker of a panel. 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 group sessions, have the task to assist the group process, making sure that the group discussion is kept within the theme and within the timetable, rather than interfering with the content of your discussions.

### Main Speakers (in order of speaking)

**Prof. Wojciech Kniec** is professor of rural sociology at the Nicolaus Copernicus University, Torun, Poland, chief of Social Ecology Department. Researcher involved in both international and national scientific projects on local development, rural development and food studies. Author of more than 70 books and scientific articles. Coordinator of research projects, including "Alternative Agro-Food Networks", "Agriculture and Common Goods", "Local Partnerships in Poland", "Social Capital on Rural Areas in Northern Poland", "Food

Cooperatives in Northern Poland" etc. Expert of Polish National Center for Agricultural Advisory Service, Expert of Polish Rural Municipalities Association. expert of EU Committee of the Regions. At the moment engaged in research projects on Community Supported Agriculture in the context of endogenous rural development. President of Local Action Group "Podgrodzie torunskie".

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**Dr Fouli Papageorgiou** holds a degree in Architecture (Athens) and a Ph.D. in Urban and Regional Studies (Birmingham). She is a founding member and current president of Euracademy Association and the Managing Director of PRISMA-Centre for Development Studies. She has experience in research and planning, specialized in the fields of territorial development, programme evaluation, environmental planning, social policy and social inclusion; she has led a large number of integrated local development studies, structure plans and regional plans, mostly in rural areas, as well as evaluation studies of EU Programmes and Initiatives; and has coordinated a large number of EU projects on various fields, including education, culture, local planning and social inclusion. She has also taught and conducted research in the universities of Athens, Aston in Birmingham, Leeds and Edinburgh and has published numerous articles and books. She has served as an advisor in the Prime Minister's Economic Office in Greece with responsibility for quality of life policies.

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**Prof. Andrea Volterrani** Sociologist of cultural and communication processes, associate professor at the University of Rome Tor Vergata, he is Director of the Master in Social Communication and of the Master in Social Farming. He teaches Theory and technique of mass communication and Sociology of communication in several degree courses. He has coordinated and runs European projects on social communication, climate change and communication, prevention and health communication, community resilience and training for cooperative development. He is involved in research, training and consultancy on social communication and prevention, the third sector and volunteering, new forms of mutuality and social community development.

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### **Workshop Speakers**

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main research interests are urban and territorial development, environmental impacts of urbanisation in rural areas; his teaching interests are environmental economics, urban ecology and regional studies. He has 25 years of research and teaching experience, he is author or co-author of 189 scientific publications, including 5 books.

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**Irén Szörényiné Kukorelli** is a scientific advisor at the Centre for Economic and Regional Studies, Institute for Regional Studies (Győr, Hungary). She is also professor emerita of Social Geography at the Széchenyi István University in Győr (Hungary). Her main research interests are connected to rural development, including rural entrepreneurship, rural innovation, rural civil society and the rural change. She has been involved in many different European projects concerning IT-based learning processes to build human capacity in rural areas. She has more than 100 publications in Hungarian and English languages. She is one of the founders of Euracademy Association, currently the vice-president of EA.

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**Tamara Urbančič** M.Sc., works as the project manager responsible for rural development and Erasmus+ projects at a secondary school in Postojna ([www.sglzs.si](http://www.sglzs.si)). In addition, she operates under her company, "Education Tamara Urbančič s.p.," where she manages various projects connected with agriculture and rural development. Tamara conducts workshops focused on agriculture and food, emphasizing local supply chains for both schools and adults. She holds an undergraduate degree in Agriculture – Zootechnics from the Biotechnical Faculty, Department of Animal Science, University of Ljubljana. Furthermore, she has completed pedagogic-andragogic education and obtained a professional certification for working in the education of adults and children at the Faculty of Education, University of Ljubljana.

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**Lili Mahne** has been involved in many E.C co-funded projects and has a proven record of successful initiatives towards sustainable development.

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**Vasilis Diamantopoulos** is from Litochoro Pieria and studied Electronic Engineering at the Hellenic Mediterranean University of Crete where he graduated. He also attended a postgraduate seminar at the National and Kapodistrian University of Athens on Web Development. Along with his studies, he was involved in the family business that have been running since 1993 in Plaka Litochoro and he was involved in training on outdoor activities such as mountaineering, climbing, canyoning, and mountain biking. He is also a certified MIAS MBL3 mountain biking and mountaineering instructor and an International Mountain Leader of UIMLA. He works for the non-profit organization Ecogenia as a Program

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**Joanna Abramowicz** - CAL Local Activity Support Centre Association, project coordinator and researcher of EU programs in the field of social policy. She deals with projects in the field of education, development, and implementation of social services.

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### **Facilitators and organisers**

**Dr. Michail S. Vrahnakis** is a full professor on “Rangeland Science”. Member of the Integration Council of the University of Thessaly, with the aim of facilitating the completion

the studies of the ex- Departments of the TEI of Thessaly. He had held several administrative positions in the ex- Department of Forestry and Natural Environment Management of the TEI of Thessaly from 2008 to 2015. He was Vice President and Vice Rector of the TEI of Thessaly in (a) Research (2015-2017) and (b) Academic Affairs and Student Welfare (2017-2019). Has 30 years of experience (professional – 24 years and teaching – 26 years) in Higher Education in rangeland management plans, organization of agroforestry systems and management plans of protected areas. His current research interests are: management, utilization and ecology of rangelands, quantification of floristic diversity, agroforestry, rangeland condition and rangeland health, management and monitoring of protected areas. He has published over 200 peer-reviewed papers and articles in various international and national conferences, scientific and sectoral journals, articles, 2 undergraduate books, collective volumes, etc. He has presented scientific papers in international conferences in the countries (indicatively apart from Greece: in China, Russia, Brazil, Italy, Ukraine, Latvia, etc). He has participated in several international and national scientific committees, while he is a reviewer of several scientific papers in international conferences and journals, as well as a member of academic and scientific committees of journals.

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**Frosso Dimitrakopoulou** is an experienced consultant specialising in sustainable hospitality, rural tourism and ecotourism projects, with over 20 years of experience in business mentoring and auditing accommodations and destinations worldwide. Engaged with a number of active citizen participation projects focused on sustainable development. She is the co-Director of Ecoclub.com International Ecotourism Club and she is currently working for Euracedemy Association as a Project officer for EU funded COSME EU Rural Tourism Cluster and CERV co-Green Communities in Action, and as a sustainable tourism expert for Archelon, the Sea turtle protection society of Greece. A Certified Travelife for Tour operator Coach and Auditor, a Green Destinations Auditor Advisor, an Auditor/ Lead Auditor (ISO 14001:2015) and holds among others the GSTC Certificate in Sustainable Tourism and Sustainability Management for Tourism Businesses Certificate. Always open to new projects and ideas that will result in a significant, intended, and measurable change in tourism.

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**Machaira Maria**, is a graduate of Civil Engineering from the University of Portsmouth, United Kingdom. She has been working at the Development Agency of Karditsa “AN.KA S.A.” since 2021. During this period, she has been involved in the administrative part of co-finance National and European programs and projects such as ESTIA - Greek accommodation program for Asylum Seekers, 2I SECAP - Institutionalized Integrated Sustainable Energy and Climate Action Plans, Co-Green - COMMUNITY-based action for a GREEN transition and Affordable Housing and Entrepreneurship Support Services. She also has a six-year experience as a freelance Civil Engineer in construction companies.



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**Agoritsa Antoniou** was born in Karditsa. She is a graduate of the Department of Production and Engineering Management at the Technical University of Crete, holding a Master's degree in Engineering Management. She began her career as an engineering assistant, primarily focusing on human resources management in industrial construction projects and the preparation of necessary documents in accordance with standards related to both private and public services. Since 2019, Agoritsa has been employed at ANKA SA, serving as an Accommodation Supervisor until April 2023 in the ESTIA refugee hosting and housing program in the city of Karditsa. From 2022 onwards, she has assumed the role of Project Manager in the 2ISECAP project-Horizon 2020. This project focuses on institutional integrated Sustainable Energy and Climate Action Plans in the city of Karditsa, aiming for a comprehensive and participatory approach to the energy transition of the city. Agoritsa is a team member in the Co-Green project.

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## **7. LOCATION OF THE WINTER ACADEMY**

Accommodation for Winter Academy participants will be provided at the **Astron Hotel**, (Iezekiil 47, Karditsa 43100). Upon arrival, you are kindly asked to go to the reception, where you will be able to register for your accommodation.



The lectures and workgroups will be held at the University of Thessaly, Department of Forestry, Wood Sciences and Design, V. Griva 11, 43100, Karditsa at Building C. Breakfast will be served at Hotel Astron, coffee and lunch will be served at the university on Monday 27th and Wednesday 28th. On the morning of the study tours, cars/buses will be waiting for the groups in front of the hotel and lunch will be served in different locations according to the schedule of the study trips. All dinners will be served at Mikro Palati, Ipsilantou 78



Karditsa,43100.

### **Karditsa and the surrounding area**

Karditsa, located in central Greece, serves as the capital of the Karditsa regional unit within the Thessaly region. Renowned for its scenic setting, with the Pindus Mountain range to the west and the plains of Thessaly to the east, the regional unit of Karditsa is predominantly an agricultural area, with a long tradition of crop and cotton cultivations and animal farming. Karditsa has also a potential for tourism development, offering easy access to a number of outstanding natural destinations. These include the man-made Lake Plastira, an area of outstanding natural beauty; the magnificent natural and cultural monument of Meteora, a historic place of monastic life, and the Pindus Natural Park, a protected area providing shelter to rare flora and fauna. The region of Karditsa has been badly affected by the severe floods that hit Thessaly recently, bringing home the tough consequences of climate change in a painful way. Karditsa can be reached by motorway from Athens and Thessaloniki, both of which offer access to airports. Thessaloniki is about 2,5 hours' drive away, while Athens is about 4 hours' drive away. There are frequent buses connecting Karditsa with Athens and Thessaloniki.



Karditsa City



Lake Plastira

## **8. DETAILED PROGRAM OF THE WINTER ACADEMY**

**CO-GREEN INTERNATIONAL SCHOOL**

**WINTER ACADEMY OF EURACADEMY**

**In cooperation with the University of Thessaly, Department of Forestry, Wood Sciences and Design, and the Municipality of Karditsa**

**COMMUNITY-BASED ACTION FOR THE GREEN TRANSITION OF RURAL COMMUNITIES**

**Meeting place: University of Thessaly, Department of Forestry, Wood Sciences and Design,**

## Karditsa, 26<sup>th</sup> to 30<sup>th</sup> November 2023

Organised by Euracademy Association in the context of CO-GREEN project, EU-CERV Programme

### AGENDA

#### Sunday 26<sup>th</sup> November 2023

**16:00 – 18:30** Arrival of Participants, settling in at their accommodation (Hotel Astron, Karditsa).  
**Registration**

**20:00 – 20:30** Participants meet the organisers and prepare the international dinner

**20:30** **Welcome by the organisers. Presentation of the CO GREEN project** by the project coordinator

**21:00** **International Dinner to be held at the breakfast room of the Hotel Astron**

The International Dinner is a long-standing tradition of Euracademy Association. All participants contribute with a dish and/or a drink, representative of their country or region of origin, and each participant presents it at the beginning of the Dinner. The meal that follows is indeed an International Dinner where we can all experience and share tastes from different countries.

#### Monday 27<sup>th</sup> November 2023

9:00 – 9:30 Registration of participants

9:30 – 10:00 Welcome addresses: University of Thessaly, Vice-Mayor of Karditsa, Euracademy, CO-GREEN project coordinator

10:00 – 10:45 Open space. Participants break in small groups of 6-8 persons and present themselves and their expectations from the Winter School

10:45 – 11:00 **Coffee break**, Open Space continues

11:00-11:30 Speaker: **The green transition of rural communities. Main issues and challenges** (Ass. Prof. Wojciech Goszczyński, Nicolaus Copernicus University in Torun)

11:30 – 12:15 **Workgroups**. Discussion in small groups (around 6-8 persons each, including a facilitator). Indicative questions: What a rural community should do in order to achieve green transition? What are the main obstacles and challenges that should be overcome? Participants will be asked to consider their own communities in answering these questions. Each group prepares a poster with their main conclusions.

12:15 – 13:00 **Presentation in plenary of the posters of all groups**, discussion, answering questions

13:00 – 14:00 **Light Lunch** at the premises of the University of Thessaly

14:00 – 14:30 **The role of the Green Activator** (Dr Fouli Papageorgiou, Euracademy Association)

14:30 – 15:00 **Community development: A methodology for enabling the Green Transition through the Green Activators** (Prof. Andrea Volterrani, University of Rome Tor Vergata)

15:00 – 16:00 **World cafe**. The participants are divided in “tables” of 4 persons each, alternating between tables every 20’, to discuss the role of the Green Activators and the methods they can use to encourage community participation and engagement. Indicative questions: What are the expected skills of the Green Activator? How a Green Activator would act to encourage the green transition of his/her rural community?

What community development methods can they use to encourage community involvement? What type of initiatives would they undertake?

16:00 – 16:15 **Coffee break**

16:15 – 17:45 Participants break in two workshops

**Workshop 1. Good practice examples of successful green transition of rural communities** - Coordinator: Association Zmergo

Rural change and green infrastructure: how can the immigration form the green areas of villages? (Tamás Hardi - HU)

Citizen participation and issues in green transformation processes, emphasis on energy communities (Davorka Medved -HR)

Efforts and partnerships for strengthening greening and biodiversity in Burgenland (Irén Szörényiné Kukorelli - AU)

InterpretEurope – from small individual ideas to EU organized network for heritage interpretation ( Lili Mahne-DE)

Successful cooperation project of several Slovene LAGs: 1. Bicycle chain in the Countryside, and 2. Contribution of farms to the mitigation of and adaptation to climate change using the concept of ecosystem services (Tamara Urbančič - SI)

Ecogenia- Building Greece's Youth Climate Corps ( Vasilis Diamantopoulos - GR)

**Workshop 2. Good practice examples of community engagement methods.** -Coordinator: Silvio Cilento, Forum Nazionale Terzo Settore

Good practice examples of community engagement methods in community Elbląg, in community Górnó, in community Wiazowna and in community Starachowice (Joanna Abramowicz with Małgorzata Kasprzyk-Sawościan, Przemysław Łysak Małgorzata Łysik, and Tomasz Margula - PL)

Good practice examples of community Panebianco (Pietro Valicenti - IT)

Good practice examples of community Magione (Angelica Sebastiani -IT)

Good practice examples of community Cavalese (Samuele Sandri - IT)

Good practice examples of community engagement methods in Rijeka, Croatian Debut, (Helena Traub - HR)

17:45 – 18:00 Preparation of the study trips

20:00 **Dinner** in Karditsa (Mikro Palati restaurant)

**Tuesday 28<sup>th</sup> November 2023 – all day**

### **Study trips in nearby examples of green transition efforts/results**

Participants will be divided in small groups (up to 12 persons each) and will be driven in cars/vans to the pre-arranged locations of the study trips, and will have discussions with local stakeholders in these locations. 3 visits per group are anticipated. Information will be provided to participants on Monday.

20:00 **Dinner** in Karditsa (Mikro Palati restaurant)

**Wednesday 29<sup>th</sup> November 2023**

9:00 – 12:00 **Participants prepare their reports from the study trips (in groups).** They provide a brief presentation of the cases visited and the lessons learnt regarding the green transition or rural communities, including suggestions about how the Green Activator and community engagement methods would help.

12:00 – 13:30 **Workshop: Training methods for developing Green Activators' skills and competences**

Panel: Dr. Fouli Papageorgiou, Euracademy Association, Prof. Andrea Volterrani, University of Rome Tor Vergata,

13:30 – 14:30 Light Lunch at the premises of the University

14:30 – 16:30 Presentation of the reports of the study trips, discussion

16:30 – 16:45 **Coffee break**

16:45 – 18:00 **Conclusions panel. Evaluation of the summer academy. Award of Diplomas** to participants

20:00 **Dinner** in Karditsa (Mikro Palati restaurant )

**Thursday 30<sup>th</sup> November 2023**

**Participants depart**

With acknowledgment of support from:



ΤΜΗΜΑ ΔΑΣΟΛΟΓΙΑΣ,  
ΕΠΙΣΤΗΜΩΝ ΕΥΛΟΥ & ΣΧΕΔΙΑΣΜΟΥ



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