



**European Approaches
to Inter-Generational
Lifelong Learning**

**Farmers Education for the
Undertaking of Activities in the
Secondary and the Tertiary
Sector of Economy (ISIODOS)**

**GREECE
Case Study Identity Card
2007**



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EAGLE CASE STUDY

GREECE

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1 EXECUTIVE SUMMARY

The Executive Summary (maximum length: ½ page) should give a concise and interesting summary of the case, its features, its achievements and what others can learn from the case. The Executive Summary will serve as the introduction to the in-depth analysis. Please provide in addition one or two photographs in a publishable format (e.g. *.jpg, *.gif, *.tif) and in a separate file in order to illustrate the case.

Executive Summary

The Farmers Education for the Undertaking of Activities in the Secondary and the Tertiary Sector of Economy (ISIODOS) programme is an innovative initiative which can, when completed, function as a pilot for other programmes concerning lifelong learning and employability. The main idea of the programme is that traditionally working farmers must take into account and apply to their work environment new technologies in the production, new strategies in the promotion of their product and a brand new philosophy regarding economy. The programme is intended for all farmers regardless of sex, age and educational level. A very important parameter is the method to approach the target group that those in charge of management adopted: they preferred not to establish big training centers in big cities but smaller and flexible ones in farmer's areas in order to facilitate the training purposes and motivate the target group.

Should the Greek farmers be more competitive and adjust their practices to the evolution of the agricultural production and the consumption needs of our society, they must acquire modern knowledge to become successful professionals, to understand the opportunities and the threats, the possibilities and the weaknesses of the Greek agriculture. A main issue of this project is the expansive use of the concept "farmer": the Greek farmers have to understand that their work does not finish with the production, but it goes further (processing, promotion and sale). Hence, the project concerns all professionals involved in the agricultural production in the secondary and the tertiary sector of economy.



2 GENERAL DESCRIPTION

<i>Title</i>	Farmers Education for the Undertaking of Activities in the Secondary and the Tertiary Sector of Economy (ISIODOS)
<i>Country/ Countries of origin</i>	Greece
<i>Duration</i>	Starting Year: 09/2005 End Year: 12/2006 (extended until 06/2008)
<i>Status</i>	<ul style="list-style-type: none"> ▪ Running <p><u>Comments:</u> The project was extended until 06/2008. The first part consisted of 485 groups. Each of them consists of 15 trainees. Now there are 795 groups.</p>
<i>Managing institution</i>	<ul style="list-style-type: none"> ▪ Public organisation/Ministry ▪ Private training organisation <p><u>Description:</u> The programme is an initiative of the General Secretariat for Adult Education of the Ministry of National Education and Religious Affairs. The undertaker is IDEKE (Institute of Adults' Continuous Education) which is a private organisation.</p>
<i>Contact details</i>	<p>Last Name: Koumparelis First Name: Anargiros Title: Government functionary Position/Role: Undertaker of the work Institution: IDEKE Street: Acharnon 417 Town: Athens Post Code: 11143 Phone: 0030 210 2533 260 Fax: 0030 210 2533 190 E-Mail: isiodos@ideke.edu.gr URL: http://www.isiodos.gr/default.asp?id=1&mnu=1</p>
<i>Funding</i>	<ul style="list-style-type: none"> ▪ Public <p><u>Comments/Description:</u> 75% European Social Fund and 25% National Resources.</p>
<i>Partnership arrange- ment/organis ational form</i>	<ul style="list-style-type: none"> ▪ Bottom-up, grass root initiative <p><u>Description:</u> The programme is subdivided in ten sections according to the needs of the execution of the learning activity.</p>
<i>Scale</i>	<ul style="list-style-type: none"> ▪ National <p><u>Comments/Description:</u> The programme is divided in 13 regions of Greece covering the 100% of the prefectures.</p>



3 DESCRIPTION OF COLLABORATING GROUPS

<i>Collaborating Group I</i>	The trainers are professionals. Among them 33% are agronomists, 50% are economists and 17% computer scientists. 70% have obtained Bachelor Degree and 30% Master Degree. 60% are male and 40% female.
<i>Total number of Collaborating Group I</i>	369
<i>Age group(s) of Collaborating Group I</i>	<u>Minimum Age:</u> 27 <u>Maximum Age:</u> 60 <u>Average Age:</u> 35
<i>Collaborating Group II</i>	Farmers of all ages, genders, national origins income and educational levels. Among them 80% are male and 20% female. Most of them have accomplished compulsory education and live in agricultural and semi-urban areas.
<i>Total number of Collaborating Group II</i>	14,700 <u>Comments:</u> Although according to the initial calculation each group would be consisted in 15 persons, the average of participants per group is actually 18,5. The first part of the programme consisted in 485 groups. During the second part, the groups have reached 795.
<i>Age group(s) of Collaborating Group II</i>	<u>Minimum Age:</u> 22 <u>Maximum Age:</u> 67 <u>Average Age:</u> 35-40

4 DESCRIPTION OF INTERGENERATIONAL LEARNING PRACTICES

The practice description of intergenerational learning practices serves a twofold purpose: i) a qualitative practice description of the case and ii) a quantitative assessment of additional case descriptors.

Description of Learning Arrangement & Learning Practice

The general objectives of the programme are to help farmers to improve their income through production of competitive agricultural products, to ensure the high quality of food in connection with the demand, to take measures for the decrease of the production cost, to reinforce the processing, the commerce and the export, to guarantee the social cohesion and to confront poverty among farmers, to reduce the regional inequalities and to contribute to development protecting the natural sources and the environment.

The major problems of the learning activity and their solutions were:

- To convince the farmers to be trainees. The problem was solved by transferring the training meetings near farmers' residences. An extra motivation for them is the certification of lifelong learning they will receive by the end of the programme.
- The textbook, containing technical and scientific terms, was rather difficult for them to study, so they decided and realised its popularisation.
- To train the training staff in order to be able to provide efficiently the required knowledge, therefore they organised two training circles (ten days each) for the trainers.
- The bureaucratic inflexibility of the management organisations and of supervisory mechanism, so they hired 70 professionals, 5 in each region, to supervise the learning activity.

The learning activity runs daily (not more than 4-5 hours per day). The whole programme lasts 150 hours. The basic pedagogical approach is tutoring and mentoring commensurate with the subject to be taught, while the learning tool is the handbook. The informatics course has mainly to do with the use of internet, so the farmers will be able to search information regarding their work and avoid the regional bureaucracy. The instructors are professionals.

Location of the learning activity

Formal setting i.e. educational institute

Comments: The learning is area based. This fact is indeed a major motive for the farmers to participate in the programme.

Learning activities (related to policy objectives)

- Education, training & learning incl. general education and training
- Lifelong Learning, digital literacy
- Media education incl. Information and Communication Technologies (ICTs)
- Employability
- Environment & environmental protection

Fields of Learning

- Skills for the Knowledge Society
- Individual competence development (for private and professional purposes)
- Societal/economic exchange and consultancy

<i>Knowledge & Learning Exchange/Flow between the target group(s)</i>	Balanced and/or bi-directional
<i>Interactions between the target group(s)</i>	<ul style="list-style-type: none"> ▪ group based ▪ blended interaction (i.e. combination of virtual and physical interaction);
<i>Categories of the learning activity¹</i>	<p>Formal</p> <p><u>Description:</u> The endeavour to achieve recognition of the certification is still in progress. This certification of lifelong learning will facilitate the financing of the owner by banks and other institutions and finance companies.</p>
<i>OECD/DeSeCo Competences addressed by the CS</i>	<p>1 = Competence Category 1: Using Tools Interactively</p> <p>1.2 = The ability to use knowledge and information interactively</p> <p>1.3 = The ability to use technology interactively</p> <p>2 = Competence Category 2: Interacting in Heterogeneous Groups</p> <p>2.2 = The ability to cooperate</p> <p>3 = Competence Category 3: Acting Autonomously</p> <p>3.2 = The ability to form and conduct life plans and personal projects</p>
<i>EC Key Competences addressed by the CS</i>	<ul style="list-style-type: none"> ▪ Communication in the mother tongue ▪ Digital literacy and ICT skills ▪ Learning-to-learn ▪ Entrepreneurship
<i>Success factors and barriers of the CS</i>	<p>The instructors and the supervisors tried to inform the farmers about the necessity to follow the technological evolution in order to improve the productivity of their land and to get to know the mechanisms that interfere in the course of the food production and distribution. However, the target group consisting of individuals with a high traditional way of thinking is not so willing to learn new methods of confronting agriculture. The lack of specific knowledge, the narrow minded conception of how economy and commerce function based upon the accustomed practice and the natural suspicion against anything innovative were the most significant obstacles to learning. Notwithstanding, the management responsible and the trainers achieved to convince them to enter the world of information and to collaborate with each other. Consequently, despite the initial doubts and hesitations and of the fact that this initiative has no precedent in Greece, the project managed to maximise the participation and to offer quality knowledge to a large population of farmers in Greece. The only necessary alteration during the life cycle of the programme was the reconsideration of the material of the handbook. Some chapters were rewritten in an attempt to cover the actual needs of the farmers and to be adjusted to their education level.</p>

¹ The full definitions are based on the Commission Staff Working Paper SEC (2000) 1832 of the Commission of the European Communities (2000): A Memorandum on Lifelong Learning; URL: <http://www.bologna-berlin2003.de/pdf/MemorandumEng.pdf>

Results of the CS

This learning activity leads to a lifelong learning certification, which is not yet officially recognised. However, it is an extra qualification for those who would try to expand their activities in the secondary and tertiary sector of economy.

Until now there is no internal evaluation available. Hence, the project managers confided the evaluation to a private company (Hightec Consultative Company), which examined qualitative and quantitative data of the first part of the project (until 12/06). The results are more than encouraging given that ISIODOS has more groups, instructors and participants than any other IDEKE project, covers all the prefectures of the Greek territory and the learning provided is very well organised and efficient. A common conviction of all workers in ISIODOS project is that it must be linked to relevant projects of other institutions (e.g. OGGEKA-Dimitra) so that the farmers can profit by the advantages of finance and resulting from the recognition of these lifelong learning programmes at a European and national level.

The benefits for the participants concern their skill development and the improvement of their employability and entrepreneurship which can ensure better job and career opportunities, not only in the field of agriculture production, but also in the other sectors of economy. The farmers were also taught the know-how of forming cooperative societies, of business management and investing in human resources. Consequently, the short-term outcomes of their learning experience are mainly the change of their mentality on agriculture and their introduction to the information society. It is very early to identify long-term outcomes, but some of them are expected to be: modernization of production methods, expansion of their enterprising activities and employment to other jobs related to food commerce.