

EMPOWERING COMMUNITIES

UNIT 5.

SUSTAINABLE RURAL DEVELOPMENT – FOCUS ON CULTURE AND NATURE



Lifelong
Learning
Programme



Introduction

The module 'Empowering Communities' was created within the 'Leonardo da Vinci – Development of Innovation' project 'Green Village'. It is vocational module but because it bridges subject areas (transversal) and requires some reading, research and project work, it is a CVT (Continuous Vocational Training) rather than IVT (Initial Vocational Training).

In Green Village, the Devetaki Plateau Association (Bulgaria), Hylates / Kato Drys Village Council (Cyprus), Satul Verde Association (Romania) and Grampus Heritage and Training (United Kingdom), worked together to deliver four community interactive empowering communities actions, which tested ideas and training models. Before any community can be empowered, it must be engaged and Satul Verde in Romania ran Work Package 1, 'Engaging Communities', which guided and informed all the partners on how to engage with a rural community.

The work of Green Village resulted in this module, which has 4 alternative elements. Learners select 1 of these 4 depending on the nature of their college/University course topic or personal training plan. The 4 alternative elements are....

- i) VILLAGE FASHION SHOW / PHOTOSHOOT
- ii) VILLAGE FORUM
- iii) EXPLORING VILLAGE TEXTILES

This module booklet describes each element and lists learning outcomes. Learning resources are to be found on the Green Village web-site.

i) VILLAGE FASHION SHOW / PHOTOSHOOT

Introduction

This version of the module was specifically developed in Cyprus, Romania and the UK and was trialled and tested also in Slovakia and Iceland. The module requires 40 learner hours (5 days) and follows a pre-determined structure.

Pre-requisites

This module has a target audience of learners who study fashion, textiles, applied art, print and design; learners are expected to have basic textile working skills.

The module also targets older learners and even teachers / trainers completing continuous professional development (CPD). In the case of the latter, a more complex and professional event might result.

Level

The Green Village partnership try to marry the National Qualification Frameworks (NQF) of their respective countries with the European Quality Framework (EQF) This module targets technical and vocational students at level 4 to 5 of the EQF. They may be completing a college diploma,

foundation degree or in years 1 or 2 of a technical honours degree. For the higher level and CPD learner, Level 6 and 7 of the EQF may be applicable

Module Structure

DAY ONE

Meet with community members to discuss the theme for a fashion show. Typical community members might include village leaders, art and craft groups, students, teachers, artisans, youth clubs, the church/mosque, venue owners, museum practitioners and those who promote the village

The themes can be very broad but should appeal to more than one age group in the community. The purpose is to get the community working together, so themes should draw on the history and development of the village – maybe some specialisms or interests of the community. It is also good to utilise the creative skills they have to offer (through a pre-training skills audit). Themes should be relevant to locals and to visiting learners. Examples trialled and tested through Green Village have included....

Re-living the 1950's

Trash to Fashion

Traditional Textile into Fashion

From Sheep to Dress – Wool

Fashion-in-the-Forest

Fashion Goes Rural

Coffee-shop Culture

**'Refractara' – Fashion from
Everyday Industrial Materials**



We expect young people to be excited by the module but also that older people will input sound advice, skills and knowledge – they can also complete the module of course, in the spirit of 'Lifelong Learning'

FOREST FRUITS *Inspiration.*



Select materials and sketch garment / accessory / jewellery designs.

As a team, discuss and make decisions about style and compatibility.

Create a fashion mood board (example below from <http://pinterest.com/pin/249035054365025072/>)

Begin making – handicraft skills are used – people from the village act as trainers and mentors.

DAY TWO

In the morning production of garments and accessories continues

A two-hour visit to the venue in the afternoon allows the learners to link their creations to the site in terms of colour, design, texture and story-line. Learners study the risk assessment produced by the course leader in conjunction with tutors, mentors and local people

Modify the fashion mood board

The group produce simple promotional material and distribute it.

DAY THREE

This is the main 'making day' – learners spend all day – they are advised by mentors and skilled practitioners but are encouraged to use their own prior learning, personal knowledge and skills. Learning takes place alongside local learners, most usually from local schools, colleges and universities but they may be independent adult or youth learners.

DAY FOUR

The morning is for making and completing, followed by a 'chill-out' cultural visit

During the cultural visit 'the photographer' accompanies the learners and takes pictures for a blog. The photographer discusses basic principles of photography as they apply to a photoshoot

DAY FIVE

Morning full dress rehearsal with selected music, props, accessories, in the chosen venue.

The event – a fashion show / demonstration / photoshoot which engages and empowers the local community through the chosen theme. Makers of garments and accessories are encouraged to wear and show them but might prefer to walk beside or be photographed with models from the local community

Assessment and feedback

Although not a formal part of the module, it is most usual to all go for a celebratory night out!

Learning outcomes

On completion of this module, the learner will be able to:


- Describe the community engagement process
- Match a fashion theme to the cultural landscape of a rural area / village
- Construct an appropriate fashion mood board
- Create a garment / accessory / jewellery item that fits to the chosen theme
- Work in a team and accept and respect the views of other team members
- Help select a suitable event location or venue

- Assist in the promotion of the event
- Understand the basic principles of taking a good photograph
- Take an active role in a community event that displays a selected fashion theme.

Sunday 10th April

FASHION SHOW

Your Granny Can Fly







Artwork by Chrisos Avraam





Traditional Textiles given
new meaning & importance
in creative fashion

Come along to Lefkara and see
how the Village's Lace-Makers
have joined forces with
Young People & Trainers
& Craft-Workers from the UK,
Romania & Slovakia to create
contemporary costume

Lefkara Hotel & Restaurant

Traditional Textiles into Fashion

**FREE ENTRANCE
STARTS@12.30**

Info: 96 351581

www.lefkarahotels.com

ii) VILLAGE FORUM

Introduction

This version of the module was specifically developed in Bulgaria and was trialled and tested in the UK. The module requires 40 learner hours (5 days) and follows a pre-determined structure.

Pre-requisites

This module has a target audience of learners who study environmental management, rural development, project management, European studies, applied sociology and applied political science; learners are expected to have basic team working skills.

The module also targets older learners and even teachers / trainers completing continuous professional development (CPD). In the case of the latter, a more complex and professional event might result.

Level

The Green Village partnership try to marry the National Qualification Frameworks (NQF) of their respective countries with the European Quality Framework (EQF). This module targets technical and vocational students at level 4, 5 and (in some instances) 6 of the EQF. They may be completing a college diploma, foundation degree or in years 1 or 2 of a technical honours degree. For the higher level and CPD learner, Level 6 and 7 of the EQF may be applicable

Module Structure

DAY ONE

Meet with community members to discuss the basic needs of the rural community they live in. Typical community members might include village leaders, special interest groups, students, teachers, workers, youth clubs, the church/mosque, traders, museum practitioners and those who promote the village.

The needs can be very broad but it is necessary to gain a picture of the needs of the whole community.

After the meeting the group of learners make a list of the needs that have been expressed and they group them in terms of personal needs, village needs, municipality/ regional needs.

A two to three hour tour of the region to gain an impression from the outside. The tour involves visually matching the community's expressed needs with what is apparent

The group collaborate on a series of photographs that best illustrate the community's needs.

Presenting the Green Village scoring process and four pillars of sustainable rural development

DAY TWO

This day is spent with local social/ cultural / economic / environmental experts and a skilled team of moderators.

Retaining the link to personal, village and municipal needs, the gathered evidence - from the initial community meeting and the 'outsiders viewpoint' tour is now split into the four pillars of sustainable rural development....

ENVIRONMENTAL SUSTAINABILITY

CULTURAL SUSTAINABILITY

SOCIAL SUSTAINABILITY

ECONOMIC SUSTAINABILITY

DAY THREE

This day is back into the field / outdoors. A Green Village concept of scoring a village from 1 to 10 points for each of the four pillars of sustainability is introduced. The most sustainable village in Europe might aspire to 40 points and the least only 4 (from Green Village experience 15 to 25 is usual). Although the scoring process is quite subjective, it is interesting for visiting learners and local people to independently complete the scoring process.

Touring the area to visually assess needs

The visitors and locals walk around the village 'scoring' it using the Green Village method. They might be asked questions by local people and engage in conversation – for the visitors an interpreter is present (but cannot help in scoring!)

The two groups come together to compare their scores.

DAY FOUR

In the morning the visitors and locals meet to formulate some 'questions' – typically they might include....

'HOW TO KEEP YOUNG PEOPLE FROM LEAVING THE VILLAGE?'

'HOW TO ATTRACT MORE TOURISTIC VISITORS?'

'HOW TO GET YOUNG PEOPLE & OLDER PEOPLE WORKING TOGETHER?'

There should be about 6 questions

In the afternoon, a village forum is convened. It is important that all parties are represented. The members from the meeting on day one are present but they have other villagers with them. The meeting is in a village venue and light refreshments are served. There are also the social, environmental, cultural and economic commentators present and Municipal leaders ('purse string holders'!)

The villagers are grouped in terms of age (youth, working age, retired), profession (shopkeepers / farmers, etc.), special interest. Each group occupies a table. The six questions are presented and an open (moderated) discussion ensues – visiting learners take part. A new list of questions emerges and practical answers to those questions are discussed. Each table selects from its team their favoured ideas / solutions on how to answer the questions. They are written on different coloured papers and pinned against the relevant questions

The experts' then comment on the solutions proposed – their feasibility within the countries rural development framework. The financial responsible Municipal representative also comments

This intensive day ends with an emerging plan for the village of what is feasible to achieve.

DAY FIVE

This day starts with a meeting in a 'World Café' – the method of engaging with the community is more relaxed and friendly. There are snacks and tea/coffee. A 'warm-up' exercise is used – it could be a local dance, game, song, story-telling – it is intended that the visiting learners get to know the people in the World Café and feel relaxed in each other's company

Moderators present each tables solutions to problems / needs

After the warm up, the participants sit at 4 separate tables and discuss social, cultural, environmental and economic needs. The questions and answers from the Village Forum are now aired in a more relaxed atmosphere. There is a moderator at each of the 4 tables who also acts as a recorder and interpreter. Discussions are minuted and new questions and answers emerge in this non-threatening environment. All participants move from table to table except the moderator/recorder/interpreter.

The session is for 2 hours – refreshments are on hand!

The morning session finishes with each table making a presentation and the whole café selecting the best solutions.

The afternoon is spent on planning to create some statements of what to do in the next five years – evidence is inserted from both the Village Forum and World Café.

The final session is for feedback and assessment.

Assessment and feedback

Although not a formal part of the module, it is most usual end to the week is a farewell meal together – visiting learners, moderators, experts & villagers

Learning outcomes

On completion of this module, the learner will be able to:

- Describe the community engagement process
- Conduct a needs analysis based on villagers responses
- Visually assess needs through a tour
- Take part in a scoring process to place 'the village' on a scale in terms of rural sustainability, using all four pillars – environmental, cultural, social and economic.
- Work in a team and accept and respect the views of other team members
- Group expressions of needs into categories and formulate concise questions
- Record answers / solutions and similarly group and categorise them

- Convene a World Café to understand a different level of community engagement and empowerment
- Take part in a simple planning process to act on the needs analysis.



iii) EXPLORING VILLAGE TEXTILES

Introduction

This version of the module was specifically developed in Romania and Cyprus and was trialled and tested in Slovakia. The objective is to understand how textiles were once so important in the community and how all age ranges of people had a role. Green Village tries to make village textiles work again for the whole community. The module requires 40 learner hours (5 days) and follows a pre-determined structure.

Pre-requisites

This module has a target audience of learners who study environmental management, rural development, project management, European studies, applied sociology and applied political science; learners are expected to have basic team working skills.

The module also targets older learners and even teachers / trainers completing continuous professional development (CPD). In the case of the latter, a more complex and professional event might result.

Level

The Green Village partnership try to marry the National Qualification Frameworks (NQF) of their respective countries with the European Quality Framework (EQF). This module targets technical and vocational students at level 4, 5 and (in some instances) 6 of the EQF. They may be completing a college diploma, foundation degree or in years 1 or 2 of a technical honours degree. For the higher level and CPD learner, Level 6 and 7 of the EQF may be applicable

Module Structure

DAY ONE

In the morning the learners look at village textiles. They examine them, talk about the design, colour, any representative element. They think about markets, contemporisation, etc.

They end the morning with a visit to a local museum and begin to understand the 'culture of village textiles'.

In the afternoon, the learners meet with the members of the village community who are engaged in traditional textiles plus others from the community who are concerned with promotion of the village. In order for village textiles to be promoted, a broad range of people must get involved. Typical community members might include village leaders, special interest groups, students, teachers, workers, youth clubs, the church/mosque, traders, museum practitioners and those who promote the village.

The needs of a village can be very broad but it is necessary to gain a picture of the needs of the whole community.

After the meeting the group of learners discuss and make a list of the needs that have been expressed and they further discuss how village textiles can help to meet social, cultural, environmental and economic needs.

The learners now understand better how village textiles once empowered a community and could perhaps do so again.

DAY TWO

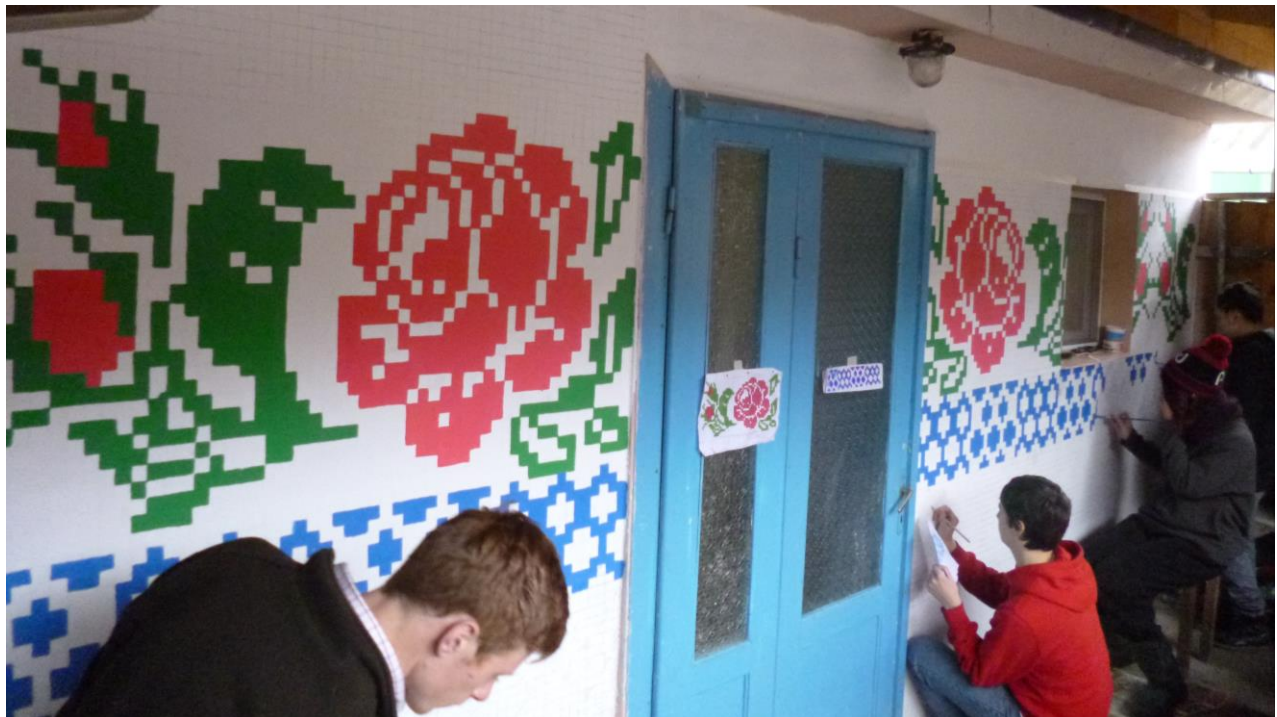
This morning is spent with textile workers. The learners observe what they create. They might spend some hours learning techniques but this is not the main purpose.

In the afternoon the learners meet with local social/ cultural / economic / environmental experts and a moderator. Together, they further explore how community empowerment might work.

DAY THREE

The morning is spent photographing and recording village textiles and planning some promotion – it is useful if these learners can overlap with those completing the module version ‘Village Fashion Show / Photoshoot’

In the afternoon, the learners select a local textile pattern and transfer it to graph paper – it is a way to preserve and record. We have a greater purpose – transferring it to a wall as a scaled-up fresco / mural.



Learners raise awareness about village textiles through making them more visible in the community – local young people join in

DAY FOUR

The whole day is spent working on the fresco. It might be associated with a museum, school, village hall. Local people observe the process and join it. The whole process increases awareness of textiles. Colours are carefully selected to be striking in the village landscape

DAY FIVE

The fresco is finished and forms the basis of an exhibition. The learners plus villagers also display textiles and the learners print off photographs they have taken over the last 4 to 5 days. There is an open meeting in the place of the exhibition and the learners present a series of ideas on how village textiles might empower the community. Community members respond and some kind of plan begins to emerge

The final session is for feedback and assessment.

Assessment and feedback

Although not a formal part of the module, it is most usual end to the week is a farewell meal together – visiting learners, moderators, experts & textile-orientated villagers

Learning outcomes

On completion of this module, the learner will be able to:

- Describe the community engagement process they went through
- List how village textiles might positively impact on the whole community – social, cultural, environmental and economic impacts are important.
- Create a village-scale exhibition to promote textiles and raise awareness
- Work in a team and accept and respect the views of other team members
- Record answers / solutions and similarly group and categorise them for a legacy plan
- Make a record of village textiles
- Understand the skill level inherent in village textiles

A learner begins to understand the skills needed for traditional village textile production in Romania

