



Програма  
„Учене през целия живот“



ГД Образование и култура



ЦЕНТЪР  
ЗА РАЗВИТИЕ  
НА ЧОВЕШКИТЕ  
РЕСУРСИ

## AIRe Associations in Rural Environments – Обединения за работа в селска среда



**Key competences for lifelong learning: personal, social,  
educational, artistic, core skills developed**

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# AIRe project: Partners' context

**La Verde-doncella**, created in 1996, plays an important role in the recovery and organization of local celebrations, as well as in other cultural activities and events, in a small village called Lucena de Jalón. It has 66 members in a community of 294, that is, slightly more than 1 in 5 inhabitants belong to the association. The name of the Association was chosen in honour of a local product, a kind of apple that, for a long time, was a basic element in the village's economy

**P.E.R.A.** operates in Oreinis, a central Cyprus rural sub-region historically characterized by a strong agricultural and commercial activity, focused on fruits and vegetables, poultry, eggs, grain, olives & olive oil production. The area has recently experienced a strong development of agro industry and agritourism activities as well as restoration and conservation of the local cultural heritage.

**CPK Levoča**, NGO was primarily created for supporting regional development of rural areas accounting for small and middle entrepreneurs, managing the development of rural country by concurrently using method Leader, cooperating with small villages in our region, cooperating with schools and other NGOs in target territory.

**Fundacja Rozwoju Ziem Gorskich** (Foundation for Development of Mountain Areas), Poland is a young non-profit organization established in 2006. Since then, the Foundation has implemented several projects with support from public and EU funds.

The target region of **KRUG'** activities is Kardzhali where most Bulgarian Turks live. The rural population of the municipality is entirely Muslim and aged. There are few children most of them bilingual in Turkish and Bulgarian. Tobacco is the main cultivation and source of income of the rural communities. Many of the rural men have worked as guest workers in different European countries. There is a gap between the expectations for better life and the current qualification of the women and due to their lack of qualifications they have been forced to remain in the villages or to seek low qualified job in Kardzhali. The limited opportunities for culture and educational development of the women in the Kardzhali villages have reproduced also low degree of education among the children.

**Asociación de Mujeres “La Verde-doncella” – Spain, coordinator**

**P.E.R.A. Regional Development & Agritourism Center, NGO – Cyprus**

**Centrum Prveho Kontaktu Lewoca – Slovakia**

**Fundacja Rozwoju Ziem Gorskich – Poland**

**Krug Youth Center (Krug Art movement) – Bulgaria**

# The learning and the villagers...

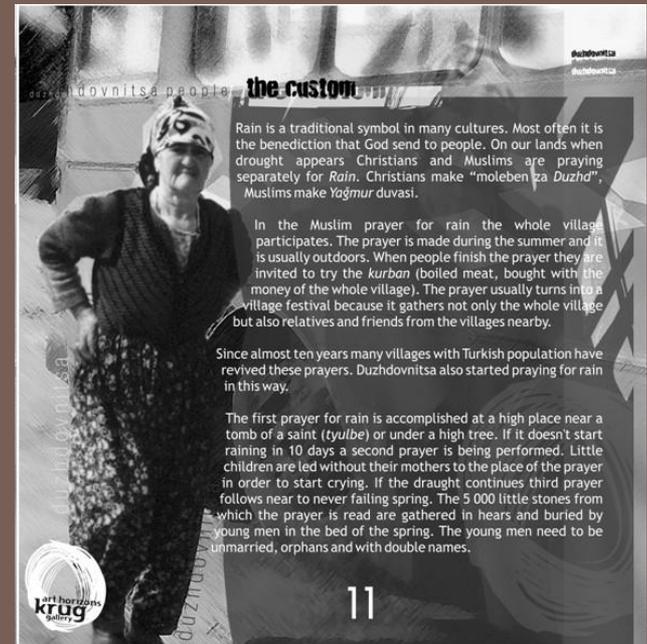
Key competences for lifelong learning are a combination of knowledge, skills and attitudes appropriate to the village context.

AIRe project provides training for 4 target groups of participants:

- adults, mainly women, through a process of developing and updating social, personal and communication skills;
- children throughout their lives in the village through the instruments of culture and art, and the cultural industries (CIs);
- young people at the end of their compulsory education whilst forming a basis for further learning;
- new participants in the process of building and developing the Associations – mayors of village municipalities, local development specialists, researchers, university students and others.



# A VILLAGE FOR WOMEN



Duzhdovnitsa

# Women: what knowledge they acquire, improve or develop...

## How the fact of participating in an association has contributed to women' personal, social and educational development?

The AIRe project places a particular accent on life changes in the different generations of village women – especially because of their crucial role in the upbringing of children. New social contacts, new information instruments, opening towards different cultures and European practices, and the inclusion of the women in activities targeted towards new interpretations of traditional culture all make them agents of rural development, simultaneously equipping them with new **social and civic competences.**

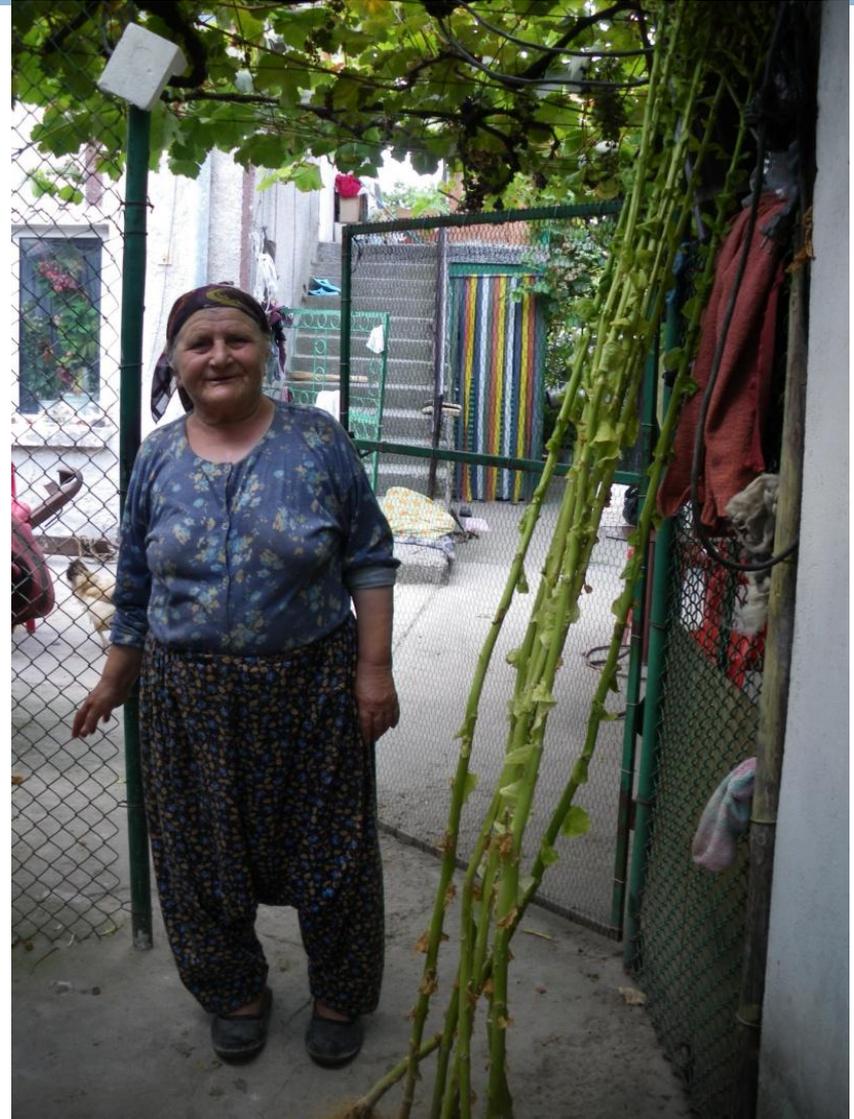


# TOBACCO and Pedrie

Tobacco is the main cultivation and source of income of the rural communities and for Pedrie.

However, she also participates in the following activities with the frame of the AIRe project: public activities, work with people of different cultures, assistance for children and youth in learning and mastering local traditions.

In this way, **Pedrie widens her social experience and rediscovers the village as a stage for expression.**



# TOBACCO and Sebiha

Tobacco is Sebiha's everyday life. She participates in the AIRe project, because it changes and enriches her social life.

Sebiha welcomes people from different cultures in her home and shows them her world, while communicating with them; She encourages her children and grandchildren to participate in the public activities, organised by the AIRe project; She widens her social experience and rediscovers the village as a stage for expression;

**She transfers and uses these newly acquired skills in different new situations, including in the upbringing of her grandchildren.**



# TOBACCO AND SALIHA

Saliha participates in a European project for the first time in her life. **She is strongly motivated to help her children use the new opportunities for learning and acquiring of new communication and expression skills.** She knows that education can change the life of a community and she is also aware of the fact that for the first time it is the local children and youth who want this change to happen **HERE, in the village itself, and to be model for others villages.**

She also takes part in public activities within the AIRe project level with the youth, because this changes her social life and gives her a new key into her own life.



# TOBACCO AND SHUKRIYE

Shukrie participates for the first time in the EU project.

She takes part in the public activities within the AIRe project level with the youth, because this changes her social life and gives her a new key into her own life.



# A VILLAGE FOR WOMEN: ZURIYE

Zuriye uses only her mother tongue in contrast to other participants in the project. From a modern point of view, she leads a closed existence, mainly within the frames of her family and neighbors. She has never travelled farther than the central city of the region – Kardzhali.

Nevertheless, she has been motivating the people from the village to change and develop by taking advantage of the new opportunities for education, communication and expression. Therefore, she supports the youngest members of the community to delve into alternative forms of education and express themselves through art by transforming the village into a stage for the arts. Zuriye gives away artifacts from her own life and custom, objects which hitherto have not had much meaning, but now carry much deeper meaning because they have become part of **cultural awareness**.



# A VILLAGE FOR WOMEN: RENGINAR AND SEVINCH

Renginar and Sevinch are mothers. Sevinch has two little children, while Renginar – 3, from who the youngest girl is 7 years old and the other two are teenagers towards the end of their secondary education. Both mothers, together with their children are dedicated participants in all activities within the AIRe project, as well as in the entire program of initiatives of the Art house in the village and KRUG, which started in the village in 2005. They are strongly motivated to change by acquiring new social, cultural and educational experiences and to inspire their children to change in the same manner. They are active participants in public discussions, community initiatives, debates for development, meetings between the different generations, and cultural programs organized by KRUG in the village.



# A VILLAGE FOR WOMEN: GULHAYAT and SEVINCH

Gulhayat is a mayoress of the village. She supports all activities within the frame of the AIRe project and herself takes part in the following:

public speaking, managing a budget, planing activities, work with people of different cultures to develop specific projects, organize information and documentation, bridge individuals and groups to take participation in the project.

**She assesses that through the educational and development programs the village gains a key role in the region.**



# A VILLAGE FOR WOMEN: FIKRIE

Fikrie knows: the limited opportunities for culture and educational development of the women in the Kardzhali's villages have reproduced also low degree of education among the children.

That is why – despite lacking specific skills and being unable to formulate it in those terms – she encourages children and young people from the village to develop **cultural awareness and expression** which involves appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media (music, performing arts, literature, and the visual arts).



# TROUSSEAU FOR BRIDE: Kalbie

Kalbie is 40 years old. She is an active participant in the AIRe project. She has two daughters who are actively involved in the activities targeted for children and young adults.

**Kalbie knows the village traditions.** She has gathered extensive trousseaus and possesses numerous local craft works of art. **She partakes in the youth trainings geared toward innovations based on tradition** – which take place with and because of her assistance.



# LOCAL CELEBRATIONS: KNITTING DAY (Terlik day)



The local female tradition of knitting *terlitzi* (woolen socks used as slippers) was transformed into local public celebration, practiced by the AIRe project participants.

Now, the major accent of the debates, lead by the project participants, is **how the knowledge learnt so far thus can serve for acquiring more specific skills and knowledge** needed by those establishing or contributing to new social or even commercial activity.



# A VILLAGE FOR WOMEN : SHERIFE

The women's discussions now include awareness of ethical values and promote good governance of constantly changing and evolving local life.





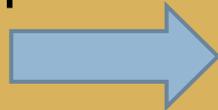
# A VILLAGE FOR CHILDREN



Duzhdovnitsa

# Children: what knowledge they acquire, improve or develop...

Key competences which the AIRe project provides for children are



1. **Communication by means of experimental art and art education** which involves, in addition to the main skill dimensions of intercultural understanding;
2. **Sense of initiative and real motivation** to turn ideas into action;
3. **Learning to learn** in accordance with one's own needs, and awareness of methods and opportunities;
4. **Cultural awareness and expression** which involves appreciation of the importance of the creative expression of ideas.

# Training for children

By means of:

Individual and group art education;

Creative writing;

Listening;

Planning and managing projects in order to achieve objectives.





# A VILLAGE FOR YOUTH



Duzhdovnitsa

# YOUTH: what knowledge they acquire, improve or develop...

## Key competences acquired...

- ❑ **Communication in the mother tongue** - Bulgarian and Turkish;
- ❑ **Communication in foreign languages** and intercultural understanding;
- ❑ **Basic competences in art and culture** as a mean of personal development;
- ❑ **Cultural awareness and expression;**
- ❑ **Sense of initiative** and entrepreneurship.

## ...by means of:

- ...creative expression of ideas;
- ...acquiring of new experiences in intercultural milieu;
- ...problem solving;
- ...constructive management of feelings;
- ...creativity and critical thinking.

# A VILLAGE FOR YOUTH: learning for personal expression

Creative  
expression  
of ideas



Creativity  
and critical  
thinking



# A VILLAGE FOR YOUTH: learning to learn

**FOR:**

**Social and  
civic  
competences**

**Critical  
thinking**

**Solving  
problems**



# Working in a village context for personal, interpersonal and intercultural competence

## Local artifacts



## An understanding of codes of conduct and customs in the different environments



# Using performing arts, literature and the visual arts as a mean of learning



Workshop for youth “The colors of the Terlik”



# Using village resources as a means of learning

Old village folk costumes used in workshop...



...for students on fashion design from Germany (HTW)



# Using village resources as a means of learning

Classes on fashion design



at village...



# Learning to turn ideas into action...

Learn to design...



Learn to involve creativity...





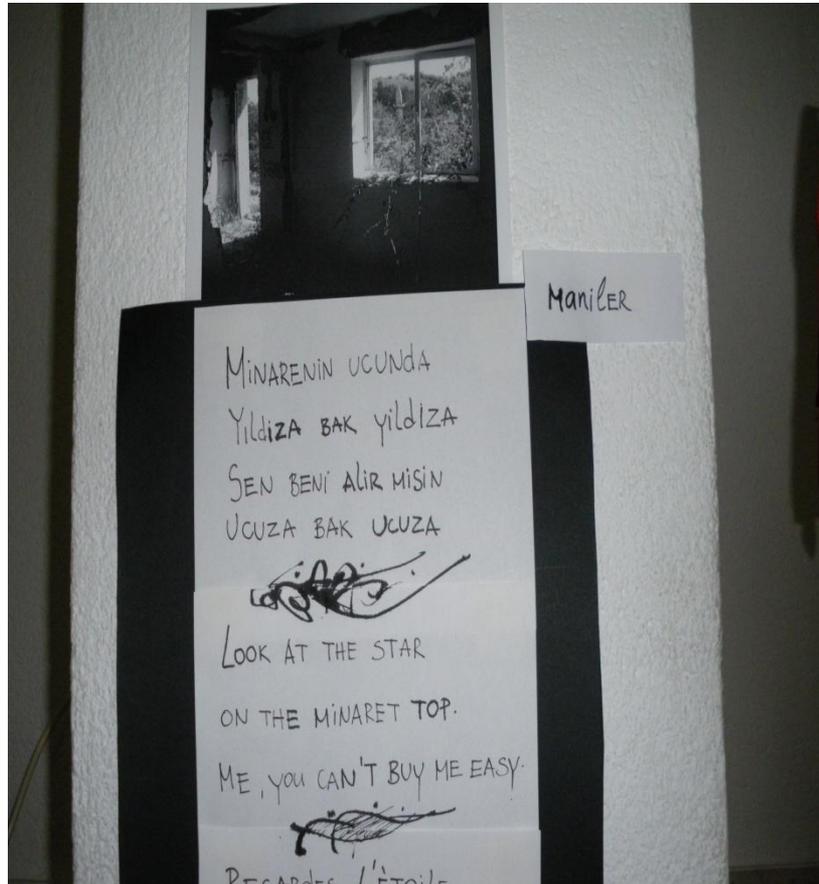
# A VILLAGE FOR ART



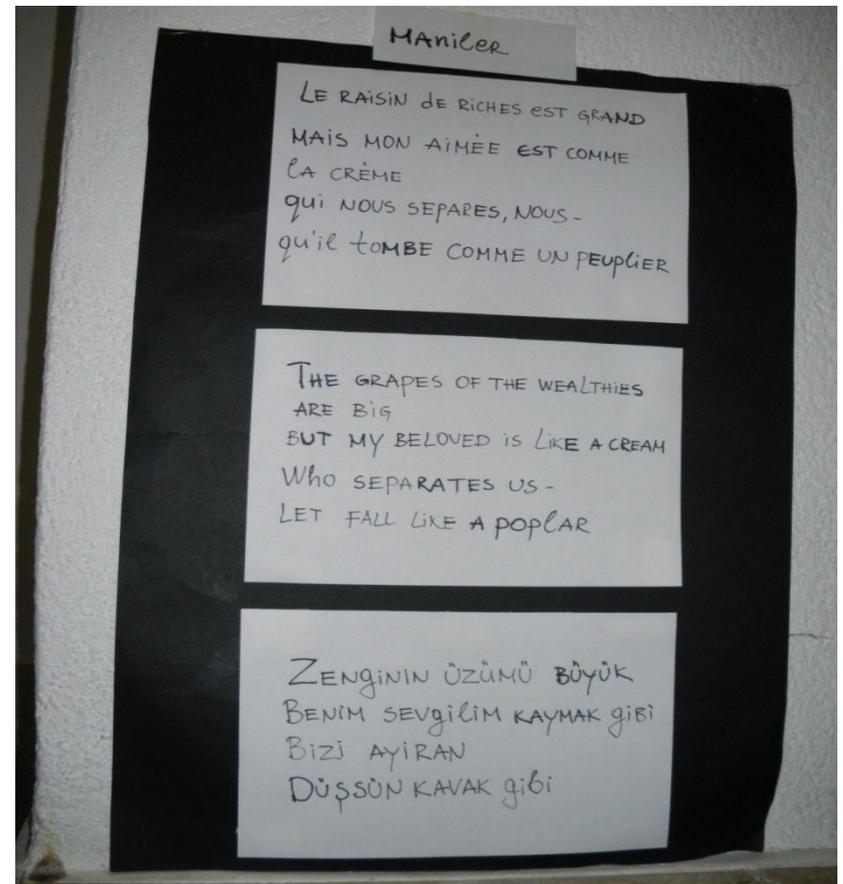
Duzhdovnitsa

# We use languages and poetry as an instrument of learning to learn

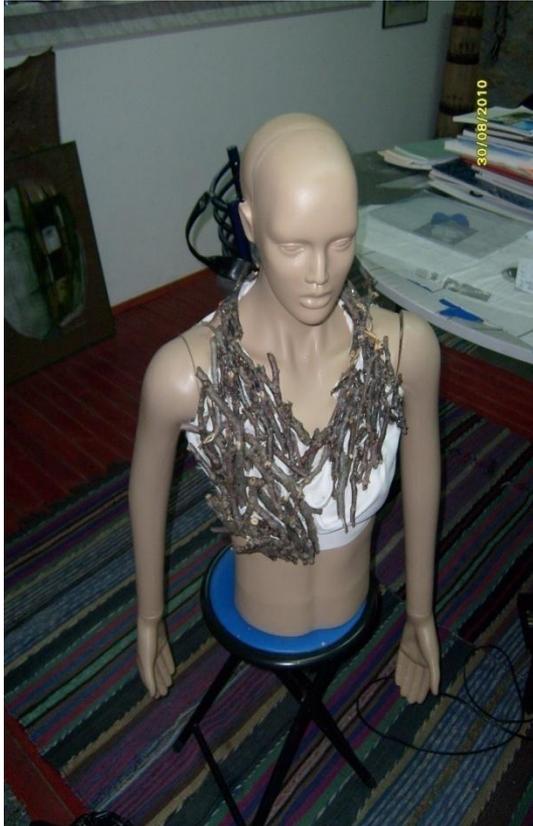
## Local Turkish maane in Turkish



## Local Turkish maane in translation



# We use the visual arts, the performing arts, the photography and the land sculpture as means of learning



„From Space Crystallization“ cycle on the Galler Hill in Ba-le-Duc, France 2004  
10cm Cellphone line, 12m high



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- **2) European Cultural Youth House (Art House)**  
6747 village of Duzhdovnitsa  
East Rhodopes mountain  
+359 888 222 540 (mobile)
- **3) KRUG Permanent Seminar**  
6600 Kardzhali  
1, Miniorska Str., floor 3, office 12  
+359 888 222 540 (mobile)
- **4) KRUG Literary publishing center**  
1000 Sofia  
161, A, Rakovski St  
t./f.+359 2 971 91 68

### Online library:

<http://www.llpaireprojectkrugyouthcenterbg.mreja.org/>



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