

# THE PARTICIPANT'S HANDBOOK

EURACADEMY ASSOCIATION'S 12<sup>TH</sup> SUMMER ACADEMY  
CULTURE AND LANDSCAPE: CONTRIBUTIONS TO SUSTAINABLE RURAL  
DEVELOPMENT

Loski Potok, Slovenia

13<sup>th</sup>- 21<sup>st</sup> July 2013

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*THE PARTICIPANTS' HANDBOOK for the Euracademy Associations' 12<sup>th</sup> Summer Academy on  
"Culture and Landscape: Contributions to Sustainable Rural Development"*

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## INTRODUCTION

This Handbook is written to help you find your way in the Summer Academy. It aims to give you an overall idea of the methods and approaches 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 summer academy begins- and help you to build up your knowledge and understanding of the relationship between the preservation and protection of landscapes, cultural heritage and sustainable rural development. All of us who will meet in Loski potok already have experience and understanding of this theme from our own practice in the regions and countries where we live, as citizens and as professionals of rural development; 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 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 from and teach one another, and make the most of building our individual and collective capacities during the event and even after it!

## 2. SUMMER ACADEMY CURRICULUM

In this section we describe how the Summer Academy is structured. A detailed daily programme has already been sent to you earlier. The course manual used in Summer Academies is a Thematic Guide prepared specifically for the Summer Academy; the Thematic Guide will be revised and published afterwards on the basis of the discussions and the lessons learned during the Summer Academy. The Thematic Guide structure follows the topics of the Lectures presented in the Summer Academy (see 4.a).

The Summer Academy has four main parts. **The first 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 Summer Academy staff and what their interests on the theme are. We start this part with the traditional **international dinner** (evening of 13<sup>th</sup> July) where everybody brings some delights from home to share and enjoy with the other participants. The introductory part is continued in the first morning of the Summer Academy (14<sup>th</sup> July) with practical issues presented by the organizers and an **“open space”** during the coffee break, where you introduce yourselves to the other participants informing them about your interests and your expectations of the Summer Academy.

**The second part – “Theory”** - will be delivered by a number of lectures by experts on the theme of the Academy. Most lectures will be followed by workgroup sessions, and presentation of the workgroup conclusions and discussion in plenary sessions (Sunday 14<sup>th</sup> July and Friday 19<sup>th</sup> July). On one of the days (Monday 15<sup>th</sup> July) a “workshop” will be held, devoted to **landscape** and to the E-CLIC project, which aims to familiarize the European public with the European Landscape Convention. E-CLIC is supported by the European Commission, through the Lifelong Learning Programme.

**The third part** is the “**Study Tours**”. The first day of the study tours will be devoted to the theme of landscape, and will give the participants the opportunity to visit outstanding landscapes on the Cernicka region and talk with local authorities, local LAGs, environmental NGOs and other stakeholders. During the second day of the study tours the participants will split in small groups (4-6 groups) and will visit places of interest and discuss with local people their idea about boosting the development of their area by exploiting and valorizing local heritage and culture.

Each group will produce a *Study Tour report* (for both days) that will feed into **the fourth part** of the Summer Academy: “**Reflection and sum-up**”. An imaginative presentation of the issues that each group encountered during the study tour days, with proposals for supporting local development, will take place in plenary in the afternoon of Thursday 19<sup>th</sup> July. A *Conclusion Panel* to summarize the discussions and proposals formed during the Summer Academy and round up our understanding of the central theme is scheduled for the last day, Saturday 10<sup>th</sup> July. Finally, the *Evaluation session* will help us to assess the experiences and benefits gained by participants, as well as to explore how to continue and expand the networking activities started during the Summer Academy.

### **3. TASKS AND ASSIGNMENTS FOR THE PARTICIPANTS**

During the Summer Academy there will be different kinds of tasks and assignments that you will carry out. Before your arrival to the Summer Academy, you are requested to prepare, the following:

1. *A presentation of yourself* and
2. *A case study* of your choice related to the theme of the Academy
3. *Pan European experience exchange*

Please keep in mind that it's important to have your presentations and case studies with you when you arrive at Loski potok; or send them in advance to [e.barka@euracademy.org](mailto:e.barka@euracademy.org)

### ***1. Presentation of yourself***

Write a short presentation of yourself. The proposed length is half A4, but the style is free. Please do this even if you had participated to Summer Academies in the previous years. You can write a short CV or just tell in 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. A photo would be welcome.

Please write also a few lines about your expectations and personal goals for the Summer Academy. What is it that you wish to experience, discuss, learn more about, develop?

### ***2. Case Study***

Try to prepare a case study relevant to the Summer Academy's theme. Ideally it should be a case study which illustrates a theme from your country or region preferably one you know personally and are able to discuss with others. In any case you should mostly focus on the **development process** rather than just e.g. a single project.

Together with your case study please bring relevant photographs and other material with you to illustrate the case. During the Summer Academy there will be an exhibition, so photos, brochures etc. relating to your case would really add to it!

Case studies will be distributed to all participants to encourage discussion. The case studies are scheduled to be presented in plenary in the late afternoon of Thursday 18<sup>th</sup> July, after the study trips' presentations. Your case study may also be included in the revised Thematic Guide, which will be published after the Summer Academy.

The length of the case study should be one A4 maximum (aprox. 500 words). Make sure that you include the following in your case study:

#### ***a. One line description***

Describe in a few words what this case study is about.

#### ***b. Activities***

Explain in a paragraph the objectives, activities carried out, recourses available, stakeholders and main results.

#### ***c. Lessons learned; suggestions and conclusions***

Note the lessons learned and suggestions for the future. Provide your own view and evaluation of the case. Finally, add your name and contact details together with a link or

email of the person or the organization responsible for the activities in your case study (with their consent).

### ***3. Pan European experience exchange***

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

- In the opening night of the Summer Academy during the **International Dinner**, all of us are requested to bring some typical national delicacies for others to taste. You do not need to feed everybody as there will nearly 40 of us – just a taste and sip is enough to supplement the local food and the goodies brought in by the other participants.
- There will be also evening parties with music and dance, games, stories etc. to be shared.
- As mentioned before an **exhibition** will be arranged. So if you have booklets, brochures, maps or other material you would like to put on display illustrating e.g. your case study, your work, your region or country, please bring these along.

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

### ***a. The Thematic Guide***

### ***b. Lectures***

### ***c. Small Group Discussions (workgroups)***

### ***d. Workshops***

### ***e. Panel Discussion***

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

### ***g. Evaluation of the Summer Academy***

### ***h. Networking***

### ***a. The Thematic Guide***

The Thematic Guide on “Culture and Landscape: Contributions to Sustainable Rural Development” is the course manual. It offers a review of the central issues relating to the main topic, as presented by the lecturers. The Guide also serves the purpose of creating a common ground for all the participants of the Summer Academy, introducing issues for discussion and providing practical examples of “best practice”. Depending on your

background and experience, some of the themes and issues of the Thematic Guide would be more or less familiar to you. Overall, the chapters are meant to orientate you to a number of crucial topics around the central theme of the summer academy. So it is advisable to study the Thematic Guide and the cases included in it before, during and after the Summer Academy.

### **b. Lectures**

The lectures will be delivered by people with long experience and expertise in the field. Each lecture will last from 20 to 30 minutes.

### **c. Small Group Discussions (workgroups)**

The content of each small group discussion will stem from the lecture preceding it, and all the experiences and knowledge held by the group-members. The small groups will change their composition from day to day and they will try different methods for approaching a particular theme. These discussions will be facilitated by a team of facilitators, one in each group, who will assume a supporting role while 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 to a plenary session. The members of the small groups will be encouraged to draw conclusions on the basis of real-life examples and present examples from their (relevant) case studies during discussion.

### **d. Workshops**

During part of day one and on day two and three, a thematic workshop will be held on Landscape and the experience of the E-CLIC project. The first two days of the workshops will be devoted to lectures and discussions in the summer academy venue, while the third day will be devoted to an “outdoor workshop” and will take place in Ribnica and Cerknica , including a presentation of the “Living Model “ of Cerknica lake, multimedia presentation of Lake Cerknica and a visit in Cerknica polje Ethnological park.

### **e. Panel Discussion**

A discussion panel will be appointed during the last day of the summer 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 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 summer academy.

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

During the Study Tour, we get the opportunity to elaborate on the theme of the summer academy through examples that we can visit in the area. 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 Summer Academy.

*The Study Tours* will be planned in groups of 4-5 people and each group will go to a different study tour site. After the groups are formed you will meet with the Summer Academy staff to plan the way you will work as a group during the Study Tours. During your study tours you will visit different sites and you will meet LAG representatives, decision makers, representatives of local associations, local government, farmers, rural animators and various other stakeholders. Your task is to listen carefully and respond back to those people on the basis of your experience and knowledge. The objective is to address real problems, activities and ideas and contribute with your impartial point of view.

The third day of the study tours will be devoted to the *Study Tour Reports*. For the planning and preparation of the 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 Tours as a small research project, and set its research questions according to the special interest of the group members. It is recommended that you work on your Study Tour Report all along the tour and finalise it during the morning of Thursday 18<sup>th</sup> July. The Reports are presented by each group to the plenary of participants in the afternoon of Thursday 18<sup>th</sup> July.

### **g. 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. Therefore the evaluation of the Summer Academy will be an ongoing process. As organizers, 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 Summer Academy covers three aspects:

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



Three methods will be used to evaluate the Summer Academy. Firstly with a questionnaire which will be distributed at some point during the event; secondly with a group discussion on the final day and thirdly by sharing your thoughts with the facilitators throughout the duration of the Academy.

### *h. Networking*

In a gathering like the Euracademy Summer Academy 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 Summer 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 further 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 that involve joint reflection and discussion, and are 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 Summer 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

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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](#).

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 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 Summer 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 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 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 about 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 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<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, have 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, likeable).

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

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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.

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 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-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 a **lecture** (introduction to a theme) by a speaker. 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.

**Plenary Speakers** (in alphabetical order)

**Simon Bell (Estonia)** is forester and landscape architect, PhD, head of department. Teaches a course on "landscape character assessment". Has been involved in several European projects of various sorts including COST Actions (E33 - chair, E39 and E42 - WG leader), FP6 Project PLUREL and LLP project CANEPAL. Has worked on projects about landscape capacity using landscape character as a basis. Has an interest in understanding landscapes and has written several textbooks and other publications on the subject.

**E:** [simon.bell@emu.ee](mailto:simon.bell@emu.ee)

**Maggie Broadley (Scotland)** holds a Glasgow School of Art BA in Design (Specialism Ceramics (1997) and has been exhibiting her work throughout the UK, Eire and Amsterdam for more than 15 years. Creator of 'Invirons'-Freelance Interior Décor and Feature Artwork for Commercial Interiors (1999-2004), Craft development Officer for WKCIL, Craft Town Scotland (2004-2011) and Executive director of WKCIL, Crafttown Scotland. She has been a member of several action groups and LAGs such as Ayrshire LEADER Local Action Group and Management Support Group (2008 - present), External Advisory Group, Scottish Government's Town Centre Review (October 2012 - present), Scottish Government Cross Party Group - Town Centres (established 2013) and Creative Scotland: European Think Tank - The Persistence of the Disintegration of Nations, M. K. She has also been a professional Member of Visual Arts Scotland since 1999.

**E:** [maggie@crafttownscotland.org](mailto:maggie@crafttownscotland.org)

**Diedrich Bruns (Germany)** is Head of Department of landscape planning at University of Kassel, Germany. Areas of teaching and research cover wide aspects of landscape planning. Has conducted consultation on more than 500 policy related landscape projects; policy experience since 1981. Main interests are participatory and integrated landscape planning and environmental planning. ECLAS president (2009-2012), representing the organization in the project.

**E:** [bruns@asl.uni-kassel.de](mailto:bruns@asl.uni-kassel.de)

**Peter Howard (UK)** is visiting Professor of Cultural Landscape at Bournemouth University, UK, but now retired. He worked for many years as a geographer in a School of Art and during that time edited *Landscape Research* for ten years and founded and edited the *International Journal of Heritage Studies*. His recent publications include joint-editing the *Ashgate Research Companion to Heritage and Identity, An Introduction to Landscape* (Ashgate, 2012) and joint-editing the *Routledge Companion to Landscape Studies* (2013).

**E:** [peterjhoward@btinternet.com](mailto:peterjhoward@btinternet.com)

**Panagiotis Ignatiadis (Greece)** holds a BA in Chemical Engineering (University of Manchester) and a MSc in Biotechnology (University of Wageningen, Netherlands). He is the founder and president of the Incubator for Creative Industries in Crete (one of the first Greek Business Incubator companies in creative industries), a consultancy that focuses on market and strategic studies on innovative services and products for the creative economy (2005-present). He has, also, been a Technology Consultant and Research Associate for PRAXI/HELP-FORWARD Network, a technology transfer organization that provides information on mediation and advisory support, research collaboration, technology transfers and commercial exploitation research results (2000-present).

**E:** [ignatiadisp@gmail.com](mailto:ignatiadisp@gmail.com)

**Lenka Kavcic (Slovenia)** is an architect with 18 years of work experience and in addition to her pedagogic work she has also been occupied with architectural planning, interior design and spatial research experiments. She has been given many awards for her work (gold BIO 16 award), and she has participated in various international exhibitions (European Design, Berlin 2003 in Osaka, Japan, 1998). Since 2009 she have been working at the Academy of Design in Ljubljana as a vice dean and a professor. Her area of expertise

is education in the field of interior architectural design and interior design in residential premises and public facilities. She also take part in many social design projects.

Internationally she is active in GIDE group (Group for International Desin Education). Since 2010 she has been leading and actively participating in the international art research platform A.L.I.C.E. (ARCHITECTURE.LANDSCAPE.INTERIOR.DESIGN. EDUCATION), which links architecture and design academies of the Western Balkans, Russia and the USA.

She has also participated in establishing the group Architecture and children which operates within the Chamber of Architecture and Spatial planning of Slovenia, where they regularly organize expert workshops and trainings for teachers. She received Plečnik medal 2013 for the project "Architecture and children", with Polona Filipič, Špela Kuhar, Ana Struna Bregar, Tanja Maljevac and Barbara Viki Šubic. She is a co-founder of Centre for Architecture with Polona Filipič, Špela Kuhar, Ana Struna Bregar, Tanja Maljevac and Barbara Viki Šubic, 2013. She strongly believes that the importance and the role of education about buildings, architecture and interior design nowadays represent a fundamental activity which requires experienced, highly educated, knowledgeable and energetic experts, so that the expertise we all want can be developed and achieved.

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**Klinar Miha (Slovenia)** after studying both graphic and industrial design at the Academy of Fine Arts and Design in Ljubljana he specialized in industrial design. In the 90's he started his first design studio, getting first-hand experience in developing, manufacturing and marketing his products on international markets.

In 2000 he joined Gigodesign and founded the industrial design department where their first project won a gold medal at the 17th Biennial of Industrial Design in Ljubljana. After that, he starts working with different clients – first on individual projects and later on series and collections. As a creative director for industrial design, he manages design projects for renowned clients such as Intra Lighting, Studio Moderna, Elan, Kovinoplastika Lož, Adria Mobil, Elan, Xpand and others, earning numerous product design awards such as Designpreis, 5 Red Dots, Piranesi award and gold medal for innovation, awarded by Slovene Chamber of Commerce.

In the last years, he is expanding his practical experience of product development with knowledge and skills of design management and business strategies. He is often invited as a guest lecturer to Faculty of Economics, Faculty of Social Sciences and other institutions and events. In 2008, he was the initiator and coordinator of the 9th Development Group for Creative Industries at the Ministry of Development of Slovenia, preparing the guidelines for integrating design into the country's development strategies.

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**Marko Koscak (Slovenia)** is an independent consultant and owns his private consultancy “STUDIO MKA” (Marko Koscak & Associates). From 1996 to 2009 he worked as Project Manger to the Heritage Trails partnership under the umbrella of the Chamber of Commerce in SE Slovenia. He was and is involved in different activities in the field of Rural Development in Slovenia and abroad since 1986, when he started implementing Integrated Rural Development Projects on local-community level. Since then he was a regular consultant with the Ministry of Agriculture, where also employed from 1999 – 2001 as an Advisor to the Government in the Sector for Structural policy and Rural development. In last couple of years he works as an advisor and independent consultant to different clients including UNDP LoSD and sustainable tourism initiative in S-E Balkan countries of Croatia, Serbia and Montenegro, Bosnia, Kosovo and Macedonia, recently also in Mongolia as well as many other projects. He studied in Ljubljana, Birmingham (UK), Vienna (Austria) and in 1999 completed his PhD on the thesis »Transformation of Rural areas along the Slovene – Croatian border« at the Faculty of Arts – Department of Geography. He is a founding member of the Slovenian Rural Development Network, which is part of the European Network »PREPARE«. His work experiences are primarily on Sustainable Community Development, Rural Tourism, Economic Diversification on farm, Sustainable Heritage Tourism, Regional Development, Cross-border Co-operation and Product Development. He lectures at the Faculty for Management in Zagreb, Croatia, Faculty for Sustainable Rural Tourism ERUDIO, Ljubljana, Slovenia and Faculty for Tourism in Brežice, Slovenia, on topics Rural Tourism, Ecotourism and Destination management.

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**Spela Kuhar (Slovenia)** is an independent architect since 1995. She is the author and co-author of architectural works, books and articles and has participated in various architectural exhibitions in Slovenia and abroad. She has been a member of the organizing committee of the international architectural conference, Piran Days of Architecture, since 2008 and she is the co-founder and member of the group Architecture and Children in the Chamber of Architecture and Spatial Planning, Slovenia (since 2009). In 2013, she co-founded the Centre for Architecture with Polona Filipič, Lenka Kavčič, Ana Struna Bregar, Tanja Maljevac and Barbara Viki Šubic.

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**Friedrich Kuhlmann (Estonia)** Friedrich Kuhlmann is an Appointed professor at the Estonian University of Life Sciences, at the department of Landscape Architecture, since 2009. He holds a degree in Landscape Architecture (Technical University of Berlin) and he has lectured in various Universities such as the Vienna University of Natural Resources and Life Sciences and the Technical University of Berlin. Besides being a freelance Landscape Architect he was a researcher in the field of Urban Landscapes and Contemporary Landscape Architecture at Leibniz University Hannover. He has also been involved in several European projects, the last being the E-CLIC project where he participates with the Estonian University of Life Sciences (partner organization).

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**Lili Mahne (Slovenia)** is the director of the Notranjska Ecological Centre, an NGO that actively supports sustainable rural development in Slovenia. She has been involved in many E.C co-funded projects and has a proven record of successful initiatives towards sustainable development in rural Slovenia.

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**David Miller (UK)** has a BSc in Topographic Science from University of Glasgow, and a PhD on expert systems from the University of Aberdeen. He has worked at the James Hutton Institute and its predecessors since 1984, currently as Research Leader of Realising Land's Potential. He has worked on techniques for handling and analysing geographic information and applying them to mapping, monitoring and modelling changes in peat, land cover, land use and landscape (including urban land use), and the development of Geographic

Information Systems for use by government and its agencies. He is the Coordinator of the Scottish Government Land Use Research Theme (value £34m), of its Strategic Research programme (2011 - 2016). He leads research on land use and landscape planning, including virtual reality tools for public participation in planning using the mobile Virtual Landscape Theatre (VLT; [www.hutton.ac.uk/learning/exhibits/vlt](http://www.hutton.ac.uk/learning/exhibits/vlt)). Current projects include the Development and application of new methodological frameworks for the evaluation of environmental impacts of rural development programmes in the EU (ENVIEVAL), and Making European policy popular through challenge, learning, innovation, cooperation: an experiment on the Landscape Convention (E-CLIC).

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## **Facilitators**

**Elena Barka (Greece)** Elena Barka holds a BA in Sociology (Faculty of Social Sciences, University of Crete, Greece) and a MA in Film Studies (Faculty of Arts and Humanities, University of Sussex, UK). She has worked as a freelance Researcher in the Film Industry as well as a translator and a Film Critic. She has recently joined Euracademy Association's staff team, and she is in charge of event planning as well as of online media updating and communication consulting. Her main academic interests vary, from immigration studies to cinema aesthetics.

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**Demetris Mylonas (Greece)** Demetris Mylonas was born in Athens, Greece. He completed his undergraduate studies in Land Management (HND) and Urban and Environmental Planning (BA), as well as his postgraduate studies (MA) in Town Planning, at the London South Bank University – UK. Since 2004 he has been working as a spatial planner and project manager in a variety of planning projects (local development plans, master plans, regional plans etc.) as well as a project manager in European Programmes with PRISMA Centre for Development Studies. He is a chartered member of the Royal Town Planning Institute-UK and the Technical Chamber of Greece.

**Tomaž Stojanovič (Slovenia)** Tomaž Stojanovič, BSc in business administration, Certified Project Manager – IPMA level C, with pedagogical - andragogical education (Faculty of Education, University of Ljubljana). Finishing master degree in management at Faculty of Economics, University of Ljubljana. Working in the field of structural policy, regional development, project management and business consulting. Works as a business consultant, project manager and director of a private institution NECCerknica. His experience in the field of project management is gained through the management of and participation in international and national projects (Cross-border projects, Culture, Lifelong Learning Programme, thematic NGO networks, LEADER, Youth in Action). He works as a consultant for rural development under the LAG. He advises micro, small and medium-sized enterprises on sustainable business development, obtaining grants, corporate finance, management, basic accounting and finance, tax aspects of operations, business plans and development of organization. Potential entrepreneurs advice before creation of the enterprise and is carrying out the verification of the business idea. He is a trainer for Eco-efficacy in SMEs. Knowledge of business, sustainable development, ecology,

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