



THE PARTICIPANT'S HANDBOOK

**EURACADEMY ASSOCIATION'S 8TH SUMMER ACADEMY
SUSTAINABLE AGRICULTURE AND RURAL DEVELOPMENT:
AN INTEGRATED APPROACH**

San Marco dei Cavoti, Benevento, Italy
18th –26th July 2009

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THE PARTICIPANTS' HANDBOOK for the Euracademy Associations' 8th Summer Academy on
SUSTAINABLE AGRICULTURE AND RURAL DEVELOPMENT:AN INTEGRATED APPROACH

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17 Empedocleous Str., GR 116 35 Athens
Tel.: +30 210 7525080

This handbook is based on the handbooks produced for
the previous Summer Academies by the Euracademy partners
and Summer Academy organisers.

1. INTRODUCTION

This 'handbook' is written to help you orientate to the Summer 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 approach 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 relationship between environmental sustainability and rural development. All of us who will meet in San Marco dei Cavoti already have experience and understanding of this theme from our own experience in the regions and countries where we live, both as citizens and 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 nine days of the event and even after!

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 and will be revised and published afterwards following the lessons learned during the Summer Academy. The Thematic Guide structure follows the topics of the Lectures organised for the Summer Academy (see 4.a).

The Summer Academy has four main parts. **The first–“Introductions”** – will provide you 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 in the theme are. We start this part with an open space session where you may introduce yourselves and express your expectations of the Summer Academy. During the first evening we will have the traditional **international dinner** where everybody brings in some delights from home to complement the local treats.

The second part –“Theory” - will be delivered through a number of lectures by experts on the themes. Each lecture will be followed by workgroup sessions, presentations of the workgroup conclusions and discussion. There will be **six** lectures in total delivered during the first three days of the Summer Academy. In addition to the lectures, **three** workshops will be held during the third day where you will have the chance for more in depth discussions with the lecturers. On day **two** you will have the chance to present the case studies you have prepared.

The third part is the **“Study Tours”**, where, split into small groups (there will be 4-6 groups in each of the two study tour days), you will visit places of interest relative to the theme of the Summer Academy. During the tours you will be able to further explore the themes and questions discussed during the previous sessions and presented in the Thematic Guide.

Each group will produce a *Study Tour report* that will feed into **the fourth part** of the Summer Academy: **“Reflection and sum-up”**. A central part in this is also the *Conclusion Panel* to summarise the main theme and the understanding we have about it at the end of the Summer Academy after exploring it for 7 days.

In the end the *Evaluation of the Summer Academy* will help us to assess the experiences gained, as well as to set the possibilities to maintain the network and the relationships we have formed, beyond 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 by the **10th of July**.

1. Presentation of yourself

Write a short presentation of yourself. The proposed length is one 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?

Finally, please also mention the title of your case study, so that it's easier for others to connect the right person with the right case study.

Please send your presentation by **the 10th July** at latest at info-association@euracademy.org or polenta.akademija2008@ljubljana.si

2. Case Study

Please prepare a case study relevant to **sustainable agriculture and rural development** in Europe. 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. You can take some ideas from the topics of the Thematic Guide.

Your case can be either a good or bad example of the relationship between environmental sustainability and rural development in Europe, and it can support or refute the ideas presented in the Thematic Guide. In any case you should mostly focus on the **development process** rather than just e.g. a single project.

Together with your case studies 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 that!

Case studies will be distributed to all participants to encourage discussion and to ease the work of workgroups, where they will be presented and discussed more thoroughly. 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 is two A4 maximum (1000 words). The suggested model is described below:

a. One line description

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

b. Introduction

Describe the starting point of the process you write about, including: what was the situation when the development process started or what happened before the start; timing of the case study; main stakeholders of the case studied.

c. Activities

Explain the objectives of this development process, what resources are available and used, what are the actual activities or actions taken during the process and what are the main results.

d. Lessons learned; suggestions and conclusions

Evaluate the case study you describe. What are the lessons learned and what might be the suggestions for the future? Who are the main actors involved (contributors, animators, beneficiaries) and how have their relationship developed during the process? You may even make a

small SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) of the present situation of the process.

In the end provide your own view of the case: your suggestions for future development and your ideas for sustaining the results and contributing to the local area. Finally, add your name and contact details together with those of the person or organisation responsible in your case study (with their consent).

For assistance see also the case shown in chapter 4 of the 1st Thematic Guide attached. If you have any further questions on how to prepare the case study, please contact us and we will be happy to help. As mentioned deadline for sending your case studies is **10th July**.

3. Pan European experience exchange

As we gather together from all over Europe, the Summer Academy offers an excellent opportunity to get an idea of different cultures of 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 an **International Dinner** will be organised and it would be a wonderful addition, if all of us could bring a typical national delicacy for others to taste. You do not need to feed everybody as there will nearly 40 of us – just a taste or sip is enough to supplement the local food that will be available.
- There will be also other parties and evenings waiting for music and songs, 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 "Sustainable Agriculture and Rural Development: an integrated approach" is the course manual. It offers a review of the central issues relating to the main topic. 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 the Summer Academy.

The chapters of the Thematic Guide will be explored through the following structure:

- a plenary lecture by a speaker
- a small group discussion or a workshop
- a plenary sum-up

b. Lectures

The lectures will be delivered by people with long experience and expertise in the field of environmental sustainability and/or sustainable rural development. Each lecture will last for about 45 minutes.

c. Small Group Discussions (workgroups)

The contents for the small group discussions will stem from the Thematic Guide, the lecture, 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 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 to the joint plenary sum-up. The members of the small groups will be encouraged to draw conclusions on the basis of real-life examples and present their (relevant) case studies during discussion, or if considered appropriate by the group, during plenary.

d. Workshops

On day **three**, after the lecture, three thematic workshops will be held and participants will split in three groups. The workshops will explore and discuss different aspects of sustainable agriculture and rural development.

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 8-day experience of 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 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 6-8 people and each group will go to a different study tour site. After the groups are formed you will meet with Summer Academy team and to plan the way you will work as a group during the Study Tours. During your study tours you will visit farms, protected areas, archeological sites, museums, learn about local food, learn more about the landscape, local initiatives, rural development and much more. You will meet LAG representatives, decision makers, stakeholders, representatives of local associations, farmers.. Your task is to report to that people your impressions and to discuss with them how things could be made better or different. This way you will be able to address actual problems, activities and ideas and contribute with your impartial point of view.

Each group will go in an 8-seat van or depending availability in two cars or other means. At least one of the facilitators will accompany each group and take care of the practical details, but if you are interested in driving in Italy, one volunteer driver per group is in demand – and for that you should have your **driver’s licence** with you.

The third day of the study tours will be devoted to the *Study Tour Reports*. For the planning and preparation of it you will be given some common 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 research project, and set its research problems according to the special interest of the group members. You are recommended to work with your Study Tour Report all along the tour. Reports are complemented by group presentations which will be delivered to all participants on the same day.

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 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 Summer Academy covers three aspects:

- The organisation and implementation of the Summer Academy
- The staff: facilitators-lecturers-organisers
- 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 to 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 support and opportunities for collaboration.

5. OUR EDUCATIONAL APPROACH

The first two Summer Academies were organised as activities of the Euracademy -project (see www.euracademy.org), and one of its objectives was to develop new methodology for educating Rural Developers and support their capacity building. For this purpose we 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. With this term he wants to emphasise 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 given chances to process their own experience through reflection, analysis and critical examination. Instructors and experts are therefore seen more as recourses 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; lets 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** emphasises experiential learning and that we learn by handling the tasks and problems at hand in our everyday life. Learning by doing emphasises 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. He suggested that there are three dimensions to account for all interpersonal phenomena:
 1. *Inclusion* - the need to socialise, 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 behavioural 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 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, Moderators 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-judgemental 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 **an introduction** by a keynote speaker or moderator. 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 groups sessions, will assist more the group process rather than the content of your discussion.

Lecturers, Facilitators and Workshop Moderators

Lecturers

Joan Noguera (Spain), Doctor in Geography (July 1999), his dissertation presented the results of a research on the Evaluation of Rural Development Policies in one of the most lagging rural areas of Spain (the Meridional Iberic System). The LEADER and PRODER programs, among other, were in-deep analysed with a methodology combining qualitative and quantitative methods. In 2001 he was awarded with the Extraordinary Doctorate Award, a competitive award of the University of Valencia to the best dissertation in each area. During 1999 he participated in the intermediate evaluation of LEADER II in the Region of Valencia. He has also cooperated with the National Unit of the European LEADER Observatory for Valencia, Balearic Islands and Murcia. In 2001 he received the "Doctorate Extraordinary Award" of the University of Valencia granted to the best Doctoral Thesis in Social Sciences. From 1994 he has been involved in several competitive research projects of different EU Framework Programs. All these projects relate to diverse key territorial development issues (rural development policies, public-private partnerships for development, periferality and new factors for territorial development, knowledge and local development, etc.). In 2005 he joined the Institute of Local Development of the University of Valencia where he conducts research and teaching in local development. He has participated in several official evaluations of rural development policies and programs and has undertaken co-

ordination of the Regional Unit of the LEADER II Observatory in Spain. He is responsible for two post-graduate studies at the University of Valencia (Master in Management and Promotion of Local Development and Certificate in Local Governance). He is currently Professor of Regional Geography.

E: joan.noguera@uv.es

Kalev Sepp (Estonia) is a Professor of Landscape Management and Nature Conservation at the Estonian University of Life Sciences (EMU). He lectures on nature conservation, landscape ecology and management. He is a head of studies on environmental science at the Estonian University of Life Sciences (since 2006), head of the Scientific Council of the Institute of Agricultural and Environmental Sciences. He is a Vice-President of the International Union for Nature Conservation (IUCN), an elected Councillor of IUCN (2004–2012) and a Steering Committee member of the Commission on Ecosystem Management of IUCN (2004-2009). He is providing assistance as an expert for IUCN's GreenBelt Programme and in IUCN 'Countdown 2010' working group. He is a member of the EU FP7 Programme Committee for Environment (including climate change). He was adviser to the Council of Europe Working Group, which drafted the European Landscape Convention. Professor Sepp has extensive international experience on the nature conservation policy and management scene having a long record of engagement with the work of different international organizations (European Commission, European Council, International Institute for Applied Systems Analysis, European Centre for Nature Conservation, Central European University etc) and has himself coordinated several projects of these organizations. His research covers: evaluating the human impact to agricultural landscapes, methodological approaches for landscape and biodiversity monitoring, applying the concept of ecological networks in spatial planning and using a concept landscape functions in environmental management (agri-environmental program, nature management), relationship between landscape structure and species composition.

E: Kalev.Sepp@emu.ee

István Fehér (Hungary), holds a Ph.D in Economic Sciences, from the University of Gödöllő Hungary a Postgraduate Certificate in Economics, Planning and Development in Agriculture from IAMM, in Montpellier as well as an M.Sc. in Agricultural engineering. He is a professor in the Faculty of Economics and Social of the Szent István University of Gödöllő, Hungary. Senior agricultural and rural development expert with 30 years private and public sector experience gained in Hungary, EU15, the states which acceded in 2004 and other accession and transition countries; including work for EU-Phare, EBRD, World Bank, FAO, UNDP and USAID. He was Team Leader of European Network For Rural Development between August 2008 and March 2009. Extensive, high-level policy advisory experience in developing strategies for agriculture, rural development and EU Accession, in Hungary and other (former) EU candidate countries. Dr. István Fehér has a career in agricultural and rural development which has spanned over thirty years. He is a recognised academic who has contributed to the European rural and agricultural policy debate over both the period of transition of the so-called CEEC's and the recent evolution of EU agriculture and rural development policy itself.

E: Fehér.Istvan@gtk.szie.hu

Wojciech Kniec (Poland) PhD, senior lecturer in the Rural Sociology Section of the Institute of Sociology, at the Nicolaus Copernicus University in Torun (Poland). Main fields of scientific interest include: sustainable rural development, CAP and rural development in Central Europe, innovative approach for diversification of farm families incomes. Author of 30 scientific publications, including "Rural sociology in Ireland" (editor), "Marketing of organic products" (2005), "Education needs of rural population" (2006), "LEADER+ in Poland" (2008), "CAP and the perspective of sustainable rural development" (to be published). Involved in many social initiatives on rural areas, including: animation of LAG's (LEADER), promotion of rural products, organic farming associations development. Personally related with LAG "Podgrodzie torunskie" (Northern Poland) as the member of the board. Co-ordinator of Euracademy Summer Academy in Torun (2004).

E: kniec@umk.pl

Kristy Apostolides (Greece) received her MSc in Sustainable Agriculture at the Mediterranean Agronomic Institute of Chania (Greece) in 2008 and her BSc in Plant Sciences in 1999 from Cor-

nell University in Ithaca, New York (USA). She has nine years experience with organic agriculture in policy and practice and four years experience in training and curriculum development. She developed a training program and manual for individuals in NYC to manage markets for local farmers and trained farmers in the methods of growing organic products for the NYC market. She has organized and presented at over 20 conferences on related topics in the United States and Europe and served on the International Committee for URGENCI, an organization which develops local solidarity-based commerce partnerships worldwide. She is currently the Research and Development Coordinator with the Sustainable Agriculture Department at MAICH. E: apostolides@maich.gr

Joy Carey (United Kingdom), has worked with the Soil Association since 1998 and is Head of Local Food and Market Development. She has been involved in community development and sustainable food and farming systems since 1990 in both urban and rural settings: inner city Birmingham with Ashram Acres and Ashram Asian Vegetables - practical food growing projects addressing food poverty issues, use of local skills and resources; rural Norfolk growing and distributing vegetables for an organic box scheme. In her work with the Soil Association she has designed and managed a range of different projects that focus on relocalising and sustainable food economies around the UK and within a EU Interreg partnership. This has included promoting different local food initiatives like box schemes and farmers markets; bringing together groups of organisations to plan and develop their own authentic local food systems; local and organic food into schools and hospitals; community supported agriculture schemes; organic buying groups.

E: jcarey@soilassociation.org

Facilitators and Workshop Moderators

Pia Kattelus (Finland), MA in Education; Planning Officer of Training in the University of Helsinki, Ruralia Institute, Seinajoki Unit. Has experience in adult education, e-learning and transnational projects.

E: pia.kattelus@helsinki.fi

Dr. Marko Koščak (Slovenia) is a part-time Project Manager of the Dolenjska and Bela krajina Heritage Trails Partnership in SE Slovenia since 1996. He is involved in different activities in the field of Rural Development and Rural Tourism development in Slovenia and abroad since 1986, when he started with implementation of Integrated Rural Development Projects on local-community level. Since then he has been a regular consultant with the Ministry of Agriculture, from 1999 – 2001 employed as an Advisor to the Government in the Sector for Structural Policy and Rural development. In the last couple of years he worked on various projects on National, Regional and Local Sustainable Economic Development initiatives, primarily in the sector of Rural Tourism.

E: marko.koscak@siol.net

Mia Saloranta (Finland). Education: architect. Project manager and secretary of the working group on rural housing in the Rural Policy Committee of Finland. Experienced in planning and implementing different kinds of projects, including eg. the infrastructure in rural villages, the management of rural landscapes, village planning and promoting migration to the countryside. Also interested in built heritage, ecological building methods and communal sustainable lifestyle.

E: mia.saloranta@suomenkotiseutuliitto.fi

Vassilis Tsipidis (Greece), holds a degree in Tourism Management and a Masters in Ecotourism. He works for PRISMA Centre for Development Studies and Euracademy Association as a project manager and researcher in EU co-funded projects on rural development and sustainable tourism.

E: v.tsipidis@euracademy.org

Raul Abelado (Spain), Master on Sustainable Development and Environmental Strategies Expert in public participation for local development

E: rabeledo@gmail.com

Coordination

Daniilo Marandola (Italy), Agronomist and PhD student in "Environment&Territory", has been working for several years in lifelong training and rural development, cooperating to projects of the Italian Ministry of Work, and being responsible for some regional projects on the development of rural tourism. He cooperates in several projects with CNR-IBIMET on rural environment and agriculture. He has carried out different experiences in the field of sustainable conservation agriculture, biodiversity and local development, local community and rural eco-tourism.

E: d.marandola@ibimet.cnr.it

Contact information:

Municipality of San Marco dei Cavoti

Head Organizer of 8th Summer Academy

Mr. DANILLO MARANDOLA

E: d.marandola@ibimet.cnr.it

Mob Tel 1: 0039 3498797741

Mob. Tel 2 : 0039 3204056235

FONDAZIONE LEE IACOCCA

Ms. SARA PETROCCIA

s.petroccia@fondazioneiacocca.it

Euracademy Association

17 Empedocleous Str. GR 116 35 Athens

T: +30 210 7525080

F: +30 210 7523669

E: info-association@euracademy.org

W: www.euracademy.org, www.euracademy.eu

Project Manager: Mr. Vassilis Tshipidis

Email v.tsipidis@euracademy.org

M: +30 6946 08 7642

If you are in trouble on your way to San Marco dei Cavoti (e.g.lost), and don't manage to reach persons who speak English, please show this note to someone:

Sono un partecipante di una scuola di formazione che si svolge a San Marco dei Cavoti (Benevento). Per qualche motivo mi trovo ora in difficoltà; perfavore trovate qualcuno che parli inglese o aiutatemi a chiamare DANILLO MARANDOLA che è l'organizzatore dell'evento e che lavora per il CNR. Il suoi numeri sono: 349 8797741 oppure 3204056235. Grazie per l'aiuto!

It says something like this: I am a participant of an event in San Marco dei Cavoti. For some reason I am now in trouble; please, find someone who speaks English or try to phone Mr. Marandola to help me (T: **349 8797741, 3204056235**). Thank you.