



# THE PARTICIPANTS' HANDBOOK

EURACADEMY ASSOCIATION'S 22<sup>ND</sup> SUMMER ACADEMY  
AND  
GOODFOOD FINAL CONFERENCE

**"RESPONSIBLE FOOD PRODUCTION AND CONSUMPTION FOR A  
SUSTAINABLE FUTURE"**

NEA MAKRI, GREECE

16<sup>TH</sup> TO 20<sup>TH</sup> JUNE 2024



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*THE PARTICIPANTS' HANDBOOK for the Euracademy Associations' 22<sup>nd</sup> Summer Academy:*

## **“RESPONSIBLE FOOD PRODUCTION AND CONSUMPTION FOR A SUSTAINABLE FUTURE”**

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17 Empedocleous Str., GR 116 35 Athens  
Tel.: +30 210 7525080  
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## **1. WELCOME AND INTRODUCTION**

Welcome to the GOODFOOD Final Conference and 22<sup>nd</sup> Summer Academy of Euracademy Association!

We are very pleased to have you with us this year, and we hope that you enjoy your time at the summer academy, make new friends, develop your networks and improve your skills and knowledge, so that your career and your organisation's profile benefit greatly.

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 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 theme of the academy, i.e. explore the key components of a sustainable food consumption system, how to integrate sustainable practices into food production, distribution and consumption, and what is the role of education in shaping responsible food consumers and producers of the future.

Most of us who will meet in Nea Makri, already have experience and understanding of this theme from our own experience in the regions and countries where we live, both as citizens, experts, and NGO professionals and volunteers; 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 in 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!

## 2. SUMMER ACADEMY CURRICULUM

In this section we describe how the Summer Academy is structured. A detailed daily programme can be found at the end of the Handbook. This year, the Summer Academy will also incorporate the Final Conference of the GOODFOOD Project (“Education to become responsible food consumers”), funded by Erasmus+, and we will place a high emphasis on educational aspects.

The Summer Academy has five main parts.

The first part is devoted to **cultural and experience sharing** among participants. An important event that provides ample opportunities to get to know your fellow-participants, have a taste of their culture, socialise and start friendships is the traditional **international dinner** (evening of Sunday 16<sup>th</sup> June), where everybody brings some delights from home to share and enjoy with the other participants.

The second 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 in the first morning of the Summer Academy (Monday 17<sup>th</sup> June) with practical issues presented by the organisers and an “open space” during the coffee break, where you inform other participants about your interests and your expectations of the Summer Academy.

The third part – “**Theory**” - will be delivered by a number of lectures and panel presentations by experts on the theme of the academy. The lectures and panel presentations will be followed by workgroup sessions – small groups of approximately 8 participants who will focus on questions posed by the lecturers and panel presenters. The workgroup conclusions will then be shared and discussed in plenary sessions (Monday 17<sup>th</sup> June).

The fourth part is the “**Study Tours**”. Over the period of a whole day (Tuesday 18<sup>th</sup> June), participants will split into small groups and visit specially selected places of interest, where they will meet local stakeholders and discuss initiatives and opportunities related 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. Each group will produce a *Study Tour report* that will be presented to the plenary on Wednesday afternoon, 19<sup>th</sup> June, hopefully involving the stakeholders met during the study tour, who will be invited to be present.

The final part of the Summer Academy: “**Reflection and sum-up**” (Wednesday 19<sup>th</sup> June) includes the **Conclusions Panel** that will summarise the main theme and the understanding we have about it at the end of the Summer Academy, after exploring it for 3 full days. A small number of participants, lecturers and facilitators will take part in the panel, to present their thoughts and open a discussion with the rest of the summer academy audience. The

**Evaluation of the Summer Academy**, finally, will help all of us to assess the experiences and benefits gained, as well as how to explore and expand the networking activities started during the Summer Academy.

All participants will be sent the Thematic Guide on responsible food production and consumption for a sustainable future after the completion of the Summer Academy, exploiting the discussions and conclusions reached during the lectures, workgroups, panels and knowledge sharing sessions. The Thematic Guide will also include several best-practice examples presented by lecturers and other participants, with the specific aim of helping practitioners improve their capacity, efficiency and impact at the local level.

### **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 and of different countries. For enriching this experience we ask you to take something from home –both material and immaterial:

- At the beginning of the Summer Academy an **International Dinner** will be organised and it would be wonderful, if all of us could bring a typical national or regional delicacy for others to taste. You do not need to feed everybody as there will be approximately 30 of us – just a taste or sip is enough to supplement the local food that will be available.
- There will be also other events and evenings waiting for music and songs, games, stories etc. to be shared.
- If you would like to, please bring along a case study of your choice related to the theme of the Summer Academy. So if you have booklets, brochures, maps or other material you would like to put on display illustrating your case study, your work, your region or country, please bring these along.
- Working in small groups of up to 8 people, exchanging ideas, discussing the theme of the summer academy, discovering how others do the same things that occupy you in your everyday work, will be the hub of experience exchange.

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

#### **a. Keynote Lectures and Panel Presentations**

The keynote speeches and panel presentations will be delivered by people with long experience and expertise in the field. Each keynote presentations will last for about 30 minutes and the panel presentations will last approximately 15-20 minutes each.

### **b. Small Group Discussions (workgroups and plenary discussion)**

The contents for the small group discussions will stem from the preceding lectures and panel presentations and all the experience 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 supportive 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 in plenary. The members of the small groups will be encouraged to draw conclusions on the basis of real-life examples and present their (relevant) experiences during discussion.

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

During the Study Tours, we will have the opportunity to elaborate on the theme of the summer academy through examples that we can visit in the wider area of Nea Makri. 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 8-9 people and each group will go to a different study tour site. After the groups are formed, you will meet with the Summer Academy team to plan the way you will work as a group during the Study Tours. During your study tours you will visit sites relevant to the themes of the Summer Academy. You will meet representatives of local farms, NGOs, community groups, local initiatives etc., to discuss the theme of the summer academy and its relevance to the situation of the area visited. Your task is to listen carefully, share your impressions and discuss with them how things could be made better, more efficient and sustainable. This way you will be able to address actual problems, activities and ideas and contribute with your impartial point of view.

During the study tours, we are going to adopt a stronger emphasis on “problem solving - finding solutions” and give a higher profile to the study visit investigations and greater importance to meetings with the communities. The study tours will be shaped as topic-specific case studies to investigate real community-based challenges. The participants will be tasked to explore these challenges and identify and present real potential solutions during the summer academy. In this way, we hope participants will be able to develop their skills of community-based investigation/appraisal, analysis and solution/action plan presentation.

The morning and early afternoon sessions of the third day will be devoted to the *Study Tour Reports*. For the planning and preparation of these 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 Tour as a small real-life project, and propose solutions and further action that can be also meaningful for the local stakeholders. You are

advised to work with your Study Tour Report during the whole tour and finalise it during the Study Tour Report session. The reports will be presented by each group to the plenary of participants in the afternoon of Wednesday 19<sup>th</sup> June.

#### *d. Conclusion Panel*

A conclusion panel will be organised on 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 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.

#### *e. 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

Two methods will be used to evaluate the Summer Academy. Firstly, a group discussion using post-its on the final day and secondly, by sharing your thoughts with the facilitators throughout the duration of the Academy.

#### *f. Networking*

In a gathering like Euracademy's 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 support and opportunities for collaboration.

As part of our commitment to fostering connections and promoting sustainability, we are excited to announce the award-ceremony of **GOODFOOD International Video-Slogan Competition**. This competition, centered on the theme "sustainable and healthy food for a better future," invited secondary school students to participate by preparing a 1-minute video that includes a message or slogan created by their team. The winners will be selected

and celebrated at the Summer Academy, providing a unique platform to highlight their creativity and dedication to sustainability. This competition not only showcases young talents but also contributes significantly to the networking aspect of the event by bringing together participants from diverse backgrounds.

#### *g. Thematic Guide of Euracademy: Responsible Food Production and Consumption for a Sustainable Future*

A Thematic Guide on Responsible Food Production and Consumption as well as education possibilities will be prepared and distributed to the participants after the completion of the Summer Academy. The Thematic Guide will draw on the discussions and conclusions of the Summer Academy, the lectures presented during the summer academy and the case studies brought in by participants. The Thematic Guide, which will be the 17th in the Euracademy series (see [www.euracademy.org](http://www.euracademy.org)) will aim at helping practitioners, decision-makers and educators to improve their capacity, efficiency and impact on the local level.

## **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 and involve joint reflection and discussion, 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 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.

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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.



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 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

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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.

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-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 one or more **lectures** by one speaker of a panel. 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.

### **KEYNOTE Speakers (in order of speaking)**

**Wojciech Kniec** is professor of rural sociology at the Nicolaus Copernicus University, Torun, Poland, chief of Social Ecology Department. Researcher involved in both international and national scientific projects on local development, rural development and food studies. Author of more than 70 books and scientific articles. Coordinator of research projects, including "Alternative Agro-Food Networks", "Agriculture and Common Goods", "Local Partnerships in Poland", "Social Capital on Rural Areas in Northern Poland", "Food Cooperatives in Northern Poland" etc. Expert of Polish National Center for Agricultural

Advisory Service, Expert of Polish Rural Municipalities Association. expert of EU Committee of the Regions. At the moment engaged in research projects on Community Supported Agriculture in the context of endogenous rural development. President of Local Action Group "Podgrodzie torunskie".

**E: kniec@umk.pl**

### **Abstract of Presentation**

*"Learning to eat again. The role of "good food" and food habits in achieving sustainable future"*

Main goal of the presentation is to give insight into social changes that shape consumers' habits related with food: shopping, consumption, recycling etc. Then newest trends in consumers' choices, preferences and habits regarding their food habits will be explained in relation to sustainable future goals. The definition of "good food" will be presented in order to understand the variety of meanings of what it means for different cultures and social statuses. On the other hand I will also describe unsustainable practices of "healthy people making unhealthy choices". The question of ethical and responsible consumption also will be developed and explained using data from international surveys. Food provenance and mutual loyalty of producers and consumers will be described and illustrated, as well as mutual learning between food producers and consumers. Peer pressure for sustainable consumption will be discussed in order to show the power of informal powers in food consumption chains.

**Pantelis Zoiopoulos** was born in 1945 at Zografou Attica. He studied at the Agricultural University of Athens (AUA). He won State scholarship and obtained MSc and PhD degrees from Aberdeen University Scotland. He was elected Professor of the University of Ioannina (UI). Director of European Union (EU) Competitive Interdepartmental (Food, Environment, Medicine) Post-graduate Studies Programme on «Certification of agricultural products of quality» at UI. Evaluator of Community research projects. Educator of government officials of new member states entering the enlarged EU. He repeatedly chaired the group of experts in the field of food crises at the EU Council in Brussels. He was spokesman of the EU at FAO of the UN for GM feeds. He has been invited to lecture abroad. He published 250 papers, 80 of them in British and American Journals. One of his books from Nova Science Publishers NY was included in Congress Library Catalogue, Washington DC. He has received over 2250 citations for his works, the big majority of which in authoritative foreign scientific journals. Recently he was awarded the title of Honorary Doctor (DSc) by the AUA. He wrote 8 literary essay books for Armos Publications, including poetry translation from and into English and a bilingual limited edition album about art from the Hellenic Post. He won the first prize for

essay competition from the Society of Greek Literary men. He was awarded from his native town of Zografou a prize for his contribution to civilization.

### **Abstract of Presentation**

#### *"Science and Politics in our Diet"*

This talk explains that within the framework of EU, there has been always an ongoing struggle between two powers i.e. food safety through feed hygiene and functioning of the market in financial terms. The direction of the outcome of this struggle depends on the balance of powers at a given time. Following the 'tremors' which had taken place in the food and feed sector in the '90s, i.e. BSE scandal, dioxine episode, antibiotic cross-resistance as well as the use of anabolics in animal nutrition and the opinion dichotomy over GM-feeds, the overall impression of the speaker is that the EU responded to the messages, challenges and orders of the times, raising themselves at the circumstances. The "milestone" Regulation (EC) No 178/2002, and its future amendments, introduced, among others, EFSA, RASFF, traceability, transparency and excellence in food and feed chain, and the recasting of food and feed legislation. The problem of food safety is biological, technical, economical, social, juristic, bioethical and political overall. One should stress that in our era science, research in particular, moves at a high speed, but frequently confusion prevails as to which is purpose or the target, since human brain is unable to follow the rapid developments. Certain times the results of science escape our abilities for a detailed processing of the available data, mainly due to our inability to apply reliable controls over certain stages of the productive procedures. The affair of food production constitutes an endless adventure.

### **PANEL of Speakers (in order of speaking), Organizers and Facilitators**

#### **I. Panel on Food and Agricultural Sustainability**

**Francesca Neonato** is an Agronomist and Landscape Designer. Founding partner of PN Studio PROGETTO NATURA conducts environmental consultancy and landscape design, also in an international context, in particular parks, green facilities, ecological networks, regenerative agriculture and landscape restoration. She has developed a high experience in Healing gardens design. AIAPP (Italian Association of Landscape Architecture) member from 1992, she is delegated for the traditional rural landscapes, Chair of IFLA Europe (International Federation of Landscape Architects) Working Group "Agricultural Landscapes" and representative of Europe region in IFLA World WG "Landscape & Agriculture". She is Visiting Professor at the Polytechnic of Milan of Applied Botany in Landscape Design Studio. She has published over one hundred scientific papers and articles for specialized magazines, several books, among the last in 2019 "Green Gold. How much

Nature is worth in the city” and in 2021 “The cost of nature: implementation, management and maintenance costs for NBS, in NBS for more sustainable cities”.

**E: francesca@pnstudio.net**

### **Abstract of Presentation**

*"Food and Landscape: How sustainable agriculture produces landscape of quality"*

The application of CAP has led to profound changes in the rural landscape. Originally aimed at increasing the food production, later and more recently with the Green Deal, EU policies have been oriented towards environmental protection, the containment of impacts, the protection of biodiversity, the ecosystem services improvement. What is the role of Landscape Architects in preserving traditional rural landscapes and facilitating the planning and design of sustainable and resilient rural landscapes?

**Johannes Eisenbach**, born in Wiesbaden in 1961, is a trained farmer and completed his doctorate in agroecology at the Chair of World Food Economics at Justus Liebig University Giessen in 1992. He has been involved in organic farming since 1982 and, together with organic pioneer Adolf Hoops, developed the basis for the Biocyclic Vegan Guidelines that are now part of the IFOAM Family of Standards. In Greece, where he has lived since 1995, he runs a composting facility near Kalamata/South Peloponnese with an associated biocyclic vegan vegetable farm. As the initiator and main author of the Biocyclic Vegan Guidelines, he has been Chairman of the Biocyclic Vegan Standard Commission since 2017, founded the Adolf-Hoops-Gesellschaft gGmbH together with Arne Hoops and Axel Anders as a non-profit umbrella organisation for biocyclic vegan agriculture based in Berlin and is a board member of the Förderkreis Biozyklisch-Veganer Anbau e.V.. He also coordinates the Panhellenic Biocyclic Vegan Network, a network of biocyclic-vegan certified, small-scale family farms in Greece and Cyprus, and has been a member of the scientific advisory board of the IFOAM AgriBioMediterraneo (ABM) producer forum since 2020. In 2021, he became Managing Director of BVL Biocyclic Vegan Label Ltd, a subsidiary of the Adolf Hoops Society, which is responsible for the certification of biocyclic vegan producers and processors and the awarding of the biocyclic vegan label.

### **Abstract of Presentation**

*"Biocyclic Vegan Agriculture: A phytoponic approach of creating food with high nutritional value in a sustainable agro-environment."*

Alongside water and air, soil is the resource of our planet that is most strained by humans and is therefore acutely endangered. Due to ignorance and thousands of years of overexploitation in the production of food, the original, permanent fertility of natural ecosystems has not been preserved by the way land is cultivated, but systematically reduced

and destroyed to a dramatic extent. But it is still possible to turn the tide, because with Biocyclic Humus Soil, which is formed under conditions similar to those in nature when mature compost (phytoponic compost substrate) is refined into a substrate with an increased proportion of stable carbon through systematic biocyclic vegan cultivation with herbs and vegetables, it could be possible, to permanently regenerate soils and transform large parts of the globe back into oases of fertility that are able to supply all people living here with wholesome, vital and bio-nutrient-rich food, while at the same time promoting the emergence of regional hubs for a nature-compliant, peace-building, ethical, real-value-based and animal cruelty-free circular economy.

**Irén Szörényiné Kukorelli** is professor emeritus at the Institute for Regional Studies Centre for Economic and Regional Studies Hungarian Research Network. She is also professor emeritus of Social Geography at the Széchenyi István University in Győr (Hungary). Her main research interests are connected to rural development, including rural entrepreneurship, rural innovation, rural civil society and the rural change. She has been involved in many different European projects concerning IT-based learning processes to build human capacity in rural areas. She has more than 100 publications in Hungarian and English languages. She is one of the founders of Euracademy Association, currently the vice-president of EA.

**E: [kukorelli.iren@krtk.hun-ren.hu](mailto:kukorelli.iren@krtk.hun-ren.hu)**

**Andrea Uszkai** works as a Research Fellow at HUN-REN Centre for Economic and Regional Studies Institute for Regional Studies West Hungarian Research Department in Hungary, Győr. Her current scientific interest and research topics are related to green innovation, nature-based solutions, and sustainability in urban and rural spaces, focusing on several forms of agriculture in Central and Eastern Europe. She is a member of more professional organizations, such as the Regional Science Association International (RSAI) and the Hungarian Regional Science Association.

**E: [uszkai.andrea@krtk.hun-ren.hu](mailto:uszkai.andrea@krtk.hun-ren.hu)**

### **Abstract of Presentation**

*"Permaculture: sustainable alternatives of conventional farming in Hungary"*

The challenges caused by climate change raise many questions about conventional agriculture. Access to clean, chemical-free food has become increasingly important, not only for people living in rural areas, but also in urban spaces. The various sustainable forms of agriculture, like permaculture, offer a good opportunity to meet these needs and even play a community-building role. Permaculture can be applied practically anywhere, from small gardens to large farms. The authors highlight the theory and practice of permaculture

farming in Hungary, through identifying the milestones in the spread of this approach and illustrated with concrete practical examples.

## **II. Panel on the results of the GOODFOOD Project**

GOODFOOD is a European Project granted under the frame of the ERASMUS+ Program to a consortium of diverse research institutions, academic organisms and secondary schools from three countries of the Mediterranean basin, i.e. Greece, Italy and Spain. The common objective of these organizations is to work on the development and application of methodologies, activities and school learning projects that can contribute to impulse the understanding, relevance, and need to opt for the consumption of healthier and more sustainable foods. In addition, and as consumers, the project aims to promote our interest and respectful interaction with the environment. This panel will focus on highlighting the results of the project and the exciting school activities.

**María Teresa García Conesa** is a researcher and project coordinator at CEBAS-CSIC in Murcia, Spain. The CEBAS Research Institute is part of the National Spanish Research Agency, CSIC. Its main objective is to contribute to generating the knowledge and strategies to accomplish the sustainability of the resources existing in a semiarid environment of fragile resources (such as the specific case of the Region of Murcia), to develop agriculture of quality, and to produce safe and healthy plant foods. This research is conducted under the common frame of the CEBAS Institute by three main scientific-technical areas: Natural Resources, Agricultural Sciences, and Food Science & Technology.

**E: [mtconesa@cebas.csic.es](mailto:mtconesa@cebas.csic.es)**

**Presentation:** *"The GOODFOOD project – Why and How?"*

**Francesca Ugolini** is a researcher at the Institute of BioEconomy, National Research Council of Italy. The Institute of BioEconomy IBE-CNR belongs to the Department of Agro-food of the National Research Council. It was born in 2019 by the merge of the Institute of Biometeorology and the Institute of Trees and Timber Valorization. It counts over 200 among researchers, technicians, and administrative staff. IBE-CNR is characterized by a complementarity of expertise and competences in applied research on strategic sectors of bioeconomy. Most research deals with the sustainable use of natural resources in forestry and agricultural productions through precision agriculture technologies, remote sensing but also sustainable practices aimed at increasing the soil quality and organic carbon stock, e.g.,



by using transformed agro-food and forest organic waste as soil amendments or studying the effects of consociations in agroforestry productions.

**E: [francesca.ugolini@ibe.cnr.it](mailto:francesca.ugolini@ibe.cnr.it)**

**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 and Euracademy Association. He is a chartered member of the Royal Town Planning Institute-UK and the Technical Chamber of Greece.

**E: [d.mylonas@prismanet.gr](mailto:d.mylonas@prismanet.gr)**

**Presentation:** *“The GOODFOOD Learning Methodology and Learning Units”*

**Alfonso Guillén Ayala** and **Paula Ruiz-Erans Lorca** are teachers and project collaborators at the IES Monte Miravete in Spain. The IES Monte Miravete is a public educational high school that was opened in 1998. The school is located in the district of Torreagüera, on the right bank of the Segura River, at the foot of Mount Miravete, which is about 7 KM from Murcia. Based on respect for rights and freedoms, our goal is to achieve quality teaching in freedom, capable of responding to the training needs of students, contributing to the development of a comprehensive education. At the IES Monte Miravete we work so that our students can achieve their educational goals from a triple perspective. In the first place, the communication of civilization, emphasizing the knowledge and understanding of the different cultural manifestations from the European, Spanish, Murcian and local perspective. Secondly, to enable them to access university or other studies or to facilitate their incorporation into the labour market. Finally, prepare them to respond to the demands of the technified, multicultural and multilingual society of Europe in the 21st century.

**E: [alfonso.guillen@murciaeduca.es](mailto:alfonso.guillen@murciaeduca.es)**

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

**Presentation:** *“GOODFOOD project in the schools: the Spanish experience”* (Pilot testing in the IES Monte Miravete High School, Murcia, Spain)

**Antonis Lazaris, Eleni Nikolaou** and **Kantia Varela** are teachers and project collaborators at the 1<sup>st</sup> General Lyceum (public school) of Rafina in Greece. The number of students is about

350, whereas the number of teachers is about 30. During the last five years we lead an environmental education team of students, in which they participate about 15-20 students each year. Lately, the environmental group has been dealing with food. Specifically with organic farming, food overconsumption, and the waste produced by it. As an environmental team, we have come to understand the importance of food, not by reading leaflets or manuals, but through our own activities. Although the group was rather small, we were all very passionate about the subject and, as a result, we managed to work as a team of fellow nature lovers and not strictly as a group of students guided by their teacher.

**E: [antonislazaris68@yahoo.gr](mailto:antonislazaris68@yahoo.gr)**

**E: [eleninikol2002@yahoo.gr](mailto:eleninikol2002@yahoo.gr)**

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

**Presentation: “Pilot testing in the 1<sup>st</sup> Lyceum of Rafina, Greece”**

**Serena Di Grazia** is a researcher and project manager at Maieutiké Association. Maieutiké is a cultural association, it was founded in Florence, Italy, in 2012, its social purpose is promoting culture in any aspects, where creativity is considered as a fundamental part. The association organizes conferences and seminars dedicated to scientific dissemination, it deals with research topics for the understanding and analysis of the landscape and introducing teaching skills dedicated to environmental and social thematic. The association includes landscape architects, geologists, agronomists, economists, architects, natural scientists, teachers and other professionals who carry out research and teaching with a strong interdisciplinary character.

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

**Presentation: “Cookbook for responsible consumers”**

**Dr Fouli Papageorgiou** holds a degree in Architecture (Athens) and a Ph.D. in Urban and Regional Studies (Birmingham). She is a founding member and current president of Euracademy Association and the Managing Director of PRISMA-Centre for Development Studies. She has experience in research and planning, specialised in the fields of territorial development, programme evaluation, human resources development and social policy with emphasis on social inclusion; she has led a large number of integrated local development studies, structure plans and regional plans, mostly in rural areas, as well as evaluation studies of EU Programmes and Initiatives; and has coordinated a large number of EU projects on various fields, including culture, local planning and social inclusion. She has also taught and conducted research in the universities of Aston in Birmingham, Leeds and Edinburgh

and has published numerous articles and books. She has served as an advisor in the Prime Minister's Economic Office in Greece with responsibility for quality of life policies.

*Organizer*

**E: [foulipapageorgiou@prismanet.gr](mailto:foulipapageorgiou@prismanet.gr)**

**Frosso Dimitrakopoulou** is an experienced consultant specialising in sustainable hospitality, rural tourism and ecotourism projects, with over 20 years of experience in business mentoring and auditing accommodations and destinations worldwide. Passionate about sustainability, advocating change in tourism globally through ECOCLUB, Ecological Tourism Club, co-founded in 1999 and locally in Greece as a Vice President of the Greek Ecotourism Society. Engaged with a number of active citizen participation projects focused on sustainable development. Alongside, freelance consultancy she is currently working as a coach and auditor at SUSTOUR Travelife for tour operators project, as a Project officer in EU funded COSME EU Rural Tourism Cluster and CERV co-Green Communities in Action, and as a sustainable tourism expert for Archelon, the Sea turtle protection society of Greece. A Certified Travelife for Tour operator Coach and Auditor, a Green Destinations Auditor-Advisor, an Auditor/ Lead Auditor (ISO 14001:2015) and holds among others the GSTC Certificate in Sustainable Tourism and Sustainability Management for Tourism Businesses Certificate. Always open to new projects and ideas that will result in a significant, intended, and measurable change in tourism.

*Facilitator and Organizer*

**E: [f@ecoclub.com](mailto:f@ecoclub.com)**

**Honvári Patrícia** is a college associate professor of Economics and Environmental Economics at the Budapest Business University (Hungary). As a previous research fellow of the Centre for Economic and Regional Studies, she has more than 10 years of experience of scientific and practical activity in research projects (both national and international, mostly Erasmus, Interreg and Horizon 2020). Holds a PhD in regional studies, with the research topic linked to rural areas, environmental economics, and sustainable development. Also involved in several educational projects, working on the development of digital learning material for different courses. Member of Euracademy Association since 2014, currently the Secretary General.

*Facilitator and Organizer*

**E: [honvari.patricia@uni-bge.hu](mailto:honvari.patricia@uni-bge.hu)**

## 7. LOCATION OF THE SUMMER ACADEMY

Accommodation for Summer Academy participants will be provided at the **Nireus Hotel in Nea Makri, Greece** (Leoforos Poseidonos, Néa Mákri, 19005, Greece). Upon arrival, you are kindly asked to go to the reception, where you will be able to register for your accommodation.

The lectures and workgroups will be held at the Nireus Hotel. All of the meals (incl. breakfast, lunch and dinner) will also be served at the premises of the hotel. On the morning of the study tours, cars will be waiting for the groups in front of the hotel.

### Nea Makri, Rafina and the surrounding area

Rafina is a port town, located at the eastern coast of Attica, in Greece. It has a population of 12000 people and is surrounded by an agricultural area and summer resorts. Farming in the area is typified by the production of wine and vegetables, while the resorts gather mostly second home owners from Athens. Located at a distance of 30 km from the centre of Athens, Rafina is also a popular destination for one-day excursions during the summer, attracted by the swimming beaches that are located in front of and near the town. The area has a long history, dating back to antiquity, featuring important archaeological sites and more recent monuments, from the byzantine era and Modern Greek history. An important feature of the area is the river Mega Remma, which crosses the city and creates an estuary when it reaches the sea, with an interesting and significant ecological profile. The port of Rafina serves the Aegean islands and is growing fast, having been rated as the 2nd most important port of Attica.



Students walk along the Mega Remma



The summer academy venue



The wider agricultural area of Rafina

## 8. DETAILED PROGRAM OF THE SUMMER ACADEMY

**22<sup>nd</sup> Summer Academy**  
***“Responsible Food Production and Consumption for a sustainable future”***  
***to be held in Nea Makri, Greece and the surrounding area***  
***from 16<sup>th</sup> to 20<sup>th</sup> June 2024***

Including the Final Conference of GOODFOOD project, funded by Erasmus+

### Opening Night – Sunday 16<sup>th</sup> June 2024

**16:00 – 19:00** Arrival of Participants, settling in at their accommodation (Nireus Hotel, Nea Makri.)  
**Registration**

**19:00 – 20:00** Participants meet the organisers and prepare the international dinner

**20:00** **International Dinner**

The International Dinner is a long-standing tradition of Euracademy Association. All participants contribute with a dish or a drink, representative of their country or region of origin, and each participant presents it in the beginning of the Dinner. The meal that follows is indeed an International Dinner where we can all experience tastes from different countries.

### Day 1 – Monday 17<sup>th</sup> June 2024

**Consumer education and sustainable food production/consumption links**

**Venue: Nireus Hotel, Nea Makri**

Online participants are welcome! Please register in advance for this meeting at the link <https://us02web.zoom.us/j/86174657047?pwd=L0GXbYbi6hEGBErkaa6WGvPm6MbgKvA.1>

Meeting ID: 861 7465 7047, Passcode: 242470, time 9:00 am Athens, 8:00 am CET

After registering, you will receive a confirmation email containing information about joining the meeting.

**08:30 – 09:00** **Registration of participants (continues since Sunday evening)**

**09:00 – 09:30** **Opening session, welcome by the organisers**

**09:30 – 10:30** **Open space (including coffee break)**

## PLENARY SESSION: Consumer education and definition of Good Food

**10:30 – 11:30** *Keynote speaker: **Wojciech Kniec**, Professor of Rural Sociology, Head of Dept. of Social Ecology, Institute of Sociology, N. Copernicus University, Poland, Learning to eat again. **The role of “good food” and food habits in achieving a sustainable future.***

*Keynote Speaker: **Pantelis Zoiopoulos**, former Professor in Dept. of Administration of Agricultural Products and Food Enterprises, University of Ioannina, Greece, **Science and Politics in our Diet.***

**11:30 – 13:00** **Workgroups & Plenary discussion**

**11:30 – 12:20** **Workgroups.** Participants in small groups of 6-8 people each, discuss the questions posed by the speaker.

**12:20 – 13:00** **Plenary** - presentation of workgroup conclusions

**13:00 – 14:00** *Lunch*

## Workshop I: Panel on Food and Agricultural Sustainability

**14:00 – 15:00** ***Francesca Neonato**, Visiting Professor, Applied Botany in Landscape Design studio, Polytechnic of Milan, Chair of the IFLA Europe “Agricultural Landscapes” WG, **Food and Landscape: How sustainable agriculture produces landscape of quality.***

1. ***Johannes Eisenbach**, Dr. Agr **Biocyclic Vegan Agriculture: A phytoponic approach of creating food with high nutritional value in a sustainable agro-environment.***

***Irén Szörényiné Kukorelli** Professor emeritus, and **Andrea Uszkai** PhD, Institute for Regional Studies, CERS Hungarian Research Network, Győr, Hungary, **Permaculture: a sustainable alternative of conventional farming in Hungary***

**15:00 – 15:15** *Coffee break*

## Workshop II: Panel presenting the results of the GOODFOOD Project

**15:15 – 17:15** ***María Teresa García Conesa**, Researcher, CEBAS, Higher Research Council of Spain, **The GOODFOOD project in brief***

***Francesca Ugolini**, Researcher, Institute of BioEconomy, National Research Council of Italy, **Demetris Mylonas**, Researcher, PRISMA Centre for Development Studies **The GOODFOOD Learning methodology, and Learning Units***

***Alfonso Guillén Ayala Torreagüera** and **Paula Ruiz-Erans Lorca**, teachers, **Pilot testing in the IES Monte Miravete High School, Murcia, Spain***

***Antonis Lazaris**, **Eleni Nikolaou**, **Kantia Varela**, teachers, **Pilot testing in the 1st Lyceum of Rafina, Greece***

*Serena Di Grazia, Maieutiké Association, Cookbook for responsible consumers*

*Mainstreaming of GOODFOOD results in school education – Discussion*

- 17:15 – 18:15**     **The GOODFOOD Competition – announcement of winners**
- 18:15 – 18:30**     **Announcement of study trips.** Short introduction about the study trips to be held on Tuesday. Participants will be asked to declare their preferences for the study trips.
- 20:00**             ***Dinner***

**Day 2 – Tuesday 18<sup>th</sup> June 2024**

**Study trips**

- 08:00 – 18:00**     The programme of Study Trips will involve the participants being divided into 3-4 groups. Each group will have a local ‘leader-guide’. The study trip groups will see different examples of sustainable food production and consumption in the surrounding area of Nea Makri/Rafina. Participants will meet key persons and will have the opportunity to discuss strategies and opportunities.
- 20:00**             ***Dinner***

**Day 3 – Wednesday 19<sup>th</sup> June 2024**

**Study Trip Analysis and Reports**

**Conclusions**

**Venue: Nireus Hotel, Nea Makri**

- 09:00 – 13:00**     **Preparation of Study tour reports:** The SA participants work in small groups to prepare the study trips’ reports. They will describe their experiences and make proposals for implementing activities and strategies in the area to enhance sustainable food systems.
- 13:00 – 14:00**     ***Lunch***
- 14:00 – 15:00**     **Workshop III.** Best practice examples
- 15:00 – 16:30**     **Presentation of Study Trips Reports by participants.** Representatives of the communities visited during the study trips will be invited to attend and take part in the presentations.
- 16:30 – 16:45**     ***Coffee break***
- 16:30 – 17:15**     **Panel of conclusions of the summer academy (participants and lecturers). Evaluation**
- 19:00**             ***Dinner and award of Diplomas***



With acknowledgment of support from:

