



THE PARTICIPANT'S HANDBOOK

**EURACADEMY ASSOCIATION'S 9TH SUMMER ACADEMY
SUSTAINABLE RURAL DEVELOPMENT AND SOCIAL INNOVATION
KARHULANVAARA, SUOMUSSALMI, KAINUU, FINLAND
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In cooperation with Oulu University**

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THE PARTICIPANTS' HANDBOOK for the Euracademy Associations' 9th Summer Academy on
Sustainable Rural Development and Social Innovation

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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 Suomussalmi 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 simple cold dinner.

The second part –“Basic Theory” - will be delivered through two lectures by experts on the main themes. Both lectures will be followed by workgroup sessions, presentations of the workgroup conclusions and discussion.

The third part is the **“Study Tours”**, where, split into small groups (there will be 4 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”.

There will be six lectures in total delivered during the last three days of the Summer Academy. In addition to the lectures, two workshops will be held during these days where you will have the chance for more in depth discussions with the lecturers and to present relevant study tour reports. A central part in this is also the *Round Table* 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. 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 bring the presentation with you on paper and memory stick or email it latest 16.6.2010 to: liisa.hame@phnet.fi

2. Case Study

Please prepare a case study relevant to the topic; we'd like to have 1 – 3 projects to reflect the themes. Ideally it should be a case study, which illustrates a theme from your country or region preferably one you know personally and are able to discuss with others.

In any case you should mostly focus on the **development process** rather than just e.g. a single project.

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).

Please inform the organizers if you are willing to prepare a case study and to present it and bring it with you on a memory stick or send it in advance by email.

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 Finnish food that will be available.
- There will be also other parties and evenings waiting for music and songs, games, stories etc. to be shared.
- There will also be a space to present information, leaflets etc., please bring material with you.

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 (first version will be sent to you before the Summer academy by email)

The Thematic Guide 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. Each lecture will last for about 40 minutes. You will be given also time to discussions with the lecturer.

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. 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 7-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.

e. 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 Finland. 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 day of the Summer Academy.

The Study Tours will be planned in groups of 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 small and big villages, projects, active communities, local initiatives and much more. On your first day evening, you will discuss with local inhabitants your impressions and discuss how things could be made better or different and present them your experiences. 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 two cars. 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 Finland, one volunteer driver per group is in demand – and for that you should have your **driver’s licence** with you.

During the study tour your group starts to produce 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. There is no special time in the program for preparation of the reports, so the groups should be practical when planning the reports. Short, realistic and simple is the main idea. Reports are complemented by group presentations which will be delivered to all participants the following days connected to the lectures on the topic.

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 (**F**undamental **I**nterpersonal **R**elationship **O**rientation), 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

Katri Suorsa (Finland)

Katri Suorsa, PhD, works as a project planner in Northern Research and Innovation Platform. Her research interest concerns innovation policies and innovation-based regional development, especially in peripheral regions. She works at University of Oulu, Thule Institute which is a multidisciplinary research centre in the field of environmental issues, natural resources and materials.

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Tor Gjertsen (Norway)

Associate Professor

Institute of economy, management and regional innovation. teaching organisation theory, organisation development (OD), political theory, public administration and planning, northern politics and development, management of local and regional development. Involved in research and development work in organisation learning and development, local and regional development

Project leader of local and regional development workshops and partnerships, the international Gargia Conference on Regional Development, the UArctic Advanced Emphasis Course in Management of Local and Regional Development (30 ECTS) and the international joint master programme in Northern Governance and Development.

Leader of UArctic Thematic Network on Local and Regional Development in the North

Finnmark University College was established as regional college in 1974 with the main task of supplying relevant course and study programmes for the public sector and business community of the region. Regional development has been a central focus point since the establishment.

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Fouli Papageorgiou (Greece), holds a degree in Architecture (Athens) and a Ph.D. in Urban and Regional Studies (Birmingham). She is a founding member and President of Euracademy Association and the Managing Director of PRISMA, a research and consulting company special-

ised in the fields of territorial development and planning, programme evaluation, human resources development and social/cultural policy, based in Athens. 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 served as an advisor in the Prime Minister's Economic Office (Greece 1985-1989) with responsibility for quality of life policies.

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Roger Evans (Scotland and Estonia)

Roger Evans is a Senior Consultant specialising in education and training for small enterprises, the development of vocational education & qualifications, and with an emphasis on rural tourism, craft and local food production, rural community and rural development education, training and curriculum development. He holds a PhD in Agriculture and worked for the Scottish Agricultural College as a senior lecturer, trainer and consultant for 25 years. More recently he established his own training and development companies in Scotland and Estonia and has undertaken training and development work throughout the EU and currently works as a Nature Based Tourism Specialist with the Life Sciences University in Estonia.

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Ritva Pihlaja (Finland)

Mrs Ritva Pihlaja (MSc, agr.pol.) works as researcher in the University of Helsinki, Ruralia Institute and as Project Manager in the Rural Policy Committee. The mission of Ruralia Institute is to improve the welfare of

rural people and develop the sources of livelihood in the rural areas through research, development, education and training. The Rural Policy Committee, appointed by the Finnish Government, is a cooperation body which aims to promote the well-being of the rural areas. Mrs. Pihlaja is a well known specialist in issues concerning NGO's and services in rural areas.

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Jouni Ponnikas (Finland)

Doctor of Philosophy Jouni Ponnikas is specialist researcher and director of Lönnrot-Institute in University of Oulu, Kajaani University Consortium. He is specialised in regional research and evaluation research. Ponnikas has co-ordinated many programme and project evaluations during last ten years in Finland and has participated in many international evaluation studies as well. He is also a member of European Evaluation Network for Rural Development and Expert Committee on Evaluation of Rural Development Programmes in EU.

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Andra Aldea-Partanen (Romania, Finland)

Ph.D. Candidate Andra Aldea-Partanen holds two BAs, one in Sociology and another one in Management, as well as a Masters Degree in Political Sciences. The concepts of interest in her work are regional development, sustainability, knowledge creation and management, Project Cycle Management, work and labour markets, innovation, and rural development of remote and sparsely populated areas. She is a Project Manager in University of Oulu, Kajaani University Consortium, Lönnrot Institute, co-ordinating for years various research and development international projects, being involved in Finnish regional research and evaluation activities as well. Andra Aldea-Partanen will defend her doctoral thesis on Regional Development in Romania and Finland: "Examples from remote and sparsely populated areas".

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Facilitators and Workshop Moderators

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

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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.

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

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Practical matters

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THIS PHONE IS ALWAYS ON – IT IS ALSO THE „HELPDESK“ BEFORE AND DURING THE SUMMER ACADEMY!

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