



The Pestalozzi Programme Council of Europe Training Programme for education professionals

"Summer School"

" Diversity of learners and diversity of teachers: learning together for a better future."

Organised by the Pestalozzi Programme of the Council of Europe in cooperation with the Academy* of Bad Wildbad

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Report

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with the support of the team

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Introduction

This report presents the highlights of the 2016 edition of the Pestalozzi Summer School. The theme of this year's Summer School focused on "Diversity of learners and diversity of teachers: learning together for a better future." How to live and learn together in diversity for the betterment of all in a more just and democratic society based on the respect for human rights and human dignity? The Summer School considered the implications this has on the day-to-day practice of education and offered practical experiences and mindful reflections on how teachers can best make use of the diversity present in their classrooms. Amongst others it addressed the following central aspects:

- *Diversity as an opportunity for all*
- *Inclusive schools for inclusive societies*
- *What do you bring with you? How to get involved*
- *Learning and growing together*
- *Understanding diversity and participating in social; cultural; political and educational life*
- *Diversity as an opportunity for putting the learners at the center and understanding the positive relations between "community-school-teachers-learners"*

The reader will find resources and perspectives on these questions.

Pascale Mompoin-Gaillard
July 2016



Team

Director of studies and facilitator: Pascale Mompoin-Gaillard

Facilitators: Paraskevi (Vivian) Chiona; Elsa Escobar; Milos Jeremić; Gerrit Maris; Cinzia Billa; Anna-Maria Panagiotidou; Eva Vitkova.

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Partner organisation - Baden Württemberg Landesakademie für Fortbildung und Personalentwicklung an Schulen: Claudia Steinkopf.

Summary

An international event

The summer school this year gathered 57 participants and a team of 8; in total 65 educators from 28 countries: *Austria; Belarus; Belgium; Bosnia and Herzegovina; Bulgaria; Croatia; Cyprus; Finland; France; Georgia; Germany; Greece; Hungary; Italy; Latvia; Lithuania; Malta; Montenegro; Norway; Poland; Portugal; Republic of Moldova; Romania; Serbia; Slovenia; Spain; Czech Republic; Turkey.*

Because the teaching profession is one of the **least mobile professions** in Europe, maintaining opportunities for international, multilateral, face-to-face meetings and training is exceedingly valuable to improve practice through the exchange of contexts and challenges, experiences and reflection.



Group photo of Summer School participants,
their trainers and the organisers

Motivations and expectations

Short interviews with participants, asking them why they chose to apply for and attend the summer school, revealed that in addition to the summer school's good reputation and the effect of word of mouth it creates, they were interested mostly in three main aspects of the theme:

- ✓ The diversity of teachers evoked for them the teachers' capacity to evolve, to find an *identity, professional and personal*, as a whole;

- ✓ The need to gain competences in the matter of dealing with diversity in a *fast changing world*;
- ✓ The idea of teachers as *lifelong learners*.

This can be confirmed considering the list of topics that emerged from the **‘Open Space’** activity during the full-length of the first day of the summer school. Indeed participants brought up a variety of topics to discuss:

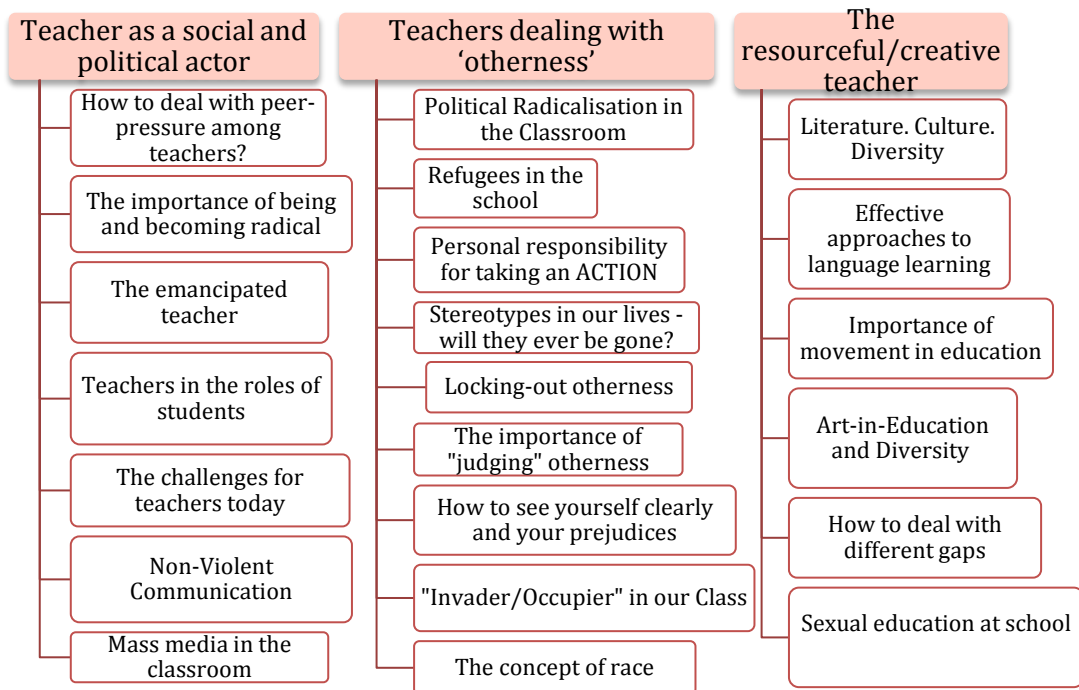
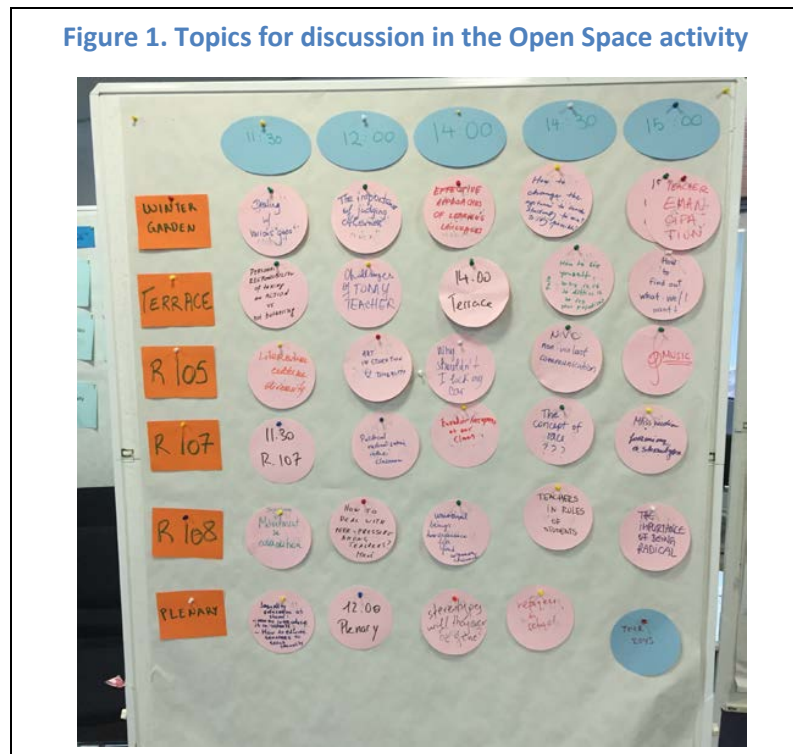


Figure 1. Topics for discussion in the Open Space activity



The discussions were infused with the ideas that Rasa Askinyte Degesiene, from Lithuania, shared in her **keynote address** (video link to be added) on the topic of **'Debunking myths of diversity'**.



Introducing the Keynote speaker

The “common activities” of the summer school

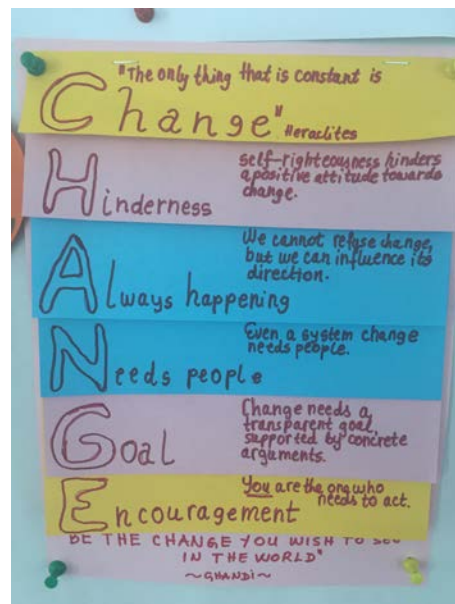
The general structure of the summer school was maintained this year, with common activities such as Base groups, Socratic walks, daily Soapboxes (short and punchy addresses to the public developing public speaking skills and promoting individualised content). An excursion and a Roundtable debate completed the programme of short and long courses. Each participant completed a total amount of about 60 hours of course time.



Participants making music



... or going on a hike



One of the common activities
Base groups



Participants out on their Socratic Walks

The Roundtable debate (video link to be added) was moderated by Claudia Steinkopf from the Baden Württemberg Landesakademie and had Charlot Cassar, school principal in Zabbar Primary school in Malta and Prof. Dr. phil. Anne Sliwka from the 'Institut für Bildungswissenschaft' of the University of Heidelberg, as guest speakers. The topic was **"Education for... democracy? Schools as laboratories of democracy"**. The Roundtable debate offered an opportunity to address and reflect on this important educational issue and to interact with a wide variety of interested professionals. This year, just as last year, the format of the round table debate was designed to increase the opportunity for participation (i.e. adapted fish bowl structure). The result was a much more lively and interesting debate.



The two speakers of the Roundtable debate interact with the audience

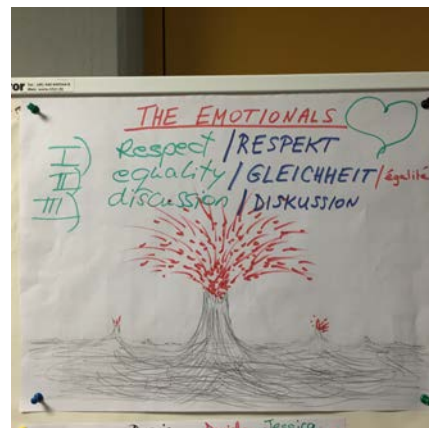
“If I don’t start and just wait for the state to tell me to [teach democracy] then that’s not good! ”

“No clash between pedagogy for democracy and political didactics? Can I teach without relinquishing my power in the classroom? ”

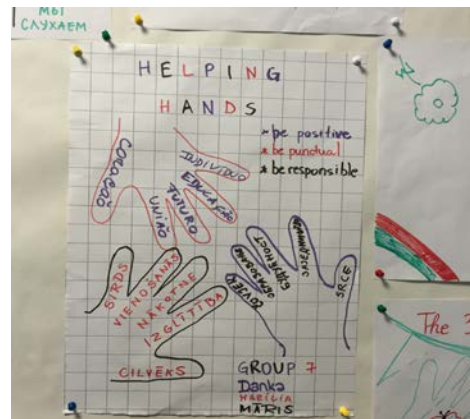
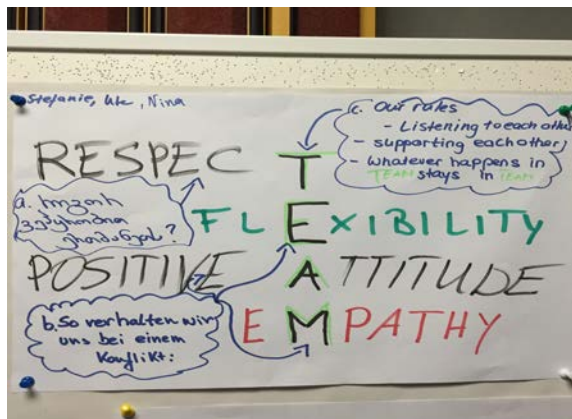
“One problem might be that we make choices before deliberating...”

“Responsibility should be given; if teachers do not teach [democracy and values] who is left there to? If not now, then when? Why do we hide behind words like *I’m just a teacher?*”

The base groups once again brought interesting content to the summer school. This challenging cooperative structure always ‘brings spice’ to the summer school. It is one thing – and for us quite easy – to agree on values such as **respect, inclusion, fairness** and **diversity**; it can be much more challenging though to put them in practice for eight days, in a compact group of people that you have not chosen to work and “be” with! Base groups are always an opportunity to experience and go deeper into the issues developed conceptually in the summer school and explored further in the courses.



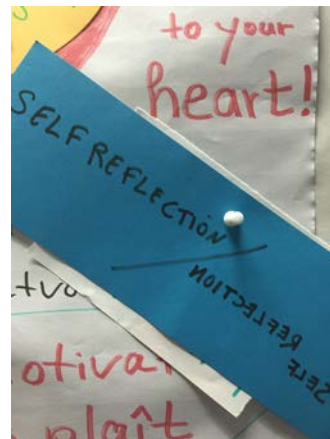
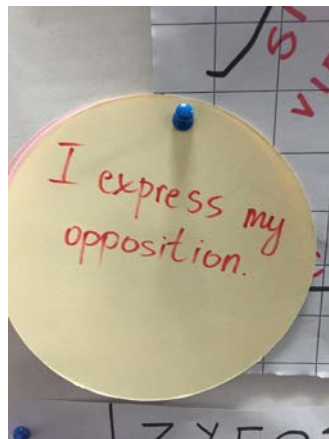
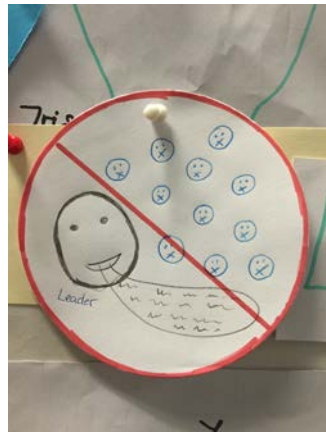
Participants during Base groups



Base Groups outcomes



Participants during Base Groups



Base Groups Outcomes



Participants during Base Groups

Courses

The short courses and sessions (90 min to 3 hours) touched on a wide variety of issues linked to the overall theme: Shifting perspectives; Having fun with diversity; Me, the global citizen; Care for the carers; Beneficial use of technology in whole school approach; How to welcome refugees in the classroom; Art for humanity - Literature; Art for humanity – Music; Art for humanity - Visual art; Philosophy for children; Exploring, understanding, expressing diversity – voice; Competence for a democratic culture: a new model of the Council of Europe; Awareness of my non-verbal message - Drama; The '6 question' tool; Values through storytelling; Preventing extremism and radicalization; Respectful behaviour in the online space; Using imagination; Assessment for equity; Languages in learning and education; Different forms of circles (council, etc.); Preventing extremism and radicalization; Socratic questioning; Managing conflict; Additional needs in inclusive education; Trauma and crisis intervention and prevention; O The power of Circle...

There were **6 long courses, all lasting a total of 9 hours.**

1. Equity, Education and ... Me, by Anna Maria Panagiotidou;
2. Are we merely "people among people"? – The intersections of identity and diversity, by Elsa Escobar;
3. Dialogue vs. Dualogue, by Cinzia Billa;
4. Teachers Have The Power! by Miloš Jeremić
5. Whole school approaches to diversity and inclusion, by Gerrit Maris
6. Normal, different, strange? Understanding intercultural interactions, by Eva Vitkova

We chose the courses listed below to give the reader a detailed account and create an overview; they were selected because they deal, in a provoking and challenging way, with an array of central aspects of the topic of the summer school:

- ✓ *Political* with "Teachers Have The Power!"
- ✓ *Interpersonal* with "Dialogue vs. 'Dualogue'"
- ✓ *Intercultural* with "Are we merely "people among people"?"
- ✓ *Social responsibility* with "Equity; Education and ...Me"

Equity; Education and ...Me

Facilitator: Anna Maria Panagiotidou

Social, economic and political conditions are strongly mirrored in our classrooms and schools and so they determine the holistic growth of students as well as the development of educators. This course was planned so as to address the issues of social justice, equity and thus democracy through a series of activities aiming to develop an awareness of one's own biases and beliefs, privileges and power. It was designed to inspire to reflect about oneself as potential power holder in a classroom, bringing in awareness on one's personal moral and political responsibility – be it as an individual or as an educator - to take actions for equity, justice and democracy within our societal contexts (class, school, educational community, society, etc.).



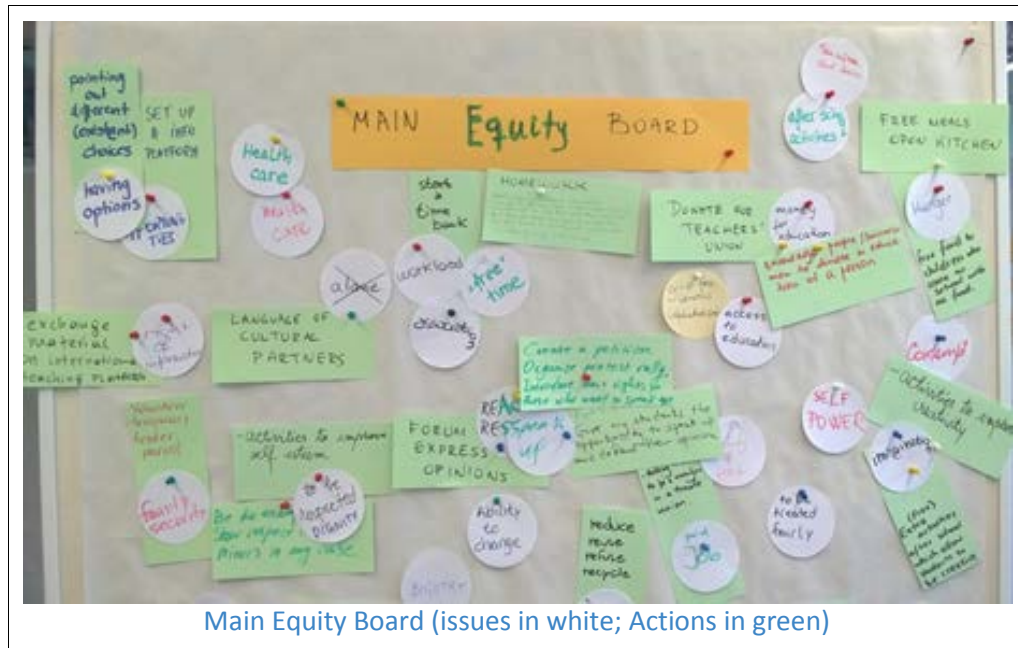
Storytelling using packs filled with items & pictures

In all activities the participants had a lead role, participating actively. The activities were flexible enough so as to follow the tempo and climate that participants would bring into the session. While expanding on aspects such as privileges, beliefs and biases, power structures and understandings, as well as teachers' behavior and communication styles, participants got to experience a cooperative learning setup. They consolidated their learning collaboratively, in micro-groups, while upholding an individual role within those micro-groups, so as to be able to experience the basic principles of cooperative learning. That is, being positively interdependent to each other, with individual accountability, equal access and equal participation in a setting of multiple simultaneous interactions. In this way the *cooperative learning methodology as an educator's approach for classroom equity* was developed in parallel with learning-by-doing.



Activity the great game of power

The activities involved several steps – ice-breakers, group building, storytelling, gallery walk, using movable furniture to setup a power structure, case studies with role playing or structures like word rotation and jigsaw puzzles. They were followed up with relevant debriefing using a variety of reflection procedures (reflection puzzles, playing with reflective question cards in groups, lining-up for a position to express opinions and plenary discussions). Throughout the whole course participants were gradually adding-on content to a series of boards, compiling the outcomes from all the activities together with text-quotes on issues like equity, power, privileges and finally the actions that one can take for change.



Twice during the course participants were invited to visit an online survey form and provide their individual answers so that the facilitator could monitor and get information on the individual understanding of the course's participants, **thus modeling equity through assessment**.

The overall outcome in terms of learning with regard to participants and also with regards to the facilitator was considered successful, as revealed in the answers provided during the final course evaluation and the individual feedback provided to the facilitator in the anonymous evaluation sheets.

Overall evaluation of outcomes:

1. Through the activities and the interactions I have gained some new knowledge and understanding:
 - ✓ I now understand how to make so many people do amazing things together;
 - ✓ I was very touched by the case stories we worked on;
 - ✓ I realize clearly the importance of behaving consciously to accept other people.
2. Through the activities and the interactions I have gained some new skills:
 - ✓ Surprised over the awareness of the impact our behavior and way of treating students has on them...
 - ✓ Experienced the course as very practical one; in full learning-by-doing
3. Through the activities and the interactions I have been touched in my attitude:
 - ✓ Strongly surprised by realizing my own privileges;

- ✓ *I learned that, while not knowing each other, we could cooperate so many hours, go into deep discussions and achieve outcomes. Compared with the experience we bring from school, where we often fight each other over a discussion, this brings strong positive motivation to change the way we treat each other at school!*
- 4. I understand the importance of me taking a personal action for Equity:
 - ✓ *I know where I am going and I this was for me “adding strokes;”*
 - ✓ *I feel strengthened in my teacher's' task.*
- 5. I understand the benefits of having a “Cooperative Learning” classroom for fostering equity:
 - ✓ *What a great chance there is out there with the roles having all responsible; I will adopt Cooperative Learning and use the jigsaw structure.*

Are we merely “people among people”? – The intersections of identity and diversity

Facilitator: Elsa Escobar

The main aim of this course was to address and challenge the concepts of identity and diversity as well as the way they intermingle. This course offered insights, tools and resources which helped participants achieve the expected results by engaging in drama activities, games, cooperative tasks and reflection/discussion time.



Discussion during the “Are we merely ‘people among people’?” course



Activities during the “Are we merely ‘people among people’?” course

The level of engagement and excitement of participants was generally high, even as, for some working together with others and engaging with collaborative activities was a challenge. A multitude of activities was offered which created an opportunity to discover many approaches to the topic. On the other hand this choice impaired to a certain extent the possibility to go deeper into reflection after the experiences and challenges that participants were facing in the course.

Overall evaluation outcomes:

Most participants felt that the course met their needs and felt supported by the facilitator. As for the time set aside for reflection, there was a wider variety of opinions: half the group rating it as excellent, half very good or good, and one participant stating preference for fewer activities to allow for more reflection and debriefing.



Participants and their chain of ...

An online/face-to-face application allowed for continuous assessment of the participants' individual understandings during the course, thus **modeling continuous assessment to support equity in learning**.



Assessment

Teachers Have The Power!

Facilitator: Miloš Jeremić

The main objective of this course was to create opportunities for participants to experience different settings of power structures and to reflect on their own actions in order to understand power and improve their competences for becoming agents of change in education. The teachers were meant to feel the real energy and power of change and to realize that they have “effective power” for improving conditions in education on many levels. The course was then followed up by collecting data for *action research* to explore how the course affects teacher’s attitudes.

Three strong ‘provocations’ were core stimuli: *the ‘Traditional Classroom’*; *the ‘Empty Room’* and *‘Facing the Hell’*. Each day exercises supported and fostered teachers’ reflection on their personal power of change. They reflected on John Lennon’s song *Working Class Hero*; the video *‘Teens Reacts to Malala Yusufzai’*; they collected and interpreted data during the entire course.

The Traditional Classroom was a first ‘provocation’ where participants tried to drop a paper ball in the box which was in front of the first row. Desks were arranged as they normally are in the traditional classroom. This was an introductory exercise for reflecting on power structures in the classroom.

The second day started with **The Empty room**, and exercise where the room for the course was totally empty for the first 15 minutes: without desks, pin boards or the presence of the facilitator. The setting was meant to put participants out of their comfort zone and follow and reflect on how power structures are established without the direct influence of the persons in charge. Elsa Escobar, the trainer who observed this session described the situation:

Some participants were a bit surprised when they found an empty room. One was worried she might have to stand for two hours and someone else said they would probably have to fetch tables and chairs as the room had been left that way probably due to some activity which took place yesterday. No one considered leaving as they soon started saying it was probably another game by “Mighty Milos” (nickname which participants gave to the facilitator during the first icebreaker – a.n.) Then they started saying that perhaps it would be better to start without the facilitator, everyone created a circle and one participant assumed the lead role. She recalled the action research methods and they decided to go back to their micro-groups and start from where they had stopped yesterday. One of the groups began observing the behavior of others before everyone had settled as a micro-group. Some groups went for chairs, some used yoga mats and another chose to go and work on the terrace.

The facilitator found the participants on yoga mats; some of them were sitting with handouts for action research.



Participants during "The Empty Room" exercise

We engaged in a meta-reflection about the exercise: the task was to describe feelings, actions, roles, content and analogies with real life situation.

ACTIONS	EMOTIONS	ROLES	CONTENT	R.L.S
<ul style="list-style-type: none"> passivity resignation asking questions participating dialogue observation questioning 	<ul style="list-style-type: none"> energized happy disappointed proud frustrated empowered curious confused surprised free passive helpless powerless/powerful 	<ul style="list-style-type: none"> passive observers angry participants powerful leader confused bystanders 	<ul style="list-style-type: none"> Life isn't fair. We always have a leader and followers. The advantages make a leader. Every group has a power structure. 	<ul style="list-style-type: none"> classroom (T→Ss) school (Principal→Ts) Politics (government-people) family (parents-children) society

Meta-reflection of "The Empty Room" exercise

One of the teams created a poster with a comparison between the "Traditional Classroom" and the "Empty Room" analogies in real life situations:

YESTERDAY	TODAY
LAST 20 CENTURIES' CONSTELLATION	NEW Constellation
<ul style="list-style-type: none"> * Traditional, asymmetrical & hierarchical * "Fake" democracy * Manipulation * The teacher had the power. 	<ul style="list-style-type: none"> * Empty Room to be filled with content * The chance to take decisions, to lead and accept roles * Freedom of choice * Participants had the power.
<div style="border: 1px solid black; padding: 5px; display: inline-block;">POWER!</div> 	 <div style="text-align: center;">POWER?</div>

Comparison between the two exercises

After reflecting on “**Teens React to Malala Yusufzai**” the participants were invited to write what they would ask Malala if they had opportunity to do it. Here are some of the questions:

- *You are so brave, aren't you? Is it difficult for you?*
- *What kind of talks do you have in your family around the dinner table; how have you been raised in your home?*
- *How did you manage not to be afraid of death?*
- *If you were killed by a Taliban, would your life be worth it or would you choose to fight in a different way not risking your life?*
- *What would you do if you were the “World's Minister of Education”?*
- *What were the reactions of Pakistani teenagers? Has anything changed?*
- *How do you feel now?*
- *Do you sometimes regret having been so courageous?*
- *How can I join you?*
- *Continue to spread the idea!*
- *What will be tomorrow? What will happen to you and to your followers?*

Facing The Hell was a challenging exercise inspired by Marina Abramović's performance and Sartre's idea that hell is the other people's view. Participants were invited to repeat a version of Marina Abramović's performance and sit facing each other; looking face to face for 5 minutes in silence.

Here are some of their reactions:

- *Felt totally exposed*
- *It was a challenging to be seen openly*
- *Not easy; very difficult*
- *Very intense experience*
- *I saw the whole of mankind*
- *I was following face mimics. Do we want to reflect on ourselves or on the other person?*
- *No chance to reflect on myself*
- *I felt a bond to the other person.*

The last part of the course was devoted to presentations from participants of their action research report and action plans for when they will be back in their school.



Overall evaluation of outcomes:

The participants related the *attitude of the facilitator* to the topic. They stressed how he demonstrated, mirrored and *modeled* the attitude of reflection and listening to others as well as that of empathy and taking into account their feelings and thoughts.

This is a substantial outcome in itself. Many participants said they now had a model and would try to reproduce some of these attitudes in their teaching. In terms of activities, the collaborative structures were the ones that most struck participants as being very powerful to **change power settings in the classroom and to address structural violence in a conscious manner**. The 'round robin' and the feedback techniques were widely cited as activities that teachers committed to implementing in their classrooms. This course really got peoples' attention!

- ✓ *The pace of the course was great; the facilitator did not rush activities. I felt productive, active and heard.*
- ✓ *It was terrific although very exhausting!*
- ✓ *Very well trained; professional, sensitive and cautious... Wow!*
- ✓ *I was listened to.*

Dialogue vs. Dualogue

Facilitator: Cinzia Billa

This course was offered to support reflection from participants upon their practice with regards to dialogue and to help them recognize features helping authentic dialogue. Diversity was here considered as a condition for authentic dialogue. Participants held a personal diary throughout the course.

Through activities that put them in situations of different types of dialogue, participants then debriefed on the most important factors influencing dialogue: listening; clarity/active responding; finding common ground and flexibility were thought to be most relevant.



Assumptions, on the contrary, were found to be a major obstacle for authentic communication. A participant pointed out that a professor she had known used to say that “assumptions are the worst; because assume is making an *ass* of u (you) and me!”

Another obstacle to communication was ‘distraction’. The facilitator stressed that *distractions* are also *attractions* or else they would not create the means to divert and or redirect attention.

Participants noted that the activities they experienced increased their awareness of the importance of cooperation. In the classroom, some activities would help to improve communication through a real problem, goal-oriented, that is an authentic situation, challenging lexical knowledge and competence. Moreover, participants were very provoked by the concepts of *communicative action* and *strategic action* (Habermas, 1991) as well as by ‘*dualogue*’ (in theatre, two monologues going at the same time on stage, two people speaking one in front of the other, but only repeating the same sentences without considering the other’s replies). In particular, the concepts were new for them. Dialogue does not need cancelling one’s own experience but it is authentic in the respect of *otherness*.

Each member of the group followed an Action Research path; choosing a dialogical feature they found problematic, one for teacher-teacher dialogue, another for teacher–student and again for student-student. The use of film with guided observation, drama and role-playing completed by continuous assessments, done online and face-to-face; to inform facilitators and learners on their understanding of the concepts developed in the course.

Overall evaluation of outcomes:

The course was evaluated as offering a good balance of activities and learning by doing, on one hand and theory and reflection, on the other hand. The most appreciated activities were the simulation activities and the experience of drama. Moreover, ‘*dualogue*’ was found interesting because it was a ‘new’ concept. Nonetheless, dialogue was accepted as a complex phenomenon

with a special relevance for teachers, especially for the amount of 'unsaid' and 'given images' which risk to be conveyed implicitly and never explicitly explored through critical thinking and understanding.

Action Research was proposed as a data-based method to go from experience to planning, to evaluating to re-planning, in order to consciously engage with teaching by staying *in continuous dialogue with what happens* and with ourselves as teachers. We then recognize and accept that the reality of students and of the context of a classroom is different every year from what we think/assume.

Final evaluation and looking forward

The final evaluation was performed within the base groups who were then 'clustered' in groups of 3 to 12 participants invited to share and cross-reference their findings. They had to recall all courses, connect them between each other and the overall topic of the summer school, and finally, chose to promote three actions they would take in the next school year. The session showed that participants were making numerous connections between the variety of courses they attended. Some realized only at this stage how the base groups had been designed: to the best of our ability, the base groups were composed of members who attended different classes. In one base group, participants realized that the members of their group had not attended *one single common class*! It is planned so to enhance the sharing and integration of participants' experience of the whole summer school, since each participant needed to tell what had happened in the courses and thus 'go over' the events once again, each day and then again at the end of the summer school, during evaluation, to describe them to the others of the group. This structure is meant to support self-reflection, individual learning and to support others' learning as well. A couple of participants found the activity overly intense but the majority were very positive about the evaluation.

Reports from participants' presentations revealed that the long courses brought them many ideas and motivated them to act. The short courses were sometimes just right as a 'taster' and sometimes too ambitious, promising more than they actually offered. Some of the topics of these short courses were cited as good 'candidates' for a long course. The base groups were widely appreciated; they allowed for real-time, **here and now reflection on the workings of diversity and intercultural competence**. Issues of power were often discussed throughout with participants who felt empowered to question the way things were done in the setting of the summer school as a whole; **concepts and experiences discussed and debriefed in courses were visibly mobilized to critically comment and understand the summer school experience**.

The common activities were also very well appreciated with a particular emphasis on the "Socratic walks," the "Open space" and the "Soapboxes" (see summary/commentary above); all activities that 'give the floor' to participants to express themselves, to be *diverse teachers and diverse learners* at once.

The opportunity to meet with teachers from all over Europe was central and highly impactful on participants' learning. One participant writes:

*"I want to say thank you for the wonderful time I spend during the Summer School. I received much new and valuable information. Most of it was very inspiring and I tried to get familiar with it and will continue to do so and spread it. **But what I am most grateful for is the exchange with the other participants from other nationalities, cultures and backgrounds.** The personal stories of the others made me understand their attitude and statements and helped me re-arrange some already set opinions on my side. And of course it was just great to meet so many lovely and dear people! Furthermore, I found it very helpful to be given time to reflect on meanings of words or values or statements mine, as well as others, in the long and short courses. The buzz-words themselves are surely known to educational personnel who regularly use them in the given context. But you rarely have the time or positive critical people to think and talk it over with. The whole stay I felt valued as a private person as well as a professional. I take a huge lot of positive vibes and inspiration with me from these days. Thank you for this great experience!*
Viele liebe Grüße; (Personal communication, B.)

International settings for teacher training are very valuable and necessary and we hope that opportunities like this summer school will continue to be offered because they are worth the investment. Although diversity is everywhere even in our own neighborhood, it is quite a transformative experience to be able to share and reflect, well guided, with others-like-you from all over Europe.



Expressing creativity

Full List of Participants

Ms Elfriede LENZ
AUSTRIA

Ms Liudmila BARYSIK
BELARUS

Ms Volha MATSKEVICH
BELARUS

Ms Liliyana MBEVE
BELARUS

Ms Kristina MARIJANOVIC
BiH/ FEDERATION OF BOSNIA AND HERZEGOVINA

Ms Jasna PRGUDA
BiH/ FEDERATION OF BOSNIA AND HERZEGOVINA

Ms Danka KEZUNOVIC
BiH/ REPUBLIKA SRPSKA

Ms Bella HARALAMBOVA
BULGARIA

Ivanka NOVAK
CROATIA

Ms Zacharoula MALAS
CYPRUS

Ms Maria SHIAKALLI
CYPRUS

Ms Tellervo SUHONEN
FINLAND

Ms Nathalie FOUQUE
FRANCE

Ms Nina ABASHIDZE
GEORGIA

Ms Natia JOJUA
GEORGIA

Ms Bettina DOMBROWSKI
GERMANY

Ms Stefanie MAY
GERMANY

Ms Franziska STOCKBURGER
GERMANY / BADEN-WÜRTTEMBERG

Ms Simone FALK
GERMANY / BADEN-WÜRTTEMBERG

Ms Ute SCHARRE-GRÜNINGER
GERMANY / BADEN-WÜRTTEMBERG

Ms Silke GERDAU
GERMANY / BADEN-WÜRTTEMBERG

Mr Markus GECKELER
GERMANY / BADEN-WÜRTTEMBERG

Ms Iris DRUMM-WILBOIS
GERMANY / BADEN-WÜRTTEMBERG

Ms Ulrike HOFFMANN
GERMANY / BADEN-WÜRTTEMBERG

Ms Isabel SACKERS
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Ms Mechtild SPAETT
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Ms Gudrun MOGLER
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Ms Sylvia HERR
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Ms Christiane MÜLLER
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Mr Anargyros DROLAPAS
GREECE

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