

Grundtvig Partnership



Adult Education Centres of the Ministry of Education and Culture, Cyprus



Second Chance School of Serres SCS, Greece



Polo Europeo della Conoscenza-IC Lorenzi, Fumane-Verona, Italy



State Probation Service Daugavpils District, Daugavpils, Latvia

Regionālas Attīstības Atbalsta Centrs „Ritums”, Liepāja, Latvia



Inspectorate of Correction Region of Klaipėda, Lithuania



Sycyna Educational Society, Poland



Regional Chamber of Craft and Small Business, Sežana, Slovenia



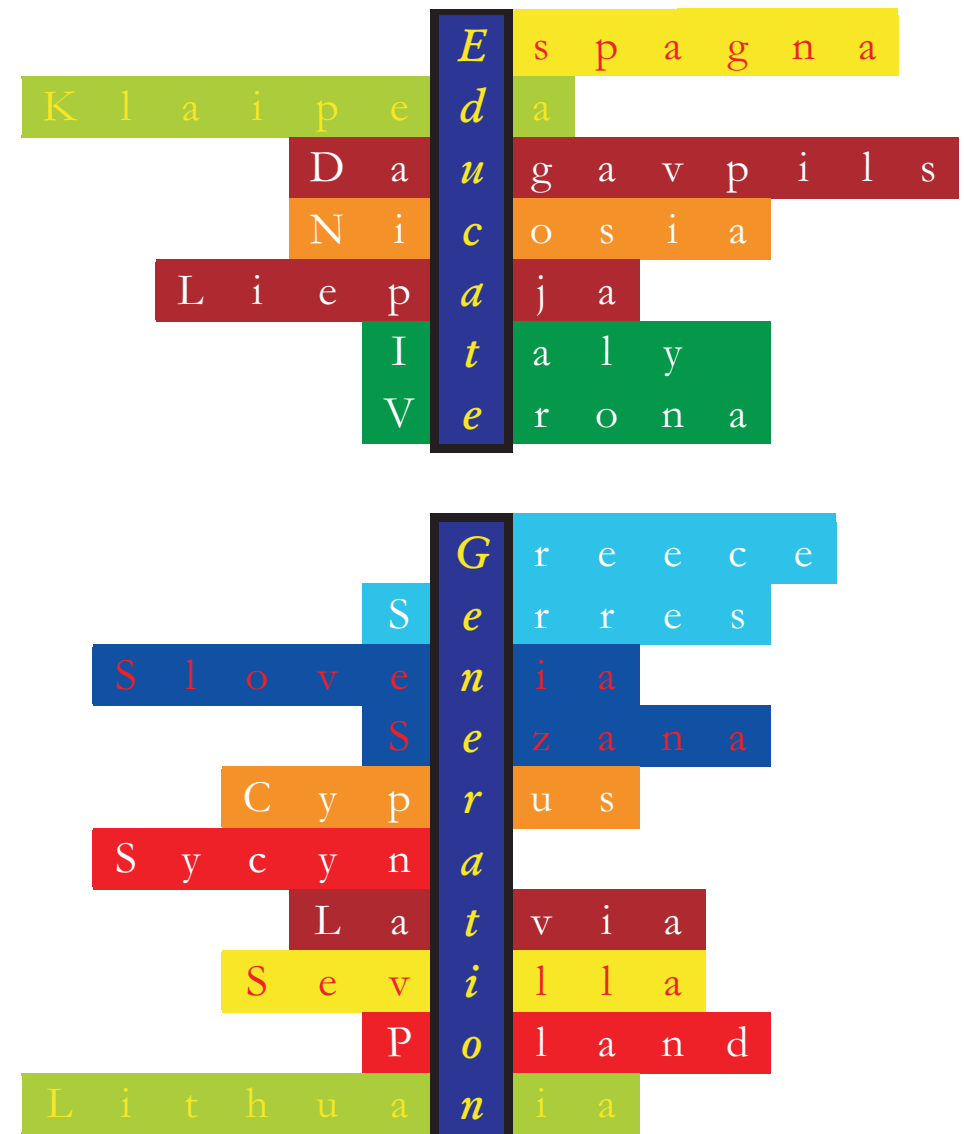
Centre of Lifelong Learning Triana, Spain

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Introduction

Quick development of informative technologies that takes place in the modern society requires particular skills of the society members which would allow them to act in the informative environment. In the scientific literature to name these skills there is being used a concept of digital literacy. The digital literacy means person's ability to use effectively exercises in the digital environment; "digital" means information provided in a digital form, which firstly is available by using a computer, and "literacy" means ability to read and interpret media means, to recover data and pictures processing them in digital way and to value and apply new knowledge which was obtained in the digital environment (Jones-Kavalier, Flannigan, 2008). This skill was excluded and determined in 2010 by European Council and European Commission among the eight main abilities which constitute main skills of Lifelong learning and news in the society outline. The absence or lack of the digital literacy creates the digital disjuncture "which signify the different accessibility of the social groups to digital services and their different abilities to use different digital facilities" (Norris, 2001).

The education of the learners' digital literacy skills was the aim of this international project "Educate Generation".

The tasks of the project:

1. To develop the best experience of the adult education adapting it to the target group of every organization.
2. To develop expertise of every institution-project participant in the field of digital literacy.
3. To reduce the social disjuncture of the project target groups by teaching them to use new informative technologies.
4. To create new informative web between the institutions and project participants which consists of the common main Internet website and local Internet pages in every country.

5. In the common Internet website provide the electronic book created, in which project partners' best experience in the field of adult education to use new informative technologies will be saved and described.
6. To stimulate international cooperation and communication between the institutions which participate in the project expanding in such a way the European Union cultural development.
7. To share the best experience in the field of adult education to use new informative technologies.

The subject of the research were beneficiaries from 9 Project Partners in 8 countries

- ***Adult Education Centres of the Ministry of Education and Culture, Cyprus.*** Adult Education Centres started operation in 1960. The objectives of the Training Centres in line with development policy of the state and the wider objectives of the Ministry of Education and Culture for providing opportunities "Lifelong Learning" to all citizens of Cyprus and the fight against educational inequality for the integration and effective action in United Europe. The Education Centres employes each year more than 500 persons qualified in teaching the various subjects offered.

- ***Second Chance School of Serres SCS, Greece.*** Second Chance Schools were instituted in Greece by law in 1997 based on the principles laid down by the European Union authorities. The Common Goal of SCS is to promote the employment and social adjustment of young and unskilled people who have not completed compulsory education and do not have the qualifications and skills required by the labour market.

- ***Sycyna Educational Society, Poland.*** The mission of the rural association (working since 2000) is integration, self-organization and activation of local communities by cultural and educational animation to even out social and educational chances of youth and adults.

Cultivating the legend and disseminating creativity of the Jan Kochanowski and history of Sycyna as a local community, Association supports interregional and international co-operation.

The most important instruments of innovation used by SO "Sycyna" to support the educational tasks are the following:

- Preparation of 36 courses for 1231 participants of non formal and informal learning.
- Creation a computer network of e Sycyna: 80 computers in 44 towns.

- Publishing the local newspaper "News of Sycyna" – 46 issues, 5 000 copies.
- The Library of Sycyna – monographic series of the village 33 + 14 titles, 53 000 copies.
- Over ten European Partnership project realized so far.

• ***Centre of lifelong learning Triana, Spain.*** Centre of lifelong learning Triana was created in 1983 under programme of “Adult Education“. Since 2005 Adult Centre focus their work on Lifelong Learning and their objectives were modified and expanded. Adult Centre offer programs for adults who need help with their basic skills (Adult basic education); for adults who left the education system and now seeks to get the basic qualifications; for the immigrants Spanish language and culture courses; basic usage of the information and communication technologies aimed at the population who need solve “THE DIGITAL BREACH” in current society.

• ***Polo Europeo della Conoscenza–IC Lorenzi, Fumane-Verona, Italy.*** This institution is a public National Organization - network of schools, teachers, researchers, associations and institutions at national level – hosted by IC Lorenzi (Fumane-Verona). The European Pole of Knowledge is planning "umbrella activities" involving the greatest possible number of schools and institutions in consortium. It works in every field of education, from ITC to in-service training courses for teachers, from kindergartens to adult education.

• ***Inspectorate of Correction Region of Klaipeda, Lithuania.*** Inspectorate of correction region of Klaipeda was established in 2001. Institution execute two main tasks: certain the pursuing of law sentence and decisions of the sentence, not connected to the imprisonment (except punishment of the property restriction), the delay of the punishment, the conditional release from the prison, conditional release from the imprisonment before the term, the means of criminal punishment – prosecuting of costless work; helps to integrate people into the society who are released from prison, who are conditionally released from the imprisonment before term, and under competition provide social help for the people who are in the records of the inspectorate of correction region of Klaipeda.

• ***State Probation Service Daugavpils District, Latvia.*** Institution was established in 2003. State Probation Service Daugavpils district executes 8 functions: preparation of pre-sentence and parole reports about probation clients; development and implementation of social behavior correction programs for offenders; organization of criminal

sentence – community work – execution; organization of compulsory enforcement measure - community service – execution (for juvenile offenders); mediation in criminal matters; supervision of persons, who are conditionally sentenced or released on parole from places of imprisonment; supervision of persons who are released from criminal liability; post-penitentiary assistance.

- **Regional Chamber of Craft and Small Business, Sežana Slovenia.** The Chamber engages in a wide range of activities, including active involvement in the network of craft and small business chamber system with other 60 regional chambers of craft and small business in Slovenia, as well as cooperating with chambers in Italy and countries of former Yugoslavia.

- **Regionālas Attīstības Atbalsta Centrs “Ritums”, Liepāja, Latvia.** Institution was founded in 2005. The aims of “Ritums“ are: promote well-balanced and sustainable development of regions of Latvia; promote specific feature and development potential of each nature and culture territory of country saving and development.

The following research methods and techniques have been applied diagnostic survey, interviews, analysis of documents and good practices.

Project products. In this project two main products have been created: the project website <http://educategeneration.europole.org/> and this electronic book. In the project website you may find all the information connected to the organization and prosecution of project “Educate Generation”. In the electronic book the works performed by the project participant have been consistently introduced: there are the questionnaires and the answers created; in the frames of the project “Educate Generation” the participants have prosecuted “the small projects”; statistical evaluation results of the project activities; Skype conferences which are proceeded between the project participants; the best experience of the project participants and the idea of the further project development.

The teaching method. When prosecuting the education activity it is very important to choose the right teaching method. In the scientific literature teaching methods are divided into the classic teaching methods and modern teaching methods. Modern teaching methods do not have settled classification because they have still being created when realizing the process of education (Šiaučiukėnienė, Stankevičienė, Čiužas, 2011). While prosecuting the teaching activity in the project “Educate Generation” the project method, which is one of the methods of modern teaching, has been used. The main principles of

the project method which mostly separates this method are these: problem orientated; governed and prosecuted by the learners; results showed publicly (Teresevičienė, Oldroyd, Gedvilienė, 2004). The project method gave the opportunity in the project “Educate Generation” to consider the different skills of the students, their activity and interests; the theory has been applied in the practice and conversely; it was an opportunity to adjust the teaching means to the individual skills of the students; the teaching process could be individualized; an opportunity for the students to express themselves was there; the students were introduced into the common work.

The monography of e-book contains the scientific summary of research and analysis work. The proper and the whole documentation of the project, which contains 299 pages is available on the Project Website: <http://educategeneration.europole.org> and also on the Partners sites.

The project “Educate Generation” took place in 2009-2011 and was financed by European Commission according to Lifelong Learning Program.

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1. Intergenerational Information Technology of the cultural education of adults

Introduction. The civilization breakthrough, especially technological, as well as globalisation significantly impact world changes and local socio-systemic, economic and cultural transformations. In the past generations would earn their living working in the agriculture. The 20th century meant increasing opportunities of working in the industry. Changes were occurring relevantly slowly. The environment and work of grandparents and grandchildren did not differ much for many decades. Technological development, mainly at the turn of the 20th and the 21st centuries, and predominately the pace of changes caused the intergenerational gap between the elderly and the young, as far as the level of education and Information Technology (IT) skills are concerned.

Agriculture, craft and industry, production and manufacturing are not the only source of development anymore. The most important product of a human is knowledge. Transfer from the industrial to post-industrial society means the increase in significance of knowledge and qualifications as the main factors determining the development of a human, organisation and society. In the post-industrial society these are machines, automatic machines and robots that take over routine “physical” works, while people are more and more often occupied with creative work. Though on different levels, the creation and the processing of knowledge is the domain of every single occupation. Thus, what we can currently observe is the intellectualisation and the dematerialisation of each job. Hence, the idea of continuing education, the education during whole life is the foundation of educational development strategy of a person, organisation, enterprise, economy and society.

The measure of information society is the value of GDP created in the area of services. If GDP exceeds 50%, the post-industrial phase begins.

Lifelong education during whole life cannot be realised only with the help of knowledge and without IT skills. Knowledge and IT skills

constitute the basic and one of the most important qualifications on the job market. However, significant majority of adults 50+ did not achieve such IT skills at school and university.

People in modern society are different with regard to resources of knowledge and skills of interpretation. An educated person, who develops their skills, is able to use common knowledge efficiently. The specialist of processing interpretation of information becomes one of the most important experts in our already virtual civilisation. Universal education in this area is one of educational priorities.

The notion of *information society* was popularised 40 years ago by **Martin Bangemann**, a member of the Commissariat of the European Union, who in his report from 1994 wrote: *revolution based on information ... (and) technological development, that helps us now process, collect, recover and pass information in any form - spoken, written and visual - regardless of distance, time and size and this revolution offers human intelligence new, huge opportunities and (...) changes the way we live and work* (Bangemann, 1994). Vice-president of the USA, **Al Gore**, advised to apply computer networks (*Global Information Infrastructure* programme) to create worldwide information infrastructure.

The Organization for Economic Co-operation and Development (OECD) presents *Information society that may be founded by the integration of the following industries: telecommunications, electronic media and IT, based on the paradigm of digital information. One of leading powers is the constantly growing computing power of computers. The other element is the possibility of connecting computers into networks, allowing them to share data, applications, and sometimes computing power itself, at distances as small as an office and as big as a planet. This **basic model of dispersed computing power and fast networks is the crux of information society*** (OECD, 2010).

Information society based on knowledge is connected with an increased role of information and knowledge that are intensively used in all areas of social and economic activities. Means of communication and processing information constitute significant source of national income.

IT technologies have significant impact on changes of information society and society based on knowledge. In this context it is reasonable to consider problems and try to answer the following questions:

- What are the state and prospects of development of IT technologies?

- How to counteract adult social exclusion?
- What changes in the intercultural education culture are brought by IT technologies?

The basis for the scientific reflection is the critical analysis of literature, Polish and world experiences, completion of many European projects (Leonardo da Vinci, Socrates, Grundtvig) by the Sycyna Educational Society, Institute for Sustainable Technologies - National Research Institute in Radom (Bednarczyk, Kupidura, 2008).

1. Development of IT technologies

Development of computer technologies. First works on electron digital computer had been started already before the outbreak of the Second World War (in 1937). The first computer in the world was built in Philadelphia in 1943 and designed for needs of battle calculations of the United States Navy. Several years later (1946) at the University of Pennsylvania the first computing machine using electron lamps - famous ENIAC (Electronic Numerical Interpreter and Calculator) was built. That computer started the first generation of computers, which were characterised by big size, huge energy consumption and tens of thousands of often unreliable elements (electron lamps, transmitters, resistors, condensers, etc.) (Metzger, 2008).

In the second generation computers (1955-1970) transistors were applied, which allowed to increase the operational speed and reliability, as well as decrease dimensions and necessary power. At the same time magnetic disks were used as external memory units, and core operating memory. Integrated circuits with small and medium level of integration resulted in smaller dimensions and lower energy consumption, as well as increased operating speed.

The third generation computers (1965-1980). Since 1975 integrated circuits with huge level of integration, in which single integrated circuit contains whole functional unit, e.g. microprocessors have become widely applied.

In the fourth generation the standardisation of computers takes place - the application of standard microprocessors and the rapid increase of speed and functionality of computers (Fig.1).

The heart of computer consists of microprocessors that do the calculations and whose speed defines computing possibilities of a computer. The first **microprocessor** was built in 1971. Microprocessors created the opportunity to build PC class computers (personal computers).

Processor - computing unit collecting data from the memory and processing them. It is also defined as CPU (Central Processing Unit). Processor is the main element of a computer. One of determinants of the processor's operating speed is its frequency of work. The higher is the frequency, the faster is the processor. However, it should be noted that the estimation of processor's capacity by the measure of frequency is possible only in the area of one "family" of processors. Main producers of processors are Intel and AMD. The development of processors led to the development of multicore systems. Currently there are processors with six cores available on the market. Nowadays the newest processors are Intel Core i7, and the most efficient one is the six-core Intel Core i7-990X processor with 3.46 GHz clock rate. It is expected that the number of cores in multicore processors will increase.

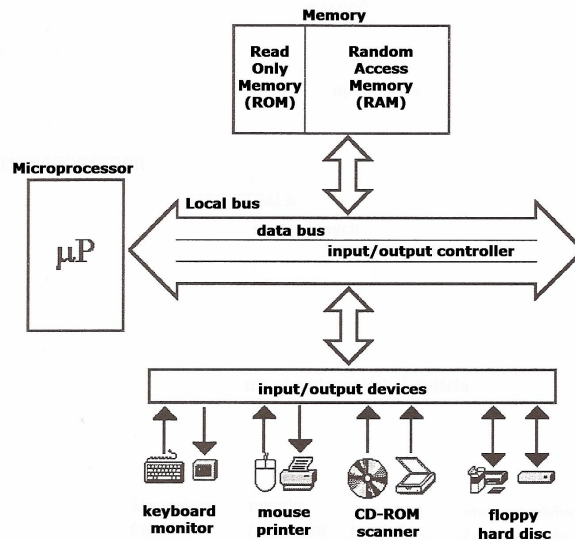


Figure 1. Microcomputer architecture

Source: Dec Z., Konieczny R.: ABC komputera. Kraków 1995

Operating memory of a computer (RAM) is used for storage of currently processed data and programs. All information contained in the memory is lost when the computer is switched off, which allows to call it volatile memory. Main two parameters describing the memory are time of access to the memory and its capacity, e.g. memory with capacity of 4 GB (first computers only had 32-256 MB). The bigger is the operating memory of the computer, the quicker and more comfortable is the work.

External memories of a computer (external disks). All information stored “on a computer” is saved on its hard disk. Hard disk has limited storage useless data should frequently be erased. External carriers of computer memory, including external hard disks and CD-Rs, CD-RWs, DVDs, BDs are often used. External memories are also used to move information (files) from one computer to another.

Software. Depending on the needs and the purpose of a computer, appropriate software is installed. In a nutshell, the installation involves copying application files from a CD or other carrier to computer’s hard disk. The univocal classification of software is not possible, that is why software groups presented below shall be taken only as indicatory. (Silberschatz, 2005).

- **Operating systems.** They are essential and perform superior functions in a system - they enable cooperation of software with all devices connected with the computer. The most often used operating systems are: Windows XP, Windows Vista, Windows 7, Linux.

- **Text editing software** (text editor or processor). They enable the electronic creation of writings, books, simple folders with the possibility of pasting graphics from other applications. The MS Office package (Word), StarOffice package and the Lotus (AmiPro) text editors as well as WordPad installed together with the Windows system are most common.

- **Spreadsheet programs** are used for creating automatic calculations; they can make graphic presentation of data (graphs). Spreadsheet programs of the Works package, Office package (Excel), StarOffice package, as well as Lotus 1-2-3 and Quattro Pro are used.

- **Graphic software.** It enables the creation and modification of graphics and complex graphic forms (e.g. advertising folders, albums, book illustrations), presentations and demonstrations. They enable photograph processing. The most popular graphic software is: CorelDRAW, Adobe Photoshop, package of Micrografx company, Adobe Illustrator, PowerPoint, etc. The separate class of such software is constituted by software supporting work of engineers (CAD/CAE/CAM). It is used at the designing stage and to create technical documentation.

- **Databases.** They enable entering and collecting data, searching for information, generating reports: databases of the Works package, Office package (Access), StarOffice package and dBase, FoxPro, Oracle, Progress, Informix.

- **High-level** (*Delphi, Visual Basic, C++*) **and low-level programming languages** (*Basic, Pascal*) enable to create own and modify existing applications.

- **Educational programs** (educational games, various kinds of tests, multimedia encyclopaedias and dictionaries) are used to support didactic process (Saul, 2008).

- **Specialist programs**, banking, financial-accounting, stock-taking, administrative software.

- **Anti-viral software and the so called Firewall.** The aim of anti-viral software is to protect computer resources against dangers from the side of viruses, trojans, and spyware. Firewall prevents unauthorised persons from accessing the computer through the local network or the Internet. Commonly applied anti-viral software includes: *Norton AntiVirus, Mks_Vir, Panda Antivirus, Kaspersky Anti-Viral*. Popular Firewall programs: *ZoneAlarm, ZoneAlarm Pro, LockDown, Horton Personal Firewall, Sygate Personal Firewall Pro, Kenio WinRoute Firewall, Primedia Firewall Lite*.

In everyday life we have to work with great variety of computer equipment. Apart from stationary personal computers, portable laptop computers, netbooks and PDAs (iPods, tablets) are currently dominant. More and more computer elements are included in mobile phones, TV sets, photo cameras, video cameras, etc. Their functions are changing.

Currently the quickest computer of the world is Tianhe-1A (Milky Way). Built in October 2010 at the Chinese National University of Defence Technology has a computational power of 2.507 petaflops, that is 43% higher than the previous quickest computer at the National Laboratory in Tennessee - Oak Ridge. Two hundred Chinese experts built the computer in the course of two years for 88 million dollar. The quickest computer contains 7168 Tesla M2050 graphic processors (NVIDIA) and 14336 Intel processors. With the full use of microprocessors it may achieve computational power of 4.669 petaflops. Such powerful computers are used in modelling natural disasters, atomic explosions, DNA research, astronomy and physics.

2. Internet resources of knowledge

The Internet is applied in the electronic economy, electronic trade, auctions, electronic banking. Electronic signature ensures the credibility of sending data.

Poland ranks first among Eastern European countries in using electronic mail and websites. The users are mainly young people up to 24 years old, which is consistent with the world tendency. Greater and greater meaning is ascribed to the use of other services and applications of the Web.

The Internet has created new situation in global communication system. Each Internet user may be a sender and a receiver at the same time which led to the creation of the new virtual reality - cyberspace. The Internet is the new media that efficiently competes with radio, television and the press.

Structure of the Internet. The Internet - networks, global computer network, connecting local networks that use the package, TCP/IP communication protocol, and have uniform principles of addressing and naming nodes, as well as information releasing protocols (ARPANET development - USA, scientific and academic networks). In the 1990s the Web became accessible on a massive scale for individual users in the entire world.

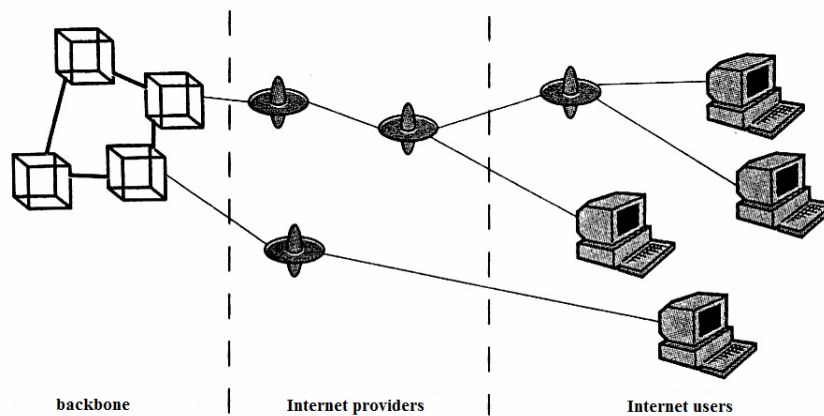


Figure 2. Structure of the Internet

Source: Wielka Encyklopedia PWN, 2001-2005

The structure of the Internet is composed of 3 levels (Fig. 2). The Internet backbone consists of a set of nodes (USA - telecommunication companies), each node contains full information (IP numbers, Internet Protocol) on networks connected with the Internet and on traces of directing packages to nodes.

Servers and routers are connected to the backbone. **Internet providers** administer servers and routers connected to the backbone. Providers render the following service: they act as agents in allocating addresses and names in the Internet to users (IP numbers and names of domains). **Servers** connected to the backbone know addresses of domain servers, which in turn know the addresses of generic domain servers. **Generic servers** allow finding IP addresses of users. **Computers of individual users** are connected to the Internet provider's server.

The Connection of the computer with the appropriate provider's server to the nearest gate with permanent Internet connection with other systems is realised via **wires**, telephone lines, power grids, cable TV (modems, ISDN digital lines, ADSL modems) and **wirelessly**, radio modes (GPRS, HSDPA and satellite connections, Wi-Fi). The computer communicates with other systems through protocols from TCP/IP family of other users (Kerres, 2004).

The latest solution is the **LTE - Long Term Evolution** technology (sometimes called 3.9G or Super 3G), which radically increases data transmission speed of mobile devices, and as a result gives access to new services. Maximum speed of data download is 326.4 Mb/s, and of data transmission - 86.4 Mb/s. LTE technology ensures keeping high parameters of data transmission for mobile users. The most important technological revolution enabled by LTE is the ability of the network to work in 1800 MHz and 2.6 GHz frequency bands - below 1 GHz - allowing easier access to rural areas.

The Internet and the World Wide Web (WWW) are not synonymous. The Internet is the computer network - many computers connected with each other. WWW is a set of documents and other resources connected via hyperlinks and URLs.

Information on the Internet. Database IT systems perform main function in data collection, processing and popularising. Such systems function in enterprises, schools, offices, banks. Usually, these are closed systems - networks for authorised employees mainly. The development of the Internet, and the greater access to it, resulted in a common access to its resources. Every day there is more and more information available in open resources, which is easily accessible for all Internet users. Considering the structure of databases, we can divide them into: network, hierarchical, relational and object-oriented databases.

First **database** management systems were developed by **Charles Bachman** in the 1960's - network CODASYL and hierarchical North American Rockwell. In the 1980s there were commercial systems of relational databases created – i.e. Oracle and DB2. The first product for microcomputers was dBase for CP/M, PC-DOS/MS-DOS operating systems. In the 1990s object-oriented databases for service of more complicated engineering and multimedia applications were created, with which e.g. spatial databases were not able to deal. It should be stressed that free database systems such as PostgreSQL and MySQL (GNU PL licence), which are widely used in construction and management of databases, are also available on the market.

On the Internet it is possible to find such databases as dictionaries, encyclopaedias or digital libraries. When exploring Web resources we can also find specialised databases from the area of medicine, biology, geography, technology, etc.

An important source of information is constituted by Internet portals, as well as WWW sites created by regular users, offering thematic forums, courses or tutorials enabling the development of skills and knowledge of “explorers”.

Surfing the Internet is enabled by programs defined as Internet viewers (*Internet Explorer, Google Chrome, Mozilla Firefox or Opera*) closely cooperating with search engines (*for example: Google, Bing*) that help with finding information when somebody does not know its localisation on the Web.

Nowadays, an important solution of sharing and downloading information is software that serves communication and enables exchange of information, with the help of text, graphics, sound and video. In this area chats, forums, electronic mail services or videoconferences can be found. Presently the most widespread communicators for global communication are GaduGadu and Skype, which allow communicating in text, sound and video mode. These programs also allow the users to exchange information by transmitting the files. *LanCzat Pro* program that *allows text communication and the transmission of files* is used in local networks for internal communication.

3. IT technologies in education

Learning with the use of the Internet used to be perceived in great measure as an individual action. New solutions such as Computer

Supported Collaborative Learning (CSLL) enable working in a group. Cooperative learning supported with a computer is more and more often applied in remote learning platforms. The technology that facilitates and organises group work in computer systems is called Computer Supported Collaborative Work (CSCW). CCSW systems are used mainly for commercial purposes in contrast to CSLL systems. In order to make a group contact situation real, asynchronous (**email, discussion forums, plan of group deadlines**) and synchronous tools (**chat, whiteboard** - kind of board on which texts or images immediately visible on other computers can be entered) are used making applications of remote learning platforms accessible, e.g. **online, audio conferences, videoconferences, wiki-wiki** - dynamic websites, **MUD** (Multi User Dimensions - communication via solving tasks, games, etc.), **Skype**. (Allan, 2007).

Stages of development of IT technology in education. The first one is the introduction of computer devices to schools as new educational aids. Computer is perceived as a supplement to education. Another stage is application of computers to the entire learning process. Provision of access to a computer for each child and teacher is an introduction of IT technology.

In the half of the 1990s in Great Britain, according to the National Education Programme, learners' skills in the area of IT technologies, i.e. disposal of knowledge about applications, including sources of information, tools such as text editors, databases, spreadsheet programs, software for sound and image processing, simulation and modelling, efficient use of sources of information and tools to process it, as well as the understanding of new possibilities and limitations of IT technologies were determined.

In Poland, the subject "Elements of IT" has been introduced to secondary school curriculum since 1986 and in primary schools since 1990. In the 1990s education in the area of IT was also introduced at almost all universities.

Beginning in 1999, changes in scholarly education, resulting from the reforms, have been gradually introduced. IT education is conducted on all levels of education within the framework of subjects - IT (primary and middle schools), and Information Technology or Extended IT Technology (secondary schools). At many universities the name and the scope of IT education has been changed and the emphasis has been put on information technology.

On the basis of UNESCO analysis four stages of development of information technologies in education can be distinguished. These are: **exploration**, emergence (emerging stage) - exploring and becoming aware of general possibilities both of equipment, software and network connection, **application** (applying stage) in supporting teaching and organising education, **integration** (integrating stage) - in solving problems of real world, **transformation** (transformation stage) - as an integral activity and functioning of educational institution (Strykowski, 2004).

a)



b)

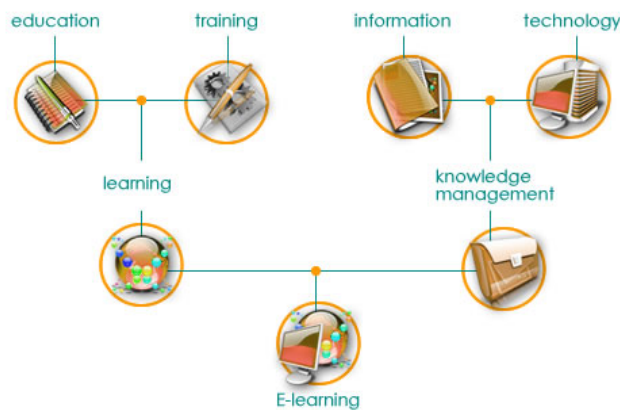


Figure 3. Functional solutions for e-Learning

a) Source: Corporates invest more in e-Learning to save time and cost.
www.karthikk.net/2010/02/

b) Source: Y2Fox: www.y2fox.com/learn/eRom.php

Open resources of education. Open resources of education, digital libraries, and electronic accessibility to the collections of traditional libraries are currently being developed. First educational materials were made available on the Internet by the Massachusetts Institute of Technology in 2002. In 2008 *Declaration of Open Education* was accepted in Cape Town.

E-learning means education with the use of and via computer network, that may be local or *Global Computer Network - Internet* (Fig. 3, 4, 5). In e-learning it is possible to distinguish between:

- **Databases** which are the form of e-learning concerning indexed databases, **frequently including explanations of** problems related to software together with instructions, allowing completing defined tasks step by step. They may be called moderately interactive, which means that anyone can enter searched key word or make a choice from alphabet list on their own.

- **Asynchronous solutions** (Topclass, Virtual-U), lack of contact between the student, teacher and other students in real time.

- **Synchronous solutions** allow the course participants and the teacher to communicate easily, as if they were sitting next to each other in one room. The products usually contain a built-in, mechanism of Voice over IP based voice communication, created on the basis of the search engine. Besides the products have a common access to application through a search engine and contain the mechanism synchronising the search engines of all the participant of the course. The search engine also performs the role of a board. Lessons conducted in this way have a formalised character, controlled by the teacher, which corresponds to lessons or seminars at schools (Mc Cullough, 2006).

E-learning rarely is present in pure form, but almost always it supplements or includes elements of classic teaching.

Preparation of teachers, subject methodologists and psychologists is extremely important. IT specialists applying computers and other media to the process of education have to possess knowledge from the area of teaching and pedagogy, so that their solutions could serve innovative future education on the highest possible level.

So another questions arise - how to prepare young people and adult generation to use new IT and how to develop general and specialised skills in the area of using new opportunities?

4. Digital exclusion. Adult IT education

A vast majority of the retired do not have formal IT training. Even if those people graduated from universities in the 1960s or 1970s, they would not gain enough knowledge and skills that would allow them to acquire modern possibilities of computer technology. Moreover, most of them do not feel such a need. On the other hand, the phenomenon of the increased interest in computers and the Internet in the generation of fifty- and sixty-year-olds has already been noticed more than ten years ago in the richest societies. Sometimes those were very prosaic reasons, as for example establishing contacts with grandparents via the Internet. In Poland IT courses at the Universities of the Third Age are still enjoying constant interest. However, they do not involve great part of adult population. Lack of knowledge and basic IT skills cause digital and civilisation exclusion and lack of job opportunities for adults. In 2010 only 13.5% of people had the access to broadband connections and 4.5% to mobile Internet.

In the course of ten years the number of computers in households has rapidly increased and in 2010 69% of households had them, including 63.7% in rural areas. However, a significant number of computers are out-of-date. In the course of five years the indicator of households having computer has increased twice.

So how to provide the access to computers and the Internet, how to encourage adults to learn and use modern technologies? How to overcome fear of computers?

Which forms of **IT education for elderly people** seem to be the most adequate? It seems that on the first stage it should be traditional courses organised by universities, training centres, etc., having a form of basic computer literacy course and taking into account basic Internet services, that is viewing websites, writing and receiving emails, and maybe a chat. Another form could be writing a blog. This generation has not forgotten such a classical form as writing a diary yet.

Training in a group of peers, where similar problems would appear, could bring better results than an open training for all age groups. The youth, even if they do not have IT knowledge, possess much better manual skills of using computer keyboard or mouse. Also interests of youth are often visibly different than these of the elderly. With regard to all these, on the first stage there is small efficiency of training older generations with the use of e-learning methods. It is better if e-learning is the next stage of the advanced training. However,

groups integrating different generations, i.e. grandparents and grandchildren, have their advantages as well.

Basic difficulties in the organisation of computer training for old age pensioners stem from financial problems and the inability to afford the costs of training.

Adult IT education in most of countries is organised within the framework of the *European Social Fund*, European Regional Fund, included within the framework of specialised program *Education Through the Whole Life* (Grundtvig as well).

In Europe the first telecentre, where enabling the use of the computer and the Internet, was founded in *Marne-la-Valle, France, in 1980*, the next one in *Sweden (1982)*, then in *Switzerland (1985)*. The idea of founding such centres has quickly spread all over the world. In 1999 the biggest number of telecentres were functioning in *Canada - ca. 5 000*; in the *United States - ca. 260*; in *Great Britain - ca. 200*; in *Hungary - ca. 240*.

Telecentres have been established not only in the economically booming countries, but also where there is little access to computer technologies, like Romania, Estonia, Ghana, etc.

The purpose of building Telecentres is defined in the *Development Strategy of Telecommunication in Rural Areas in the period 2000-2004*. The governmental project has assumed the creation of telecentres as new and organisationally separate units. Additional projects: *Development Strategy of Information Society in Poland for years 2001-2006 ePoland*. In the Mazovia region - *Agroalternative 2000* and *Agroalternative 2001* have also been realised and over 1000 *Municipality Information Centres* (Program of Professional Activation of Graduates *First Job*) were established. Further programs included: *School Career Centres*, *SMALL ICON@ Program in libraries and Informatisation of Schools*.

Now I will present individual cases of local projects preventing digital exclusion (Bednarczyk, Kupidura, 2008).

Local undertaking *eSycyna Social Computer Network* in the Zwoleń County by the Sycyna Educational Society built in 2000 and still spreading - today it includes 80 computers in 55 e-points in 44 villages, which frequently have no access to the Internet as such. Nowadays, there are between 300 to 500 people who use computer studios and e-points on daily basis. Usually these are young people who do not have a computer and the Internet access at home (Bednarczyk, 2003).

In the *Living Memory* project of the Leonardo da Vinci e-learning program with cooperation of institutions from Spain, Sweden, Austria, Poland. The integration of the generation of grandparents and grandchildren completing the curriculum in an individual rhythm was the most efficient form of education (Bednarczyk, Baixeras, 2007).

Another IT project, *e-Inclusion*, completed by the Zwoleń County, Zwoleń municipality and the Sycyna Educational Association assumes the supply of 180 computers for the disabled and the middle schools students in households where income entitles to benefit from social services. Training and the access to the Internet will also allow for intergenerational IT education.

It can be assumed that the increased access to the Internet all over Poland, the computerisation of administrative services and others, as well as the pace of equipping households with computers will be favourable for adult IT education and will result in the decrease in digital exclusion.

5. Cultural Education

Culture is first of all the world of values created by the mankind: moral, religious, aesthetic, cognitive values, achievements of spiritual culture, as well as phenomena of mass culture, everyday life and changes appearing in the material sphere.

Culture is favourable to solving social problems or problems of societies from our civilisation.

Multiculturalism is what we most frequently deal with in our everyday lives. Sociologists determine that it happens where diffusion of cultures occurs on the micro, mezzo and macro scale (Gajda, 2009).

Globalisation, international markets of goods, job, education are favourable to multicultural contacts. Multiculturalism is then a common, everyday phenomenon of the modern world.

Today, due to the opening of countries and nations, the education for **interculturalism**, cooperation, people, organisations and nations of our “global village” is necessary.

The sense of ethnical bonds is born in contact between groups. There may appear differences in size and individual **intercultural** nature. “The other” and “the stranger” are not equivalent. “The other” is basically the known one. The stranger is somebody unknown. And in such a situation the feelings of: distrust, insecurity, sense of danger are close.

According to the UNESCO, interculturalism means openness of specific culture to other cultures, dialogue among cultures, agreeable

cooperation of representatives of various cultures without losing the identity and cultural differences.

The category of **interculturalism** allows for consideration of culture in three new prospects:

- In the subjective prospect - as a meeting of two people in a different cultural system. In the course of interaction its participants pass their own (separate) values and norms to one another, and open for the dialogue.

- In the interactive prospect - intercultural situation assumes the existence of at least two participants of interaction. In respect of this, reference to The Other/The Stranger requires consideration of the own Me.

- In the situational prospect - each side participating in the interaction comes from different historical, political and economic background (Gajda, 2009).

Significant performers of **intercultural education** are cultural institutions, clubs, club-rooms, art galleries, etc. They organise activities with great power of educational impact, for example festivals of cultures (e.g. Romany, Lemko, *Kresy* cultures).

Radically increasing opportunities of passing information create completely new conditions for human communication and cooperation, participation in culture, cultural and intercultural education. It is possible to introduce “direct computer democracy”, where, by just pushing a button, citizens vote in matters important for the country or local community.

It is common to apply sources of information and IT tools in solving problems and supporting learning, as well as noticing their huge impact on human approaches, professional life and the functioning of a society.

The Internet is a tool with huge possibility of uniting people of the whole world, where it is not important which country somebody comes from, what their skin colour, age or religion is, if it is a man or a woman. There are a lot of websites concerning various hobbies on the Internet. It often happens that the participants of discussion on forums or groups meet “in the real life”.

The Internet may show young people that human beings all over the world have similar dreams and problems, so it can be favourable to tolerance and understanding. Of course getting to know other cultures is fascinating as well. The Internet is also a place of gaining cultural values, heritage and it is also good for storing the whole richness of local, ethnical culture, etc.

Most tourists start their travel at home, searching for information about itinerary, town, monuments on the Internet. We get to the place using GPS maps.

Virtual museums and cultural creativity of the whole world stand open. Even small societies, groups, associations got tools for documenting widely understood cultural heritage. Cultural heritage which, when presented on the Internet, popularises resources unknown so far.

In our project - *Intergenerational Education* - within the framework of Grundtvig Program (<http://educategeneration.europole.org/>), **the idea of small projects** connected partners, and various institutions from many countries interested in different aspects of life: from working conditions, history, cuisine to dance lovers. Computer technologies not only support participation in culture, reception of works of art, but often inspire creative actions that can be recorded or passed on as well.

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2. Innovations in digital literacy field in every participating institution

2.1. Second Chance School of Serres, Greece - Dimitrios Sotiriadis

The Second Chance School of Serres has implemented several small projects concerning digital literacy field.

We present some of them below.

• **Building the website of the school.** The aim of this project was:

- to show the school's profile and its activities via the Internet,
- to involve trainees into the new means of information technology.

We asked trainees what they want the website include and they promptly responded:

- the history of the school's establishment,
- information related to the framework of the school (literacies, educational material, the value of the diploma etc),
- information about trainers and trainees,
- projects and workshops which are held at school,
- activities (visits at galleries and museums, lectures, speeches, excursions etc.),
- photographs from activities,
- useful links.

• **Hot potatoes software.** It is a very useful software with which you can create educational materials. You can download the executable file of this software from the website <http://hotpot.uvic.ca>. Abilities of the software:

- creation of crossword puzzles,
- creation of multiple choice questions,
- creation of matches between words or between words and images,
- creation of texts for filling the gaps with given words,
- combination of all the above.

• **Presentation of a country.** The trainees can create a presentation with PowerPoint for a country they like, including information such as:

- geographic (Location, borders, area, population, capital and other cities),
- historic important events,
- art, culture, gastronomy, sightseeing etc.

Of course they can include many photos which they will find on the Internet or to insert a song of this country playing during the presentation.

- **The song I like.** The trainees express their creativity visualizing a poem or a song, using their imagination.
 - The trainees choose their favorite poem or song.
 - They can use the lyrics from a book or via the Internet.
 - For short lyrics (2 or 3 lines) they find an image (they say why this image came in their mind).
 - Finally they create a presentation with PowerPoint where in each transparency there are the lyrics with the image they have selected.
 - At the same time the music can be heard in the background.
- **Creation of a Calendar.** The trainees can create a calendar which will hang at the wall of their classroom.
 - Every trainee chooses a month.
 - Using the suitable prototype in Word, they create a sheet of the calendar.
 - In each sheet there is a picture of a thematic field (eg. paintings, landscapes, animals etc.).
 - Also in each sheet they can place dates of international days or historic events.
 - Finally they make the suitable formats (fonts, colors etc.).
- **Organizing Virtual Holidays.** The aim of this project was:
 - to enable trainees to plan their holidays on their own instead of accepting a ready-made plan from a tourist agency,
 - to visit various websites in order to get information about their holidays (places of special interest, sights, entertainment, shopping, photos, transportation etc),
 - to render them able to make a reservation in a hotel, find a flight, exchange and transfer money by using their credit card (pointing out at the same time how careful they should be),

Then we asked the trainees to:

- choose the place they want to visit,
- find the destination on the map. They can use Google Earth for a virtual visit as well. See which other places (countries or cities) are on the way,
- choose the means of transportation and try to find tickets and their cost,

- make a reservation in a hotel depending on the number of days available and the persons involved and also practice how they can pay by credit card,
- make a daily plan of what they are going to visit or generally how they are planning to spend their time (museums, archaeological sites, monuments, shopping etc),
- find information about the weather, the currency, the food and make a list of what they will take with them,
- find photographs in the Internet related to their destination.
- **Statistical processing of data.** A team of trainees write questionnaires for issues as:
 - exploitation of leisure time,
 - extra-curricular activities,
 - life in the city,
 - eating habits etc.
 They give them to all the other trainees to fill them. Then they collect the questionnaires and process the data creating graphs with Excel or SPSS.

2.2. Sycyna Educational Society, Poland - Iwona Bednarczyk

Innovative ICT education of adults in the Polish countryside – SO Sycyna Poland.

- **Kinds of innovations.** The projects consider transnational lifelong learning of adults in the countryside, combating digital exclusion and those connected with civilization including intergeneration implications, crossing the boundaries and combining private life in the country environment with a career. The projects:
 - cross the age limits: adults and youth;
 - cross the space boundaries: country dwellers and emigrants from the village in a city, partners, organizations and self-governments from a region, country and other countries from the EU;
 - support gender equality: women and men (concerning mainly the women from the rural areas);
 - cross the historical time boundaries – cultivating the cultural heritage of the Renaissance – Jan Kochanowski, 15th century – information technologies, folk traditions and modern culture;
 - cross the limits of the traditional agricultural work introducing information technologies as a tool, element of work, education, culture;

- cross the boundaries of regions, countries involving adult people from different countries into the EU projects.
- **The aim of initiatives** being undertaken is continuing education of adults with no barriers, with the use of information technologies in a local society from a rural area together with its civilization backwardness, mainly the implementation of active mechanisms of motivation to encourage people to learn, encourage their social activity based on their own social potential.
- **Innovations in teaching.** Didactic attitude: encouraging, motivating, making people aware and crossing the boundaries and limits connected with civilization and ICT backwardness; making people aware of communication and educational needs; suggestions on intergeneration active informal and non-formal learning; individualization of education; pace and time; distance learning; elements of e-learning; best practices examples; innovative infrastructure of learning.
- **The methods, instruments and infrastructure for innovation:**
 - Organizational support for informal and informal learning (36 courses, 1231 participants), a simply access to computers on the network of eSycyna, individual pace of acquiring knowledge and the basic computer skills, active self-learning and learning from each other.
 - In inter-group,
 - The social construction of computer network of eSycyna in the Zwolen county (80 computers in 44 towns, the distance from home to an available computer about 3 km), flexible access,
 - Editing: the local newspaper “News of Sycyna” (46 numbers, five thousand copies.) and the website www.sycyna.ppp.pl - visited each month by about a thousand Internet users,
 - Drafting and documenting the monographic series of publications (33 + 14 titles), the copyrights residents teams documenting their own history and the local social potential,
 - The European partnership projects (Grundtvig–Educate Generation, partners from Cyprus, Greece, Slovenia, Spain, Italy, Lithuania; Leonardo da Vinci, EFS – Regional Operational Programmes: Active City Projects and Local Integration), good practices, getting to know “the strangers”, learning tolerance and intercultural, exchange of good practice, study visits, excursions - various countries have similar problems (more than 150 people visited the 11 EU countries) and the presence and opportunities of cyberspace,

– Motivation system and encouragement to be active, cooperation among the association members and the rural population (intergenerational gatherings, picnics and integration festivities - about 3 thousand of participants), honors and awards (Glotger Medal - Footer of Lomza Award – of the Foundation for Local Democracy 2004, Wings - Echoes of the Day 2001, Golden Rose - SLD 2001).

• **The future of the local IT innovation.** The most difficult part of building a system of incentives is to encourage the social participation and learning of adults, mostly elderly with experience, not only in agriculture. The basic elements of the model were implemented. We are on the way to the European Folk's University of the Internet. The investments were started to reproduce monuments of the native socket of Jan Kochanowski. There are further problems with increasing the proportion of active rural population. We have just started to develop a program of computerization our social networks of eSycyna. In the project about the e-Inclusion (2010-2011) almost 180 students of high schools and the disabled people received the laptops. Our experience we are trying to develop in 11 districts of the Local Action Group (over 90 thousand of inhabitants) by the implementation of Local Action Strategy - Leader (2009-2013).

2.3. Centre of Lifelong Learning Triana, Spain

- Pablo López de Haro Martín de la Vega

The educational plans for the development of active citizenship include different informal teaching methods which lead to the acquisition and reinforcement of skills which promote active citizenship and the integration of adults the knowledge society on an equal-opportunity basis.

Taking this into account, our centre has decided to give special emphasis to an educational plan which covers the basic use of information and communication technology.

After the technological advances of recent years, it could be said that a new society is emerging. This society is characterised by the capacity to access information and the ability to convert that information into knowledge, autonomy in learning and for active citizenship.

IT has an enormous potential to contribute to the democratisation of learning and allowing access to all.

Special consideration must be given to this plan, given that it is focused on the adult population that finds itself marginalised in IT terms and needs to learn to use it. Currently there is a part of our society that is fully integrated in the use of new technologies and another that is totally marginalised from it. With this plan we hope to change this situation and bring basic knowledge to this neglected part.

We should highlight the fact that the plan will encourage IT knowledge via Guadalinex Free Software. This involves certain difficulties as it is not the most common system in use today. Serious thought will be given to this so that the students understand the importance of free software and its distribution, while working on compatibility with other systems so that the students are not left disadvantaged.

Aims. The specific aspects referred to in these teaching methods are:

- The correct professional and academic guidance, allowing the adult students to integrate socially by using new information and communication technologies.
- Individual help. Given the diversity of levels of knowledge amongst the students, dealing with them individually can only help us to achieve our goals.
- Correct personal and group guidance to allow better social integration, stronger personal identity, and to maintain motivation and the effort necessary to complete the course with success.

Objectives.

- Make information and communication technologies available to everyone to ensure a better quality of life and more social balance.
- Teach the adult population to use information and communication technologies.
- Train adults who have a low level of literacy in order to lessen the gap between communities that have access to computers and the Internet and use them on a daily basis and those who don't and who don't know how to use them; i.e. to avoid the so-called "digital gap".
- Expand access to IT and knowledge of its basic use.
- Promote the acquisition of positive attitudes towards technology so people see it as useful and something that is available to everyone.
- Enable adult autonomy.

Contents. The proposed contents for this plan can be adapted to a basic plan, which might provide an introduction to IT through the use of Guadalinex:

- Introduction to Linux and Guadalinex

- PC components
- The keyboard and mouse. Basic operations
- The desktop
- Windows
- Launchers or direct access
- Desktop customisation
- File administrator
- Common operations with files and folders
- Administration of file properties
- Selecting files and folders
- Copying, moving, deleting and linking
- Saving and recovering files
- Word processors
- Images
- Sound
- The Internet
- The Web
- Email
- Chat
- Forums
- Blogs

Methodology. IT plays a triple role: as a way to facilitate learning, as a tool for processing information and as implicit part of learning.

The used methodology will be active, so that the students can participate in the process and learn by practice, making learning easier, but not forgetting the more playful side of thing and social integration with the older group.

It is necessary to teach self-learning with the help of IT, so that this way of working can aid autonomous learning. So that student knows what IT can do and what it can't.

At all times we will organise collaborative activities that are related what is learnt in the classroom to everyday life.

Duration of the educational plan. The plan will last for the entire course, with five hours of class a week.

Participants. 30 students have signed up for the plan, half of which (Group A) will attend class on Monday, Wednesday and Friday and the other half (Group B) will attend Tuesday, Thursday and Friday.

Evaluation.

- By drawing up, storing, and retrieving electronic documents that feature information as text, graphics, visuals and sound. We intend to

use this criterion to evaluate the basic skills to manage IT tools to create documents that feature text, graphics or photos, using the most common processing programs. To achieve this, the adult students will have to apply the procedures and specific uses of each application to create documents that store and organise the corresponding information.

– By knowing and using the basic terminology used on the Internet as part of personal and everyday vocabulary. We intend to use this criterion to evaluate the capacity of the adult students to use basic IT terminology – browsers, portals, web pages, blogs, email, chat, etc. – using all their possibilities as elements of interpersonal communication or to search for, select and compare the information available on-line.

– To use the basic skills required to use the basic Internet services: browsing to find and acquire different information, and then placing it in a document using a word processor. We intend to use this criterion to evaluate how well the adult students have acquired the skills needed to efficiently use search engines to strengthen the skills needed to search for, find and choose relevant information, and being able to store and publish this information.

2.4. Polo Europeo della Conoscenza–IC Lorenzi, Fumane-Verona, Italy – Prof. Stefano Cobello

A. Adult Training Courses and Innovation in Digital Literacy Field Itinerary Universities of Third Age are social associations with the specific aim to promote, develop, coordinate and manage the cultural activities of their members. They promote educational and cultural activities in the territory, with specific attention to enhance the value of the human person in our society.

Adult Education Centers have been instituted to guarantee a wider educational and training offer, to better meet the different social requirements at national level. Within the over 60 users who are attending or want to attend training courses in the Itinerary Universities, or in Adult Education Centers, the need for training on the use of ICT in communication is actually more and more growing.

This fact probably results from large changes recently occurred in the Italian people social life. In fact, a lot of young people, women, managers and whole families, are forced to move for working or studying, in different cities from their habitual residence, often in foreign countries and outside Europe. For this reason they choose to use cheaper and faster communication techniques than traditional ones. So,

the demand in the field of adult education courses in Computer Literacy is rather remarkable, particularly for those courses which provide technological skills in Internet Communications and in the Use of Technological Instruments. Researches fulfilled in Verona and its province about the educational proposals of Itinerary Universities on the territory (see Associations for Adult Education), shows some real opportunities on this kind of educational courses.

However there are various prospects on issues and methodology, to develop in training courses on Technological Communication, about the use of topics and methodologies adapted to new needs and new users (adults and older people) who are interested in.

Topics

- Computer Literacy.
- Use of New Technologies in Communication (Skype, e-mail, messenger, chat, forums, etc.).
- Thematic meeting on: Home banking, Network communication, Public services on-line, the Internet as a whole of useful services, Web marketing, Creating a personal website, Social network, the Internet security.

Methods. You can make several reflections on the most suitable path to the models of living and economic conditions of people who request ICT courses:

- Collective training courses in local Institutions (Schools, Adult Education Centres with their CTP (Permanent Territorial Centres), Headquarters of Municipal Districts, Itinerary University of Third Age).
- Thematic meetings.
- Courses on e-learning platforms, (see Websites), about various topics and about each subject (foreign languages, history, mathematics, science, etc.), using technological tools of communication to support individual learning in the computer labs of the territorial structures.
- Courses on e-learning platforms, (see Websites), about various subjects of each topic, using technological tools for communication to support individual learning at home and/or in remote places (in hardship situations).
- These activities are organized for small groups of people, to allow operators an effective individual care. There is an important problem in the dissemination of adult and older people training on these topics.
- Older people need to learn to use, to communicate with new technologies, to apply what they learn, but as a result require technical

assistance or tutoring to get autonomy in managing this form of communication.

– Forms of assistance are therefore to be designed and organized, to provide them a valuable support for their activities during the course and post-course (Remote Assistance via e-mail, support of experts during the course and post course).

B. Examples of innovation in digital literacy field

Three European projects of the network “European Pole of the Knowledge” in the Adult Education Field:

- Sevir Project,
- El Greco Project,
- Secure Internet – Secure Generation Project.
- **SEVIR Senior volunteers in interest representations training programme for participatory competences – Grundtvig 1 - 2006/08**

Aim: Development of a training programme for participatory competences for senior volunteers in interest representations in favour of senior citizens.

Objectives:

– Development of a training programme, combining political know-how (legal frames, norms, strategies) with communicative/social skills.

– Matching the necessary skills for senior interest representation with the existing competences of older people.

– Enhancement political participation of older people empowering them for playing an active part in public life and for shaping their own and their society’s destiny in a responsible way, bringing in their experience knowledge.

– Stimulation of engaged older people for life-long learning.

– Enhancement of the “European awareness” of senior citizens.

– Creation of a positive image of older generations in Europe.

Example of Training Module of European pole of Knowledge: ICT necessary skills:

Learning objectives:

– Allow the target group to interact with peer groups through the new technologies.

– Be informed immediately of events/situations (political-economic, social..) in order to:

– Re-enforce the conscience of a role which is still active in society and in the institutions.

– Intervene straight away and directly through the new technologies.

Contents:

– ICT training course of 1st. level: for people who have never used a mouse and a keyboard! From the keyboard to the simplest PC software to write.

– ICT training course of 2nd level: for people with a basic knowledge of common software who are able to surf the Net.

• **EL GRECO Implementing Learning Game Resources based on Educational Content Grundtvig 1 2006/08**

Objectives-Activities:

– The project is focused on designing a new training course of using game's methodology for adult education.

– The main project activities are based on training and testing in new ways of e-Learning/game using mobile devices and technologies for improving educational and training methodologies under multiple game educational scenarios based on TCP/IP networks.

– The identified target groups are adult educators and trainers with the attention to non-formal and informal education.

In-service Training Course m-Learning: USING OF LEARNING GAME RESOURCES BASED ON EDUCATIONAL CONTENT

Objectives: Educators who have no experience in the field of mobile learning (m-Learning) indicate that one of the predominant barriers to educators taking up m-Learning is lack of understanding about where to start in a relatively new frontier of education. This course provides an introduction to m-Learning as a method for facilitating social, connected learning practices, provides guidance for educators who would like to try out m-Learning strategies and looks to the future of socially and informationally connected m-Learning. In most European countries the educational methods do not integrate m-Learning in formal education. Research carried out by the ILGRECO project partners identifies the m-Learning characteristics and usability in Adult Education from different points of view.

• **Secure Internet – secure generation Grundtvig Partnerships 2009/2011**

Aim: The general aim is to improve the Internet safety knowledge of parents by analyzing the level of their computer literacy, developing and creating common instruments and educational materials by taking advantage of exchanging experience and sharing ideas through the partnership at international level.

Activities:

– Carry out a survey about parents and their computer literacy among partners.

– Experiment with new common approaches and methodologies in some training courses through an analytical method by promoting active and responsible citizenship and social participation at all levels.

Equip parents with technological and methodological knowledge about the Internet use and safety.

2.5. Inspectorate of Correction Region of Klaipeda, Lithuania

- Dr. Vaidas Viršilas

- **Project “The Elected”**. Since 2005 The Prison Department of the Lithuanian Republic Ministry of Justice has been executing the project **“The Elected”** which has gained the European Union structural fund support dedicated for decrease of the social disjunction, for the integration into the society and for the providing of the qualification knowledge for the convicts and for the persons returning from the places of the imprisonment. During the project time there will be created a new working methodology that will help the convicts, who already served their penalty, better integrate into the society, to gain qualification and to get knowledge, to find job easier. With this project we wish to help the ex-convicts to return into the society, to provide them such knowledge, qualification and skills that when they are free already, they would find a job, they would be stimulated to live without a crime. For this purpose a close co-operation is going on between the Correctional home and the Correctional institutions: they are constantly exchanging the information about the convicts who are released under condition, they are studying what are their opportunities to get the job, there is made their psychological portrait, they are taught to work with a computer, there is information kept about their education and professional qualification, abilities, living environment. The project **“The Elected”** lasted until October 2008; there participated about 250 convicts from Alytus, Marijampole, Panevezys and the Vilnius second correctional home. From the means of the project **“The Elected”** correctional institution of Klaipeda region there was established the computer course classes (at the correctional institution of Klaipeda and Klaipeda region and at the correctional institution of Silute region). When implementing the project **“The Elected”** in the Correctional institution of Klaipeda region there was established a team of qualified

employees whose competence of the digital literacy confirm gained ECDL certificates.

- **Project “A New chance“.** Since we started to implement project “The Elected”, coordinator of this project is The Prison Department of the Lithuanian Republic Ministry of Justice.

One of the task of this project was to teach people, which come back from prison computer based literacy. We worked under licentiate program. This program has very strict frame and based on the Microsoft office components. One large problem was that a foresaid program was too difficult and scientific for our clients. They always are very tired after sessions. But the main problem was that our clients did not need these skills. After this course we made qualitative analysis and come to the conclusion, that we had turned our attention and form them computer skills which our clients needed in everyday life. Since 2006 we started to implement project “A New Chance” and on the basic activity of this programme we created “Digital literacy social integration program for the convicts, who are under their sentence alternative to the imprisonment”. Aim of this program is to help people to acquire and develop their skills of digital literacy. The program consists of 6 hours course, not less than 1 academic hour per two weeks. The content of programme is:

I theme. The main informative concepts. At the beginning of the training a person is briefly introduced to the purpose and content of the program, the concept of digital literacy. At the training they review the main concepts of the informative technologies (the computer structure, computer program equipment, the local and general Net, the statutes of health and labor safety, data safety, computer viruses, author rights, data defense).

II theme. The Curriculum Vitae. In the training they use the Internet site www.europass.lt where is the Europass CV – the unified Curriculum Vitae (CV) form in all over Europe. The participants get acquainted with the content of Europass CV, they learn how to download and to fill in it. They are been explained about the use of Europass CV.

III theme. Electronic mail (e-mail). In the training the participants learn how to create their own e-mail at the sites www.one.lt or www.yahoo.com (according to their own foreign languages skills). They learn how to use e-mail and how to send different files through it, they are discussing about the specifics of using e-mail (the spread of the computer viruses, responsibility for the sending improper information, and so on).

IV theme. Digital picture or film. In the training the participants learn how to use the digital camera: how to film and take pictures. They learn how to save the information they have got into the computer, how to send this information by e-mail. They discuss the responsibility for the use of improper photo or video equipment and for the improper spread of the data.

V theme. SKYPE. In the training the participants get acquainted with SKYPE which is in the Internet site www.skype.com and which allows communication by the format of sound and view for free with another person in any place of the world who is connected to the Internet. The participants learn to download and to use this program.

VI theme. Leisure. In the training the participants get acquainted with: P2P (peer to peer) Internet, which is based on the Net participants' computers but not on the conditionally small amount of the servers; Wikipedia – the Internet encyclopedia, that everybody can read, develop and fill without any restrictions or fees, to read it in more than one hundred languages; the project “*A New Chance*“ (since 2009 – “*Educate Generation*”) – participants get acquainted to the project's purpose and opportunity to participate in it.

Since 2007 till 2011 in this program participated 41 people, which are on the credit of inspectorate of correction city of Klaipeda.

The final product of this project is E-book, which content all project activities. E-book is placed in project Web page: www.anewchance.net.

- **Use of SKYPE program.** At the end of 2007 at the correctional institution of Klaipeda region the Internet telephonic Net SKYPE was begun to use. Using SKYPE telephonic Net and the program equipment allows calling to any country of the World. Calls between the two computers, connected by the Internet, are free, and when calling from computer to the common telephone we have to pay every minute (from 0,017€ up to 0,35 €). TheKaZaA creators have created SKYPE, and it uses the new P2P (peer to peer) technology to join other SKYPE users. SKYPE is easy to use and fast to download. If we have quite fast Internet connection SKYPE calls have perfect sound quality and they are totally safe because of the data coding. SKYPE have connected 9 subdivisions of the Correctional institution of Klaipeda region, it has improved quality of communication and information exchange quality between these subdivisions and gave great economical profit – decreased the telephone costs.

- **The introducing of the digital office-work.** At the beginning of 2008 in the correctional institution of Klaipeda region the digital office-

work has been introduced. Until that there were used paper data register journals, of which we have even 18. Institution's informative technologies specialist has created and introduced the program of digital office-work which gives officers an opportunity to do the office-work for everybody by himself in his own working place with his computer. The program of digital office-work works in the net that gives an opportunity to insert the information needed, and also to get it operatively according to everybody's needs. Digital office-work has reduced officers' work expenditures and Institutions' expenses for the office goods.

- **The introducing of the personal electronic files.** At the end of 2010 in the Correctional institution of Klaipeda region the personal electronic files of the convicts has been introduced. Personal electronic files will give possibility to change information faster between correctional institutions and prisons.

2.6. Adult Education Centers of the Ministry of Education and Culture, Cyprus - Maria Yiannouri

Adult Education Centers have been instituted to guarantee a wider educational and training offer, to better meet the different social requirements at national level.

In Adult Education Centers, the need for training on the use of ICT in communication is actually more and more growing.

Some Areas, that our institution uses, are:

- **I Electronic mail (e-mail).** In the training the participants learn how to create their own e-mail at the site <http://www.google.com> . They learn how to use e-mail and how to send different files through it, they are discussing about the specifics of using e-mail (the spread of the computer viruses, responsibility for the sending improper information, and so on).
- **Google Search - You Tube.** They learned how to find any information through the Search engines. They also learned how to save this information in a Word document, how to find a place using the Map and also how to disseminate this information to other people. This impress them so much that they try and get surprised when some of our learners found talk in the OHE, when took placed some years ago.
- **Digital picture or film.** In the training the participants learn how to use the digital camera: how to film and take pictures. They learn how

to save the information they have got into the computer, how to send this information by e-mail. They discuss the responsibility for the use of improper photo or video equipment and for the improper spread of the data.

- **Skype.** In the training the participants get acquainted with SKYPE which is in the Internet site www.skype.com and which allows communicating by the format of sound and view for free with another person in any place of the World who is connected to the Internet. The participants learn to download and to use this program.

2.7. Regional Chamber of Craft and Small Business Sežana, Slovenia - Doris Požar

25 trained craftsman in digital literacy field. Trainings were in shape of workshop and it they were adapted to adults. Interweaving of explanation and tasks from business practice was ensuring excellent results.

Content of trainings:

- Use of e-mail (principle of activity, basic concepts, use of program Windows Mail),
- Use of Internet (basic concepts, presentation of use),
- E-shopping (typical use, conditions and possible dangers of web purchases),
- Introduced most known social networks: Facebook, Twitter,
- Bases of communication with Skype).

3. What do we know about the Partnerships' societies? From surveys

3.1. Students of Second Chance School of Serres about Partnerships' societies

In the project two questionnaires were prepared. The aim of the questionnaires was to acquaint wider the learners with the countries-project "Educate Generation" participants. While filling the questionnaires the learners have developed their skills of digital literacy: they learned to work with *Word* and *Google Earth* programs, also they learned to use Internet translation programs and to find information they needed in the Internet, to copy pictures, photographs and so on.

The first questionnaire was prepared by **Argyros Kokkinaki**, a teacher of Second Chance School of Serres. The examples of the questionnaire filled by the learners were introduced and discussed in the 3rd project meeting in Verona, 14th-18th June 2010.

The second questionnaire was prepared by **Marina Mecarelli**, a teacher of Polo Europeo della Conoscenza-IC Lorenzi. The second questionnaire consists of two parts. First part was used for quantitative analysis and statistical results presented in this e-Book. The examples of the questionnaire filled by the learners were introduced and discussed in the 4th project meeting in Serres from the 13th to the 17th October 2010 and 5th project meeting in Sezana from the 2nd to the 6th March 2011.

The e-Book chapter giving questionnaires; developed by the partners of other countries represented in the project; has been developed by Argyros Kokkinaki. In our monograph we have included only the synthesis as the example of the perception all Partners by students from Students of Second Chance School of Serres.

The questions were presented in the participants' studies. There is no answer to question number one: "Locate (the name of the country) on the European map. Mark the Country's capital and the town which participates in the Grundtvig programme" and no map is attached.

Short characteristic and clues how to fill the questionnaires

1. Questionnaire is easy to understand and fast completed.
2. Questionnaire allows our learners access to statistics.
3. Majority of respondents are interested in the countries involved in the project "Educate Generation". They want communicate by Skype, visit the countries and even live there.

4. Most respondents are interested in culture, lifestyle, climate and landscape.
5. Almost a quarter of respondents do know anything specific about other countries.
6. Participation in our project activity (small projects, Skype conferences) provides an opportunity for our learners to satisfy their curiosity. We are on the right way!!!

Below, we present the selected questionnaires showing Partners countries prepared by students of Second Chance School of Serres (SCS) (Greece), Italy (Rome, Verona), Slovenia (Ljubljana, Sezana), Poland (Warsaw, Sycyna), Spain (Madrid, Seville), Cyprus (Nicosia), Latvia (Riga, Daugavpils, Liepaja), Lithuania (Vilnius, Klaipeda)

Choose one of the mentioned above countries and search via the Internet the answer of the following questions:

- **SPAIN** - Elena Kalaitzi

2. Find the flag of the country, as well as its total area and population. Compare them with the area and the population of your country.

Greece: Total area: 131.957, **Population:** 11.295.

Spain: Total area: 505.150, **Population:** 46.853.

3. When is the national day of this country? What event is being commemorated?

the 12th of October

4. Find a clip of the town and the country in YouTube.

<http://www.youtube.com/watch?v=lOidDDP1uzE>

<http://www.youtube.com/watch?v=IrtfzO2ZX40>

5. Find clips of the country's music, songs and dances.

<http://www.youtube.com/watch?v=7uWCTeIv-Tc>

<http://www.youtube.com/watch?v=0m-6MqOS9cs>

6. Which are the basic products of this country?

It is one of Europe's most diverse countries, historically, culturally and geographically. Along its own History, Romans, Celts, Arabs have left their vestiges, creating a unique collection of different products to offer. Also, the incoming products from America and another lands during 16th and next centuries, have largely enriched this great heritage.

Wine has been one of the oldest products that Rome used to take away from here. Grapes and wines from Valencia were famous throughout the Mediterranean Sea for centuries.

The French monks appreciated the special climate at Rioja and they planted several types of grapes to produce excellent wines that were exported to France. Because of the land diversity of this country and the different weather conditions in each region of Spain, wine has its own “personality” depending on place where vines are planted. A wide variety of flavors and aromas from Jerez (Sherry) to Galicia’s, La Mancha’s, Catalonia’s, etc. are really insured. Nowadays, red wines from Rioja, Ribera de Duero, La Mancha, Valladolid, etc. as well as white wines from Valladolid, Catalonia, Galicia, etc. and sparkling wines from Catalonia are very well produced and carefully blended and aged to obtain distinctive and splendid products. Tradition and updated technologies work together to reach this quality of wines.

7. Search for the most popular dishes of the other countries and, more specifically, their recipes. If possible, try to cook one of them.

Paella beholds the most famous Spanish dish in history: soft saffron rice cooked for hours, with seafood or chicken to give it that outrageous flavor. Paella is probably the signature dish of Spain, but not many know that it actually exists in various forms. You can find seafood paella, chicken paella, rabbit paella, fideau (similarly cooked but with noodles), black paella (cooked with squid juice)... the list goes on.

Where to find the best paella? With Valencia as the birthplace of paella, you can expect to find the best and most authentic one all over Valencia. It has become a custom at festivals, political gatherings and parties in the region of Valencia to prepare enormous.

8. Which are the most famous monuments of the country?

Puerta de Toledo Metro: line 3, **Address:** Glorieta puerta de Toledo s/n, **Opening Hours:** Another of the Madrid monuments of the free standing type. In the same manner as the Puerta Alcala the Puerta de Toledo is a prominent Madrid landmark signifying the old entrance to the city from the city of Toledo. If you are visiting either El rastro Sunday market or heading to a football match at Atletico Madrids Vincente Calderon stadium you’ll be sure to pass by the "puerta" or door, as it is translated into English.

Parque Retiro Metro: line 2, **Address:** Plaza de la independencia s/n, A veritable oasis of 350 plus acres of park in which to escape the chaotic Madrid traffic. In summer one of the few places with shade and where you are able to enjoy a gentle stroll without suffering the heat. Within the park itself there is a large number of statues and many of the smaller Madrid monuments to see. At the end of May a 200 plus stall book market takes place as well as numerous concerts throughout the year. In

addition there is a glass exhibition hall and a lake for boating. Only problem you may have is finding your way around!

9. Which are the most famous destinations for vacation of the country?

When you are having your sailing vacation in Ibiza and Formentera, you will be filled with happiness and thrill. The two places bring different types of adventure and excitement to its visitors. For instance, the island of Ibiza is famous for its summer beach parties. During the summer season, Ibiza's resto bars and nightclubs are filled with thousands of partygoers. In fact, the island is renowned internationally because of its party bars. On the other hand, Formentera is more quite and peaceful. If you want to relax and stay away from noise, this island is right for you.

- **Cyprus - Kafalidou Vicki**

2. Find the flag of the country, as well as its total area and population. Compare them with the area and the population of your country.

Total area: 9.251 km², **Population:** 801.622

3. When is the national day of this country? What event is being commemorated?

1st of April 1955. It's the day of reaching independence from English occupation.

4. Find a clip of the town and the country in YouTube.

<http://www.youtube.com/watch?v=sMYkkRTM1gA>

<http://www.youtube.com/watch?v=DfPY-QIZjA8>

5. Find clips of the country's music, songs and dances.

<http://www.youtube.com/watch?v=FfDaeIBPZKE>

<http://www.youtube.com/watch?v=cs23bJh0u8Q>

http://www.youtube.com/watch?v=_xDEKk91o1U

6. Which are the basic products of this country?

Agricultural products include citrus, vegetables, cereal, grains, potatoes, olives and cotton; in addition the Greek sector grows deciduous fruits and wine grapes and the Turkish side, where agriculture is more important, grows tobacco and table grapes.

7. Search for the most popular dishes of the other countries and, more specifically, their recipes. If possible, try to cook one of them.

Koupepia Cyprus recipe for stuffed vine leaves. It is perfect for buffet: 400 g. of manitarakia into small pieces, 2 chop onions, 4 Globe artichokes cut into small pieces, 2 grated carrots, 2 cups of rice

Carolina, 1/2 chopped parsley Matsakis, little grated dry mint, 1/2 gl. staccato, cinnamon, 1/2 gl. staccato, pepper, 6-7 tomatoes, grated, juice of 2 lemons, salt, olive oil, 1 tomato juice (185 g), 70-80 vine. Wash well and add vine leaves in boiling water until they are soft (not melted). Then draw with Tripiti ladle and add to pan with cold water. Prepare the filling: We have a pan with olive oil and onions sotaroume up to shine. Add the Globe artichokes, carrots and manitarakia and let sotaristoun and drink the juice. Download ap'ti fire and add the parsley. Add the rice, mint, cinnamon to the pepper, tomatoes, lemon juice, salt and mix. Take one to one and put the vine with 1 gl MR. filling. Fold in carefully rolakia (first time under an end after the side and folded in roll) and place in casserole. Add tomato juice inside and add water to cover them. A few more secrets: if you want you can use cabbage instead of vine leaves, they are delicious. Put attention to the cabbage zematame do not boil to soften, it, will melt. Make the recipe for safe gluten. Check the rice, cinnamon and the tomato juice if it is fresh.

8. Which are the most famous monuments of the country?

Sanctuary of Apollo, Location: Limassol District – Cyprus. It is located three kilometers west of Kourion, on the road to Paphos. Apollo Hylates, God of the Woodland, was the protector of the city of Kourion. The cult of Apollo was celebrated here from the eighth century B.C. to the fourth century A.D. Excavations have revealed other structures of this important sanctuary such as the bath complex, the pilgrim halls, the palaistra and a holy precinct.

Visitors can also see the Priest's House, where there are remains of a mosaic as well as some pillars. The paved route then passes along the portico of the South Building and then down a flight of steps to the Palaestra. This central court was used by the athletics and the site has plenty of facilities for sportsmen, including another complex of baths. Next to the Palaestra were the dormitories, parts of which are quite well preserved.

Location: Limassol District – Cyprus One of the most important city-kingdoms of ancient Cyprus, Amathus is situated about 10 kilometres on east of Limassol. According to mythology it was founded by King Kinyras and was also where Theseus left Ariadne to be cared for after his battle with the Minotaur. The remains contain: baths and other adjacent buildings, four basilicas, the sanctuary of Aphrodite, necropolis, an aqueduct and the harbor, which nowadays lies under the sea level.

9. Which are the most famous destinations for vacation of the country?

Agia Napa. When you think of famous places in Cyprus, Agia Napa is the first you can think of. It was originally a small fishing village, with a few monasteries and some fishermen and their families. But after 1974, this place emerged as one of the famous tourists' destinations. This place has some of the best sea side resorts and restaurants, where you can spend your vacation, with your friends and families. There are number of bars, from where you can choose different variety of drinks. If you love adventure, then you can engage yourself in a number of beach sports.

Cyprus Museum is one of the most famous places in Cyprus, which is a reminiscent of past and is a treasury of different archaeological items, that is collected from different parts of the country and various ancient sites. The island's history is stated very well, along with some interesting facts and images. A light and sound show is held during weekends, along with voice over, where the history of the island is told in the form of narrative, to make it interesting to visitors and tourists.

- **Poland** - Arabaci Despoina

2. Find the flag of the country, as well as its total area and population. Compare them with the area and the population of your country.

Total area: 312.685 km², **Population:** 38.130.300

4. Find a clip of the town and the country in YouTube.

<http://www.youtube.com/watch?v=qMNMeJ-qG7U>

<http://www.youtube.com/watch?v=ulxQcGp0LoE>

5. Find clips of the country's music, songs and dances.

<http://www.youtube.com/watch?v=Xjjc-6bQnhk>

<http://www.youtube.com/watch?v=BXYKkb-SynM>

6. Which are the basic products of this country?

Poland, as a traditionally agricultural country, with good soil and a climate favorable for growing and raising many types of plants and animals, has a rich experience in production of many delicious and valuable products. Poles value their good kitchen and lightly prepared products. They take very good care of that, what they eat is healthy and is high quality. Polish housewives usually avoid ready made dishes. They prefer to cook themselves for the family and the relatives, to ensure, that the food will not contain unhealthy additives and

preservatives. The modern kitchen is rich in recipes using traditional ingredients, and also numerous borrowings from other countries, neighbouring and those placed further.

Among products worth mentioning, one needs to name the wonderful Polish baked goods, which greatly differs from American or British baking. Breads and other baked products are most often prepared from inter soured flour. For production, they use whole wheat flour as well as rye. In most bakeries, mainly those smaller ones, unhealthy preservatives and additives are not used. The Polish bread is pretty meaty and heavy, rich in vitamins and roughage. The bread is good to eat even with plain butter or margarine, because it has a clear, particular taste. Inhabitants of the neighbouring countries, highly value polish baked goods, and Poles leaving abroad try to, if it is possible, supply baked goods to stores, which they bake according to traditional polish recipes.

The Polish dairy products also belong to the tastiest in Europe. Milk, sour cream, butter and yoghurts, are made form high quality ingredients. The stores offer various types of breakfast cheeses, homogenized and firm yellow cheese, such as: mazurski, sokół, zamojski or podlaski. Particularly worth mentioning are cheeses created traditionally by the Highlanders, called oscypki, produced from sheep milk, or sheep milk enriched with cow's milk. From products of the regional kitchen, need to mention also "bundz," "bryndza" or "żętyca" - which are also products of sheep milk. Also the Polish buttermilk and kefir, rich and healthy in floral bacteria, with unrepeatabe taste deserve particular attention for amateurs of milk products. The Polish people export large amounts of dairy products to neighbouring countries, where they are greeted with great success.

There is no way of overpricing products of the Polish meat industry. Poles are famous around the world for their delicious cold-cut meats. Sausages: dried, half-dry, żywieckie, krakowskie those are products with a precise taste, which are known to be greatly popular. Hams, bacons, pates produced according to traditional recipes, also have their numerous advocates. Polish cold-cuts are most often produced from fowls, pork and beef, sometimes even from meats of other types of animals. They are well seasoned, aromatic, nicely packaged - they look exceptionally appetizing. In sales one can also find large selection of conserves as well as meat and fish products, delicious and prepared for transportation and storage.

Polish fruits and vegetables, rich in vitamins and coming from valuable varieties with a rare taste and smell, are one of the most important

branches of the Polish export. It must be mentioned that particular apples from apple trees, with many interesting varieties, are grown exclusively on Polish territories. Prunes, sour cherries, raspberries and currants, as well as wild blueberries are also a reason to be proud. Above all, prepared fruits and vegetables in forms of juices, jams and frozen, also find many amateurs in the country and abroad. Also mushrooms, particular delicacy coming from the forests, collected in many varieties, such as kurki, borowiki, rydze, maślaki or kozaki find themselves on the tables of whole Europe.

7. Search for the most popular dishes of the other countries and, more specifically, their recipes. If possible, try to cook one of them.

Pierogi (Dumplings) Ingredients for dough: 3 cups flour, 1 egg, Dash of salt, 1/2 cup of water, a plateful of cheese pierogi, topped with a dollop of sour cream, makes a filling lunch or dinner. **Ingredients for filling** 3 medium apples, peeled, cored, and cut up in small pieces, 2 Tablespoons plain breadcrumbs, Sour cream or confectioners sugar as garnish, **Procedure:** Make dough: Combine the flour with the egg, a dash of salt, and as much water as needed to form a smooth, loose dough that is easy to handle. Roll with a rolling pin or bottle until it is very thin. Using a drinking glass or biscuit cutter, cut out circles 2 inches in diameter. Make filling: Mix the cut-up apples with the breadcrumbs. Assemble pierogi: Place a spoonful of apple mixture in the center of each dough circle. Fold the dough circle in half and press around the edges firmly to seal. Fill a large pot with water and heat until the water begins to boil. Drop the pierogi gently into the boiling water and cook until they float to the surface. Remove with a slotted spoon, allow the water to drain off, and place the pierogi on a serving platter. Top with sour cream or confectioners' sugar. Makes 5 or 6 servings.

8. Which are the most famous monuments of the country?

Warsaw Landmarks and Monuments: Krasieński Palace - 5 Plac Krasieński, Warsaw, PL-00207, Poland. Located in the New Town area of Warsaw and built at the very end of the 17th century, Krasieński Palace is famous for its ornate Baroque architecture. Inside is equally impressive and although the palace was bombed during the Second World War, it was completely renovated soon after. Today, Krasieński Palace houses a large collection of art works owned by the National Library.

Warsaw Landmarks and Monuments: King Sigismund's Column (Zygmunt's Column) - Plac Zamkowy, Warsaw, PL-00252, Poland. One of the most significant and famous of all Warsaw's landmarks,

Sigismund's Column was erected in the middle of the 17th century and presides over Castle Square, in the Stare Miasto district. Standing at the top of the column is a bronze statue commemorating King Zygmunt III Waza. It is some 20 metres / 66 feet above the ground.

The stairs surrounding the monument have become a popular place to sit and watch the nearby Polish street entertainers.

9. Which are the most famous destinations for vacation of the country? Find pictures and photographs.

Katowice is located on northwest from Cracow, around 50 minutes drive, and it is a great place to visit if you're looking for day trip opportunities from Cracow. Cracow is, undoubtedly, the heart of Poland and one of the top eastern European cities to visit because of Cracow's stunning historic buildings, palaces, sculptures, theaters and churches.

- **Italy** - Teza Vassiliki, Sfetsa Katerina and Koltsakli Venetia

2. Find the flag of the country, as well as its total area and population. Compare them with the area and the population of your country.

Total area: 301.333 km², **Population:** 57.000.000

3. When is the national day of this country? What event is being commemorated?

The "Festa della Repubblica" is the Italian national holiday celebrated on the second day of June

4. Find a clip of the town and the country in YouTube.

<http://www.youtube.com/watch?v=LOY3d-HHHyI>

5. Find clips of the country's music, songs and dances.

<http://www.youtube.com/watch?v=UgW7SI43SzU>

6. Which are the basic products of this country?

The northern part of Italy produces primarily maize corn, rice, sugar beets, soybeans, meat, fruits and dairy products, while the south specializes in wheat and citrus fruits. Italy is the first or the second largest producer of wine in the world and one of the leading in olive oil, fruits (apples, oranges, lemons, pears, apricots, peaches, cherries, strawberries, kiwi), flowers and vegetables.

According to the Agriculture Census, there were 2.6 million farms in 2000 (down from 3 million in 1990,) covering 19.6 million hectares. The vast majority (94.7%) are family-operated and small, averaging only 5 hectares in size. Of the total surface area in agricultural use (forestry excluded,) grain fields take up 31%, olive tree orchards 8.2%,

vineyards 5.4%, citrus orchards 1%, other orchards 3.8%, sugarbeets 1.7%, and horticulture 2.4%. The remainder is primarily dedicated to pastures (25.9%) and feed grains (11.6%). Livestock includes 6 million head of cattle, 8.6 million head of swine, 6.8 million head of sheep, and 0.9 million head of goats.

The most famous Italian wines are probably the Tuscan Chianti and Piedmontese Pinot Grigio. Other famous wines are Barbaresco, Barolo and Barbera (Piedmont), Brunello di Montalcino (Tuscany), Montepulciano d'Abruzzo (Abruzzo) and Nero d'Avola (Sicily). Quality goods in which Italy specialises are often DOC or 'of controlled origin'. This DOC certificate, which is attributed by the European Union, ensures that the origins and work that goes into a product are recognized. Great Italian, Aged Cheeses, Prosciutto di Parma DOP Boneless, 100% Italian Extra Virgin Olive Oil, Balsamic Vinegars from Modena.

7. Search for the most popular dishes of the other countries and, more specifically, their recipes. If possible, try to cook one of them.

Sausage Lasagna: The magic of sausage! It can take an ordinary lasagna and turn it into something special. Yet, even before the sausage, this is no ordinary lasagna. Fresh homemade pasta for the noodles, the Ricotta-Bèchamel sauce from Chef Silvias Hand Rolled Lasagna and fresh mozzarella already take this to another level. Add the sausage and it's breathing down the neck of the venerable Lasagna Verde Bolognese in the race for the title of my favorite lasagna.

Traditional Pizza: Pizza is one of the most popular traditional Italian dishes. This sumptuous dish can be easily prepared at home.

Ingredients: 3 pizza breads 6" diameter, ½ cup of onions, finely chopped, 1 cup of tomato puree, 2 tbsp of tomato ketchup, ½ tsp of sugar, 8-10 flakes garlic, ½ tsp of red chili crushed, ¼ tsp of cinnamon clove powder, ¼ tsp of omam (oregano) seeds, 2 tbsp of corn flour, 2 tbsp of butter, salt to taste, **For topping:** 1 capsicum, 2 onions, 1 tbsp tomato ketchup, 4-5 tbsp of cooking cheese, grated, 1 tbsp of coriander, finely chopped **Preparation:** Slice the capsicum and onions into thin round slices for topping and keep aside. Add chopped onions in the heated butter. Stir-fry it for about 2-3 minutes. Add a cupful of tomato puree in it and bring it to boil. Mix together chili powder, garlic, clove-cinnamon powder and salt. Add all the ingredients except corn flour and boil it for about 5 minutes. Mix the corn flour in ½ cup of water and make a smooth paste. Add it to the boiling sauce. Stir it continuously to avoid a formation of lumps. Cook it with continuous stirring. Make it thick enough to spread over the pizza bread. Allow it to cool, with

occasional stirring in order to avoid a surface drying. Spread a ladleful of pizza sauce on bread. Place slices of capsicum and onions over the sauce. Sprinkle coriander over it and cover with grated cheese. Bake it in a hot oven for about 5 minutes or till the cheese melts and the base becomes crispy. Cut the pizza into triangles and serve it hot.

8. Which are the most famous monuments of the country?

The Colosseum's original Latin name was Amphitheatrum Flavium, often anglicized as Flavian Amphitheater. The building was constructed by emperors of Flavian dynasty, hence its original name, after the reign of Emperor Nero. This name is still used in modern English, but generally the structure is better known as the Colosseum. In antiquity, Romans may have referred to the Colosseum by the unofficial name Amphitheatrum Caesareum; this name could have been strictly poetic. This name was not exclusive to the Colosseum; Vespasian and Titus, builders of the Colosseum, also constructed an amphitheater of the same name in Puteoli (modern Pozzuoli).

The **Trevi Fountain** (Italian: Fontana di Trevi) is a fountain in the Trevi rione in Rome, Italy. Standing 25.9 meters (85 feet) high and 19.8 meters (65 feet) wide, is the largest Baroque fountain in the city and one of the most famous fountains in the world.

9. Which are the most famous destinations for vacation of the country?

Florence is considered one of the most magnificent cities in Italy, as well as the world. Located in the heart of Tuscany, the tourists can find fields of sunflowers, miles of vineyards, rolling hills and mountain top castles. This place is the Renaissance capital of the world, its famous sons are Leonardo da Vinci, Dante Alighieri, Machiavelli, Fra Angelico and Michelangelo. It is a destination not to be missed. Florence has an exceptional artistic patrimony, celebrated testimony to its secular civilization. Cimabue and Giotto were considered as the fathers of Italian painting, they lived in this place, along with Arnolfo and Andrea Pisano, reformists of architecture and sculpture; Brunelleschi, Donatello and Masaccio, founders of the Renaissance. The Italian Renaissance, Europe's richest cultural period, began in Florence when the artist Brunelleschi finished the Duomo, with the huge dome. Ghiberti and the Della Robbia; Filippo Lippi and l'Angelico; Botticelli and Paolo Uccello; the universal geniuses Leonardo da Vinci and Michelangelo. Their works are exhibited in the city's many museums and known around of the world. Boccaccio wrote his 'Decameron' in Florence. From the 13th to the 16th century it was a seemingly endless source of creative masterpieces and Italian genius. During the Italian

Renaissance, Florence constructed its renaissance palaces and squares, turning it into a living museum. Many squares, such as Piazza della Signoria exhibits famous statues and fountains.

Bassano del Grappa is a medium-sized town (population 40,000) located in the Veneto region of northern Italy, in the Province of Vicenza (**Provincia di Vicenza**). The town is situated at the point where the flat Veneto plains reach the hills leading up to the Alps; it takes its name from the nearby Monte Grappa. The four things for which Bassano del Grappa is best known are its covered bridge over the Brenta, the strong grappa liqueur produced in the area, the military history of Monte Grappa and locally-produced ceramics. Veneto's historic towns, this is a prosperous place and is studded with smart clothes and furnishings shops. The architecture reflects Bassano's location: typical Veneto-style arcaded streets and piazzas are interspersed with alpine wooden balconies, and some of the hostelrys have a decidedly Austrian flavour. The historic centre of Bassano is pretty and very compact: there are several sights to see and the town makes a good day-trip destination. It is connected by direct regional trains to Padua and Venice. It would also make an unusual base for a couple of days exploring this area between the mountains and the Veneto plain.

Ponte di Rialto The Piazza San Marco may be more famous, but the **Ponte di Rialto (Rialto Bridge)** is the true heart of Venice. The current structure was built in just three years, between 1588 and 1591, as a permanent replacement for the boat bridge and three wooden bridges that had spanned the Grand Canal at various times since the 12th Century. It remained the only way to cross the Grand Canal on foot until the Accademia Bridge was built in 1854.

- **Latvia** - Saroglou Emi

2. Find the flag of the country, as well as its total area and population. Compare them with the area and the population of your country.

Population: 301,621, **Total area:** 13,600.7

3. When is the national day of this country? What event is being commemorated?

the 18th of November

4. Find a clip of the town and the country in YouTube.

<http://www.youtube.com/watch?v=2ohUIm5aqeU>

<http://www.youtube.com/watch?v=9RuNWWdhHSo>

5. Find clips of the country's music, songs and dances.

<http://www.youtube.com/watch?v=uUmgKJiqiyo>

<http://www.youtube.com/watch?v=DNQOtnBvtfE>

http://www.youtube.com/watch?v=Ilg-1BN-H_A

7. Search for the most popular dishes of the other countries and, more specifically, their recipes. If possible, try to cook one of them.

Latvian Bacon Buns (Pīrāgi). These buns can be used as appetizers, as part of a light lunch (with a cup of bouillon), or as part of a party table. They are best straight from the oven, but can be frozen and re-heated. They are absolutely delicious.

8. Which are the most famous monuments of the country? This is a large square situated just outside Riga Old Town and there is this famous statue called "Brīvības piemineklis", that is Monument of Freedom. It was built after the Soviet Occupation 'officially' left from Latvia on 21st August 1991.

The Dome Cathedral is the main church of Riga.

9. Which are the most famous destinations for vacation of the country?

Cesis - This is one of the historical spots in Latvia which epitomizes the perfect Latvian architecture and its heritage buildings. Make your romantic venture to this incredibly beautiful city of Latvia. The streets are lined with ancient tan buildings, stone constructions and crumbling castles are totally a breathtaking experience. If you wish to feel the atmosphere of the Old Riga Town, get new knowledge and good spend well your time well this excursion is the right choice for you.

- **Lithuania** - Irene Hristidou

2. Find the flag of the country, as well as its total area and population. Compare them with the area and the population of your country.

Total area: 65.200 km², **Population:** 3.350.385

3. When is the national day of this country? What event is being commemorated?

Independence Day, the 16th 1918; note - 16 February 1918 was the date Lithuania declared its independence from Soviet Russia and established its statehood; 11 March 1990 was the date it declared its independence from the Soviet Union

4. Find a clip of the town and the country on YouTube.

<http://www.youtube.com/watch?v=qMNMeJ-qG7U>

http://www.youtube.com/watch?v=U50FxH8o5_Q

5. Find clips of the country's music, songs and dances.

<http://www.youtube.com/watch?v=3subUnkjUHU>

<http://www.youtube.com/watch?v=eTrwt5WEmU8>

6. Which are the basic products of this country?

Resources and small deposits of petroleum, natural gas, peat, limestone, gravel, clay, sand industries petroleum refining and petroleum products, cast iron and steel, textiles, mineral fertilizers, fur coats, refrigerators, TV sets, bicycles, paper exports mineral products, machinery and transport equipment, chemicals, fertilizers, textiles and clothing, consumer goods. Principal source: Russia 27.8% (2005). Imports mineral products, machinery and transport equipment, chemicals, fertilizers, textiles and clothing, consumer goods. Principal source: Russia 22.3% (2004) Arable land 44.8% (2006); agricultural products cereals, sugar beet, potatoes, vegetables; livestock rearing and dairy farming.

7. Search for the most popular dishes of the other countries and, more specifically, their recipes. If possible, try to cook one of them.

Cepelinai (zeppelins) is the national dish of Lithuania. Served with cream sauce and bacon bits. **Preparation Time:** 45 minutes, **Cook Time:** 25 minutes, **Total Time:** 70 minutes. **Ingredients:** Dumpling Mixture: 8 large Idaho potatoes, peeled and finely grated, 2 large Idaho potatoes, peeled, boiled and grinded, 1 medium onion, peeled and finely grated, 1 teaspoon salt, more or less to taste: Meat Mixture: 1 pound ground pork or 1/3 of pound pork, 1/3 of pound beef, 1/3 of pound veal, 1 medium onion, peeled and finely chopped, 1 teaspoon of salt, 1/4 of teaspoon pepper, 1 large beaten egg. Gravy: 1/2 pound bacon, diced, 1 large chopped onion, 1 cup of sour cream, Black pepper to taste. **Preparation:** In a large bowl, mix all the meat ingredients thoroughly. Refrigerate until it is ready to use. Add a drop or two of lemon juice to the grated potatoes so they don't turn brown. Place them in a fine-mesh cheesecloth or cotton dish towel and twist over a large

bowl to get rid of the excess water. Pour off the water, reserving the potato starch at the bottom of the bowl. Unwrap the cheesecloth and place potatoes in bowl with the potato starch you reserved from the bottom of the bowl. Add the grinded boiled potatoes, grated onion and salt. Mix well. Put a large stockpot of water on to boil. To form the zeppelins, take about 1 cup of dumpling mixture and pat it flat in the palm of the hand. Place 1/4 cup or more of meat mixture in the centre and, using slightly dampened hands, fold the potato mixture around the meat into a football shape, sealing well. Continue until both mixtures are gone. Carefully lower dumplings into salted, boiling water to which 1 tablespoon of cornstarch has been added (to prevent dumplings from falling apart). Make sure water returns to the boil and continue boiling for 25 minutes. Remove dumplings, drain briefly on a clean dish towel and place on a heated platter. While dumplings are boiling, make the gravy. Fry the bacon and onion until tender. Drain and combine with sour cream and black pepper. Thin with 1-2 tablespoons milk if necessary. Drench dumplings with gravy or pass it in a gravy boat at the table.

8. Which are the most famous monuments of the country?

Soviet tank T-34 in Salantai, 1959, Lithuania Abraomo Kulviečio paminklas, 1 August 2009 (2009-08-21) (original upload date), Baisogalos Švč. Trejybės bažnyčia.

9. Which are the most famous destinations for vacation of the country?

Vilnius. Vilnius' Old Town is one of the most fascinating places to visit in Lithuania, and one of the best ways to marvel at the architecture and many churches found here, it's on walking tour. The Main Square or Cathedral Square it is the focal point and the starting point of any walking tour.

Within the vicinity of Cathedral Square, you'll find: The famed Vilnius Cathedral and Bell Tower. The bronze statue of Gediminas, The Wish Stone marble marking – Stebuklas - which is said to make your wish come true if you climb on it.; St Anne's Church, Vilnius University, Presidential Palace where Napoleon Bonaparte lived for some time.

Another interesting place to explore in Vilnius is Vilnius Castle. Complex as it is home to the Upper Castle remaining tower (Gediminas' Tower), the Lithuanian National Museum, the remains of Upper Castle's keep and two arsenals.

- **Slovenia** - Athanasia Pappou

2. Find the flag of the country, as well as its total area and population. Compare them with the area and the population of your country.

Total area: 20151 sq km²; **Population:** 2.055.692

3. When is the national day of this country? What event is being commemorated?

June 25. Public holiday. Commemorates independence from the former Yugoslavia in 1991

4. Find a clip of the town and the country in YouTube.

<http://www.youtube.com/watch?v=5bnVCJ4XfpQ>

<http://www.youtube.com/watch?v=VHgp39CQxDI>

5. Find clips of the country's music, songs and dances.

<http://www.youtube.com/watch?v=adGAyR4exyg>

<http://www.youtube.com/watch?v=RwqiJXm3Ivo>

<http://www.youtube.com/watch?v=potFnqTEkP8>

http://www.youtube.com/watch?v=aXaopjpQ_ls

6. Which are the basic products of this country?

Meat, dairy products, light industry

7. Search for the most popular dishes of the other countries and, more specifically, their recipes. If possible, try to cook one of them.

Bujta repa (sour turnip hot pot or pork with pickled grated turnips) is a Slovene national dish. It was mostly made in Prekmurje, the northeastern part of Slovenia. The expression *bujta* comes from the verb form *bujti* (to kill). The dish was originally relished in winter at pig slaughter or koline.

It was prepared from fatty parts of the pig's head, neck and skin, and sour turnips. It was necessary for bujta repa to be fatty and well larded. There was a rule that no steam should be seen rising from the dish. They believed that the colder it was the greasier it became. Now this custom is out of practise, since less lard is used.

8. Which are the most famous monuments of the country?

Saint Nicholas' Cathedral (Slovene: *Stolnica svetega Nikolaja*), commonly referred to as the **Cathedral of Saint Nicholas** or **Ljubljana Cathedral**, is a cathedral in Ljubljana, the capital of Slovenia. It is an easily recognizable landmark of the city with its green dome and twin towers and is located on Cyril and Methodius Square by the nearby Ljubljana Central Market and the Ljubljana town hall.

9. Which are the most famous destinations for vacation of the country?

Ljubljana is the cultural heart of Slovenia and one of the **top eastern European cities to visit** undoubtedly. Ljubljana is also the capital city which makes Ljubljana such a great introduction for the first vacation to Slovenia. Many of the interesting places to visit in Slovenia are located in Ljubljana, and one of the top things to do in the capital is explore the city's historic centre, which is characterized for its Baroque style architecture similar to that of cities in **Austria** such as **Vienna** and Graz. A few interesting places worth checking out in Ljubljana's historic centre are: The Town Hall, Ljubljana Cathedral in the Town Square, St. Peter's Church, the oldest church in the city, Dragon Bridge to check out the four dragon statues located at the bridge's four corners, Cankarjevo Dock to check out the open-air market on Saturday, Tivoli Park, Robba Fountain in the City Square.

There is a medieval castle worth checking out - Ljubljana Castle – which is perched at the top of a hill and serves as a vantage point for enjoying memorable views of the city.

As I mentioned earlier, Ljubljana is a cultural city so if you're into museums and art galleries there are plenty to visit. If you're interested in the history of Slovenia, three places are worth checking out. The Slovenian Museum of Natural History, Slovenian Railway Museum and the Slovenian Ethnographic Museum. The Slovenian Railway Museum is in particular a cool place to visit because of the vintage carriages and steam locomotives collections.

Questionnaire 1 PART TWO

Create a text file in Word and answer the following questions:

15. Do you know anything specific about the other countries?

Greece – has the twelfth longest coastline in the world 13,676 km.

Cyprus – it's the third largest island on the Mediterranean Sea and one of most popular tourist destinations.

Italy – with 60.6 million inhabitants, is the fifth most populous country in Europe, and the 23rd most populous in the world.

Spain – with an area of 504.030 square kilometres, it is the second largest country in Western Europe.

Lithuania – situated along the south-eastern shore of the Baltic Sea, it shares borders with Latvia to the north, Belarus to the southeast, Poland, and the Russian exclave of Kaliningrad to the southwest.

Poland – the 34th most populous country in the world and the sixth most populous in the European Union.

16. Do you have friends or family who resident in one of these countries? Do you ever discuss with them about the way of life there?

I have friends in Poland and Spain. We often talk about the way of life there.

17. Have you ever visited one of these countries? If so, which part of the country have you been in and for what reason? What did you like and what didn't you like?

I visit only Lithuania when I was young. I have been in Palanga and Klaipeda as a tourist. I like the culture and landscape there.

18. Would you like to visit one of the other countries?

I would like to visit Greece and Cyprus, because everything there must be very different from my country.

19. Would you like to live in one of these countries? Why? Why not?

I would like to live in Cyprus or Spain, because of the Mediterranean climate there.

20. In case you had correspondence with somebody from this country (a pen pal), what would you write to him about the everyday life in your country?

Dear friend,

You are welcome in Latvia. Here you can enjoy beautiful nature, culture, national meal and many other things.

3.2. Statistical analysis of research results

Materials based on Internet sources perceived perceptions of other communities by the students of courses, seminars, meetings have shown their affection to Partners' countries and extensive knowledge of the culture and the history of these countries.

The second survey questionnaire was developed by Macarelli Marina. Together, among the Partnership of the Project about 98 participants of the courses and seminars fulfill it. Next, we present tables with the total results of research made by the Sycyna Educational Society about the village in Poland and the cumulative results of the entire Partnership carried out in average –size towns. Research groups were varied by age, education, profession, gender and place of residence.

In the new European Union countries, we can notice the increased interest in other countries and the increase in mobility of individual families and local communities.

Results of research surveys prepared by learners of SO Sycyna

Sex	W16	M6	Age	to 13 years	14-16 years	16-20 years	20-25 years	25-60 years	> 60 years
				1	1	1	17	2	

Part 1-Questionnaire 2

<p>1. Do you know anything specific about the partner countries?</p>	YES	19	NO	3
<p>2. Do you have friends or family who reside in one of these countries?</p>	YES	10	NO	12
<p>3. Do you ever discuss with them about the way of life there?</p>	YES	9	NO	13
<p>4. Have you ever visited one of these countries?</p>	YES	15	NO	7
<p>5. If yes, which country? (1 answer)</p>	Italy (3) Spain (2) Cyprus (4) Greece (1) Latvia Lithuania (5) Poland (22) Slovenia			
<p>6. ...for what reason?</p>	Family (2) Friends (3) Tourism (12) Study (3) Business (2)			
<p>7. What did you like? (max. 3 answers)</p>	Culture (6) Music (1) Art (4) Landscape (13) Climate (6) Language (1) Lifestyle (4) Friendship (2)			
<p>8. What did n't you like? (max. 3 answers)</p>	Culture Music Art Landscape Climate (1) Language (2) Lifestyle (2) Friendship			
<p>9. Would you like to visit one of the other countries?</p>	YES	22	NO	
<p>10. ...if yes, which ones?</p>	Italy (6) Spain (6) Cyprus (4) Greece (4) Latvia Lithuania (2) Poland Slovenia (2)			
<p>11. Would you like to live in one of these countries?</p>	YES	9	NO	13
<p>12. ...for what reason?</p>	Culture (1) Music (1) Art (2) Landscape (4) Climate(8) Language(7) Lifestyle (5) Friendship (1)			
<p>13. In case you had correspondence with somebody from this country (a pen pal), what would you write to him about the everyday life in your country? (max. 3 answers)</p>	Culture (7) Music (4) Art (1) Landscape (3) Climate(3) Language Lifestyle (14) Friendship (1)			

Questionnaire 2 Part 1 – Summary results of research in the Partnership

Lp.	Opinion	Frequency	Percent
1	Do you know anything specific about the partner countries? Yes No Total	74 24 98	75,5 24,5 100,0
2	Do you have friends or family who reside in one of these countries? Yes No Total	59 39 98	60,2 39,8 100,0
3	Do you ever discuss with them about the way of life there? Yes No Total	54 44 98	55,1 44,9 100,0
4	Have you ever visited one of these countries? Yes No Total	68 30 98	69,4 30,6 100,0
5	If yes, which country? (1 answer) Italy Spain Cyprus Greece Latvia Lithuania Poland Total Missing System Total	42 3 4 9 3 6 1 68 30 98	42,9 3,1 4,1 9,2 3,1 6,1 1,0 69,4 30,6 100,0
6	...for what reason? Family Friends Tourism Study Business Total Missing System Total	31 5 26 5 1 68 30 98	31,6 5,1 26,5 5,1 1,0 69,4 30,6 100,0

Lp.	Opinion	Frequency	Percent
7	What did you like? (max. 3 answers)		
	Culture	20	20,4
	Music	3	3,1
	Art	12	12,2
	Landscape	18	18,4
	Climate	2	2,0
	Language	2	2,0
	Lifestyle	3	3,1
	Friendship	2	2,0
	Total	62	63,3
	Missing System	36	36,7
	Total	98	100,0
8	What didn't you like? (max. 3 answers)		
	Culture	2	2,0
	Music	1	1,0
	Art	1	1,0
	Landscape	4	4,1
	Climate	9	9,2
	Language	6	6,1
	Lifestyle	9	9,2
	Friendship	1	1,0
	Total	33	33,7
	Missing System	65	66,3
	Total	98	100,0
9	Would you like to visit one of the other countries?		
	Yes	96	98,0
	No	2	2,0
	Total	98	100,0
10	...If yes, which ones?		
	Italy	41	41,8
	Spain	16	16,3
	Cyprus	11	11,2
	Greece	15	15,3
	Latvia	3	3,1
	Lithuania	5	5,1
	Poland	3	3,1
	Slovenia	2	2,0
	Total	96	98,0
	Missing System	2	2,0
	Total	98	100,0

Lp.	Opinion	Frequency	Percent
11	Would you like to live in one of these countries? Yes No Total	58 40 98	59,2 40,8 100,0
12	...for what reason? Culture Music Art Landscape Climate Language Lifestyle Friendship Total Missing System Total	40 4 1 8 17 4 12 2 88 10 98	40,8 4,1 1,0 8,2 17,3 4,1 12,2 2,0 89,8 10,2 100,0
13	In case you had correspondence with somebody from this country (a pen pal), what would you write to him about the everyday life in your country? (max. 3 answers) Culture Music Art Landscape Climate Language Lifestyle Friendship Total	39 12 4 8 6 4 23 2 98	39,8 12,2 4,1 8,2 6,1 4,1 23,5 2,0 100,0
14	Would you like to participate in Skype conference with learners from these countries? Yes No Total	90 8 98	91,8 8,2 100,0
14b.	If yes, which country? Italy Spain Cyprus Greece Latvia Lithuania Poland Slovenia Total Missing System Total	49 5 13 8 3 5 3 4 90 8 98	50,0 5,1 13,3 8,2 3,1 5,1 3,1 4,1 91,8 8,2 100,0

Lp.	Opinion	Frequency	Percent
15	Country of origin		
	Italy	6	6,1
	Spain	36	36,7
	Greece	20	20,4
	Lithuania	7	7,1
	Poland	23	23,5
	Slovenia	4	4,1
	Total	96	98,0
	Missing System	2	2,0
Total	98	100,0	

Presented here small projects as a result of internet penetration are the choice of more or less personal knowledge of the described country.

Studies confirm the high level of knowledge related to the Partners' countries with well-known tourist and climatic preferences and with similar cultural tastes. With certainty after analysis of locally recipes and delicacies, we can be sure that also knowledge of the cuisine will increase.

It should be emphasize that the hard work on the questionnaires, their preparation, and analysis were very interesting form of education via the Internet and information technology.

The dominant motive for this kind of choice could be the reasons for interest in culture, climate, and life-style of the particular country. Preferred countries are Italy, Spain, Greece and Cyprus. This means that knowledge of new countries by the inhabitants of the old country is still very small.

4. Selected small projects

10 small projects have been developed in the 4th Meeting in Serres, which took place on 13th-17th October 2010. It was a suggestion for every organization-project participant to formulate one theme, about which it would be possible to gather and share information, and later to organize the Skype conference on this theme among between the participants, who would want to discuss about this theme live. There was an agreement that for small projects only those themes will be chosen which would be intended to share between not less than 3 institutions-project participants. The idea of small projects was held up and coordinated by the teacher of Second Chance School of Serres

– Yannis Kioldelis.

The selection of small projects looked like this:

Title	Greece	Cyprus	Slovenia	Spain	Italy	Lithuania	Poland	Latvia (Aina)	Latvia (Velga)
Conditions of working in each country			X				X		
Drawing a poster								X	X
Local recipes	X	X	X		X	X			X
Historic moments of last 50 years in each country	X	X	X	X		X			
Traditional dances						X	X		
“Blog: Any Time in the Past was... Different”	X			X					X
Local cultural events					X		X	X	
Tourist guide of the city		X		X				X	

4.1. Conditions of working in each country

4.1.1. Conditions for work, employment and residence for foreigners Regional Chamber of Craft and small business, Sežana, Slovenia – Doris Požar

Conditions for work or employment. Work or employment for foreigners in Slovenia is the only possible if the foreigner is in possession of a work permit. Pursuant to the Employment and Work of Foreigners Act –ZZDT-UPB 2 and statutory ordinances, work permits are issued by the Employment Service of the Republic of Slovenia. A work permit is not required only in cases stipulated in Article 3 of the Employment and Work of Foreigners Act or if so stipulated by an international treaty. This applies to the employment of workers from old and new EU member states, EEA citizens and citizens of Switzerland. In terms of employment or searching for employment, workers from these countries are equated with citizens of the Republic of Slovenia. This means that, in the event of employment, workers from these countries do not require a work permit. The employer who provides employment to such a worker must, however, register the work of such a worker from the EU. The same right to free access to the labour market (without a required work permit) also appertains to family members of citizens of EU member states, EEA citizens or citizens of the Swiss Confederation, who are otherwise third country nationals. The right to free access to the labour market means that these foreigners do not require a work permit to be employed or self-employed in the Republic of Slovenia. They evidence this right with a residence permit for the family member for reasons of family reunions.

Procedures for acquiring a work permission. A work permit is usually issued at the application of the employer as an employment permit or a permit for work and it only enables the employment or work of the foreigner with the specified employer – applicant. An exception is the personal work permit that the foreigner can apply for himself/herself. The applications are filed on the prescribed forms with the Employment Service of the Republic of Slovenia:

- On the ZRSZ-TUJ-1 form for a personal work permission,
- On the ZRSZ-TUJ-2 form for an employment permission,
- On the ZRSZ-TUJ-3 form for a permission for work,
- On the ZRSZ-TUJ-4 form for registering the provision of contractual services in cases when a work permit is not required.

Residence conditions In order to legally reside in Slovenia, a foreigner must acquire a residence permit, which enables entry and residence in the country. A third country national who intends to reside in the Republic of Slovenia for reasons of:

- Employment or work (employment or work, research work, seasonal employment, cross-border provision of services by seconded workers, daily work migrants),
- Study,
- Reuniting families,
- As a foreigner of Slovene descent and
- For other well-founded reasons (ownership of real estate in Slovenia, receiving a Slovenian pension, custody, foster care, hospital treatment, etc.), must acquire a residence permit to enter and reside in the Republic of Slovenia. The permit for first residence must be acquired prior to entering the country.

The permit for the first residence in the Republic of Slovenia is issued in the form of a sticker affixed in the foreigner's passport. The permit for the first residence may be issued for a period shorter than one year. »The permit for the first residence is served by the diplomatic and consular mission of the Republic of Slovenia based abroad by hand delivery to the foreigner for whom it is issued or to his/her legal representative.

Possibilities of self-employment for foreigners in Slovenia.

Foreigners wishing to set up their own company and manage it or find employment in that same company have various possibilities of regulating a work permit according to the Employment and Work of Foreigners Act – ZZDT (Official Gazette of the Republic of Slovenia, no. 76/2007):

1. Personal work permissions for self-employed foreigners

A foreigner who intends to establish or co-establish a private commercial company and represent the company on the basis of freedom of establishment or a foreigner who intends to perform his activity as a sole proprietor must obtain a personal work permit for self-employment.

The permit is valid for one year from the date of its acquisition and can be prolonged. This means that, prior to registering a private commercial company or the performance of activities as a sole proprietor, the foreigner must acquire a personal work permit enabling

him/her self-employment in his/her company. Conditions for issuing a personal work permit for self-employment:

A personal work permit for self-employment may be obtained by a foreigner:

- Who is in possession of a valid residence permit,
- Who, prior to submitting the application for a personal work permit, has resided in the Republic of Slovenia uninterrupted for at least one year on the basis of a residence permit. The condition of one-year of uninterrupted residence is not fulfilled if the permit for residence has been issued on the basis of a work permit for seasonal labour, for the provision of cross-border services by seconded workers or appointed workers or for training and advanced training. The one-year uninterrupted residence condition does not apply if the foreigner or his direct descendants up to three times removed are Slovenian emigrants.
- Who demonstrates that he/she has his/her own financial means in the amount of EUR 10,000,
- If an activity can only be performed on the business premises, the foreigner must demonstrate the ownership of the business premises or submit an appropriate lease agreement, or if the business premises are not a condition, he/she must demonstrate the ownership of the facility or submit an appropriate lease agreement for the facility where the company has its headquarters.

According to the provisions of the Employment and Work of Foreigners Act, the conditions for issuing the residence permit do not apply for a migrant worker (a foreigner who returns to his place of permanent residence at least once a week).

A personal work permit for self-employment can also be acquired by foreigners who are entered into an appropriate and legally determined record (e.g. athletes, artists, etc.). In this case, the conditions of the existence of a residence permit and the existence of own financial means do not apply. A foreigner can recover a personal work permit if he/she is still entered in the court register as the founder or co founder of the company and he/she represents the private commercial company or its legal successor or if he/she is still entered in the court register as a sole proprietor.

Procedures for acquiring a work permit.

The application for a personal work permit is filed with the Employment Service of the Republic of Slovenia on the prescribed form ZRSZ-TUJ-1. The personal work permit issued is the basis for the registration of a private commercial company or for registration as a sole proprietor.

2. Work permit for foreign representatives

Pursuant to Article 22 of the Employment and Work of Foreigners Act, a foreigner who establishes or co-establishes a company with share capital (d.o.o), which he/she wishes to manage as a company representative (director, procurator, etc.), must acquire a work permit for foreigner representatives. A company that employs ten or fewer than ten workers may obtain one work permit for a foreigner representative of a company.

A work permit for a foreigner representative may be issued for a period of up to two years and may be reissued if the company can prove that it has performed its business during the time of the validity of the previous work permit and if the foreigner, as a natural person, did not have a penalty imposed on him during that time for committing an offence in accordance with the Employment and Work of Foreigners Act.

3. Work permit for majority owners

A foreigner, who establishes or co-establishes a company with share capital (d.o.o) in which he/she, as the investor, holds the majority share (at least 51%) and he/she wishes to be employed in such a company, must acquire a work permit without assessing the situation on the labour market in Slovenia.

The procedure for issuing such a permit is similar to other work permits, though the main benefit is that such a permit is issued without verifying the existence of appropriate national candidates and without verifying the investor's operation for the previous 6 months.

On the basis of such a permit, the foreigner can perform any activity for which the company has been registered in accordance with the job vacancies and the employment contract concluded between such foreigner and the company.

Procedures for acquiring a work permission.

The application for a work permit for a majority owner is filed with the Employment Service of the Republic of Slovenia on the prescribed form ZRSZ-TUJ-2. With regard to the proof needed to issue a valid permit, the information on company registration is essential, as this information indicates whether the foreigner is entered as the company's majority owner (at least 51%).

4.1.2. Conditions of work – the Polish country Sycyna, Poland – Iwona Bednarczyk

The development of innovative technologies causes job changes, and alters working conditions as well as structure and form of employment. The labour market is changing too and problems of unemployment remain unsolved. We suggest considering working conditions through the prism of the scope of activity of our Sycyna Educational Association in the village of Sycyna in agricultural Zwoleń County, southern Mazovia in Central Poland.

Poland, Central European country, member state of the European Union, the total area 312.7 thousand square kilometres, 38.2 million citizens. National income per citizen is ~ 6000 EUR (23rd place) in the EU with the average of 10 000 EUR. In the recent decade, the economy has noted an increase in spite of the crisis slowdown in 2009. The GDP in 2010 actually increased by 3.8%. Almost 16 million people are employed. The indicator of professional activity amounts to 55.1%. There are 1 950 000 unemployed people, the rate of registered unemployment is 12.3%.

Over 2 million of Polish people work abroad, mainly in such EU member states as Great Britain, Germany, Ireland and Italy.

Today Sycyna includes 4 villages, 240 farms inhabited by 720 citizens. There is a primary school, a library, 3 shops, Sycyna Educational Association, Voluntary Fire Brigade, Farmer's Wives' Association, choirs: Sycyna (adults) and Sparkles (children). About 40% of citizens earn their living by working beyond the agriculture. Asphalt roads, waterworks, over 100 families have computers. There is a widely accessible computer studio with the Internet connection. Almost 15% of citizens have higher education.

Zwoleń County. Both the county and the municipality have agricultural-industrial character: the area of 57.3 thousand hectares, 36.8 thousand citizens. Unfortunately, there has been a decrease in population in the recent years. In the course of 10 years the number of children has decreased by 25%. The majority of farms are small farms of several hectares and just several of them are livestock farms, only micro and small enterprises. The number of the employed is 3 647, the unemployed - over 2.7 thousand, and the rate of unemployment - 17.4%.

Among the unemployed are - 7.5% with higher education, - 20% with secondary vocational education - 11.5% with secondary general education, 28% with basic vocational education, and 33% with middle schools and lower.

Salaries are lower than the average in the Mazovia Voivodeship. Small farms perform rather social function. The employment of foreigners, mainly from Ukraine - it is estimated that several dozen people work in the County, rather black economy in the agriculture and construction industry.

Emigration is rather seasonal - roughly 300-500 people employed mainly in agriculture, construction and service

industries in Great Britain, Germany, Ireland, Italy, France and Scandinavian countries.

Job. The successive intellectualisation of job informatisation hampers the employment of people with digital exclusion and low education level. The only places of work: micro and small enterprises, offices, education, health service.

A rapid change of working conditions has been noticed. Difficult work connected with ploughing and harvesting is done by machines. Growing vegetables (i.e. potatoes, beetroots), harvesting fruit (i.e. strawberries) and breeding animals require a lot of physical effort

Relatively a lot of accidents, that involve children as well, happen during farming works and in households. Small farms have rather a social function. Main source of income - farming retirement pensions, benefits, sales of agricultural produces. Mainly micro and small enterprises, sole proprietorships, most often trade, services, agricultural produces processing.

Education. Small number of kindergartens (only 2) and an insufficient number of vacant places in kindergartens. Departments of kindergarten education are managed by primary schools. There are 19 primary schools, 7 middle schools, a secondary school, 2 basic vocational schools and a technical school in the County. There are 2 451 pupils in primary schools, 1 577 in middle schools, 310 in basic vocational schools, 261 in a technical school and 562 in secondary schools.

Secondary-school graduates choose studies at universities mainly in Radom and Lublin, and just few of them is at main academic centres of Poland. Not many of them come back to their birthplace.

Adult continuing education is mainly in the form of vocational courses for the job market is conducted by the Vocational Training Centre, and the Voluntary Labour Corp.

The development of education, mainly for adults, is the opportunity of development of local human resources. Complex impact through the development of education on all levels is expected in the

intellectual capital development scenarios described in the book entitled *Intellectual Capital and Scripts of Development* written by B. Banasik, I. Bednarczyk, T. Kupidura, published by the Heritage and Development Association within the framework of Leader project.

Vocational development. Poverty. Many people benefit from the social services. Relatively low level of education of 40+ adult results in Labour Offices', local governments' and the Association's organisation of a lot of vocational courses.

Recruitment difficulties are noted, which means that a lot of attention is paid to problems of encouraging, mainly the unemployed, to learn and work. Social exclusion and the exclusion from the labour market of the adults in particular, is a serious problem caused by the digital exclusion. Hence, almost all the European projects from the Innovative Economy Human Capital Operational Programme (PO KL) include elements of IT education and development of the access to computers and the Internet.

Let us mention here some examples of projects conducted by the Sycyna Educational Association such as local integration: e-Activation or Leader+ Currently the consecutive stage III of the **Implementation of local development strategy** within the framework of the Leader project is being realised (2009-2015) in 11 neighbouring counties. Several projects of village renewal, and several small projects aimed at the development of culture and tourism mainly, have already been finished. There is the lack of candidates in projects for the diversification of non-agricultural activities, as well as creation and development of microenterprises.

@ctive Village - Work for the Active. The project's aim was to support vocational development and improve the employability skills of citizens of 5 Zwoleński County municipalities through the application of IT technologies in distance vocational training.

64 adults with the minimum professional experience - up to the age of 34, including people with no professional experience, the elderly (above 45 years old) with difficulties to adjust to the requirements of the modern market economy, as well as people unemployed for an extended period of time, farmers and their spouses and householders wanting to pursue employment beyond the agricultural industry participated in the project.

Among the results of the project are: IT courses (81 people), online vocational consultancy, 61 individual plans of actions, 13 people temporary employed and 12 in training.

Local integration e-Activation. The project's aim was to create the conditions for full social integration in the intergenerational aspect and social activation of Zwoleński County villages' inhabitants through common learning and getting skills of communication via Internet in 10 villages, **integration e-Points:** *Barycz, Jasieniec, Sycyna, Zielonka, Czarnolas, Policzna, Kazanów, Przyłek, Tczów, Zwoleń.*

The results of the project include: 10 integration picnics, computer service and IT workshops, integration holidays.

81 citizens aged 7-80 (60% women and 40% men) from 10 villages of the Zwoleński participated in the project. Among them were County – the unemployed, the professionally inactive, farmers and people employed beyond the agricultural industry, pensioners, pupils of primary and secondary schools, including women from villages, youth and seniors.

Prospects of developing the village are as follows: diversification of agricultural activities, development of microenterprises. Such intellectual capital has been already coming into being.

Literature

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4.2. Local recipes

- **Summertime soup. Regional attistibas atbalsta centers “Ritums” (Latvia, Liepaja) – Liga Ceble.**

Ingredients: One half of a long-size cucumber, a little bunch of chives and a little bunch of dills, 2 hard-boiled eggs, 2 medium sized potatoes, a bunch of sorrel, 11 kefir.

Preparation: Boil potatoes with skin, boil the eggs and leave to cool. Cut the potatoes and eggs, add finely chopped cucumber, chopped sorrel, chives and dills. Mix it all thoroughly, add salt, and finally pour the kefir. (Kefir can be mixed with water, if it seems too fat, or you can add sour cream, if we you want the soup to be more fatty). Serve with fresh rye-bread!

- **Sauerkraut, Potato and Bean Stew.** Regional Chamber of Craft and small business Sežana (Slovenia).

Ingredients: 500 g sauerkraut, 250 g brown beans, 3 large potatoes, 2 tbsps of lard, 2 tbsps of flour, 3 cloves of garlic. Salt, pepper. Dried meat, optional – to improve the taste.

History: Jóta is karstic and Friulian national independent dish and stew. In Furlanija today almost unknown while jota was domesticated on Goriško and everywhere round Primorska; she is known as typical Trieste speciality generally.

Name is derived by Friulian word of jota that is derived by Gallic word for soup – *Iutta*.

Preparation method: Peel the potatoes and boil them. Mash some of the potatoes. Cook sauerkraut and beans separately. When everything is cooked, mix it together. Be careful when adding cabbage water. It can make the soup too sour. Fry garlic in lard and add flour. Add roux to the jota and season with salt and pepper. Boil until it gets quite thick.

Jota tastes much better if dried meat is cooked in it. The following ingredients can also be added: onions, bay leaf, carrots, and cumin. Instead of sauerkraut you can use sour turnip.

- **Walnut potica.** Regional Chamber of Craft and small business Sežana (Slovenia) – Doris Požar.

Ingredients for leavened dough: 1 kg of flour, 30 g of yeast, 3-4 yolks, 3 dl of lukewarm milk, 120 g of butter, 1 teaspoon, alt, 2 tablespoon of sugar, fat for the mould; **Filling:** 600-700 g walnuts, 200 g honey, 50 g sugar, 1-2 dl of milk, 1 egg, grounded cinnamon, rum or home made fruit spirit.

History: This is an original Slovenian culinary speciality, known throughout Slovenia in various names and versions (povitica, optica, gubana, gubanca, gobana, pogača), and featuring a wide variety of fillings. Even back in the 19th century we “exported” it to neighbouring countries, and today it is known almost throughout the world. It was first mentioned in 1575. To begin with it was an upper class food, but later spread to the peasant class, too. Originally potica was a ritual Christmas dish, but for a long time it has also been an obligatory Easter blessing food. Traditionally there are around 60 types of potica, but today there are something like 120 recipes for it.

Preparation: Prepare the dough in a warm room. Heat up the flour, sift it into a bowl and stir it together with a teaspoon of salt. Stir dissolved yeast together with a tablespoon of sugar, 2 spoons of flour and ½ dl of lukewarm water or milk. Leave it in a warm place to rise. Make a hole

in the middle of the flour; add whisked eggs, yeast, lukewarm melted butter and sugar, adding lukewarm milk while stirring. Beat the dough for 15 minutes or until the bubbles appear and the dough separates from the bowl. Certain types of flour may need more milk than others. Sprinkle some flour on the beaten dough, cover the dough with a cotton cloth and leave it in a warm place to rise. Crush or grind the walnuts and pour some hot sweetened milk over the walnuts. Slowly heat up the honey until it liquefies, and then add it to the walnuts; add also cinnamon. Leave the filing to cool down. Add one or two eggs to the almost cold filing and mix them thoroughly. Roll out the dough until it is ½ cm thick; spread it with the warm filing. Roll tightly; put it in a well-greased mould. The potica is then left to rise slowly, but not too much, because it will rise during the baking. Put the whisked egg on the potica before the baking. Bake time is one hour. When baked leave it in the mould to cool down for at least 15 minutes and then softly turn it over to the board. Sprinkle it with an icing sugar, if desired.

- **Potato gnocchi. Project Local Recipes – by Lucia Forese age 55:**
Polo Europeo della Conoscenza–IC Lorenzi, Fumane-Verona, Italy.

Ingredients: (serves 6), 1 kg of potatoes of the old type, 300 g flour, 1 egg (optional).

Wash the potatoes under running water and then put to cook in a large pot of water and bring to the kitchen (when they are cooked, pierce with a fork, this will easily fit): if you want you can also cook in the microwave. Mash with potato masher just cooked without peeling, the skin will remain attached to the basis of the masher, and you save the trouble and burn, let it fall, as the press, on a shelf, or a cutting board, but also in a bowl if you do not have available the first two, and let them cool completely, if prepared the day before, even better, but not put them in the fridge! Add egg to potatoes and flour: the egg may not be used, but in cooking the gnocchi will govern better, and will be ruined as they are not fried in the pan with the sauce, mix together until a soft ball, but not sticky: the quantity of flour indicated is the maximum you can add. Now cut the dough into pieces, made of twisted and cut to pieces all the same, as the pieces go on the dumplings row, but if you can not use the back of a fork to create coves that capture the features of the sauce. Place them on a towel then, when cooking, boiling, salted water overturn, do not just go up to the surface they are cooked, do not let them stay longer!

Potato gnocchi goes back to the ancient tradition of Verona. The origins dated back to 1531, when the city was hit by a severe famine, which affected mainly the poorest neighborhoods such as San Zeno district. The city council led by Thomas of Vico, to avoid the risk of a popular uprising, decided to offer to the people, the last Friday of the month, bread, cheese, wine, flour and butter, to which were added the gnocchi were distributed on the Friday before Lent. In the testament of Vico, he ordered to continue this practice (tradition), hence the famous Gnocolàr Friday. In the province of Verona, on the day of Gnocolàr Friday, there is the custom for lunch to eat a plate of home-made gnocchi.

- **Fugassa by Forcellini Malvina – Age 80 (with the help of the son Fulvio).** Polo Europeo della Conoscenza–IC Lorenzi, Fumane-Verona, Italy.

Recipe: 2 eggs - 1hg. of butter - 2hg. of flour - 1 tea spoon of baking powder - 1 hg. of raisins - 1 hg. of sugar.

History of Fugassa The Fugassa (or fogassa, a cake) is a typical poor sweet of from the province of Verona; it is a sweet and very old that can be compared to the Winter Italian “panettone” or to the Easter cake, but we think its origin is more older. It was born as a sweet for family parties, born in the Veneto region as a holiday variant (but still poor) of the bread. Usually home-made product, now it can be bought at any bakery or cake shop. The “Fogassa” is prepared and eaten during the winter time, usually soaked in milk and coffee or tea. In other regions (Piemonte) it was a sweet with a surprise: in fact, inside the cake, two beans, one white and one black, were introduced. The unfortunates who found the white bean were obliged to pay for the cake, those with the black bean were offered wine.

Preparation of Fugassa You mix together all the ingredients in a bowl, put the in the oven (pre heated- 180 degrees) for 30 minutes.

In Piemonte the recipe is like our recipe: baking powder- flour-butter-eggs (only yolks), candied orange and citron (cutted), vanilla...all mixed in a bowl.

- **Pesto by Lavagnoli Gian Ivo – Age 60.** Polo Europeo della Conoscenza–IC Lorenzi, Fumane-Verona, Italy.

Recipe: A combination of basil, crushed garlic, grated hard cheese (parmigiano-reggiano, pecorino, etc.), and pine nuts with a little olive oil to form pesto.

History of Pesto. Pesto is a sauce originating in Genoa in the Liguria region of northern Italy (*pesto alla genovese*). The name is the contracted past participle of the Genoese word *pestâ* (Italian: *pestare*) which means "to pound, to crush" in reference to the sauce's crushed herbs and garlic. This same Latin root through Old French also gave rise to the English word *pestle*. The ancient Romans ate a cheese spread called *moretum* which may sometimes have been made with basil.

The herb likely originated in North Africa; however, it was first domesticated in India. Basil took the firmest root in the regions of Liguria, Italy and Provence, France. The Ligurians around Genoa took the dish and adapted it, using a combination of basil, crushed garlic, grated hard cheese (parmigiano-reggiano, pecorino, etc.), and pine nuts with a little olive oil to form pesto.

Preparation of Pesto Historically, pesto is prepared in a marble mortar with a wooden pestle.

The basil leaves are washed, dried, placed in the mortar with garlic and coarse salt, and crushed to a creamy consistency. The pine nuts are added and crushed together with the other ingredients. When the nuts are well-incorporated into the "cream", grated cheese and then olive oil are added and mixed. In a tight jar (or simply in an air-tight plastic container), pesto can last in the refrigerator up to a week, and can also be frozen for later use.

- **Holiday baba.** Inga Mažonienė, Inspectorate of correction region of Klaipėda, Lithuania.

Šventinė boba: 15 egg yolks; 1 cup of sugar; 2 cups of milk, 100 g (6 tablespoons) of fresh yeast, 1 cup of butter; 1 cup of sour cream, 1 cup of raisins; 5 cups of flour, 2 teaspoons of vanilla extract; salt, ICING, 3 egg whites; 3 cups of powdered sugar, juice of 1 lemon; 1 cup of butter, 1/2 cup of chocolate; 1 cup of ground filberts. Blend yeast with 1/4 cup sugar and dissolve in warm milk. Add 1 cup of flour, beat well and let rest in warm spot for about 30-45 minutes. Beat egg yolks with remaining sugar until yolks are pale yellow. Add remaining flour to eggs and yeast mixture, mix well. Add melted, chilled butter, raisins, sour cream and pinch of salt, blend all until soft dough is formed. Cover dough and let rise for 1-2 hours. Beat dough again and set in warm spot for another rising. Grease a high sided cake pan, sprinkle with bread crumbs, place dough into baking pan, not more than 1/3 full. Let rise and when doubled bake in preheated oven at 375F/190C for about 1 hour.

To make white icing cream egg whites with powdered sugar and lemon juice. For chocolate icing melt butter, add chocolate and heat on low heat until chocolate melts.

When baba is done, let cool in baking pan. Remove from pan and decorate with white icing, then dribble slightly cooled chocolate on top of white icing, allow chocolate to run down sides. Sprinkle chopped nuts on top.

Baba is baked for Easter, weddings and other special occasions.

- **Grated potato cake** Inga Mažonienė, Inspectorate of correction region of Klaipeda, Lithuania.

Recipe: 1 kg (2 lbs) of potatoes, peeled, 1 cup of milk, 2 eggs, beaten, 2 onions, finely chopped, salt to taste, butter or oil for frying onion

Grate potatoes, remove some of the potato juice, tilt the bowl and spoon off the collected juice. Bring milk to a boil and pour over the grated potatoes. This is done to disperse potato starch through the grated potatoes. Fry onion and mix into potatoes, add eggs and salt and mix well. Pour the mixture into a medium depth, greased baking dish and bake in a preheated oven at 350F/180C, until the top is well browned. Cut into squares and serve with bacon fried with onions and sour cream.

Cold beet soup is very popular in summer time. I like it very much!

- **Cold beet soup.** Inga Mažonienė, Inspectorate of correction region of Klaipeda, Lithuania.

Recipe: 2 cooked red beets, peeled and coarsely grated, 2 fresh, cucumbers, finely cut, 2 hard boiled eggs, 100 g (6 tablespoons) of sour cream, 1 l (4 cups) of sour milk or butter milk, 1 cup of boiled water, 8 sprigs fresh dill, finely chopped, 1 cup of scallion greens, finely chopped salt to taste.

Crush egg yolks with scallion greens and salt. Add cucumber, finely chopped egg whites, sour cream, sour milk or butter milk, beets and 1 cup of boiled but chilled water. Mix well.

Serve in individual bowls sprinkled with dill, with hot potatoes.

- **Kazan-Dipi.** Dimitris Zamanis, Student of Second Chance School of Serres.

Ingredients: 600 gr of buffalo's milk, 250 gr of sugar, 80 gr of rice flour, 50 gr butter.

Historical information: The buffalos in Greece are approximately 2000 and the 1600 of them live in Kerkini lake of Serres. The buffalo milk is good enough for kazan-dipi because it has 7-8% fat and it is the most appropriate for our sweet. If you don't have buffalo milk you can use milk from sheep. Kazan-dipi is a traditional Greek sweet of the Greeks who lived in Konstantinoupoli (Istanbul). The Turkish name of the sweet comes from the old times, when the region of Serres as the whole region of Macedonia and Thrace was under the Turkish occupation until 1912.

Preparation: Melt butter and coat the pan. Sprinkle the 50 g of sugar on the butter. Turn on the oven (only the bottom plate) to 230 degrees. Place the pan in it and cook until the sugar becomes a dark brown caramel. In the meanwhile, put the milk, the rest of the sugar and the rice flour in a saucepan. Mix them very well with a shaker and start boiling it. As soon as it is boiled remove the pan from the oven and put the cream in it. Insert the pan into the oven again and cook for approximately 15 minutes at the 180 degrees.

- **Pepeki.** Magda Tsitsinouli, Student of Second Chance School of Serres.

Ingredients: 200 gr of wheat flour, 1 teaspoon of baking powder, 2 eggs, 2 tubs of fat yoghurt, $\frac{1}{4}$ olive oil (use the tub of yoghurt), 1 spoonful of sweet paprika, 300 gr. feta cheese crumbled.

Folklore information: It is an old traditional recipe that comes from Epirus and which our grandparents used to cook in the old times. Its preparation is very easy and very fast. With yogurt and milk which were home-made in the old times. But even now, some people started producing them by themselves. A cake which was taken out on the table usually after the main meal is accompanying it.

Preparation: Sieve the flour with the baking powder. In a large bowl add the eggs, yogurt, olive oil and paprika. Mix to unite all the ingredients together. Having them joined well, add the crumbled feta cheese. Then slowly add the flour and the baking powder and stir with a spoon or by hand. In a greased and sprinkled pan No. 36, pour in the mixture and spread evenly with a spoon. Preheat the oven at 180 Celsius degrees, turning on both up and down resistances. Bake for 40-45 minutes putting the pan at the last bottom track, until the top of the pie takes a golden brown color.

- **Souvla.** Adult Education Centers of the Ministry of Education and Culture, Cyprus.

Barbecues are very popular in Cyprus. "Souvla" can be translated with "skewer". Souvlas are mainly pieces of Lam or Chicken, grilled on charcoal grill The Cypriots love their Souvla and there can always be a reason to be invited for.

- **Lamb Stifado with Sauté Potatoes.** Adult Education Centers of the Ministry of Education and Culture, Cyprus.

Stifado can be made with almost any kind of meat. Here we use lamb. It always involves either red wine or red-wine vinegar or both, herbs, and copious quantities of small whole onions.

Ingredients: 1/4 of cup sugar, 1/2 cup of red-wine vinegar, 28- to 32-ounce can whole tomatoes including juice, chopped, 1 cup of dry red wine, 2 teaspoons of dried rosemary, crumbled, 1 cinnamon stick, 1 bay leaf, 6 lamb shanks (about 6 pounds total), 1 pound of pearl onions (about 3 cups), 2 pounds of small red potatoes, 3 large garlic cloves, sliced thin, 1 tablespoon of olive oil. Preheat oven to 350°F.

Method: In a 9-quart heavy ovenproof kettle cook sugar on top of stove over moderate heat, without stirring, until it begins to melt. Continue to cook sugar, stirring with a fork until melted and cook without stirring, swirling kettle, until a deep golden caramel. Add vinegar and stir until caramel is dissolved. Stir in tomatoes with juice, wine, rosemary, cinnamon, and bay leaf and bring to a boil. Add lamb shanks and braise, covered, in middle of oven until tender, about 2 hours. Braised lamb shanks improve in flavours if made 1 day ahead. Cool mixture, uncovered, and chill, covered. Skim and discard fat from mixture and reheat on top of stove before proceeding. In a saucepan of boiling water blanch onions 10 minutes, or until just tender, and drain. Cool onions and peel. Quarter potatoes and in a steamer set over simmering water steam potatoes, covered, 8 to 10 minutes, or until just tender. In a large non-stick skillet cook garlic in oil over moderate heat, stirring, until pale golden. Add potatoes with salt and pepper to taste and sauté mixture over moderately high heat 5 minutes, or until potatoes are golden. Transfer meat with a slotted spoon to a platter. Discard cinnamon stick and bay leaf. Add onions to sauce and boil until sauce is thickened slightly. Spoon sauce and onions over meat and surround with potatoes.

4.3. Historic moments of the last 50 years in each country

4.3.1. A look at the last Spanish fifty years, Centre of Lifelong Learning, Triana, Spain

- **1961** Luis Buñuel releases "Viridiana", starring Silvia Piñal, Francisco Rabal and Fernando Rey in the lead roles. The film won the top prize at Cannes, the Palme d'Or

- **1961-1973** The favorable situation in the world led to rapidly growth in the industry and services in Spain. The development and mass migration, ended the unemployment. It triggered an exodus from rural áreas into industrial zones Spanish and other European countries.

- **1970** Proclamation of Juan Carlos de Borbon Prince of Asturias under the Act of Succession to the Head of State.

- **1973** On December 20, 1973 the Prime Minister, Luis Carrero Blanco, suffered a fatal attack by ETA. A huge explosi3n sent the car he was traveling at an altitude of more than twenty meters causing his death and two other people.

- **1975** The agony of the dictator Francisco Franco was slow and painful, and finally, on November 20, his death was certified.

- **1976** In this year starts the Spanish democratic transition, historical period during which carries out the process by which Spain leaving behind the dictatorial regime of General Franco and going to be governed by a Constitution establishing a social State, democratic and law.

- **1977** Vicente Aleixandre received the Nobel Prize of Literature. In this year also censorship was abolished.

- **1978** The Spanish Constitution was ratified by referendum on December 6, 1978, was later sanctioned by the King on December 27 and published in the Official Gazette on 29 December of that year.

- **1981** Resignation of Adolfo Su3rez, Prime Minister. The attempt of coup d'3tat by Antonio Tejero 23-F. In this year also Picasso's Guernica returned to Spain.

- **1986** Spain joins the European Union and NATO.

- **1989** Camilo Jos3 C3la wins the Nobel Prize of Literature.

- **1992** It is a landmark year in our recent history, held the Olympics in Barcelona, the Universal Exhibition in Seville, Madrid is the European capital of culture ...

- **2002** On January 1, 2002, comes into force the new Spanish monetary system. The peseta was replaced by euro notes and coins.

- **2004** Slaughter of Al Qaeda in four commuter trains in Madrid (11-M). The terrorist attack caused 200 deaths and over 1800 injured.
- **2010** The selection of Spain won the football World Cup in South Africa.

4.3.2. Sergej Sviderskij, Inspectorate of correction region of Klaipeda, Lithuania.

Stalinism The mass deportation campaigns of 1941–1952, June deportation according to Serov Instructions and March deportation, known as Operation "Priboi", in particular, exiled 29,923 families to forced settlements in Siberia and other remote parts of the Soviet Union. Official statistics state that more than 120,000 people were deported from Lithuania during this period, while researchers estimate the number of political prisoners and deportees at 300,000. In response to these events, an estimated several tens of thousands of local organized resistance fighters participated in unsuccessful partisan warfare against the Soviet regime from 1944. The last partisan was killed in combat in 1965 the Soviet authorities encouraged immigration of non-Lithuanian workers, especially Russians, as a way of integrating Lithuania into the Soviet Union and to encourage industrial development. This period is memorialized in Grūtas Park.

Grūtas Park Rebirth (1988–1990) Until mid-1988, all political, economic, and cultural life was controlled by the Lithuanian Communist Party (LCP). Lithuanians as well as people in two other Baltic republics distrusted the Soviet regime even more than people in other regions of the Soviet state, and gave their own specific and active support to Gorbachev's program of social and political reforms by Lithuanians. Under the leadership of intellectuals, the Lithuanian reform movement "Lietuvos Persitvarkymo Sąjūdis" (the Reform Movement of Lithuania) was formed in mid-1988 and declared a program of democratic and national rights, winning nationwide popularity. Inspired by Sąjūdis, the Lithuanian Supreme Soviet passed constitutional amendments on the supremacy of Lithuanian laws over Soviet legislation, annulled the 1940 decisions on proclaiming Lithuania a part of the USSR, legalized a multi-party system, and adopted a number of other important decisions, including the return of the national state symbols - the flag and the anthem. A large number of

LCP members also supported the ideas of Sąjūdis, and with Sąjūdis support, Algirdas Brazauskas was elected the First Secretary of the Central Committee of the LCP in 1988. On 23rd August 1989, 50 years after the Molotov–Ribbentrop Pact, in order to draw the world's attention to the fate of the Baltic nations, Latvians, Lithuanians and Estonians joined hands in a human chain that stretched 600 kilometres from Tallinn, to Rīga, to Vilnius. That human chain was called the Baltic Way. In December 1989, the Brazauskas-led LCP declared its independence from the Communist Party of the Soviet Union and became a separate party, after which it renamed itself in 1990 the Democratic Labour Party of Lithuania.

Independent modern Lithuania (1990 – present) Struggle for independence (1990–1991) Troops parade to mark events of March 11. In early 1990, Sąjūdis-backed candidates won the elections to the Lithuanian Supreme Soviet. On March 11, 1990, the Supreme Soviet proclaimed the re-establishment of Lithuanian independence. Lithuania was the first of the Soviet republics to declare independence. Vytautas Landsbergis became the head of the state and Kazimira Prunskienė led the Cabinet of Ministers. On March 15, the Soviet Union demanded revocation of the independence and began employing political and economic sanctions against Lithuania. Soviet military was used to seize a few public buildings, but violence was largely contained until January 1991. During the January Events, the Soviet authorities attempted to overthrow the elected government by sponsoring the so-called National Salvation Committee. The Soviets forcibly took over the Vilnius TV Tower, killing 14 unarmed civilians and injuring 700. Moscow failed to act further to crush the Lithuanian independence movement and the Lithuanian government continued to work.

During the national referendum on February 9, 1991, more than 90% of those who took part in the voting (and 76% of all eligible voters) voted in favour of an independent, democratic Lithuania. During the August Putsch in Moscow, Soviet military troops took over several communications and other government facilities in Vilnius and other cities, but returned to their barracks when the coup failed. The Lithuanian government banned the Communist Party and ordered confiscation of its property. Following the failed coup, Lithuania received widespread international recognition and was admitted to the United Nations.

Building the new state (1991–2008). As in many other formerly Soviet countries, popularity of the independence movement (Sąjūdis in

this case) was diminishing due to worsening economic situation (rising unemployment, inflation, etc.). The Lithuanian Communist Party renamed itself Democratic Labour Party of Lithuania (LDDP) and ran against Sąjūdis in the 1992 parliamentary elections, gaining a majority of the seats. LDDP continued building the independent democratic state and transitioning from a centrally planned to a free market economy. In the 1996 parliamentary elections, the voters swung back to the rightist Homeland Union, led by the former Sąjūdis leader Vytautas Landsbergis.

As part of the transition to a free market economy, Lithuania organized a privatization campaign to sell government-owned residential real estate and commercial enterprises. The government issued investment vouchers to be used in privatization instead of actual currency. People cooperated in groups to collect a larger amount of vouchers for the public auctions and the privatisation campaign in Lithuania, unlike Russia, did not create a small group of very wealthy and powerful people. The privatisation started with small organizations and large enterprises (such as telecoms or airlines) were sold several years later for hard currency in a bid to attract foreign investors. Lithuania's monetary system was to be based on Litas, the currency used during the interwar. Due to high inflation and other delays a temporary currency, Talonas, was introduced (commonly called *Vagnorkė* or *Vagnorėlis* after Prime Minister Gediminas Vagnorius). Eventually Litas was issued in June 1993 and it was decided to peg it to the United States dollar in 1994 and to the Euro in 2002.

Despite Lithuania's achievement of complete independence, sizable numbers of Russian forces remained in its territory. Withdrawal of those forces was one of Lithuania's top foreign policy priorities. Russian troop withdrawal was completed by August 31, 1993. The first military of the re-born country were the Volunteer Forces, who first took an oath at the Supreme Council of Lithuania soon after the independence declaration. The Lithuanian military built itself to the common standard with an air force, navy and land army. Interwar paramilitary organizations such as Lithuanian Riflemen's Union, Young Riflemen, and Lithuanian Scouts were re-created.

In October 2002, Lithuania was invited to join the European Union (EU) and one month later to join the North Atlantic Treaty Organization (NATO); it became a member of both in 2004.

- **Inga Mažonienė**, Inspectorate of correction region of Klaipeda, Lithuania: *“I would like to present Bloody Sunday in Lithuania 1991 01 13. This is very important date for our nation”*.

Introduction The Lithuanian Republic declared independence from the Soviet Union on March 11, 1990, and thereafter underwent a difficult period of emergence. Economic and energy shortages undermined public faith in the newly restored state. The Soviet Union imposed an economic blockade between April and late June.

The inflation rate reached 100% and continued to increase rapidly. The fact that Lithuania had proclaimed independence unilaterally also caused discontent among the minorities of Russian and Polish descent, many of whom were supporters of the Moscow-backed branch of the Lithuanian Communist Party and the largely communist-dominated Yedinstvo movement.

Tensions rose sharply in the early days of 1991. During the five days preceding the events, Russian, Polish, and other workers at Vilnius factories protested the government's consumer goods price hikes and what they saw as ethnic discrimination. (According to Human Rights Watch, the Soviet government had mounted a propaganda campaign designed to further ethnic strife).

On January 8, the conflict between Chairman of the Parliament Vytautas Landsbergis and the more pragmatic Prime Minister Kazimira Prunskienė culminated in her resignation. Prunskienė met with Soviet Union president Mikhail Gorbachev on that day. He refused her request for assurances that military action would not be taken.

On January 8, the Yedinstvo movement organized a rally in front of the Supreme Council of Lithuania. Protesters tried to storm the parliament building, but were driven away by unarmed security forces using water cannons. Despite a Supreme Council vote the same day to halt price increases, the scale of protests and provocations backed by Yedinstvo (*Unity*, in Russian) and the Communist Party increased. During a radio and television address, Landsbergis called upon independence supporters to gather around and protect the main governmental and infrastructural buildings.

From January 8–9, several special Soviet military units were flown to Lithuania (including the famous counter terrorist Alpha Group and paratroopers of the 76th Airborne Division of the VDV based at Pskov). The official explanation was that this was needed to ensure constitutional order and the effectiveness of laws of the Lithuanian SSR and the Soviet Union.

On January 10, Gorbachev addressed the Supreme Council, demanding restoration of the constitution of the USSR in Lithuania and the revocation of all anti-constitutional laws. He mentioned that military intervention could be possible within days. When Lithuanian officials asked for Moscow's guarantee not to send armed troops, Gorbachev did not reply.

Timeline January 11th In the morning, Speaker of the Supreme Council Vytautas Landsbergis and Prime Minister Albertas Šimėnas were presented with another ultimatum from the "Democratic Congress of Lithuania" demanding that they comply with Gorbachev's request by 15:00 on January 11.

- **11:50** – Soviet military units seize the National Defense Department building in Vilnius.
- **12:00** – Soviet military units surround and seize the Press House building in Vilnius. Soldiers use live ammunition against civilians. Several people are hospitalized, some with bullet wounds.
- **12:15** – Soviet paratroopers seize the regional building of the National Defense Department in Alytus.
- **12:30** – Soviet military units seize the regional building of the National Defense Department in Šiauliai.
- **15:00** – In a press conference held in the building of the Central Committee of the Communist Party of Lithuania, the head of the Ideological Division Juozas Jermalavičius announces the creation of the "National Salvation Committee of Lithuanian SSR" and that from now on it will be the only legitimate government in Lithuania.
- **16:40** – Minister of Foreign Affairs Algirdas Saudargas sends a diplomatic note to the Ministry of Foreign Affairs of the Soviet Union in which he expresses his concerns about Soviet army violence in Lithuania.
- **21:00** – Soviet military units seize a TV re-translation center in Nemenčinė.
- **23:00** – Soviet military units seize the dispatcher's office of the Vilnius railway station. Railway traffic is disrupted, but restored several hours later.

January 12th During an overnight session of the Supreme Council, Speaker Vytautas Landsbergis announced that he had tried to call Mikhail Gorbachev three times, but was unsuccessful. Deputy Minister of Defense of the Soviet Union, General Vladislav Achalov, arrived in Lithuania and took control of all military operations. People from all over Lithuania started to encircle the main strategic buildings:

the Supreme Council, the Radio and Television Committee, the Vilnius TV Tower and the main telephone exchange.

- **00:30** – Soviet military units seize the base of the Lithuanian SSR Special Purpose Detachment of Police (OMON) in a suburb of Vilnius.
- **04:30** – Soviet military units unsuccessfully try to seize the Police Academy building in Vilnius.
- **11:20** – Armed Soviet soldiers attack a border-line post near Varėna.
- **14:00** – A Soviet military truck collides with a civilian vehicle in Kaunas. One person dies and three are hospitalized with serious injuries.
- **22:00** – A column of Soviet military vehicles is spotted leaving a military base in Vilnius and moving towards the city center. Employees of the Central Committee of the Communist Party of Lithuania instruct special worker groups (druzhinas) to be ready “for special events.”
- **24:00** – Another column of military vehicles (including tanks and BMPs) is spotted leaving the military base and heading toward the TV tower.

January 13th

- **01:25** – Upon arrival in the vicinity of the TV tower, tanks start to fire empty rounds.
- **01:50** – Tanks and soldiers encircle the TV tower. Soldiers fire live ammunition overhead and into civilian crowds gathered around the building. Tanks drive straight through lines of people. Fourteen people are killed in the attack, most of them shot and two crushed by tanks. One Soviet paratrooper (Viktor Shatskikh) is killed by friendly fire. Loudspeakers on several BMPs transmit the voice of Juozas Jermalavičius: "*Broliai lietuviai, nacionalistų ir separatistų vyriausybė, kuri priešpastatė save liaudžiai, nuversta. Eikite pas savo tėvus, vaikus!*" ("*Brother Lithuanians! The nationalist and separatist government which confronted the people has been overthrown! Go [home] to your parents and children!*")
- **02:00** – BMPs and tanks surround the Radio and Television Committee building. Soldiers fire live ammunition into the building, over the heads of the civilian crowds. The live television broadcast is terminated. The last pictures transmitted are of a Soviet soldier running toward the camera and switching it off.

- **2:30** - A small TV studio from Kaunas came on air unexpectedly. A technician of the family program that usually broadcast from Kaunas once a week, was on the air, calling for anyone who could help to broadcast to the world in as many different languages as possible about the Soviet army and tanks killing unarmed people in Lithuania. Within an hour, the studio was filled with several university professors broadcasting in several languages. The small studio in Kaunas received a threatening phone call from the Soviet army division of Kaunas (possibly the 7th Guards Airborne Division of the Soviet Airborne Forces). By 4 in the morning this studio received the news that a Swedish news station finally saw the broadcast and would be broadcasting the news to the world. The second phone call from the Soviet army division followed shortly, with a commander stating that "they would not try to take over the studio so long as no misinformation is given". This was all broadcast live. The Kaunas TV station was using Juragiai transmitter as re-translator.

Following these two attacks, large crowds (20,000 during the night, more than 50,000 in the morning) of independence supporters gathered around the Supreme Council building. People started building anti-tank barricades and setting up defenses inside surrounding buildings. Provisional chapels were set up inside and outside the Supreme Council building. Members of the crowd prayed, sang and shouted pro-independence slogans. Despite columns of military trucks, BMPs and tanks moving into the vicinity of the Supreme Council, Soviet military forces retreated instead of attacking.

The events of January 13 are sometimes referred to as Bloody Sunday.

Tomas Malūkas, Inspectorate of correction region of Klaipeda, Lithuania: *“I live in Klaipeda, Lithuania and I’m very proud. I live in Klaipeda about five-four years...”*.

During the World War II, from the end of 1944 into 1945, as Allied victory appeared imminent, the German inhabitants felt compelled to flee as the fighting drew nearer. The nearly empty city was captured by the Soviet Red Army on 28 January 1945 with only about 50 remaining people. Those who remained were later expelled or killed. After the war the Memel Territory was incorporated into the Lithuanian SSR, marking the start of a new epoch in the history of the city.

The Soviets transformed Klaipėda, the foremost ice-free port in the Eastern Baltic, into the largest piscatorial-marine base in the European USSR. A gigantic shipyard, dockyards, and a fishing port were constructed. Subsequently, by the end of the 1950s, the population of the city had doubled its pre-war population, and by 1989 there were 203,000 inhabitants. In the aftermath of World War II almost all the new residents came to Klaipėda from Russia (as illegal settlers of the occupying power), Belarus, Ukraine and Lithuania. Initially the Russian-speakers dominated local government in the city, but after the death of Joseph Stalin, more people came to the city from the rest of Lithuania than from other Soviet republics and oblasts; Lithuanians then became its major ethnic group. Among Lithuanian cities with a population greater than 100,000, however, Klaipėda has the highest percentage of people whose native language is Russian.

Until the 1970s, Klaipėda was only important to the USSR for its economy, while cultural and religious activity was minimal and restricted. The developers of a Roman Catholic Church (Maria, Queen of Peace, constructed 1957-1962) were arrested. The city began to develop cultural activities in the 1970s and 1980s, such as the introduction of the Sea Festival cultural tradition. Based on the Pedagogical University of Šiauliai and the National Conservatory of Lithuania in Klaipėda, the University of Klaipėda was established in 1991. Klaipėda is now the home of a bilingual German-Lithuanian institution, the *Hermann-Sudermann-Schule*.

4.3.3. Second Chance School of Serres, Greece

- George Domouchtsis, Yannis Kioldelis

- **Junta in Greece (1967– 1974)**

The military junta, known simply as the Junta in Greece, was imposed on 21st April 1967 when army officers, led by Colonel George Papadopoulos, Brigadier Stylianos Pattakos and Colonel Nikolaos Makarezos seized power in a coup d'état.

Having positioned about 100 tanks in the Athens area, the coup leaders made their move at dawn on the 21st of April and first occupied the Ministry of Defence.

The Junta lasted seven years, during which the military dictatorship abolished all political freedoms, and imprisonments, torture and exile became an everyday phenomenon.

From 1967 onwards and throughout the dictatorship, demonstrations against the regime were held, protest banners hung in the centre of

Athens and bombs set off. However, these expressions of resistance to the Junta were the exception to the rule. The arrests of innocent citizens, just for expressing views opposed to the regime and the lack of freedom, had terrorised the population and people were afraid to speak out in front of third parties. The arrests were accompanied by torture, courts-martial and internal exile to remote island camps.

In August 1968 Alekos Panagoulis tried to assassinate Papadopoulos with a bomb, and only the resulting international outcry prevented his execution after he was sentenced to death by judges in thrall to the regime.

A few months later, in November 1968, one of the first forms of mass protest against the Junta took place: the 500,000 Athenians who attended the funeral of former Prime Minister George Papandreou yelled slogans against the Junta and sang the National Anthem and the traditional Cretan revolutionary song “Pote Tha Kanei Xasteria” (When Will the Sky Be Clear Again).

The students took dynamic action in 1973. The students at the Polytechnic protested with continuous abstention from classes and demands for education. The Senate’s attempt to control them by closing the Polytechnic led to demonstrations at the Law School of the Kapodistrian University of Athens. There were also demonstrations in Thessalonica and other cities.

In the summer of 1973, the play “To Megalo Mas Tsirko” (Our Great Circus) by Iacovos Kambanelis was staged at the Athinaion Theatre. Nikos Xylouris sang, and participants included Stavros Xarchakos, Kostas Kazakos, Dionysis Papayiannopoulos and Evgenios Spatharis. Kambanelis called the play, a representation of Greek history from the Turkish occupation to the present, “A referendum for Democracy”.

- **The Polytechnic uprising (1973)**

The Polytechnic uprising on 17th November 1973 was the turning-point of the 1967 dictatorship. It is considered the peak of resistance to the Junta.

On 21st February 1973, law students went on strike and barricaded themselves inside the buildings of the Law School of the University in the centre of Athens demanding the cancellation of the law which forced their colleagues to join the army. The regime ordered the police inside the Law School and many students suffered police brutality. The events at the Law School are often cited as the prelude to the Polytechnic uprising.

On 14th November 1973, students at the National Technical University of Athens (also known as the Athens Polytechnic or Polytechnion) went on strike and started protesting against the military regime. There was no response so the students barricaded themselves in and built a radio station (using materials from the laboratories) that repeatedly broadcasted across Athens. Soon thousands of workers and youngsters joined them protesting inside and outside of the Athens Polytechnic.

In the early hours of Saturday 17th November 1973, about 25 tanks arrived at the Polytechnic. One took position right in front of the main gate. Fifteen minutes later, a delegation of the students requested for 30 minutes to evacuate the school grounds but they were only given 15. Less than ten minutes later the tank crashed through the gate of the Athens Polytechnic.

In recordings of the “free Athens Polytechnic radio” that was transmitting from the school grounds, a young man's voice is heard desperately asking the soldiers surrounding the building complex, to refuse to obey the military orders and not to fight “brothers protesting”. The voice carries on to an emotional outbreak, reciting the lyrics of the Greek national anthem. Shortly after the tank entered the school grounds, the radio station ceased to transmit.

According to a highly contested, official investigation after the fall of the Junta, no students of the Athens Polytechnic were killed during the incident and only a few were injured by the tank. Unofficial accounts differ as to how many died in the tank invasion into the Polytechnic area but a number were killed in the immediate area of the school. According to unofficial accounts, at least 24 were killed (the number may be higher), hundreds were injured and almost 1.000 were arrested at the Polytechnic and at the Ministry of Public Order where students also were protesting.

- **Restoration of Democracy (1974)**

In 1974 came the failed coup in Cyprus. The “guarantor” Turkey invaded the island to “protect” Turkish Cypriots. The ineffective reaction of the Greek and Greek Cypriot forces resulted in Turkey occupying almost half of Cyprus. There had been Turkish threats of invasion in 1964 and 1967, which makes it likely that Greece was under pressure not to react more dynamically in 1974. On the other hand, we must not forget that the Junta hesitated to arm the soldiers who had been called up.

Ioannides, who had overthrown Papadopoulos after the Polytechnic affair, disappeared along with most of the Junta government. Senior Greek army officers, led by Gizikis, decided, given the impasse and their responsibility for the Cyprus fiasco, to restore democracy. Former Prime Minister Karamanlis was invited from Paris to form a government of national unity, and the seven years of the Junta came to an end on 24th July 1974.

- **Greece enters the European Union (1979)**

Greece's European orientation predates the linking of the country's course with efforts towards European integration within the context of the European Community / Union. However, the orientation became concrete upon submission of the application for accession to the newly established European Economic Community in June 1959, an application that led to the Association Agreement between Greece and the EEC, signed in June 1961. This Agreement, which in fact constituted the first step towards Greece's integration into the European Community, "froze" when dictatorship was established in Greece (April 1967) and was re-activated after democracy was restored (July 1974).

The Greek Government, and Constantinos Caramanlis in particular, aimed at integrating the country into the European Union as a full member. Indeed, the application for full accession was submitted on July 12, 1975. The reasons for which Greece chose full accession to the Community can be summed up as follows:

- Greece considered the Community to be the institutional framework within which stability could be brought into its democratic political system and institutions.

- Greece sought to enforce its independence and position within the regional and international system as well as its "power to negotiate", particularly in relation to Turkey, which, after the invasion and occupation of Cyprus (July 1974), appeared as a major threat to Greece.

- Accession into the Community was regarded by Greece as a powerful factor that would contribute to the development and modernization of the Greek economy and Greek society.

- Greece wanted, as a European country, to have "presence" in, and an impact on, the process towards European integration and the European model.

Prime Minister Karamanlis appealed to the governments of the nine member states - France and Germany in particular - and the Commission's proposal was rejected. Accession negotiations were

initiated in July 1976 and brought to a conclusion in May 1979, with the signing of the Accession Deed in Athens (Zappeion Megaron). The Greek Parliament ratified the Accession Deed of Greece to the European Community on June 28, 1979.

- **Greek joins Euro zone (2002)**

Greece has become the twelfth country to join the European single currency, ditching its own currency, the drachma.

The Euro zone now consists of Austria, Belgium, Finland, France, Germany, Greece, Ireland, Italy, Luxembourg, the Netherlands, Portugal and Spain.

Some investors have said they are worried the decision to allow Greece to join the euro will send out the wrong signal to financial markets - suggesting that in future other, weaker economies may be allowed in without complying fully with membership conditions.

Greece has one of the highest inflation rates in Europe. Public sector borrowing is also much higher than would be permitted normally under the EU rules governing entry to the project.

Greece had hoped to join the euro with the first wave of member countries in January 1999, but failed to meet the economic tests of low inflation and government debt and deficits - the so-called Maastricht criteria.

Like all other countries in the Euro zone, Greece introduced euro notes and coins in January 2002.

- **The Olympic Games of Athens (2004)**

The original Olympic Games, recorded in 776BC, were dedicated to the Olympian Gods but were abolished in 393AD by the Emperor Theodisius for becoming a pagan cult. The modern Olympic games were revived in Athens in April 1896, and have been held every four years in different cities since then, except during the first and second world wars. The Olympic Games in 2004 took place between the 13th and 31st of August, with the Paralympics between the 17th and 28th of September.

The 2004 Summer Olympic Games, officially known as the Games of the XXVIII Olympiad, was a premier international multi-sport event held in Athens, with the motto *Welcome Home*. 10,625 athletes competed, some 600 more than expected, accompanied by 5,501 team officials from 201 countries. There were 301 medal events in 28 different sports. It was the first time since 1896 that the Olympics were held in Greece.

Athens was chosen as the host city during the Session held in Lausanne on September 5, 1997. Athens had lost its bid to organize the 1996 Summer Olympics to Atlanta nearly seven years before. The success of Athens in securing the 2004 Games was based largely on Athens' appeal to Olympic history and the emphasis that it placed on the pivotal role that Greece and Athens could play in promoting Olympism and the Olympic Movement.

Construction

The main Olympic Stadium, the designated facility for the opening and closing ceremonies, was completed only two months before the games opened. This stadium was completed with a retractable glass roof designed by Spanish architect Santiago Calatrava. The same architect also designed the Velodrome and other facilities.

The lighting ceremony of the Olympic flame took place on March 25th in Ancient Olympia. For the first time ever, the flame travelled around the world in a relay to former Olympic cities and other large cities, before returning to Greece.

Mascots have been a tradition at the Olympic Games since the 1968 Winter Olympics in Grenoble, France. The Athens games had two official mascots: *Athiná* and *Phévos* (pronounced in Greek, Athina and Fivos). The sister and brother were named after Athena, the goddess of wisdom, strategy and war, and Phoebus, the god of light and music, respectively.

The Olympic Opening Ceremony

The widely praised Opening Ceremony by avant garde choreographer Dimitris Papaioannou held on August 13, 2004 began with a twenty eight (the number of the Olympiads up to then) second countdown paced by the sounds of an amplified heartbeat. As the countdown was completed, fireworks rumbled and illuminated the sky overhead.

Following the artistic performances, a parade of nations entered the stadium with over 10,500 athletes walking under the banners of 201 nations. The Opening Ceremony culminated in the lighting of the Olympic Cauldron by 1996 Gold Medalist Windsurfer Nikolaos Kaklamanakis.

- **Greece's economic crisis (2010)**

In the first weeks of 2010, there was renewed anxiety about excessive national debt.

On 23rd April 2010, the Greek government requested that the EU/IMF (International Monetary Fund) bailout package (made of

relatively high-interest loans) be activated. The initial size of the loan package was €45 billion and its first installment covered €8.5 billion of Greek bonds that became due for repayment. On 27th April 2010, the Greek debt rating was decreased to BB+ (a 'junk' status) by Standard & Poor's amidst fears of default by the Greek government. The yield of the Greek two-year bond reached 15.3% in the secondary market. Standard & Poor's estimates that in the event of default investors would lose 30–50% of their money. Stock markets worldwide and the Euro currency declined in response to this announcement.

On May 1st, a series of austerity measures was proposed. The proposal helped persuade Germany, the last remaining hold out, to sign on to a larger, 110 billion euro EU/IMF loan package over 3 years for Greece. On May 5th, a national strike was held in opposition to the planned spending cuts and tax increases.

The November 2010 revisions of 2009 deficit and debt levels made accomplishment of the 2010 targets even harder and indications signal a recession harsher than originally feared.

4.3.4. Regional Chamber of Craft and small business, Slovenia – Doris Požar

- **Second World War.** The Second World War was a tragedy for Slovenia, as it was simultaneously a national liberation war and a civil war. Slovenia was partitioned by Italy, Germany and Hungary. A leading role in the liberation struggle was taken by the communists, who after the defeat of the aggressors in 1945 under the leadership of **Josip Broz (Tito)**, first formed the People's Republic, then the Socialist Federal Republic of Yugoslavia. Slovenia became one of the six Yugoslav republics.

- **After Tito's death.** Slovenia was the most economically advanced of the former Yugoslav republics. Following Tito's death in 1980, a major economic, political and social crisis arose. Increasing opposition between the ethnic groups and the rise of nationalist politicians led to the break-up of Yugoslavia within a decade.

- **War of independence.** Slovenia held a referendum in 1990, in which over 88% of voters backed independence. Independence was declared on the 25th of June 1991, and was followed by the ten-day war, which claimed tens of lives. The Yugoslav Army withdrew from Slovenia in October 1991. Several countries had recognized its independence by this stage, and the majority followed suit in 1992, when Slovenia joined the United Nations.

- **Membership of the European Union and NATO.** One of the Slovenian government's main goals was joining the EU. After several years of negotiations it did so, on the 1st of May 2004 with nine other countries. It joined NATO in the same year.

- **Introduction of the euro and presidency of the EU.** On the 1st of January 2007 Slovenia became the first of the new EU members to join the euro. It was also the first new EU member to assume the presidency of the organization, in the first half of 2008.

- **Rapid economic development.** One of Slovenia's major policy successes was joining the **European Union**. This was one of its first major goals following independence in 1991. After years of negotiations, Slovenia succeeded in joining the organization with nine other countries on the 1st of May 2004. In 2005 it assumed the presidency of the **OSCE**, and then two and a half years later, on 1 January 2007 to be precise, Slovenia was the first of the new EU members to join the euro, before becoming the first new member to hold the **presidency of EU** in the first half of 2008. Slovenia has been part of the **Schengen Area** since the end of 2007, which means that there is no control of border crossings with neighboring countries in the EU. Slovenia presided over the **Council of Europe's** committee of ministers in 2009, and has joined the **OECD** in 2010.

As a member of the EU, Slovenia now has trade relations with the countries of Western Europe, Germany, Austria and Italy in particular. Slovenia is known as a small but reliable partner, with a rational way of acting, and a **skilled workforce**. Its economic development since independence has been a considerable success, particularly between 1995 and 2008, when the economy grew by an average of 4% each year. The official unemployment rate stood at 6% at the end of 2008, although the true rate was even lower. Slovenia saw its first significant decline in economic growth in 2009 as a result of the global economic crisis. Slovenia's per capita GDP is 91% of the EU average, ranking it 16th of the 27 countries.

4.3.5. Adult Education Centers of the Ministry of Education and Culture, Cyprus – Pambos Pikrides

- **1960** British occupation ended. The British, Greek and Turkish governments signed a Treaty of Guarantee to provide for an independent Cypriot state within the Commonwealth of Nations and

allow for the retention of two Sovereign Base Areas at Akrotiri and Dhekelia. Under the treaty, each power received the right to take military action in the face of any threat to the constitution. Cyprus became independent of foreign rule. The Greek Cypriot Archbishop Makarios became the first president, with Turkish Cypriot Dr. Kutchuk his vice president. Both had the right of veto. Turkish Cypriots, who formed 18% of the population, were guaranteed the vice-presidency, three out of ten ministerial posts and 30% of jobs in the public service. They were further guaranteed 40% representation in the army and separate municipal services in the five major towns. Overall, a very complex constitution was drafted, which demanded a majority of votes overall as well as within each community for many decisions.

- **1963** Greek Cypriots began to view the constitution as unworkable and proposed changes abolishing all veto rights and many ethnic clauses; these proposals were rejected by Turkish Cypriots and the Turkish government. Inter-communal fighting erupted. Tylliria was bombarded with napalm bombs. A UN Peace Keeping Force was sent in, but soon proved powerless to prevent incidents. Thousands of Turkish Cypriots retreated into enclaves where they were embargoed by the Greek Cypriots. The UN attempted to supply them with food and medicine. Akritas plan.

- **1973** The Turks emerged from their enclaves.

- **1974** 15th July– The Cypriot National Guard and EOKA B launch a coup to overthrow the democratically-elected President, Archbishop Makarios III. **20th July**– Turkey invades the island of Cyprus. Two Cyprus Navy motor torpedo boats, the T1 and the T3, are sent out from Kyrenia to engage the Turkish naval flotilla approaching the shore. Both ships are sunk by combined Turkish air and naval attack. (Drousiotis, 2005). **16th August**– Turkish forces advance as far as the “Atilla” line, a pre-determined territorial occupation by which time, 37% of the island is now under Turkish control.

- **1975** Turks announced a Federate State in the north, with Rauf Denктаş as leader. UN Forces remained as buffer between the two zones.

- **1977** Makarios died. He was succeeded by Spyros Kyprianou.

- **1983** The Turkish Federated State declared itself the independent Turkish Republic of Northern Cyprus (TRNC), with Denктаş as President. The new state was not recognized by any country except Turkey and was officially boycotted.

- **1992** UN sponsored talks began between the two sides.

- **1995** The UN talks ran into the sand, but with a commitment to resume.
- **2001** The European Court of Human Rights found Turkey guilty of continuing human rights violations against the Greek Cypriots.
- **2003** Cyprus was set to join the European Union in May 2004. Renewed negotiations about the status of the island took place. **April 23** – The line which divided the two parts of Cyprus was partly opened. Thousands of Turkish and Greek Cypriots crossed the buffer zone to the "other side" after 30 years.
- **2004 April 24** 2004 Annan Plan Referendum: The Annan Plan was rejected by the majority of Greek Cypriots. May 1 the sovereign Republic of Cyprus joined the European Union, however the EU acquis was suspended in the occupied north, Akrotiri and Dhekelia and the United Nations Buffer Zone.
- **2008** Demetris Christofias replaces Tassos Papadopoulos as president of the Republic of Cyprus. It was the first time that a leader of the Greek Cypriot communist party, AKEL, had entered the presidential race. He is currently the only communist leader in the European Union.

4.4. Local cultural events

4.4.1. Polo Europeo della Conoscenza–IC Lorenzi Fumane-Verona – Italy, “Amber Expedition” IN ADRIA - Cesare Fiora

“Amber Expedition” is an initiative of scientific cultural artistic kind to promote the cultural heritage of some European sites linked by the amber road. The initiative involves four nations: Poland, Slovakia, Hungary and Italy. The chart was used for the transportation of amber. Adria was a very important site along the amber road. From Adria amber took two directions: towards Greece by sea and towards Rome by land. From the 21st of September to the 2nd of October 2010 a series of events took place in Adria: an international scientific meeting, exhibitions, historical musical and dancing performances, a fashion parade with amber jewels, and cultural tours.

It was very interesting to discover in its particulars how Adria was a very important commercial center in the past and I enjoyed a lot the parade along the streets of the city center and the exhibition of amber objects at the Archeological Museum.

- **Carnival in Verona, Event - by Guglielmo Fera – age 63**

Carnival in Verona dating back to 1531, when there was a severe famine caused the increase in the price of flour and the consequent refusal of the bakers to sell bread. In the riots that followed participated mainly the residents of St. Zeno, the poorest and most populated district of Verona. To restoring the calm a committee of wealthy citizens was appointed who provided the purchase and distribution of wheat and flour. Seems to be part of this committee Thomas Da Vico, traditionally referred to be the father of the Carnival of Verona.

It is said that he included in his willings a free distribution to the people of bread, wine, butter, flour and cheese on the last Friday of Carnival, called *Friday gnocolàr* with respect to the gnocchi (a poor food made of water and flour) distributed in the square. Carnival time in Verona has expanded to every district of the city, each of whom has his mask, invented or inspired by a historical figure or a trade.

There are many traditional carnival masks and represent all districts of Verona: *Papà del Gnoco* (Gnoco dad) is the oldest mask of Italy and we enjoy to see him who distribute “gnocchi” and sweets to children. It is the King of Carnival parades in Verona and in many carnival parades of the province.

4.4.2. The local culture of the Polish country – the family hearth of Jan Kochanowski, Sycyna Educational Society, Poland – Iwona Bednarczyk, Monika Kaczmarska

We will look at the problem of local culture, tradition, cultural heritage and their modern repercussions through the prism of our local environment, place of birth of an outstanding Polish Renaissance poet - Jan Kochanowski, where the Sycyna Educational Association has been functioning for 12 years already.

1. About our little country

Zwoleński County is one of districts of the southern part of the Mazovia Voivodship. It is located in central Poland on the axis of two national roads: Sandomierz Warsaw - Radom Lublin. It includes the following municipalities: Zwoleń, Tczów, Przyłęk, Policzna, Kazanów. About 40 000 citizens live on the area of 57 124 ha. It is the region connected with the most outstanding poet of the Renaissance - Jan Kochanowski, who was born in Sycyna, lived in Czarnolas, and was buried in Zwoleń.

Sycyna. According to recent research conducted by K. Myśliński, Sycyna, together with Policzna and Strykowice, was one of the first

villages founded in the 12th century in eastern parts of the Radom Virgin Forest. Sycyna is commonly identified with the village of *Życina* according to the record from 1191 (paying the title to Sandomierz collegiate church) and till the 14th century it was held in king's hands.

Piotr Kochanowski - poet's father - bought Sycyna in 1525 and it belonged to the Kochanowski family to the end of 17th century.

Today Sycyna has about 700 citizens living on 240 farms. These are small farms of several hectares, and just several of them are livestock farms. About 40% of citizens earn their living by working beyond the agriculture (Asphalt roads, waterworks). About 100 families have computers. Almost 15% of citizens have higher education.

2. Tradition, customs, ceremonies

Everyday life in a village has not changed a lot for centuries. Whole struggles and work of a man was concentrated on actions connected with farming, harvesting as well as taking care of animals and household. The cycle of work was, and still is, determined by the seasons of the year. Spring was the time of intensive farming works such as ploughing, sowing, planting potatoes and vegetables. Summer was the time of harvesting –and haymaking. In autumn potatoes were dug up, vegetables collected and linen dried. Winter was devoted to household works. Women would spin threads, weave, sew, and tear feathers. At that time men would repair and make tools and equipment needed on a farm. They used the most easily accessible resources, such as wood, linen or sheep wool.

It should be borne in mind that traditional peasant economy was based on self-sufficiency that is on what was given by the soil and animals, without the necessity of buying products with money.

In the traditional culture man's life rhythm was divided into two stages. The first was the stage of work, everyday bustle allowing for necessities of life, and the second, equally important, was time of celebration. Nowadays celebrations are mainly associated with resting from everyday duties, but in the traditional culture it was a special time. Time that made people think about their own lives has closely connected with and dependent on the rhythm of nature. That dependency forced people to find an ally in forces of nature, because basic existence of human beings depended on them. Hence, in each festive season there appears a whole cycle of magical customs and procedures that are supposed to cause abundance of crops, health and fertility of people and animals. It was also believed that contact with extraterrestrial beings,

mainly with the souls of the dead, would help people in their terrestrial existence. The current way of celebrating in Poland mixes old pagan and Roman beliefs with the Roman Catholic religion.

- **Annual celebrations** - determined by of the season of the year and the related ritual calendar. The cycle of customs appearing here was aimed at causing the abundance of soil and fertility of animals.

One of the most important celebrations in the entire annual cycle was Christmas. The most significant day in that festive cycle was the Christmas Eve falling on December 24th. The climax of this day is the Christmas supper eaten after dark, but that moment is normally preceded by the series of procedures and practices.

Easter, similarly to Christmas, was preceded by cleaning and food preparation. Special Easter buns were baked, pig-slaughtering ceremonies performed, hams and sausages prepared. That food was blessed in a church on Holy Saturday. Even these days a parish priest from Jasieniec Solecki blesses food in each of Sycyna villages. This blessed food “obligatorily” has to include eggs and salt. That food was eatable due ceremony in the course of Easter breakfast.

The second day of Easter, - the Easter Monday-called the Wet Monday in Poland, had great significance as well. On that day people would drench one another with bucket loads of water.

- Family celebrations - related directly to stages of human life. Customs included in this category of celebrations aimed at guaranteeing personal health and wealth.

Birth. The entire cycle of customs was connected with a mother and a child. Already during her pregnancy the woman was to obey important bans, which were supposed to guarantee the birth of a healthy child. Pregnant women were not allowed to cross various subjects, such as banks, fences, border lines, because that could accelerate the labour and by that harm the baby. They were also not allowed to look at fire and mice in order not to spoil baby’s face with a rash or birthmarks.

Wedding. Another important moment in a human life was the time of getting married. It needs to be remembered that in the traditional culture these were wealth and social position that decided on choosing a spouse, not emotions. The Decision about marriage was never a decision of the bride and bridegroom, but always of their parents. When parents decided that a given boy or girl was mature enough to get married, they started looking for an appropriate partner. If they found such one, they would initially contact with each other. When they decided that there was a chance for a relationship, there was the

moment of an official sending of “matchmakers”. “Matchmakers” were usually sincere and respected landlords. They were representing the parents of the bachelor interested in asking for the girl’s hand in marriage. They would always go to the girl’s parents with a bottle of vodka, which they put on a table immediately after entering the house. Then they would start a conversation about marriage but they would never directly mention it.

When everything went well, the banns were published in a church and wedding preparation would start. Weddings usually took place in autumn after harvest, when food was plentiful.

On the day of the wedding the bride would lock herself up in a room together with bridesmaids, where, with their help, she would get dressed for the wedding. Right before a departure to a church, the bachelor would appear surrounded by his best men. Then a spectacle called “stealing the bride” would start. Bridesmaids did not want to give the bride to the best men, who in turn would try to catch her. It all would lead to a pretended fight finished by giving the bride to the groom. The bride had to cry and complain at that time, saying how it had been good at home and what a horrible life would wait her after marriage.

Just before departing to a church parents would give the bride and the bridegroom their blessing. Later on they would go to a church, where the marriage would be solemnized by the priest. Weddings took place, and they still do, according to their own ritual with a feast, unveiling and capping ceremony, dances (mazurka, oberek, slow folk dance “chodzony”), songs and short folk songs. The next morning was the time of the “transfer,” that is the bride’s moving in with the bridegroom.

Time has brought changes, old customs, traditions, ceremonies have been changing and successively disappearing, which has led to an inevitable unification of culture and behaviours. Carriages were replaced by cars, old groups and folk songs by CDs, DVDs, radio and television programmes, as well as new richness of the Internet resources. Nobody weaves such tapestries as Maria Wróbel, nor such lace as Genowefa Bednarczyk, any more. In Sycyna people get sentimental while reminiscing about playing music by the band of Roman Domagała, Skowrońscy and Kurantowie. The Time has changed the village’s image in an unrecognizable way, but it is still the same Sycyna with its huge cultural wealth, traditions and memories of citizens. A great part of those memories managed to be captured in the book published by us and written by Wanda Krawiec entitled *There Is a Thistle By The Road*.

Culture and customs retained in the area of Sycyna do not distinguish themselves with particular individuality, however they are some consistent component of the entire Polish culture.

The connection of this area with Jan Kochanowski is also meaningful for strengthening Sycyna traditions and customs.

3. Jan Kochanowski from Sycyna - the most outstanding poet of the Slavic area of the age of Renaissance was born in 1530 in Sycyna (Radom region). He came from a moderately-wealthy, big, noble family. He received great education and erudition due to fifteen-year studies - first on the Faculty of Arts at the Cracow Academy, then in Kenninsburg and Padua in the period 1551-1552. It was in Padua where Kochanowski learned Greek and improved Latin. The future author of numerous epigrams would also actively participate in student life and travel a lot. He visited Germany, Italy and France. In France he got to know e.g. an exquisite poet of that period - Pierre Ronsard (probably under his influence Kochanowski decided to write in his mother tongue, although through his whole life he would also write in Latin).

The first Polish poet, a great humanist, made a human being, his life, faults, experiences, joys and despairs, the main theme in his poetry: psalms, songs, laments, epigrams, as well as first Polish drama *The Dismissal of Greek Envoys*.

The mission of our Association is to cultivate tradition and the legend of a great humanist message of Jan Kochanowski's poetry in the Zwoleński County, mainly in Sycyna – the place of his birth, Czarnolas - the place where he lived and wrote, Zwoleń - where he is buried.

Each year, the days of Jan Kochanowski: Days of Sycyna, Czarnolas St John's night, The Name's Day of Mr John are organised in Sycyna, Czarnolas and Zwoleń. They join the celebration of poetry with folk festivals, cross-country runs, concerts and dances.

Places connected with Jan Kochanowski, such as the museums in Czarnolas and Zwoleń, and the chapel with Jan Kochanowski's grave, have been renovated and the monuments, which have already been visited by thousands of tourists, have been built. Despite it's certain symbols (i.e. the monument), Sycyna still waits for its discovery and investment.

In everyday life and during celebrations we find a lot of elements from the past. Sycyna is well-known for its social activity. One can find here: *The Sycyna Educational Association, Voluntary Fire Brigade, The Farmer's Wives' Association*, choirs: *Sycyna* (adults) and *Sparkles* (children).

The publishing activity in the region includes a monographic publishing series entitled The Library of Sycyna, together with almost 50 volumes and 50 thousand books with poetry by Jan Kochanowski, Maria Konopnicka, as well as mainly monographs of municipalities and towns of the Zwoleń region, including *Sycyna - The 20th Century* and *Sycyna - The Family Hearth of Jan Kochanowski*. Local newspaper, Sycyna News is also published here.

The computer network in the Zwoleński County – eSycyna – has also been established. Everyday 300-500 people, mainly youth, sit in front of our 80 computers in 51 e-points in 44 villages, including the computer studio in Sycyna. You can find us on the Internet at www.sycyna.ppp.pl, a website which is visited by over 1000 people a month. We actively participate in international projects. We have already completed 12 of them. They, among others, include Grundtvig, Leonardo da Vinci, e-Inclusion. Currently we are about to pass over 180 laptop computers to students from our region, facilitating the access to the Internet and new cultural resources. This is the sign of new culture in our village.

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4.4.3. State Probation Service Daugavpils district, Latvia – Aina Vilcane

My castle - Daugavpils City Festival Every year at the beginning of June, Daugavpils organizes the city festival MANA PILS DAUGAVPILS. The festival includes different cultural events: International Festival of Military Orchestras, Rigas Street Festival, Sports Festival, several concert stages are erected - at Vienibas Square, at Rigas Street's, in the courtyard of Daugavpils Museum of Regional Studies and Art and in other places - for the residents and guests of Daugavpils to enjoy popular, classical, folk music and circus performances from different countries.

Rigas Street hosts craftsmen's fair, inflatable attractions are installed in Dubrovina Park, and in the evening the sky over the Daugava River is illuminated by sparkling fireworks. On Sunday the festival continues in the Fortress, where craftsmen show their skills. In the Arsenal building - the future Mark Rothko Art Centre - it is possible to see art exhibitions, performances, cinema and photo "actions". The territory of the Fortress becomes an open-air stage for the members of traditional martial arts clubs and fire performers. The city festival traditionally closes with gentle music played by Daugavpils Chamber Orchestra in Fortress Park that decorated with a thousand of burning candles.

Daugavpils is the second largest city of Latvia and the centre of East-Latvian region - has given to the world the outstanding painter Mark Rothko, the "King of Tango" Osar Strok and the actor, stage director, public and political figure Solomon Mikhoels (Vovsi). The symbols of the city are the 19th century fortress and the Church Hill with the churches of four confessions. The historical centre of Daugavpils is a town planning monument of national importance. The central part of the city was developed in the 19th century in accordance with the design documents approved in St. Petersburg in 1826. The historical centre is the most attractive place of the city and one of the most successful examples of reaching a compromise between the old and the new. Daugavpils is one of the few Latvian cities that can boast of a unique ensemble of classical and eclectic buildings. The cultural and historical heritage, including town planning, architectural, artistic, industrial and historical monuments, together with surrounding landscapes shapes the image of Daugavpils and adds special charm of the city.

International Mask Traditions Festival. Our ancestor's wisdom was based on the experience of many generations, and masks as the keepers of good customs and traditions come to punish sloth and vice. Therefore February and Shrovetide are a special time in Daugavpils, when, since 1995, the songs and laughter of maskers participating in the International Mask Traditions Festival fill the city streets and Vienibas Square. This means that it is time to shake off the winter fatigue and dirt and to get ready for rebirth, hence the broom as the symbol of the festival. Folklore groups from different countries have revived ancient rites and tricks, which, according to folk traditions and observations, will remove the winter dirt and rubbish from houses, courtyards and people's mind.

5. Workshops, conferences, consulting

In this chapter are described all project activities: short reports from each project meeting, description of Skype conferences between project partners.

5.1. Short reports from each project meeting

1. **18–22.11.2009 Cyprus, Nicosia** – During the first meeting the partners from Greece, Italy, Lithuania, Spain, Latvia, Slovenia and Poland presented their own institutions and they introduced the project "Educate Generation" to the Local Authorities, colleagues and teachers of Nicosia. We discussed about the Web Page, the design and future activities. The hosts had made a program with sightseeing, visits in Pedagogical Centers and social activities and marvelous lunches and dinners Cyprian style. At the last session we designed the new application for 2009–2011.
2. **18–22.03.2010 Seville** The questions discussed at the meeting How to use the Internet? Web-site? How to register it?
Teachers: Information about the projects (live): The objective, goals, aims etc.; Introduction of institutions involved in the projects; Common topic for students (culture); Information about project life; New methods of teaching, exchange of ideas how to motivate the students to participate; Distance learning for students (Gmail, Google wave, blogs building, elementary website); Target groups of the students; The exchange of experience of different partners.
Students: Questionnaire from the country, translated into English about different history, geography etc. The answers waited from the students to be registered at the platform. 20 questions in common; Greece will prepare the draft of the questionnaire and send to participants. It possible to use Google group; To make questionnaire for students what is necessary and interesting for them it should be remembered.
The proposal to Stefano and Pambos Pikrides to make some changes to e-web to have it more easy and understandable:
 - to change the appearance;
 - to put the material at the website and during the next meeting to discuss it. - National languages at the first page – will be more easy and clear;

- uploading of the materiale to the website. Instructions from Pambos - Flags as the symbol of languages.

Valorization plan from Slovenia:

Goal – how we will follow the results of the projects, the spread of the projects, promoting the projects, recourses that can be available (magazines, newspapers etc.) Suggestion was to make the uploading every month.

Poland: Preposition of e-Book, proposals and comments from the participants. Conclusion:

- Information will be send to each participant.
- The questionnaire will be prepared by Greece.
- To make the proposals how to make easy the website of the project.

3. **14–18.06.2010 Verona** – 8 Institutions partners have participated to the meeting, coordinated by the Lithuanian institution. Italian partners show their own Institution - Polo Europeo Della Conoscenza - and the situation of Adult Education in Verona, using PPT presentations.

Discussion about the questionnaires:

- Results and Proposals of the Italian team (PPT presentation).
- In Italy the questionnaires have been filled by 13 students of Adult Education Centres in Verona (ITC courses).
- Presentation of the questionnaires of Poland, Greece, Spain, Lithuania.
- Partner institutions present their questionnaires using the project website and PPT presentations.
- Changes to make.
- The questionnaires have reached these aims: to know better different European habits, to develop ITC skills and the Internet skills. Trainees could reach other aims: to use the web site of the project in order to find new friends (eg. blog).
- Partners decide to follow Italian teams changes (a different presentation of the 2 parts of the Greek questionnaire and other closed questions).

Discussion about the project website:

- Partners decide to put on the web site in English language only 1 or few examples of the questionnaire.
- Proposal: 1 leader in each country who will be responsible for administration of learners' answers.

Vaidas Viršilas will send the links for registration of Europass mobility documents to every project partner.

In the next meeting the Europass document registered in the National level will be sent to Pablo e-mail address.

- Communication list will be sent by Vaidas to each project partner.
- Proposal to have Skype conference between learners – There is a discussion about the dates and countries for Skype conference between learners.

Partners will prepare the information till the end of October, and communication between countries and the evaluation afterwards. Pablo will coordinate this activity. There is the proposal that communication have to be between North and South partners

3. **13–17.10.2010 Serres** The first part is uploaded to the site and is available on-line. The second part of upload is under the discussion. The aim of this part is to develop digital skills of learners. Vaidas will sum the statistic results from every country partner.

Skype conference creates the new timetable for using Skype conference for learners. Proposal is to invite as much as possible learners for Skype conference.

Evaluation of the project: from the project beginning till 01.11.2011.: What has been done in the frame of the project from each partner? Information must be sent to Slovenian partner. The information from country's presentation can be used.

E-book content will be prepared and sent by Vaidas to project partners till 01.12.2010: Methods, Activities etc., Web – design.

4. **02–06.03.2011 Sežana** - The 5th meeting took place in Sežana, from 2nd of March until 6th of March 2011. First of all, the Greek Team wishes to thank the participants for their warm contribution to the success of this seminar.

First work session: Presentation of the work carried out after the meeting in Serres. Every partner's organization presented evaluation of the work done on the project till 1st of March 2011: Restored common web page, Filled questionnaire (nr. 1 and nr. 2), Skype conference, Small projects - presentation of prepared contents published on common web page.

Second work session:

- Design and content of e-book: introduction of each partner's organization (1 page), participants (2 pages from each partner),

innovations in digital literacy field, stuff of the project; questionnaires (Nr. 1, 2), small projects, Skype conferences, best experience in every participating institution from project «Educate generation».

5. **11–15.05.2011 Klaipeda** - Correctional Institution of Klaipeda region has got the grant from Education Exchanges Support Foundation to pursue the Grundtvig learning partnership program “Educate Generation” according to the Learning all the life-time program. Because of this on 17th of August 2009 the agreement No LLP-GRU-MP-2009-LT-00023/012-21 with Education Exchanges Support Foundation has been signed. In the above mentioned project there was a project meeting in Correctional Institution of Klaipeda region predicted on 11th-15th of July 2011. Foreign partners from Cyprus, Greece, Italy, Poland and Latvia (Liepaja and Daugavpils) have arrived to this project meeting. In the project meeting did not participated representatives of Spain and Slovenia.

The Project meeting ran according to the before scheduled meeting program. The aims of the project meeting: to discuss the project in-between results; to discuss the content of the prepared final project product – electronic book; to discuss the idea of new prefigured project.

On the first day of the project meeting an excursion to the Inquisition Isolator of Siauliai city was organized and the project participants have got acquainted with the working specifics of this institution. On the second part of the day the Cross Hill has been visited.

On the second day of the project meeting Correctional Institution of Klaipeda region has been presented – its working specifics, clients and so on. There were discussions about the accomplished works of the project “Educate Generation” from the last project meeting that took part in Slovenia. Partners from Greece and Italy, George Domouchtsis and Daniela Coluccia presented the activities accomplished when realizing the small projects which took part in the frames of this project. The project coordinator, Vaidas Viršilas, senior inspector of Correctional Inspectorate of Klaipeda city, has presented the final project product – the electronic book. There has been rejoice over the big accomplished work, because the electronic book characterizes circumstantial and original content, in which there has been laid very big efforts of the project partners.

The agreement was made that participants of the project “Educate Generation” the rest of the material for electronic book will provide until the 01-06-2011. After the discussions there was decided to prepare a short version of electronic book which would be proper for the project presentations. The representative of Cyprus Pambos Pikrides has undertaken to prepare the short version of the book. On the second part of the day they have visited Lithuanian Maritime Museum.

On the third day of the project meeting the discussions about the final project product – electronic book - continued. They have decided to start the book’s technical layout at 01-06-2011 and finish until 15-06-2011. Later there were discussions about the idea of the new prefigured project which could connect the development of digital literacy and artistic skills. Stefano Cobello, representative of Italy, has told his reasoning about the new project’s possibilities. There has been decided that after finishing the project “Educate Generation” there is going to start the preparation of the application for the new common project. On the second part of the day they have visited the Amber Museum of Palanga.

5.2. Skype Conferences - Pablo López de Haro Martín de la Vega

The aim of the Skype conferences is to discuss about the project activity between the institutions-project participants. Skype conferences have been organized according to the beforehand made schedule and following the program. The program for the Skype conferences was made by Pablo López de Haro and Martín de la Vega, a teacher of Centre of lifelong learning Triana (Spain).

Objectives:

- Communicate to the students the importance that means of communication have in the modern world. Videoconferencing, which is now an integral part of working internationally, can also be, and is going to be, integrated into work at other levels in daily life.
- Encourage the use of information and communication technology, which because of its nature, is attractive to the people who start using it.

- Show the value of the immediacy of communication via real-time conferencing. Information and decision making are instant.
- Create an attractive way of linking the students of the different institutions involved in the “Educate Generation” project.

Methodology: It has to be the most dynamic and participative activity. The activity itself will bring that about. The students will be the protagonists but it is important to underline that the activity will be very directed, because of the language difficulties that will require constant translation during the conference call.

Timing: Total duration: 1/2 Hour. Each institution will establish the appropriate timetable to make the call.

Activities:

- To start with there will be a meeting with the students who are going to take part in the conference call, during which we will explain what Skype is and what the purpose of videoconferencing is.

- Preparing the Videoconference.

1. The teacher will prepare a greeting and an introduction about their institution, their country and their city.

2. The students will plan a personal presentation in which they speak about their academic training and their work and ask a free question. Four or five lines in total. The teacher will have a translation of the presentation ready for the conference call.

3. Planning and rehearsing.

4. Familiarisation with the equipment and the different resources that will be used.

- Conference call.

Structure of the videoconference:

- Presentation. The teachers from each of the participating institutions will make a presentation about their centre, about their city and their country, and will then hand the floor to a student. It will not last for more than 3 minutes.

- Each participant, after introducing himself, will ask a question.

- The teacher will translate and the student who has been asked the question will take their turn to introduce himself and ask a further question.

- If it is possible there will be a third part where there could be an open chat on whatever topic might arise.

- Farewell.

Things to bear in mind during a videoconference:

Orally.

- Speak clearly and try to maintain a constant volume.
- Pause frequently.
- Allow the other participants to interrupt.
- Clearly indicate when you have finished speaking and you are waiting for the response.

Visually.

- Avoid excessive or rapid movement, as the transmission of the images can be delayed, so that any movement might appear slowed down.
- Don't move objects if you want to show something during the videoconference.
- Wear clothes that aren't too bright.
- Upload excerpts of the conference call onto the project's website by using YouTube links.

Evaluation: By analysing the recordings of the conference calls we will be able to see the errors we made and solve them for later video meetings. We will not get into technical evaluations, which are very important for good videoconferencing, but we will for later calls, by making some panoramic plans, looking at the approaches of the participants, etc. A small questionnaire will be completed by the participants, in which they will express their opinion about the experience.

Questionnaire:

- | | |
|--|----------|
| - Had you taken part in a videoconference before? | Yes/No. |
| - Do you think it will be a practical method of communication? | Yes /No. |
| - Did you feel comfortable? | Yes /No. |
| - Do you think that the equipment worked well? | Yes /No. |
| - Was the session long or short? | Yes /No. |
| - Do you think it's a good way of meeting other people? | Yes /No. |
| - Do you think it's a practical way of working? | Yes /No. |
| - Do you want to make any other comment? | Yes /No. |

5.2.1. Centre of Lifelong Learning Triana, Spain - Pablo López de Haro Martín de la Vega

The first conference we conducted was with the **Inspectorate of the correction region of Klaipeda, Lithuania**. Our students had the opportunity to exchange ideas with our Lithuanian partner. The conference was held on a Friday morning, which meant that we had to align the working hours of the two institutions as we normally work in

the afternoon, but this was not a problem as our students were very interested in participating in this activity.

The conference followed the planned programme and we talked about cultural and social aspects of life in both countries. The actual conversations were not really the objective of the activity, but rather it was an opportunity to get to know and use a new practical means of communication, which has lots of advantages and a great future in today's world.

The main problem we had was technical as the systems we were using were not completely suited to the task (transmission speed) and, at times, both the quality of sound and image suffered.

The second conference was with the **Polo Europeo della Conoscenza–IC Lorenzi, Fumane-Verona, Italy** and conducted with another group of students from the centre, who were also new to IT and were also very interested. The majority of them had no idea that it was possible to conduct these types of video conferences, thinking they were the sort of things you see in films or maybe in big companies where the executives see each other on large screens.

The third conference was held with Regionalas attistibas atbalsta Centrs “Ritums” Latvia, Liepaja. Like the two previous ones, it was a very satisfying activity in which everyone fully participated, though something interesting occurred which is important to consider in video conferences of this type between places that are so far apart. The time set for starting was 5 pm., but neither of the two coordinators realized that there was an hour's time difference, which meant that the people we were going to talk to in Liepaja had to wait an hour to start. Apart from this, the conference was carried out satisfaction and you can download a video of this session from this link: <http://dl.dropbox.com/u/7202862/Skype%20Conference.mpg>

5.2.2. Polo Europeo della Conoscenza–IC Lorenzi, Fumane-Verona, Italy – Daniela Coluccia, Marina Mecarelli

Skype conference was a great success: before the conference students were very curious about the activity, after the conference they were really pleased.

Moreover they found this meeting very interesting and they liked it very much, since they do not have the ability to communicate with people from foreign countries.

They concluded that Skype is a very useful method to communicate with the world, easy to use, not much expensive.

On this link is the Presentation of the activities of Computer Literacy Courses for Adults at CTP "Carducci" in Verona, with the activities of Skyp conference. http://www.youtube.com/watch?v=KaNTOG CxsCw&feature=player_embedded

5.2.3. Inspectorate of correction region of Klaipeda, Lithuania

– Dr. Vaidas Viršilas

Officers of the Correctional Inspectorate of Klaipeda city and the convicts who are in the records of Correctional Inspectorate of Klaipeda city have participated in Skype conferences together with three representatives-project partners from **Poland, Cyprus and Greece**. The Skype conferences went on according to the beforehand prefigured plan and during them participants of the conferences had an opportunity to introduce themselves “live” and to improve their English skills. The officers were the translators for the ones who could not speak English. During the Skype conferences project partners and their activity, history of the cities in which are the institutions were introduced.

The Skype conference with the project partners from **Greece, Second Chance School of Serres** had a great interest. During this conference the convicts who are in the records of Correctional Inspectorate of Klaipeda city had an opportunity to introduce their works, which they have made in a small project, designed to discuss the peculiarities of countries’ kitchen. These works have been published in the project website. During the conference there was a live discussion about the peculiarities of Greek and Lithuanian kitchen: dishes, foodstuff for the making dishes, foodstuff prices and so on.

After the Skype conferences the discussions about them took place and there was stated that such conferences were useful by different attitudes. During them the participants gained more self-confidence when talking in public, they also have learned a lot of useful things about the culture and customs of the European countries, and they got a big stimulus to learn English.

5.2.4. Sycyna Educational Society, Poland

- 07.10.2010 – 2 pm - **Sycyna Educational Society** consists of Prof. Henryk Bednarczyk, Janusz Figurski PhD, Tomasz Kupidura MEng and Edyta Koziel (the learner) talked to Mr Vaidas Virsilas and

Mrs Birute Pralgauskiene from **Prison Department by Ministry of Justice Inspectorate of Correction Region of Klaipeda**. There was also a Lithuanian participant of the course. First of all, there was an introduction of the partners and their institutions. The participants of the conversation reviewed the Grundtvig project: *Educate Generation*. The discussion was also about the proposition to the e-book: *small projects*.

- 11.10.2010 - Representative of **Sycyna Educational Society**: Magdalena Skowrońska, Monika Kaczmarska with the four participants of the environmental course talked to Mr Vaidas Virsilas from **Prison Department by Ministry of Justice Inspectorate of Correction Region of Klaipeda** and also talked to Mrs Doris Pozor and two partners from the **Regional Chamber of Craft and Small Business Sežana, Slovenia**. During the conversation it was shown the computer laboratory, the institutions of the partners. The participants of the courses exchanged information about good practices in information technology.

- 31.03.2011 – the same participants talked about the ideas proposed by Prof. Henryk Bednarczyk regarding the e-book (the same as in the point number 1).

- 05.09.2010, 08.10.2010, 13.04.2011 – Conference between Slovenian and Polish partners.

5.2.5. Second Chance School of Serres, SCS, Greece

– George Domouchtsis

- We had a Skype conference with Latvia, which semi-succeeded. The reason was that it was not prepared so well by the trainer. The only excuse that he can recall is his lack of experience. We must tell that the trainees found this meeting very interesting and they liked it very much, since they do not have the ability to communicate with people from foreign countries. They also liked the conversation we had with the Latvians, even if the questions they wanted to present to the Latvians came to their mind after the meeting. They explained it saying that they got the jitters when they speak to unknown persons.

- After a week we had a second Skype conference with Lithuania this time, which was fully-succeeded. The trainees were more comfortable this time, they asked almost all questions they had forgotten with Latvia and generally they were very happy after the end of the conference. The questions were concerned about the favorite food and drink in Lithuania and mainly the cost of the food, and generally the

life, in the other country. They were also interested in the number of meals of the Lithuanians and they discussed with them the relation between food and weather.

5.2.6. Adult Education Centres of the Ministry of Education and Culture, Cyprus - Pambos Pikrides

First of all I explain the technology and the methodology that Skype is using as a communication tool, in order for our students to be familiarized with this program.

Before the Skype conference, we try as a teachers to prepare the connection and have an introduction about our institution.

The students will plan a personal presentation in which they speak about their academic training and their work and ask a free question.

We had a Skype conference with the team from Lithuania. We have seen their team and we manage to exchange some opinions. For our students it was very interesting because they manage to see other students from foreign country. They realize how small today is our world.

Skype conference have had a great success: before the conference students were very curious about by the activity, after the conference they were really pleased.

Moreover they found this meeting very interesting and they liked it very much, since they do not have the ability to communicate with people from foreign countries.

They concluded that Skype is a very useful method to communicate with the world, easy to use, not very expensive. So some of them now they are using this tool to communicate with people from abroad like students and relatives.

5.2.7. Regional Chamber of Craft and small business Sežana, Slovenia – Doris Požar

Regional Chamber of Craft and small business of Sežana organized Skype conference between Slovenian and Polish partners. In the conference were involved learners of courses for adults Education.

- 5th of September 2010: Basic information of Skype (needed equipment, calling, receiving calls), information to students and preparation of the conference.

- 8th of October 2010 at 16.00 -16.30 o'clock: Skype conference
Description of Skype conference: At first tutors briefly presented partner's Slovenian and Polish organizations. Involved learners presented each other, their occupation and their habits. Learners were surprised with possibility of live communication.
- 13th-15th of April 2011: IKT Workshop for adults (use of the Internet, e-shopping, Facebook, Twitter, e-mail, use of Skype).

5.2.8. State Probation Service Daugavpils district Latvia, Daugavpils – Aina Vilcane

During our studies we discussed with our learners the technology and the methodology of program Skype. The presentation was made either by learners or by teachers of correctional programs. Most of learners before 27 years old are familiar with this program.

One of the tasks discussed in the group of correctional programme is to present every member of the group. The learners make their presentation using video, photos, paintings and magazines' pictures in which they speak about themselves, their interests, hobbies etc. We motivate to find the strong sides in the characters and make compliments to themselves. All this material can be useful in conversation with project teams from other countries.

Unfortunately Skype is not allowed to use at the Probation Service. Nevertheless many of our learners would like to exchange the thoughts and opinions with someone in our big world. But for them it will be more interesting to have Skype conference while they have program at the Probation Service.

Conclusion:

Skype is a very useful method to communicate with the world, easy to use, not very expensive. Some of learners use this tool to communicate with people from abroad like students and relatives.

Things take time. Hopefully the project will continue the work and Latvian team will take part in Skype conferences together with all project members.

6. Good practices

- **Polo Europeo della Conoscenza–IC Lorenzi (Fumane-Verona) (Italy)** - Daniela Coluccia, Marina Mecarelli

All project activities developed during the project “Educate Generation” were very interesting and a constructive part of the methodology in Adult Education field. In term of methodology the Skype conference was the most innovative activity that has been developed. They were very successful and useful activities for our students. Adult students of the CTP- Permanent Territorial Center "Carducci" - n ° 15 -Verona (Italy) participated on 14th December to a Skype conference with the Spanish partner.

– **Cultural background of the students.** Their age is over 50. Students attending the courses of Adult Education Centers change every year and also during the year, as they follow various activities organized by each CTP. They come from different cultural, social and economic background, so they are divided into groups, according to their age and skill levels.

– **Time taken to do the work.** The teacher of Adult Education had a preparatory meeting (October 2010) with students in order to describe the video-conference and to give them information on how to conduct it and to prepare the contents (questions). The Skype - conference took place on 14th December, with Spanish partners. It was carried out in half an hour.

– **Availability and cooperation of students.** Students worked spontaneously and positively. They asked questions on topics of their interest: news about work conditions, local recipes, local cultural events, sights of Verona and Seville.

– **Relationship with the teacher.** Students have collaborated with the teacher and enjoyed themselves.

– **Student expectations and results.** Skype conference have had a great success: before the conference students were very curious about by the activity, after the conference they were really pleased.

Moreover they found this meeting very interesting and they liked it very much, since they do not have the ability to communicate with people from foreign countries. They concluded that Skype is a very useful method to communicate with the world, easy to use, not much expensive.

- **Inspectorate of correction region of Klaipeda (Lithuania) –**

Vaidas Viršilas

Project “Educate Generation” for our institution was useful by three aspects:

- During the project convicts who are in the records of Correctional Institution of Klaipeda city had an opportunity to participate in project activity. During the project activity they developed their skills of digital literacy, learned to speak in public and to introduce themselves, developed their English skills, and also they have learned a lot of new and interesting things about another countries of European Union. Skills they have acquired helped the convicts to better adapt in the society, reduced their social disjuncture, improved their abilities to find job.

- The project was also useful for the officers of Correctional Institution of Klaipeda city. During the project activity “The Social Integration Program of Persons who are under their Sentence Alternative to the Imprisonment”, has been developed because during the program the convicts made project tasks – they prepared information for the project website, participated in Skype conferences. The officers had an opportunity to study at English courses which were paid by the project fund. The officers participated in project meetings, where they were introduced to the culture of other European Union countries, and they have practised their English skills.

- During the project intangible experience in developing projects was acquired. The project stimulated our institution to hereafter develop international project activity. The final result of the project – the E-book – will be published in the library of our institution where it will always be accessible. It is prefigured that the project will be continued when realizing the new project whose main idea is to connect the skills of digital literacy with artistic activity. We hope to further develop our international project activity.

- **Sycyna Educational Society, Poland - Henryk Bednarczyk**

The best practice comes from the Grundtvig Project: ***Educate Generation*** to **Sycyna Educational Society**:

- cultural education with the use of computer (questionnaires I and II),
- participation of the learners of the local courses during the Skype conferences,
- a survey (questionnaire form),
- active methods of learning during the collaboration in small projects.

The mentioned above good practice were implemented in our local projects:

- *Local integration e-Activation (2010)* - the aim of the project is to create conditions for full social integration in the intergeneration aspect, as well as social activation of inhabitants of rural areas via the Internet. Operational Program Human Capital, Intergeneration group of 80 people.
- *@ctive Village (2010)* – Work for Active - the aim of the project is to rise in the number of people who are active in the labour market, to support the employment of inhabitants of 5 districts in Zwolen region by the use of Information Technologies and e-counselling. Operational Program Human Capital, Group of 50 adult people.
- *e-Inclusion (2010–2012)* Partnership for Information Society - Preventing digital exclusion in the Zwolen county. Operational Program of Innovative Economy, 180 students in ICT,
- *Project LEADER (2009–2013). Implementation of local development strategy of 11 municipalities. Intellectual Capital and scenarios of municipalities development.*

Grundtvig project was carried out in 18 mobility (16 participants), visits to five countries, led local workshops allowed to learn about good practices of local communities of very diverse project Partners, which in turn will facilitate the mission of the Association of integration, self-organization and activation of local animation in order to offer equal social and educational opportunities to the youth and adults.

- **Adult Education Centres of the Ministry of Education and Culture (Cyprus)** - Maria Yiannouri, Pambos Pikrides

Time taken to do the work. The teacher of Adult Educations had a preparatory meeting with students and tried to give them the knowledge and the idea of the project. The students were very excited about the idea. So under our instructions and help they try to get the knowledge in order to be able to be ready for the small projects. So Windows, word and the Internet are the main topics that we work in order to be ready for the small projects. This took us a period of almost 1 year.

Availability and cooperation of students. Students worked spontaneously and positively. They asked questions on topics of their interest: local recipes, history of last 50 years and sights of Paphos.

Relationship with the teacher. Students have collaborated with the teacher in the small projects. Some of the students have the chance

to visit other countries in the meetings and they really lived and got an unforgettable experience.

Students expectations and results. Students participated in the area of small projects. They tried to find notes from the Internet and they had very good job in the area of recipes as well in the areas of last historical moments. We motivate them to work even in Greek language in order to be part of the project. The final result made them happy and learnt about the other countries history and their meals. The most benefit is that they try to access the Web Page and be familiar with our Web Page. Also a Skype conference has had a great success: before the conference students were very curious about it but after the conference they were really pleased. Some of them now are using Skype to chat with their friends. Apart from the small projects the students have the chance to see other students from other countries and exchange ideas and all together to be part of the project. They understand how the new trend in technology can help them in improving their knowledge and also the use of Internet as a powerful tool for finding information. Apart from the above project, students feel comfortable to search through the Internet as a tool to find information about:

- A city/person using the Google Earth and the Google Engine.
- A ticket flight for a foreign destination from Cyprus.

- **Second Chance School of Serres (SCS) (Greece)**

– George Domouchtsis

The activities developed through the three projects, in which we participated and the indirect contact of the trainees with our partners who participated in the respective projects were quite positive and interesting experiences. The involvement of the learners in the projects, the collaboration and the overcoming of the contradictions between them helped to the exploitation of the opportunities offered by the trainers. But the communication between students who belonged to educational institutions in different countries it was difficult because of the use of English language. Specifically, the communication was done with the intervention of teachers and especially of the English literacy. The development of skills was also important, through their involvement with new and interesting activities, such as the use of the online program SKYPE. Indeed, through such communication, they Skype concluded how close you can be with people of other countries and cultures. The exchange of thoughts, opinions and comments made by the respective groups of trainees (even by this indirect contact), can

assist in bringing people together, but also to overcome problems arising through the understanding and solidarity of the people. The Web means of communication (Skype and Blog) could be incorporated in the educational process. They could be means of transmission of new educational techniques of teaching and developing various skills for people involved in this process. Finally, with the annihilation of distance it could be developed as a useful exchange of information between communities, targeting on development and progress through their enrichment of ideas from everyone involved, always respecting local particularities of each country.

- **Centre of lifelong learning Triana (Spain) - Pablo López de Haro Martín de la Vega**

Account of activities carried out within Project “Educate Generation” *Blog of old photographs from the students. May 2010.* Name of the blog: “Cualquier tiempo pasado fue diferente”. In the CEPER Triana one of the project's activities was a blog which was developed as a joint project with a series of classroom activities:

- Collection of old black and white photographs.
- Scanning of the photographs selected for the blog.
- Organisation of files into folders by category.
- Creation and publishing of entries on a blog and uploading of photographs.
- Browsing the blog and making comments on the entries.

All these activities were done in class since they form part of the curriculum of the educational plan for basic IT use. <http://cualquiertiempopasadofuediferente.blogspot.com/>

Exhibition of the photographs of the Blog. June 2010.

As an end-of-course activity an exhibition was held of the photos that had been scanned. The photos were printed in A4 format and the blog was publicised during the exhibition, leading to more visitors.

Digital photography competition. February-March 2011.

This competition was planned as a way of encouraging the students to use digital images, as much as for their technical as artistic aspects. The image is very important and having no control of its technical aspects can be a handicap for the user.

Rules of the competition:

1. Participants Students of the Centre of Lifelong Learning can participate in the competition.

2. Subject matter The competition has three categories: **the city – fragments, the people of Seville, and cultural aspects of the city.**

3. Work A maximum of 3 photographs can be entered in each category by each participant. Photographs not taken by the participant or that do not belong to the participant cannot be entered.

4. How to participate The photographs must be taken with a digital camera.

Identification and entry To enter the competition you have to send the photographs to the following email address: **concursodefigitalceper triana@gmail.com**. The participant will have to provide the following information: Name and surnames of the participant, Nickname (alias or pseudonym under which they'll participate), NIF or NIE, Contact email address, Telephone contact, Model of Camera used, Title of the image.

Exhibition of the images Once the photographs have been sent, the jury will look at them all before exhibiting them on the blog gallery:

<http://concursodefigitalceper triana.blogspot.com>

We will only discard those photos that do not attain a basic level of quality or that do not comply with the rules of the competition. The organisers of the Competition will not answer telephone calls nor answer oral or written questions about the development of the competition. They will only answer questions put via the competition blog. The images will be available for viewing in the Competition's Photographic Gallery and will be able to be rated freely by the visitors to the Competition Blog, without influencing the final decision of the jury. The participant accepts that their photography will be available on the official Blog of the Centre for Lifelong Learning Photography Competition, as well as on the centre's web page. The CEPER Triana will use the photographs in a physical exhibition.

Entry dates. The competition opens for entry on 20th January 2011 and closes on 8th April 2011.

5. Jury decision. The jury decision will be made on 27th May 2011. The evaluation criteria for the jury will be creativity and photographic quality. The selection of the winners will be at the sole discretion of the jury and their decision will be final and not open to appeal.

6. Prizes Three prizes will be given, one in each category:

A Digital Album of the exhibition and another album with the winner will be able to use for their personal photos.

7. Ineligibility for a prize. One person cannot win more than one prize.

8. Awarding of the prizes. Once it has been verified that the winners comply with the requirements established in these rules the CEPER Triana will publish the list of prize winners on the Competition Blog. The prizes will be awarded at the End of Course event. The competition is planned as an activity in which the students can put into practice the knowledge acquired during the course – the use of digital cameras, the use of image files on a PC, and the use of the Internet and email.

Exhibition of photographs from the Competition. The exhibition of photographs selected will be held in June at the CEPER Triana.

Skype Conference Calls between different IT groups from the centre. During the course six Skype conferences have been held with different groups of students. In these sessions the work plan set with the different project partners was followed.

- **Regional Chamber of Craft and small business Sežana (Slovenia)** – Doris Požar
 - The team of tutors involved in the project through training courses for teachers, (about new/good practices of teaching).
 - Learners which were tested on the new practices learned by the teachers and they improve their knowledge on ICT which is very important for their work.
 - Sharing partnership and good practices between European countries.
 - Comparison of systems had procedures of partner's activities.

- **State Probation Service Daugavpils district (Latvia, Daugavpils)** – Aina Vilcane
 - The role of digital literacy is vital, since it aims at helping learners to achieve the following:
 - acquire the necessary technical knowledge and skills to use ICTs effectively;
 - be competent in using ICTs to solve problems of everyday life;
 - understand the social dimensions and the impact of ICTs in our modern society;
 - cultivate positive attitudes regarding ICTs and face at the demands of modern age.

In the framework above, digital literacy is considered in a broader view than computer use and familiarization with various ICT environments (hardware devices, software tools and applications,

digital content, etc.). In other words, it refers not only to the knowledge and skills of using a wide range of ICT environments but also to those skills related to accessing, processing, analyzing, evaluating, applying, and communicating information (content) so that learners (especially adults) will be able to participate as active members in the so-called knowledge society.

Some Areas that State Probation Service use are

- **Digital picture or film.** During the programme the participants learn how to use the digital camera: how to film and take pictures. They learn how to save the information they have got into the computer, how to send this information by e-mail. With the help of several programs the participants create the presentation of themselves: their interests, hobbies, education, friends etc.

- **II Google Search - You Tube.** They learned how to find several information's through the Search engines. They also learned to save this information in Word document, how to find a place using the Map and also how to disseminate this information among other people. Search engines helped a lot in work of Questionary 2 and creating the posters about Latvia and Daugavpils.

- **III Electronic mail (e-mail).** In the training the participants learn how to create their own e-mail at the sites <http://www.google.com>. They learn how to use e-mail and how to send different files through it, they are discussing about the specifics of using e-mail (the spread of the computer viruses, responsibility for the sending improper information, and so on).

- **IV SKYPE.** In the training the participants get acquainted with Skype which is in the Internet site <http://www.skype.com> and which allows communicating by the format of sound and view for free with another person in any place of the world who is connected to the Internet. The participants learn to download and to use this programme. Unfortunately the learners could not work with this program during the programme, because Skype is not allowed to use at Probation Service. But the learners were interested to use it themselves behind the programme.

7. Summary, extension and idea of the new project

The aim of the international project “Educate Generation” was the education of the learner’s digital literacy skills. In order to reach this aim they have been realizing the tasks of the project: by developing the best experience in adult’s learning (and self-learning) and adapting it to the target group of each organization: seniors, former inmates, the learners who live in distant countryside and so on (look at the chapters 2 and 3 of electronic book); by developing the competences of each institution-project participant in the field of digital literacy by filling in the questionnaires and pursuing the small projects (look at the chapter 4 of electronic book); by reducing the social disjuncture of the target groups by teaching them to use new informative technologies (using Skype, Google Earth, You Tube, Online translators and so on, look at the chapters 4 and 5 of electronic book); by creating new informative web between the organizations-project participants which consists of common main Internet website (<http://educategeneration.europole.org/>) and local Internet websites in each country (look at the chapter 1 of electronic book); by stimulating international communication and cooperation between the institutions-project participants, thus developing the cultural growth of the European Union (this task was successfully integrated into the all activity of the project “Educate Generation”); by sharing the best experience in the field of teaching adults to use new informative technologies (look ant the chapters 2, 3 and 5 of electronic book). In the common Internet website (<http://educategeneration.europole.org/>) the electronic book is provided and you can download it free and to get acquainted in details with all activity of the project.

The participants of the Project “Educate Generation“ who have successfully finished the activity of the project during the last project meeting that took place on 11th-15th of May 2011 in Klaipeda have discussed about the performance possibilities of the new common project. On the basis on the ideas which were said at the meeting, there was a statement made that the new prospective project would connect the development of digital literacy skills and the fields of artistic education and self-expression. There has been decided to prepare the common application for the new project this year and to produce it to the Education Exchanges Support Foundation in 2012. You will be able to get acquainted with the content of the new prepared project (or maybe even to join its’ preparation and pursuing process) from

November 2011 at the project “Educate Generation” website <http://educategeneration.europole.org/>. We thank readers of this book for the attention and wish good luck when preparing and pursuing international projects.

**On behalf of the “Educate Generation” team
Dr. Vaidas Viršilas coordinator of the project**

From the Editor

Monograph as an additional product, the European added value is the result of an idea of the project team of Sycyna Educational Association in cooperation with the project coordinator Dr. Vaidas Viršilas. The development was based on a project documentation presented in the e-Book on the project website: <http://educategeneration.europde.org>, web of partnerships and on DVD.

Scientific development of procedures, implementation and project results may help in methodically planning and effective implementation of new projects. Publication of the scientific community will pay attention to the wealth of research material in Grundtvig projects.

Prof. Phd Henryk Bednarczyk

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