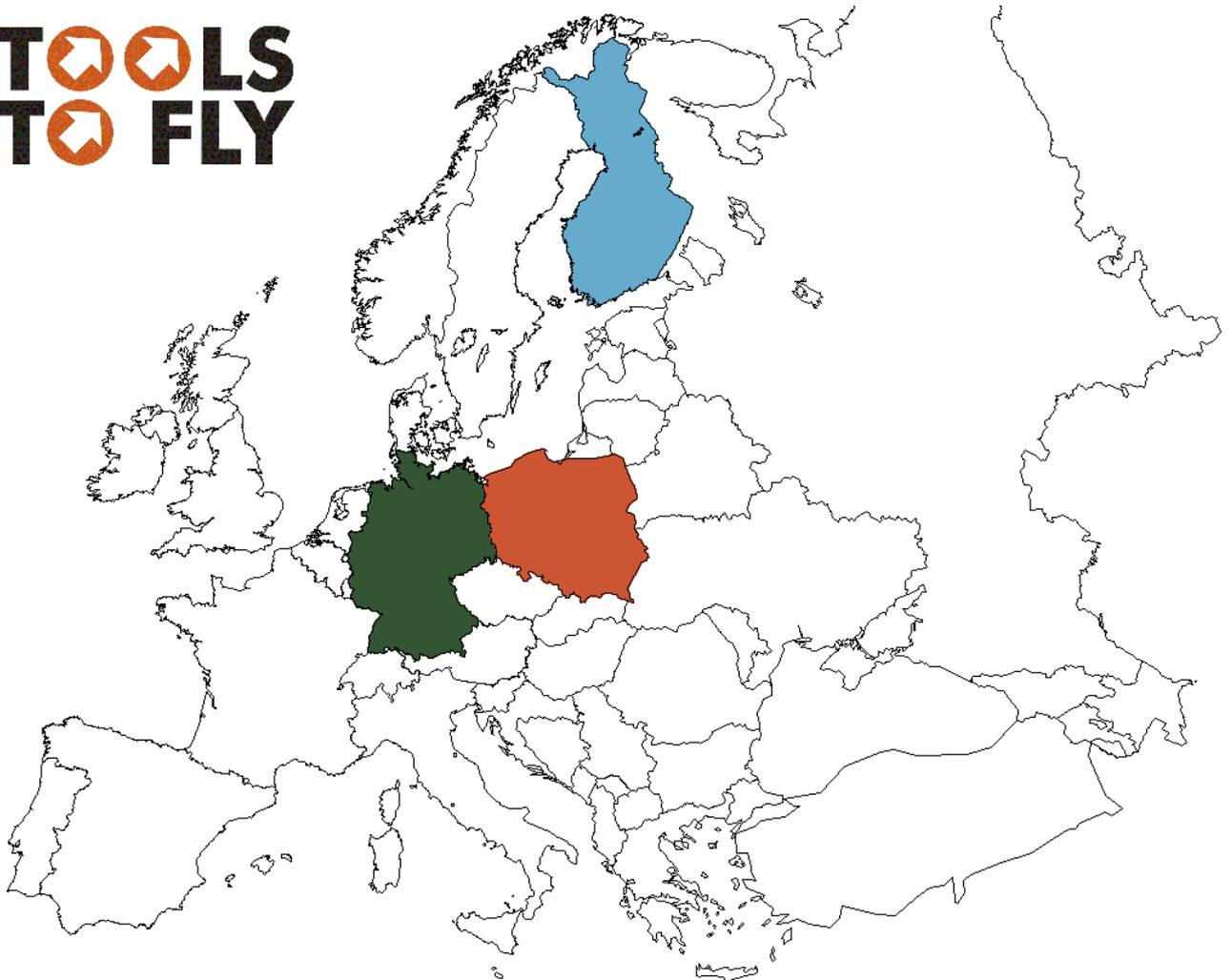


TOOLS TO FLY
(2013-1-PT1-GRU06-16330 2)



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TOOLS TO FLY intends to explore and evaluate the impact of the use of digital tools and the Internet in the empowerment of a variety of categories of learners at risk of social marginalisation, then drawing out implications of findings in terms of guidelines for trainers involved in formal and informal education, and generating a collection of case studies and best practices, assembled on an online resource center.

The Partnership intends to address this issues by: a) Exploring the way digital tools can be used to empower people, in a personal and professional perspective, and as citizens and consumers; b) Exploring new approaches and methodologies to promote digital inclusion through the identification of individual motivations and needs, followed by effective steps to improve technical abilities; c) Drawing out implications of findings in terms of guidelines for trainers involved; d) Creating an online resource center hosting a collection of case studies and best practices.



Partners:

BIDA e.V.Kultur und Bildung is a new organisation, but the members of the organisation already have broad experience. The purpose of the organisation is to promote youth and elderly care, art, culture, and education using interactive methods for socializing at various target groups and also international understanding and development cooperation. In last two years the organisation has created interdisciplinary projects, showing new ways of communication, culture and education, and are facilitating different activities (events, seminars, discussions, workshops) aimed at the social integration of marginalized groups and groups at risk of social exclusion – such as immigrants and refugees.

www.bida-kultur-bildung.de

netEDUKACJA is a training center and a SME (IT sector and e-learning) situated in Gliwice, Silesia Region, Poland. The Centre directs its services to adults, the offer include: in-service training for teachers, courses related to ICT as well as English language courses for adults (traditional courses and via Internet). The institute core staff and associates have many years of practice and significant experience in the area of public Adult Education as well as a high level of expertise in modular curricula development, designing and elaboration of training materials and organizing educational process with supporting it by ICT tools and e-learning methods.

www.netedukacja.com

Apila ry is one of the biggest youth umbrella (network) organizations working with Finnish organizations working with Russian-speaking children and youth in Finland. The youth department supports all youth initiatives and projects and support development of our member organizations. Apila ry supports immigrants to integrate into society through different methods of education, combining multi-cultural, inter-generational and social enterprise approaches to improving their skills and personal development.

www.Youthonline.fi

Some impressions on the use of digital media in social work with people with disabilities.

Stefan Vosse (learner)

The present article gives a short account of the experience I got attending the Tools-to-fly-project meeting in Krakow (Poland) which covered a period of 4 days: February 12th - 15th 2015. In addition I will discuss the potential use of digital media in my field of social work, namely the work with people with disabilities

At the start of the meeting there was a presentation on Poland and its and history, and we were introduced to basic knowledge of polish language to ease the communication. After the four days of work in groups, the leaders presented the results from their workshops, which were focused on different target groups at risk of social marginalization and the use of digital media like PC and ethernet, videography, photography and image editing programs.

At this time I'll take a digression: Marginalization as the -Tools to fly- related term, produced in me personally -in part, not flatly- ugly emotions, because I associate this term with my experience visiting the death camps Auschwitz and Auschwitz-Birkenau. Saying this, the term marginalization certainly does not live up to the death camp atrocities by the Nazis, because "the final solution of the Jew question" and the attempted annihilation of the Jews is undoubtedly the most horrible special type of marginalization.

As already mentioned, now follows a (piece-) definition of social. Referring to the IFSW, the International Federation of Social Workers (2015), social work is defined as: „a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people.“ In addition social justice, human rights and respect for diversities are principles of social work (vgl. ebd.). Thereby resulting that people (supported by social work) can be empowered and self-determined to redress marginalization and participate in life of society. Furthermore and referring to Galuske (2007), we can distinguish the following classical methods of social work in view of forms of working:

1. Casework: to improve individual living conditions,
2. Community work: to improve social environment structures,
3. Social Groupwork: to develop social skills.

Over and above the special needs education is one of a considerable number of social work areas. Unfortunately they can't do workshops with this target group in the context of the -Tools to fly- project. Accounted for by and also regarding the United Nations Convention on the Rights of Persons with Disabilities (bmas 2011), this target group should be preferred: But what was meant by (severely) disabled persons? According to "Statistisches Bundesamt" (destatis 2015): „people are disabled, if their bodily constitution, mental ability and mental health in all probability is different from the typical age of life constitution for more than six month and therefore the participation in life of society is affected. They are severely disabled, if the "Versorgungsämter" award them a level of disability by 50 or more.“ Further on it is said that about 7,5 million severely disabled people live in Germany. Gender differences would amount to approximately 50% (49% women, 51% men) and rather balance to each other.

Additionally we can notice that (pursuant the demographic change) more than 54% of the affected persons are in the age of 65 or older. People with bodily and/or psychological/mental disabilities are providing the biggest group of severely disabled persons. They account for more than 6,2 million people (vgl. ebd.). In view of this fact and also in view of the claims on article 8; 9; 21 and 29 of the United Nations Convention on the Rights of Persons with Disabilities (bmas 2011), social inclusion has to be encouraged and achieved by using media, especially digital media.

Based on the definition of media education by Rogge (vgl. 2011: 581), they consider one as an „acting intervention“ in the development process of information and communication technology. As viable and momentous it proves oneself in practice: „if it's a principal duty of collective communication process, within an understanding about a >>educational act in concert<< (ebd.: 582). Apropos the term communication, the following quotation by Wilken (2014: 7) proves as compatible and as an potential source of (co-)found to the analysis about the issue -utilization of digital media in the people

with disabilities work area: „the child population [...] which can't make oneself understood or is just limited with it [considerably increased].“ Furthermore 20-40% of the children and adults with mental disabilities are affected by this problem (vgl. ebd.). But how can digital media, especially in the range of communicative interaction, in the people with disabilities work area be utilized? Maybe spontaneously spring to mind the theoretical physicist and astrophysicist Stephen Hawking and the possibility to utilize a computer with a voice synthesizer. I would like to think lower and to be guided by the everyday life and environment of those people. This certainly doesn't mean that a computer with a voice synthesizer is strange to environment, but it has to do with the utilization or the connection to existing equipment like a mobile.

Technologically mobiles are on a high level of development and they enable people with disabilities to participate caused by augmentative and alternative communication (vgl. Wilken et al. 2014). For instance they are equipped with text-to-speech-apps, front-/back cams (helpful for sign language), apps with talker-functions, predictive text, barcode reader/scanner and much more (vgl. rehadat 2015). It's necessary to support the handling and the usage of these tools so the targets can learn about it and use it. As mentioned previously they can make pictures, videos or (short-)clips with their mobiles. These products also can be individualized by different image editing programs and be placed on the Ethernet. It is also advisable to learn a sensitive usage with the Ethernet and social networks. How media competence can practically be mediated, practiced and internalized has to be approached at another point. Finally I'll finish with a quotation from Reinhard Turre: Equal opportunity doesn't mean that everyone should be able to pick apples, but rather that a dwarf gets a ladder.

Workshops

BIDA e.V. Kultur und Bildung, Germany

TRAINING GUIDELINES for WORKSHOPS - Project TOOLS TO FLY



1. Title of the training course	Media tools as a way to learn something about my new place
2. Objectives of the training course	Use media tools to get acquainted with a town and its important sights and places
3. Short description of the course content	<p>Suhl is a small town in Thuringia and at the moment a mainly place for refugees and immigrants. They come to Suhl and stay here some months, before they come to another town. It is a difficult situation for the people of Suhl, because there are fears and sorrows for the new situation and the “other” people. In Suhl is a social school with different social apprenticeships. It is a big and important school for Suhl.</p> <p>A class of this school looks for easier way to show to the newcomers (refugees/ immigrants) the most interesting places in Suhl. They look for typical sights, buildings, landmarks and traditions. The pupils develop “Welcome to Suhl” Power Point Presentation.</p>
4. Target group(s)	For the project 8 pupils from the social school come together. The pupils work with a teacher after their apprenticeship. Their objective is to work with refugees and immigrants in the future.

5. Methodology	Photos, Photo program, Power Point program, Movie-Maker program
6. Course duration & follow-up activities	8 hours, in company of one teacher Evaluation Feedback from the local government
7. Necessary materials/resources	Knowledge about refugees and immigrants, laptops with programs, internet, photos, facts about Suhl; motivated pupils and teacher
8. Exercises	<ul style="list-style-type: none"> - Know each other <p>The group of 8 pupils and the teacher come together and talked about themselves, their qualities and their motivation to work in this project.</p> <ul style="list-style-type: none"> - Talk about the project and its aims <p>The teacher spoke about the project aims and the tasks. Together they made a plan with the project steps.</p> <ul style="list-style-type: none"> - Knowledge about the situation and problems of immigrants in Suhl <p>The situation with the refugees is very new for all people in Suhl. The teacher told something about these people, the rules and the aims of the government.</p> <ul style="list-style-type: none"> - Brainstorming about the kind of results <p>Together the pupils and the teacher talked about possible results and how to make the presentation. Here the teacher used the methodic brainstorming.</p> <ul style="list-style-type: none"> - Look for information and facts about Suhl, collect photos of sights, buildings and traditions <p>The pupils went into the city and made photos of some buildings, sights and looked for some traditions of Suhl. So the refugees get via a power point presentation the main facts and orientation.</p> <ul style="list-style-type: none"> - Make a short movie / Power Point Presentation about Suhl <p>With the photos the pupils developed a presentation and a little movie.</p>
9. Lessons learned	<ul style="list-style-type: none"> - knowledge about the history and background of the situation of refugees and the important rules - facts and methods how to work with refugees and immigrants - informations about the city Suhl and their important sights - get sensible experiences - open the one mind for minority people

<p>10. Course evaluation from the trainees</p>	<p>High satisfaction with the project result “We would like to find a way to say Hallo and Welcome in Suhl. The refugees and immigrants should have the mainly facts and sights of their new town and get a little orientation!” “I am very proud of our presentation and hope, it would be help!”</p>
<p>11. Conclusions from the trainer</p>	<p>“It is for me a big obligation and happiness to react to the current problematic in Suhl. It is very important to help these people and find a good social way to welcome and integrate them. With this project the pupils get the possibility to learn some theory about the thematic and get experiences to work with refugees and immigrants. Media tools are a very good way to transfer knowledge and values like freedom, respect and tolerance. I hope the local government of Suhl will use the project results.”</p>
<p>12. Person submitting case study and role in the project</p>	<p>Bärbel Kälber Julia Kälber</p>

TRAINING GUIDELINES for WORKSHOPS - Project TOOLS TO FLY



1. Title of the training course	Suhl in senses Participatory Photography workshop
2. Objectives of the training course	<ul style="list-style-type: none"> - Disclose the atmosphere of the city - Promote digital literacy - Understand “what is my tool to live, to be here?” - Provoke the women to participate in the citylife - Challenge participants to express their feelings and opinions through the image. - Promote social inclusion
3. Short description of the course content	<p>Promotion of new understanding of the city, of the place, where I live now - through participatory photography and creating a movie to stimulate the imagination, to develop the creativity, to have a new vision of the city.</p> <p>Promotion of the video through official city website.</p>
4. Target group(s)	A group of 7 migrant women
5. Methodology	Program Animoto, a media tool that allows an easy and funny way to get professional results, motivating the creativity.
6. Course duration & follow-up activities	<p>3 sessions x 2 hours</p> <p>Evaluation</p> <p>Feedback from the Municipality after presenting them the video</p>
7. Necessary materials/resources	Questionnaires, Photos, Computer Workshop takes place in open spaces of Suhl and in

	computer laboratory with Internet connection.
8. Exercises	<ul style="list-style-type: none"> - fill the questionnaires: My dream?; My tool to follow the dream?; Obstacles?; Support?; If the dream is fulfilled, what do you see? - take photos related to the given task; - write a text; - together with the trainer use the media program and combine photos and texts to create a video
9. Lessons learned	Tools to fly infuses the landscape of our everyday environment with digital content and services. They deliver compelling user experience when the user interacts with the physical world.
10. Course evaluation from the trainees	<p>“The most important thing for us was that we felt- we are doing something useful to ourselves and to the others in a very new way.”</p> <p>“...may be it is a possibility to show- we are here ...”</p> <p>High satisfaction with the workshop</p>
11. Conclusions from the trainer	<p>The work with the software and the media tools allows the women to express their own view about the given task; to develop some artistic and media experience.</p> <p>The methodology of participatory photography and the movie maker program usually unknown for the participants, makes the exercises very exciting for everyone.</p>
12. Person submitting case study and role in the project	Bistra Choleva-Laleva, project coordinator and trainer

TRAINING GUIDELINES for WORKSHOPS - Project TOOLS TO FLY



1. Title of the training course	Media tools for learning, having fun
2. Objectives of the training course	Use digital tools to promote places and cities under a personal and subjective perspective
3. Short description of the course content	The participants have to use photos from previous project "Das Unausgesprochene"; to look at the places in a new perspective and exchange experiences.
4. Target group(s)	A group of 7 migrant women
5. Methodology	Windows Movie Maker: windows software for creation of videos, films, etc. using different effects and music. Program Animoto, a media tool that allows an easy and entertainment way to get professional results, having fun and challenging creativity.
6. Course duration & follow-up activities	3 sessions x 2 hours evaluation
7. Necessary materials/resources	Photos, Computer, special software
8. Exercises	<ul style="list-style-type: none"> - brainstorming - choosing some photos from the project - use movie maker and add some effects on the photos - create a video with Animoto program
9. Lessons learned	A more detailed explanation is needed about the goals of the activity and some examples must be presented as well.
10. Course evaluation from the trainees	"Word- digital, makes me confused, but to see how you can use the photos, to play with them, and to see this short video..."

	High satisfaction results
11. Conclusions from the trainer	To involve migrant women to participate in a project with digital tools, and to use media, usually is very difficult task. Some of these women don't use digital media, only gsm devices for communication. The idea is to show them that media can be used for fun, but also for learning.
12. Person submitting case study and role in the project	Bistra Choleva-Laleva, project coordinator and trainer

TRAINING GUIDELINES for WORKSHOPS - Project TOOLS TO FLY



1. Title of the training course	Media tools for learning and having fun
2. Objectives of the training course	Use of digital tools to improve participants computer skills; exchange knowledge and experiences between the participants; gain confidence in themselves;
3. Short description of the course content	The participants have to make photos of other participants from the group, to use different media effects and to prepare post cards for their families;
4. Target group(s)	A group of 7 alcohol-addicted people
5. Methodology	Photos, Photo program, Power Point program, Movie-Maker program
6. Course duration & follow-up activities	2 sessions x 3 hours Evaluation Feedback from the families

7. Necessary materials/resources	Camera, Chairs, Computer Programs Knowledge about alcohol-addicted people, laptops with programs, internet, photos
8. Exercises	<ul style="list-style-type: none"> - Know each other - Name and skills - Chairs-Feelings Game - doing photos of each other - doing photos of usual places of the daily life - choosing some photos and putting some effects on the photos - creating postcards and a calendar with a Photo Shop program
9. Lessons learned	
10. Course evaluation from the trainees	<p>"It was very interesting for me what we can make only with some photos and one laptop!"</p> <p>"I found the exercise with the feelings great!"</p> <p>"To speak together and to share feelings and our ideas for the cards was very good!"</p> <p>"I will be happy, if we have in the future the other workshops like this and more time for fun!"</p> <p>"My curiosity is provoked and I want to learn more about how to prepare some photos with effects!"</p> <p>"The project-day helped we to feel more like one group and we learned a little about ourselves!"</p> <p>High satisfaction with the WS developed</p>
11. Conclusions from the trainer	<p>"Alcoholism and drug dependence can affect all aspects of a person's life. The social problems arising from alcoholism are serious. Alcoholism is associated with loss of employment, which can lead to financial problems.</p> <p>It is a big challenge to work with groups who are addicted to alcohol. They are not open-minded, not able to trust, they use social contacts rarely and they feel distanced from their feelings.</p> <p>The idea is to show them that media can be used for learning, for having fun and the most important - to try to make a contact with their families again."</p>
12. Person submitting case study and role in the project	Bistra Choleva-Laleva-project coordinator Julia Kälber- trainer

TRAINING GUIDELINES for WORKSHOPS - Project TOOLS TO FLY

1. Title of the training course	Video application in the integration center of the wbm werkstatt bildung&medien in Suhl
2. Objectives of the training course	Participants are using media to make their application more meaningful for the employer
3. Short description of the course content	The participants are updating or elaborating their application documents on the PC and are preparing for the video recording that is analog to the interview
4. Target group(s)	Unemployed of the job center
5. Methodology	photos, word-program of the PC, video camera, role play
6. Course duration & follow-up activities	5 working days for the completely new written documents and the video recording
7. Necessary materials/resources	PC, camera technology, CD or USB flash drive
8. Exercises	Having drawn up the application file, the participants will be prepared with role plays and exercises for the video recording. They will be able to present them in a short statement
9. Lessons learned	
10. Course evaluation from the trainees	The participants appreciate the possibility to influence their appearance stronger and also to be able to present themselves optically before the interview

11. Conclusions from the trainer	Application files are giving a future employer information about the education and the experiences of the applicant. An impression from his personality is not given without digital media. Unemployed, especially long-time unemployed, are often affected in their self-esteem and are because of that inhibited at their interviews. This video application is an excellent possibility to remove these inhibitions by using video.
12. Person submitting case study and role in the project	Dr. Dagmar Römhild

Workshops and courses

netEDUKACJA, Poland

TRAINING GUIDELINES for WORKSHOPS - Project TOOLS TO FLY



1. Title of the training course	In the digital world - Workshops on a theme “Integrated Patient Information Record” (Zintegrowany Informator Pacjenta – ZIP)
2. Objectives of the training course	The aim of the workshop is an acquisition of the skills of using ZIP online system and the obtainments of information with it, and in particular: <ul style="list-style-type: none">• receiving the access and the registration to the system,• logging on,• taking control of the strategy of the effective seeking out of data.
3. Short description of the course content	During the workshop participants familiarized with methods of searching for necessary information concerning medical services provided by the National Health Fund, and among them: <ul style="list-style-type: none">• access to current announcements and announcements,• knowledge about legal basis, with considering principles of the service

	<p>delivery (local and abroad) and of their refund,</p> <ul style="list-style-type: none"> • knowledge regarding preventive programs, • access to the lists of doctor's surgery, clinics, hospitals, institutions of the ad-hoc health assistance, sanatoriums and pharmacies, • the time-limit of waiting for the specific medical treatment, • information of medical costs concerning each persons health treatment at the past.
4. Target group(s)	Persons 50+
5. Methodology	<p>The basic form of training is presentation prepared with taking into account the needs and the ICT abilities of people 50+.</p> <p>On the basis of this presentation and instructions the participants carried out logging on to the system and within the practical workshop they filled appropriate forms for the purpose of the obtainment of much-desired information.</p>
6. Course duration & follow-up activities	<p>3-5 hours Individual guidance</p>
7. Necessary materials/resources	The booklet containing basic forms of the program and the short description how to fill them. Computers with Internet connection.
8. Exercises	<ul style="list-style-type: none"> • how to use ZIP http://zip.nfz.gov.pl Portal effectively • receiving the access and the registration to the system • logging in • seeking out of data • searching for concrete information about provided services in the specified time limit • gathering of information which allow to make optimal decisions about the

	place, the way and the date of treatment and about the potential further steps.
9. Lessons learned	
10. Course evaluation from the trainees	"It was very useful for me to get know about this ZIP portal and about what it offers to people" "I found the workshop theme very interesting since I did not know so far about such a possibility for patients"
11. Conclusions from the trainer	To involve persons 50+ to deal actively with digital tools is sometimes not so easy. The idea was to convince them that ICT, media, Internet can be useful in many practical aspects of people life and then encourage them to use all those media effectively.
12. Person submitting case study and role in the project	Barbara Dzik - trainer

ZIP
Zintegrowany Informator Pacjenta

Nie jesteś zalogowany.

Zaloguj
Zarejestruj

NFZ
Twój portal

Gdzie się leczyć?

Rezerwa Usług Medycznych

Prawo do świadczeń

Ogłoszenia i komunikaty

Informacje o świadczeniach

Recepty i leki

Poznaj swoje prawa

Leczenie za granicą

Prawo do świadczeń

Twój portal

ZIP ma już 1 milion użytkowników!

Czym jest ZIP

ZIP, czyli Zintegrowany Informator Pacjenta, jest ogólnopolskim serwisem udostępniającym zarejestrowanym użytkownikom historyczne dane o ich leczeniu i finansowaniu leczenia, gromadzone od 2008 r. przez Narodowy Fundusz Zdrowia.

Co zyskujesz rejestrując się w ZIP

- Szybki dostęp do informacji o Twoim prawie do świadczeń zdrowotnych.
- Wiedzę o leczeniu i udzielonych świadczeniach oraz o przepisanych lekach.
- Informację o kwotach, które zostały przekazane na sfinansowanie Twojego leczenia.

Nie mam konta w ZIP

Mam konto w ZIP

Zarejestruj się

Zaloguj się

TRAINING GUIDELINES for WORKSHOPS - Project TOOLS TO FLY

Platforma Internetowa
net **EDUKACJA**



1. Title of the training course	Online course: How to create your own website with WordPress
2. Objectives of the training course	The aim of the course is an acquisition of skills sufficient to build a website with WordPress CMS system.
3. Short description of the course content	<ul style="list-style-type: none">• These days, everyone has a good reason to get a website. It's not just large companies anymore. Individuals, families, and small or independent businesses all need to have one. Some individuals simply don't have the financial resources to hire a website development company or a freelance web developer to create a website for them. This is where WordPress comes into play.• In short, WordPress is an open source web software application that you can use to create and maintain a website on your own, even if you have the minimum of technical expertise.• Have you ever wanted to have your own website, at low cost, without the need to hire a team of developers and designers, without learning advanced programming languages, and with almost unlimited extension possibilities? If that's a yes, WordPress is likely the platform you should look into.

	<ul style="list-style-type: none"> • This course will take you through the complete process of building a fully functional WordPress site from scratch. The journey goes all the way from teaching you how to install WordPress, start publishing content, pick the right design, and add some extra functionality through plugins. • The best part is that you can do all this without losing your shirt along the way. Moreover, once you get some practice, you will be able to launch new WordPress sites within minutes (not a metaphor, by the way; this is as true as it gets) • This course guides you along the way in a step-by-step manner to explain everything there is to know about WordPress. • We'll start with downloading and installing the core of WordPress, where you will learn how to choose the correct settings in order to guarantee a smooth experience for yourself and for your visitors. • After that, I'll teach you all about content management functionality for your site, from posts and pages to categories and tags, all the way to links, media, menus, images, galleries, administration, user profiles, and more. • Next, you will find out what plugins and themes are, and how to use them effectively. • Once you're done with this course, you'll have all the knowledge required to build a professional WordPress site from scratch and use it for whatever project you have in mind.
4. Target group(s)	Learners, teachers

5. Methodology	ONLINE course
6. Course duration & follow-up activities	30 hours
7. Necessary materials/resources	Computers with Internet connection.
8. Exercises	<ul style="list-style-type: none"> • how to start with WordPress • go through the complete process of building a fully functional WordPress site from scratch • creating a website with WordPress CMS system • publishing content • picking the right design • adding some extra functionality through plugins.
9. Lessons learned	It is easier for course participants to follow the process step by steps when creating their own website and content parallely.
10. Course evaluation from the trainees	“Animations which are placed in some moduls of the course should be a little slowed down”
11. Conclusions from the trainer	It is a step-by-step course meant for people who would like to build their first website and use it for the purpose of their choice. This course can also be used by teachers who would like to use the website as an additional resource for their students.
12. Person submitting case study and role in the project	Karol Król – author of the course

The screenshot displays a Moodle course interface. At the top, the course title is "How to Build a Website With WordPress" and the user is logged in as "netEDUKACJA". The page is divided into a left sidebar and a main content area.

Left Sidebar:

- People:** Participants
- Activities:** Forums, Resources
- Search Forums:** Search bar with "Go" button and "Advanced search" link.
- Administration:** Turn editing on, Settings, Assign roles, Grades, Groups, Backup, Restore, Import, Reset, Reports, Questions, Files, Profile.
- Course categories:**
 - Kursy dla wnioskodawców
 - Kursy dla edukatorów
 - Kursy związane z tworzeniem stron www

Main Content Area - Topic outline:

Forum

- Chapter 1. Getting Started
 - Getting started
- Chapter 2. How to build your first site with WordPress
 - How to launch a basic website on WordPress
- Chapter 3. How to begin publishing content.
 - The basics of content publishing.
 - Including a link within your post.
 - Adding an image to your content.
 - Including lists and formatting text.
 - Including YouTube videos.
 - Categories and tags.
 - Comments.
- Chapter 4. How to change the look of your homepage.
 - Changing the homepage.
- Chapter 5. Menus.
 - Menus.
 - Widgety.
- Chapter 6. Managing multiple websites, and other possibilities.
 - Other possibilities in WordPress.

Conclusion

Lifelong learning is something we all have to include in our private life and working career. The concept of LLL is a challenge we face as we look to Europe's future. It is important to encourage adult learners to be part of this, to show them educational opportunities, to demonstrate the way digital tools can be used to empower them in personal and professional perspective, and as citizens and consumers. The other aspect of the project is to give adult education trainers the opportunity to share and learn from colleagues in Europe.

Six International project meetings were held over the duration of the project. These were in Kraków Poland (2), Suhl Germany (2), Berlin Germany (1) and Helsinki Finland (1). These meetings enabled partners to exchange information and ideas, allowed learners and trainers from the partner organizations to interact both with each other and with other interested parties, helped in the organisation of project activities and allowed partners to visit educational institutes. A very big amount of information was gathered, disseminated and discussed.

A very significant part of the project activity was the production of a website and online resource center. This allowed partners to collect and share information and to disseminate project activities to the wider educational community. The website may be accessed at www.toolstofly.grundtvigproject.eu

