# FINAL
## REPORT

# MIX & STIR !

Development of useful life skills through new learning tools

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# Contents

# Introduction

This report contains conclusions from local meetings conducted as part of the first phase of the project "Mix and stir! Developing competences that improve the quality of life using new educational tools". The project is implemented by STAWIL Sp. z o.o. (STAWIL) in partnership with Novareckon srl (NR) and the Institute of Entrepreneurship (iED). The above-mentioned institutions carried out a total of 44 local think tanks, during which participants from the project's target groups (people with difficult access to education, with low basic skills) exchanged knowledge and experiences, thereby educating each other and developing the basis for the future results of the project. The meetings were carried out in 2023 and ended with an international think tank held in Poland.

Partner organizations (STAWIL, NR and iED) operate in various local, regional and national conditions, therefore the collected materials constitute an inspiring overview of good practices and actions that can be taken to support people with low basic skills and difficult access to education.

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# Part 1.1 Description of local meetings - Poland

### 1.1.1 Description of the partner country in relation to cuisine and IT topics.

Teaching people with low basic skills and difficult access to education has been a challenge in Poland for many years. Poland is one of the countries in Europe with the lowest percentage of people over 25 years of age who have completed a traditional, formal educational path and are participating in subsequent educational activities. Also, in terms of the level of basic skills in the above-mentioned group of people, especially among older people, the results achieved are below the OECD average. The decline in basic skills across age groups is also higher than in other OECD countries. It is worth noting that the European information society study showed that in Poland as many as 85% of people aged 55+ do not have basic digital skills.

People with low basic skills in Poland often encounter various challenges related to professional and social activity. In the target group of the Mix&Stir Project, the following should be mentioned as important:

a) social exclusion: difficulties in full participation in social life, e.g. due to communication limitations or difficulties in understanding documents or procedures, as well as due to limited possibilities of using modern technologies;

b) difficulties in self-development: limited opportunities to use various forms of learning and professional and personal development and lack of awareness of the importance of lifelong education for the quality of life;

c) risk of poverty: limited earning potential and access to educational and social resources, as well as limited knowledge about competences desired on the labor market.

The above conclusions are confirmed by the European Council Recommendations on Upskilling Pathways: "PIAAC [International Survey of Adult Skills] shows that adults with higher skills in reading, writing, mathematical reasoning and problem solving in highly technological environments tend to achieve more success in labor market. At the same time, the 20-25% of European adults aged 16-65 with low levels of proficiency in these skills are less likely to engage in education or to participate fully in a digital economy and society. Such people are at greater risk of unemployment, more likely to experience poverty and social exclusion, their health is at

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greater risk, their life expectancy is lower, while their children are at greater risk of poor academic performance.

Overall, while Poland is committed to providing high-quality education for all, the problem of low basic skills still exists and requires continued attention from politicians, educators and local communities. For people with low basic skills, it is important to provide social support that can help them overcome difficulties and develop their skills and find opportunities for professional and social activity.

The above picture is compounded by issues related to digital exclusion. Digital technologies are becoming more and more common in everyday life, and the ability to use them often determines the ability to participate in social or cultural life. Hence, the aim of the local think tanks was to combine education in the field of basic skills with topics that are important and interesting for people from the target groups, which will not discourage them with the high level of difficulty.

In the era of increasingly popular culinary tourism (for which Poland is an interesting destination), when discovering food allows you to learn about other cultures, practicing teaching basic skills using the subject of cuisine seems to be a right and effective direction. According to research conducted by the Gallup Institute, people who enjoy cooking function better than others (by 1.2 times). The joy of cooking also translates into a subjective sense of "well-being", a positive assessment of one's own life (31% of people who enjoy cooking positively evaluate their "well-being", and among people who do not enjoy cooking, only 21% positively evaluate their "well-being").

As we can read in the report "Wellbeing Through Cooking. Global Insights Into Cooking Enjoyment and Eating Together" home cooking is a helpful activity in eliminating problems such as obesity or low nutritional value of meals. Cooking at home is also friendly to household finances, which is also an important motivator at a time of constantly rising prices. Similarly, eating together and sharing meals are simple activities that are beneficial to our mental health -

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on a global level, people who often ate with someone scored higher on the Average Positive Experience Index score.

Local think tanks in Poland were implemented taking into account the image outlined above and based on good practices developed in other projects (e.g. in the model entitled "Developing basic competences by promoting Bieszczady culture and identity" tested under the Operational Program Knowledge Education Development 2014- 2020, Project "CHANCE - new opportunities for adults").

### 1.1.2 Description of local meetings

Local think tanks in Poland were carried out for 5 groups. Each group took part in 4 meetings. A total of 20 meetings were held. The activity covered 50 people. The experts leading the groups were Piotr Bassara - in the field of culinary and cultural education and Michał Stachura - in the field of education relating to modern technologies.

*Piotr Bassara* has over 30 years of experience as a chef. He started his professional career as a confectioner with a master's diploma. For over 20 years, he has been conducting classes for people interested in culinary topics - professionals and amateurs. He worked in restaurants in the USA and Great Britain. He ran his own restaurants. Cuisine is his passion, which he cultivates and explores during his trips abroad.

*Michał Stachura* is a graduate of the Faculty of Cybernetics of the Military University of Technology in Warsaw, he also obtained an MBA diploma and the title of leading auditor of information security management systems. He has been a speaker at regional and national conferences in the field of cyber, security and education. The expert is an experienced practitioner in the use of modern technologies and ICT tools in the educational process and in everyday life.

The implementation pattern of the local think tanks was the same for each group, but differences were introduced in the level of the content implemented in order to analyze their widest scope and adapt them to the level and expectations of individual groups.

## Group I

The group that was formed first was composed of people from the Rural Women's Circle from the Desert. Pustynia is a village in Poland, located in the Podkarpackie Voivodeship, Debica County. It is a small village that is not known on a wider scale. It is inhabited by just over 1.5 thousand people. people. The village has a very old origin - it existed already in the 11th century. It is a fascinating example of how a small town in Poland has a deeply rooted history dating back to the Middle Ages, which is still part of the region's cultural heritage. The fact that the mention of the existence of a church in Pustynia comes from the beginning of the 16th century suggests that the village already had a significant position as a religious settlement in the Middle Ages. The church was not only a place of religious worship, but also an important social point where various types of ceremonies and meetings of the local community were held. The current values of the village and its sports center, as well as its rich history make it an interesting place for local think tanks.



Direct messages were sent to the people who eventually formed group I, using the recognition of the culinary expert, Piotr Bassara, in the Debica commune.

The first meeting of the group of 10 people took place on January 31, 2023. The experts leading the group presented key information about the project, its assumptions and goals. The principles of cooperation (the so-called group contract) and the method of organizing classes (in the form of practical workshops with the possibility of free exchange of own experiences between the

meeting leaders and its participants, maintaining the principles of mutual respect and equality towards each other and based on group work in smaller teams or pairs).



During the first meeting, there was a discussion on the main topic of the meetings, i.e. cultural and culinary education (how education in the traditional approach to preparing dishes and the use of modern technologies can improve the quality of life).

During the first meeting of the group, literature related to culinary topics was discussed (the expert presented numerous publications, some of them very old), and available materials and sources of information were analyzed. There was a loose discussion about old recipes and the possibility of adapting them to today's conditions and available products.

The above elements were implemented as a common part for each of the groups participating in local think tanks.

The group decided to prepare the following dishes at the next meeting:

- stuffed chicken meatballs;
- onion pies;
- cream foam pudding.

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**Conclusions about the group drawn after meeting no. 1:**

a) the group is interested in preparing various dishes and discussing them in the context of a healthy lifestyle, alternative solutions regarding the ingredients used and good culinary practices;

b) participants consider skills related to the use of modern technologies to search for information on the Internet to be useful and desirable;

c) the group unanimously stated that it has problems with verifying the accuracy of information received from the Internet;

d) according to the think tank participants, using social media is an element of their everyday life and allows them to develop their passions, but at the same time it is associated with new threats for them;

e) the ICT device most frequently used by participants in everyday life is the telephone (smartphone) and the Internet.



Local think tank no. 2 for group no. I took place on February 20, 2023. During the meeting, the planned culinary task was carried out (i.e. the above-mentioned dishes were prepared), while also including the issue of basic digital skills. The expert conducted a discussion with the participants about information threats related to the use of the Internet. Among the most difficult, and therefore most important, the group described those related to emotions, defined by the expert as information stress, information frustration, hate and information loneliness. A threat mentioned very often by the participants, and particularly important from the point of

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view of culinary topics, was false information (e.g. recipes that someone published even though the dish was not actually prepared according to them). The group developed a set of elements that can be helpful in verifying the truthfulness of information (including the author - is he known; is he hiding behind a name that does not say anything; currentness - is the information consistent with the facts, has it been updated (information and website www); accuracy – e.g. whether the recipe provides exact amounts of ingredients, whether the preparation description is consistent with the list of ingredients). During the meeting, issues related to functionalities available on social networking sites and search engines (e.g. Facebook, Google, YouTube) were also discussed, such as: searching for opinions, checking the credibility of a product or entity, comparing prices, properties using comparison engines, searching for friends/accepting an invitation. Communication applications were also used, including Messenger and Whatsapp - participants shared their experiences of finding friends and adding/removing contacts.

Preparing dishes according to selected recipes turned out to be a developing experience for the group. Delicate meatballs were served with mashed potatoes and oven-baked vegetables. The group agreed that even children would like this version. Kolaczyki is a baked product that has been known for 200 years and the recipe has undergone many modifications. The group added rosemary and onion to their version, which further enhanced the taste. The next dish prepared by the group was legume - a type of dessert already known in Poland in the 19th century. In pre-war cookbooks, pudding was mainly used for desserts (flour or egg-based), however, in the times of the Polish People's Republic (economically difficult for Poles), pudding began to be used as a dinner dish. The prepared pudding was very delicate and combined with the fruit sauce, it was a fantastic dessert.

The selection of dishes for the next meeting has been made:

- bigos hultajski,
- small tenderloin with cumin and onion;
- yeast pancakes.

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The third meeting for group I was held on March 20, 2023. Due to the upcoming Easter, culinary traditions related to them over the centuries were discussed. Hultajski bigos was prepared, which turned out to be a very aromatic dish. The final taste effect was influenced by the addition of Madeira wine and several types of meat, including game. Participants searched the Internet for similar recipes. The original used meat left over from Easter.

Also, the small tenderloin, i.e., pork tenderloin fried in lard and a large portion of cumin, was a very interesting proposition, especially when we served it with beans. During this dish, the participants learned more about cumin - one of the oldest cultivated spices, which was known in ancient times. The participants' task was to search the Internet for information about the health benefits of cumin and its use (caraway was added to dishes that burdened the digestive system due to its digestive-improving properties; in Old Polish cuisine, cumin was added to fatty dishes, e.g., duck, goose or pork, and for cabbage dishes and bread baking).
The third dish prepared were yeast pancakes - a dish originating from folk cuisine, which is mentioned, for example, in the Collection of Knowledge for National Anthropology from 1893 by Michał Rawicz Witanowski.

During the workshops, the topic of information searching and how to effectively search for information (using keywords, simple and advanced search) and reacting to posts - like it, adding comments on social networking sites - were explored.

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The selection of dishes for the next meeting has been made:

- old polish onion soup;

- green sauce;

- veal liver stew.

The last meeting for group I took place on June 17, 2023. During the culinary classes, topics related to the use of modern technologies in everyday life were discussed. Participants found the discussed and tested functionalities available on social networking sites useful, such as: searching for information, filtering search results, voice search method, publishing your own content, adding photos, videos, creating groups/joining/leaving groups, group activity, searching and following. interesting sites. During the meeting, people also worked with communication applications, including Messenger and Whatsapp. The participants found the issues of creating discussion groups, adding members, and starting audio/video conversations in these applications very interesting. The participants agreed that the skills related to the use of the above-mentioned functionalities are those that become necessary in everyday life.

The prepared old Polish onion soup is an example of French influence. The participants used a recipe from 1890, which is an almost perfect example of a French soup. The green sauce, on the other hand, turned out to be very colorful and tasty. Thanks to tarragon, cress and chives, it is also very aromatic. While preparing the sauce, the participants learned about the history and properties of tarragon (information was found about the origin of the plant from Syria, its use in ancient times for the bites of snakes and rabid dogs and to relieve tooth and gum pain, the participants learned that tarragon was brought to Poland by the Teutonic Knights). The last dish, veal liver stew, is one of the classics of Polish cuisine. The flavor of onion and mushrooms further enhances the dish.

During the meeting, the influence of Italian, French and English cuisine on Polish cuisine at the turn of the 19th and 20th centuries was discussed.

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**Group II**

Group II was created by people gathered around the Rural Women's Circle in Nagawczyn. Nagawczyna is a village in Poland, located in the Podkarpackie Voivodeship, Debica County. The village has over 2.7 thousand inhabitants. inhabitants. It was probably established around the 14th century, and the first records confirming its existence come from 1492. The village suffered a cholera epidemic (in 1871), and during World War I and II, partisan fighting took place in the village. Similarly to group I, people interested in participating in local meetings were reached thanks to direct contacts and the recognition of experts.

The first meeting for the group took place on January 28, 2023. 10 people took part in the meeting. With the participation of experts, a common part for all groups was implemented.

The group decided that at the next meeting they would prepare:
- cream of poultry liver;
- yeast pancakes;
- onion pies.

The participants actively participated in the meeting and shared their experiences and knowledge in the field discussed at the meeting. One could feel a very good atmosphere between the participants and positive emotions related to participation in the project.

**Conclusions about the group drawn after the meeting:**

the group is interested in the planned method of implementing the project and intertwining culinary topics with digital skills:

czestnicy pozytywnie oceniają założenia kolejnych spotkań i wskazują, że są zainteresowani tematami określonymi przez eksperta jako cyberprzemoc;

a) the group is interested in the planned method of implementing the project and intertwining culinary topics with digital skills;

b) participants positively assess the assumptions of subsequent meetings and indicate that they are interested in topics identified by the expert as cyberbullying;

c) equally interesting for the group is the issue of the impact of nutrition on health and the possibility of checking the health properties of dishes and spices;

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d) similarly, to other groups, participants see the need to raise topics related to functioning on social networking sites.

The second meeting for group II took place on March 11, 2023. The expert led a discussion with the participants about cyberbullying (while preparing the planned dishes). Types of violence using the Internet and modern technologies were discussed (including crimes using AI, using photos and videos against the will of the person concerned, verbal violence, publishing compromising materials and impersonating another person or excluding people from the group). During the meeting, the possibilities offered by instant messengers such as Messenger and Whatsapp were discussed - especially in terms of allowing us to stay in touch with people we cannot meet in person. Participants raised issues related to low awareness among their friends regarding the consequences of publishing information (including photos, data or e.g. travel reports) on the Internet.

Meeting participants used the Internet to search for recipes for chicken liver cream. They chose the tastiest one and prepared it together. The group, similarly to group I, tested the recipe for yeast pancakes, which, for a change, were served with cream and cranberries. The third course included onion pie. The participants had a rather difficult task of finding information about the dish and its origin (kolaczyki with onion refers to the traditional onion cakes from Lublin, which were prepared already in the 19th century and were probably taken from Middle Eastern cuisine, as most flour dishes were supposed to ensure satiety).

The group decided that at the next meeting they would prepare:

- chickens in cream;
- caper sauce for fish;
- shortcrust croissants with poppy seeds or rose.
-

The next meeting for group II took place on April 22, 2023. Participants used YouTube, Facebook and Google to explore topics related to searching for information (while preparing dishes). Taking photos and publishing photos on social media became a regular element of the group's meetings. The group from Nagawczyna was definitely more active in this respect than the other

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groups, which is why discussions and exchange of knowledge on the risks associated with publishing images and information on the Internet continued.

The group discussed and exchanged knowledge about traditional Easter dishes over the centuries. Planned dishes were also prepared. Chicken in cream turned out to be a good choice. The meat prepared according to the recipe was tender and juicy. The flavor of the meat was enhanced by the creamy sauce. The dish was served with dumplings and glazed carrots, which ultimately created a fantastic set. Caper sauce is a taste discovery for the entire group. Delicate and salty, goes well not only with fish. It turned out to be a sauce often prepared in France. The group was also surprised by the information about the use of capers in Old Polish cuisine - they appeared already in the 16th century. The croissants were a great ending to the workshops, and the taste of rose delighted everyone.

The selection of dishes for the next meeting has been made.
- Russian borscht;
- robber roast;
- cream foam pudding.

The last meeting of the group took place on August 10, 2023. The meeting continued to explore the issues of safe use of social media and instant messaging, especially in connection with searching and filtering information. Participants learned about the voice search method, which they found useful. There was a discussion about the possibilities offered by instant messaging, such as creating groups and the related addition of members and initiating audio/video conversations.

Pre-planned dishes were prepared. During the workshops, various types of borscht in the history of gastronomy were discussed. The group was surprised by the number of recipes available for different versions of this dish. Using their own phones, the participants searched for interesting facts related to it (e.g. the Ukrainian origin of the dish, the first mentions of borscht from the 13th century, the evolution of recipes from a simple sour broth to a soup rich in aroma and sometimes also ingredients. The version of borscht prepared by the group was very nutritious

thanks to the use of several types of meat. In turn, preparing the robber roast was an interesting experience for the group due to the recipe used, which came from a very old book. The first challenge for the participants was to understand the recipe described in a language that was definitely different from the modern language. Like group I, group II prepared a pudding, which, however, resembled more an Italian panna cotta. Raspberry sauce was served as an addition. At the end of the meeting, the topics covered so far were summarized and a discussion was held about the influence of Ukrainian cuisine on Polish cuisine.

### Group III

Group III was created by people belonging to the Rural Women's Circle in Straszecin. Straszecin is a village in Poland, located in the Podkarpackie Voivodeship, Debica County. It is a relatively large village (inhabited by over 2,000 people), whose buildings resemble a small town. The history of the village is very old and dates back to the 11th century. At the beginning it was a stronghold with numerous defensive structures. The first mention of this town comes from 1239. Nevertheless, the greatest development of the village took place in the 1980s. The main reason for this state of affairs was the establishment of Igloopol in Straszecin in 1978. It was an agro-industrial complex and at the same time the largest enterprise in south-eastern Poland. 35,000 people were employed in Igloopol, and its existence was the reason for the modernization of roads and the construction of new facilities, including a recreation and recreation center with sports and hotel facilities. The company was liquidated in the 1990s in an atmosphere of conflict.

Dissemination (through word of mouth marketing) of information about the project and its basic assumptions among the local community was sufficient to form the group.
The first meeting for group III took place on January 26, 2023. The group completed the common part intended for everyone (i.e. getting to know the goals and assumptions of the project, establishing the rules and form of cooperation, determining topics of interest to the group in the field of culinary and cultural education and the use of modern technologies).

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The group decided that at the next meeting they would prepare:

- lithuanian cholodziec;

- roast veal gratin;

- kulebiak with cabbage.

**Conclusions about the group drawn after meeting no. 1:**

participation in the project is attractive for the group, especially due to the possibility of exchanging knowledge and experiences and mutual learning:

a)  culinary topics are particularly close to group members;

b)  issues related to the use of modern technologies to pursue passions and hobbies and maintain contact with friends are particularly interesting for the group.

The next meeting of group III took place on March 13, 2023. During the meeting, previously planned dishes were prepared. During the culinary tasks, the issues of opportunities offered by YouTube in terms of developing passions and hobbies were raised. The participants discussed what materials are posted on the website and how they can find those interesting to them (the focus was on guides and tutorials that allow you to develop your hobby). Possibilities related to creating playlists on YouTube accounts were also discussed. While searching for materials, issues related to the evaluation and comments on materials posted on the website were raised, which may be helpful in assessing their quality, timeliness and credibility. Similarly, to the other groups, each class included tasks related to the use of cameras found mainly in smartphones and the use of communication applications.

The group prepared Lithuanian cholodziec, which is a version of cold borscht very rich in ingredients. Veal, sorrel, cucumber and beetroot are a flavor bomb at its best. The addition of crayfish and salmon turned out to be interesting. Crayfish were very common and appreciated in Polish cuisine. Information about the advantages of crayfish can be found in 17th century guides and in the accounts of a French traveler from Poland (also from the 17th century). You can find mentions of recipes for crayfish in 18th century Warsaw, where the best crayfish were served.

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Before World War II, Poland also exported hundreds of tons of crayfish. Participants eagerly searched for the above information on the Internet and shared it on the group forum.

During the classes, roast veal with parmesan was also prepared. It is a Polish dish with influences from Italian cuisine. To emphasize the Italian influence, it was served with gnocci dumplings.

Kulebiak, next to cebularz, is another traditional Polish dish popular in the Podlasie region. The taste was not a surprise for the participants, but using an old recipe turned out to be an interesting experience.

The group used smartphones to compare many modern and old recipes.

The selection of dishes for the next meeting has been made:

- Russian borscht;
- baking dumplings and ravioli;
- albert's.

The next meeting of group III took place on May 8, 2023. The topic of searching for information on the Internet was continued - including Facebook and using the Google search engine. The possibilities offered by these two websites were compared (e.g. advanced search or searching through posts and opinions to find the information you need), and the topic of false, artificially generated opinions was discussed. It was a small surprise for the participants - they were not aware of the common nature of the practice of generating opinions through various tools.

Participants exchanged knowledge about sending photos and videos using instant messengers. Particularly interesting was the improvement of sending photos by selecting several files.

The use of old recipes forced the group to analyze changes in weight units over the years - participants compared the pound, ounce and pound.

Like group II, group III prepared Russian borscht. The addition of tomatoes in the recipe turned out to be a surprise, and minor modifications in the recipe (more smoked meat and pork) allowed us to obtain a different taste than in the case of the previous group. Baked dumplings were a novelty. The recipe included a historical outline of the dish - information that it is a specialty of Russian cuisine (served "in peasant homes", but also on exquisite tables). The recipe was rather imprecise, which on the one hand made it difficult, but on the other - it allowed the participants to use their previous experience in preparing yeast dough. The dumplings were

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prepared with beef and sweet with vanilla cream. The participants searched for recipes from all over the world - they came to the conclusion that almost every cuisine has some type of dumplings. Alberty is a very quick recipe for vanilla cookies, which again required the involvement, knowledge and experience of the participants. Due to the fact that the recipe was old, it did not refer in any way to the baking temperature and time. This type of difficulty was an additional factor motivating the participants to be active - it allowed them to demonstrate their knowledge and at the same time it was not too much of a challenge.

The selection of dishes for the next meeting has been made.

- small tenderloin with cumin and onion;
- cod, zander and pike roulade;
- shortcrust croissants with poppy seeds or rose.



The last meeting of the group took place on August 11, 2023. Participants, led by an expert, continued the topic of using modern technologies to pursue their passions and hobbies. There was a discussion about publishing your own content, adding photos and videos. Issues related to creating groups (including thematic ones), joining and leaving groups turned out to be interesting for the group. Participants discussed how the activity of group members affects the quality of materials and other people.

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Pork tenderloin was prepared. The character and aroma of the dish were influenced by large amounts of cumin and onion fried in lard. Lard is fat that was once widely used in Polish cuisine. Participants shared their knowledge about this fat and its possible uses (in both savory and sweet recipes). The properties of pork lard and goose lard were compared.

A new experience for most participants was preparing a roulade from several species of fish. Despite little experience in this type of dishes, the participants prepared a dish that was amazing in terms of visuals (color and texture) and taste. The roulade was served with mashed potatoes with herbs and red cabbage salad.

While preparing the croissants, the participants had to look for the least known facts about them. It was a surprise to everyone that the first mention of croissants comes from the 5th century and the legend about the first croissants baked by Viennese bakers in honor of John III Sobieski (after his victory over the Ottoman Empire). It was decided that, as in the case of dumplings, each country has its traditional croissants. In the tested recipe, the taste of rose and poppy seeds turned out to be fantastic.

The group summarized the classes by discussing the influence of Russian and French cuisine on Polish cuisine

**Group IV**

Group IV was created by people belonging to the Rural Women's Circle in Adamowka. Adamowka is a village in Poland located in the Podkarpackie Voivodeship, Przeworsk County. The village has a population of just over 1,000. people and it is the seat of the rural commune. The village is approximately 1 hour away from the border crossings allowing you to travel to Ukraine (Korczow and Budomierz). A similar distance separates Adamowka from Rzeszow, the capital of the voivodeship. Despite its relatively good location, Adamowka is a commune with a rather low population density. According to the Report on the Condition of the Adamowka Commune, the population density in the commune in 2022 was 31 people/km2, which is much lower than the average value for rural areas in Poland, which was 53 people/km2. STAWIL's experience shows that rural areas and areas with lower than average population density are often characterized by difficult access to education. Nevertheless, an effective way to reach

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people from the target group is personal contacts and reaching beneficiaries through groups of friends who effectively spread information. In the case of the group from Adamowka, information about the activities planned in the project was distributed (apart from, of course, information posted on the project website and in social media) through employees of the Commune Office, which cooperates with STAWIL in areas unrelated to the Mix&Stir project. The action turned out to be so effective that a group was formed interested in active participation in local think tanks.

The first meeting of the group of 10 people took place on March 6, 2023. With the participation of experts, a common part for all groups was implemented.

The group decided that at the next meeting they would prepare:

- kolacz (Lithuanian cake) with cottage cheese;
- cornmeal fruit cake;
- goose liver pâté.

The participants actively participated in the meeting and shared their experiences and knowledge in the field discussed at the meeting. One could feel a very good atmosphere between the participants and positive emotions related to participation in the project.

**Conclusions about the group drawn after meeting no. 1:**

a) the group is open to participating in the project, assesses it as an interesting idea and "something new" in terms of the method of implementation;

b) the assumptions of subsequent meetings were positively assessed, i.e. the implementation of interesting culinary ideas, focused on traditional and historically related dishes of the region;

c) the group is interested in combining the topic of cooking and preparation of traditional dishes with a discussion in the context of a healthy lifestyle, alternative solutions regarding the ingredients used and good culinary practices;

d) the presented possibilities related to the use of modern technologies in life should be directly related to the functioning of people belonging to the group - the level of

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advancement should be adapted to the group, for group No. IV, topics related to the search for information turned out to be important (where and how to find it and how to verify them), developing passions and safe use of social media and instant messaging.

e) group members indicate a telephone (smartphone) with Internet access (via Wi-Fi or mobile data) as the most frequently used ICT device.

The next meeting of group IV took place on April 17, 2023. During the meeting, the planned culinary task was carried out (i.e. the above-mentioned dishes were prepared), while also including the issue of basic digital skills. The participants discussed places (addresses) that could be a source of knowledge related to the topic of the meeting and could also help develop their passions. For this purpose, among others, YouTube, Facebook, Google and others. Showing their functionalities that participants found useful (searching for opinions, checking the credibility of a product or entity, comparing prices and properties using comparison websites, searching for friends/accepting an invitation).

During the meeting, knowledge was shared on the practical use of cameras found mainly in smartphones and communication applications, e.g. Messenger and Whatsapp (searching for friends, adding/removing contacts).

The participants led a discussion, comparing baking methods with current kitchen equipment and the difficulties that housewives had to face at the turn of the 19th and 20th centuries. A big surprise for the participants was the use of corn flour in the recipe from 1908, thanks to which the effect turned out to be fantastic. It also turned out to be interesting that the technique of preparing goose liver pâté is very similar to that used in French recipes. The group used smartphones to compare modern recipes with those described in old cookbooks.

The selection of dishes for the next meeting has been made:
- eggs stuffed with crayfish necks and mushrooms;
- cutlet baked with horseradish and potatoes with truffles;
- yeast cake.

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Local think tank no. 3 for group IV took place on May 29, 2023. The method of conducting classes was maintained as originally agreed. The topics of discussion and workshops included the following issues:

- why it is worth acquiring digital skills and overcoming the fear of new technologies and applications,
- positive aspects of using the Internet in everyday life, the Internet as a source of constant development and inspiration, establishing and building relationships, the Internet as a kind of compendium of knowledge and a guide.

The group discussed Easter dishes throughout the centuries. The issue of changing approaches to the unit of weight over the last 100 years was discussed, comparing the pound, ounce and lute.

The use of old recipes again turned out to be surprising for the participants - the combination of the flavors of crayfish and porcini mushrooms provided an extraordinary experience, which, according to the participants, was innovative for 1910. The approach to the eggs themselves turned out to be interesting - after cooking, they were to be cut in half together with the shell, and then filled with stuffing and fried.

The cutlet was rated similarly - it turned out to be very tasty, and thanks to freshly grated horseradish, spicy and sweet at the same time. Mashed potatoes with truffles complemented the flavor of the meat. The group made changes to the old recipe by adding a boiled and sliced egg before applying the horseradish sauce.

The yeast bread with a lot of eggs and butter seemed to be heavy, but ultimately very tasty. The group found that baking without specifying baking temperatures was not easy, but thanks to the experience of the project participants, it was possible. Success in completing a difficult task was a unique motivating factor for the group, additionally bonding it.

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The group tried to find similar dishes on the Internet, and then the dishes for the next meeting were selected:

- long-cooked beef broth with bread toast and egg, taken from Italian cuisine;
- guinea fowl galantine;
- green omelette.

The last meeting for group IV took place after a long break, on August 13, 2023. During the meeting, a planned culinary task was carried out (i.e. planned dishes were prepared), while also including the issue of basic digital skills.

The classes focused on the possibilities of using smartphone cameras as well as communication applications, e.g. Messenger and Whatsapp.

The prepared dishes once again turned out to be a culinary discovery for the participants. The broth was very aromatic and had a superior taste to chicken broth, even the one with beef. After baking, the brisket added aroma and color to the broth. The bread and raw egg yolk in the recipe changed the taste of the broth. The minimum cooking time for the broth was considered to be 4 hours.

Guinea fowl galantine delighted with its aesthetic and, above all, taste. When cut, colorful layers were revealed. The form of the dish was a surprise - most participants associate galantine with jelly. Galantine tastes best after cooling, cutting and baking again.

The group tried several ways of baking an omelet. The classic French method turned out to be the tastiest - without the addition of flour or leavening agents, and only with a spoonful of water.

The influence of Italian, French and English cuisine on Polish cuisine at the turn of the 19th and 20th centuries was discussed.

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**Group V**

Group V was created by people from Latoszyn (a village in Poland, located in the Podkarpackie Voivodeship, Debica County) and Debica (a town in the Podkarpackie Voivodeship). Latoszyn is a health resort that has been famous for its healing waters for centuries. In the 19th century, a small spa and bathing facility with sulphate springs was built in Latoszyn. After the building was destroyed at the turn of the 19th and 20th centuries (by a hurricane and fire), modern bathrooms, an inn and guesthouses were built. World War II left its mark on Latoszyn - the center was almost completely destroyed. From 2022, the village has the status of a health resort. As in the case of other groups, participants were reached through personal contacts.

The first meeting for group V was organized on March 24, 2023. 10 people took part in the meeting. With the participation of experts, a common part for all groups was implemented.

The group decided that at the next meeting they would prepare:

- Russian borscht;
- baking dumplings and ravioli;
- albert's.

**Conclusions about the group drawn after meeting no. 1:**

participation in the project is attractive for the group, especially due to the planned international meeting and real influence on what will be developed as part of the project;

a) the group consists of slightly more active (socially and professionally) members;

b) issues related to the use of modern technologies to be active, including traveling, are particularly interesting for the group.

The second meeting of group V took place on April 15, 2023. Due to the proximity of Easter, local and regional holiday traditions were discussed. The participants had to find, using their own phones, interesting facts related to the celebration of Easter in other countries. At the same time, there was a discussion about the possibilities of assessing the credibility of information from the Internet.

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The prepared dishes were recipes that were also tested by other groups. The choice of borscht turned out to be surprising for the experts - although all participants know how to cook borscht and most of them have their own method, as many as 3 out of 5 groups decided to prepare borscht according to an old recipe. The experts concluded that preparing a well-known dish is an opportunity for a broad exchange of experiences, which significantly increases the participants' self-esteem and allows them to identify with the group, and thus motivates them to actively participate in the classes.

Baked dumplings, unlike boiled ones, are not a dish often prepared by participants. They were therefore something new for them. While preparing the dumplings, the participants searched the Internet for interesting recipes. As in the case of one of the previous groups, preparing cookies from the old recipe turned out to be a small challenge and required the use of skills already possessed by the participants.

At the end of the classes, dishes were selected for the next meeting.
- cream of poultry liver;
- robber roast;
- kulebiak (pie) with cabbage.

The third meeting of the group took place on May 13, 2023. Participants discussed the types and sources of information regarding travel that can be obtained on the Internet. Apart from the rather obvious search engine for participants, there were opinions about the great value of thematic groups created on Facebook - participants discovered that thanks to these groups they can very easily plan a trip, but also bypass unfair service providers (e.g. accommodations or poorly rated restaurants) and find out things that are useful and not necessarily obvious (such as the issue of adding service costs to the bill for ordered dishes in restaurants in Italy). What turned out to be valuable for the participants was that people who have been to a given place speak during the groups, and those who are just going there ask questions that broaden the horizons of others.

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The group prepared liver cream, which was a new discovery of the flavors of Polish cuisine. It was very intense and essential and did not remind the participants of anything from current Polish cuisine.

The recipe that was the most interesting according to the participants was the robber's roast. The group unanimously agreed that this was a perfect dish for a formal family dinner.

When preparing the kulebiak (which is not traditionally from their region), the participants compared it with yeast patties that they often prepare. The group's task was to search for similar versions of this regional dish on the Internet.

The selection of dishes for the next meeting has been made.

- Lithuanian cholodziec;
- cod, zander and pike roulade;
- bigos hultajski.

The last meeting of the group took place on June 3, 2023. The approaching holiday period was conducive to continuing the topics of interest to the group - i.e. the use of modern technologies for traveling. Participants share their experiences related to travel planning - websites that enable checking the weather at the destination, checking public transport connections, purchasing tickets, or checking maps and creating travel plans on the map. The group explored the topic of adding photos and videos to forums and sending them via instant messaging. The topic of safe sharing of content on the Internet was also discussed.

The participants prepared a cold soup. It turned out to be an ideal proposition for the warm days that are approaching. The participants came to the conclusion that cold soups are currently not very popular. According to the information they found on the Internet, they were more common on our menu over 100 years ago. The version prepared by the participants is perfect for any time due to its extremely rich recipe.

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In turn, the fish roulade turned out to be a discovery of new flavors for the participants. The form of administration was also an attractive novelty. The group agreed that a large amount of fresh herbs has a positive effect on the richness of flavors.

The preparation of bigos was the cause of intense discussion about numerous recipes for this dish. Each participant discussed their own family recipe. Popular gastronomic portals checked how this dish is prepared in other regions of Poland. The group also found interesting facts about bigos - e.g. that it was considered hunters' food, and until the 16th century it was prepared without the addition of cabbage, which is currently its main ingredient..

Due to the fact that bigos is a dish known in Lithuanian and Belarusian cuisine, the influence of these cuisines on Polish cuisine was discussed.

### 1.1.3 Conclusions of the meetings with a description of good practices (what we think is a success in the implemented activities).

Local think tanks enjoyed considerable interest among participants, and participation in the meetings triggered positive emotions.

The common assumption for each group was to develop principles of cooperation (accepted by the group members - including experts).

The contract usually included the following points:

1. *We call each other by name.*

2. *The "here and now" principle - we focus on classes, silence our phones (we use them only to document meetings and for educational purposes).*

3. *We agree to photographing and publishing photos (including on social media) from the workshops.*

4. *We openly present our ideas, knowledge and proposals.*

5. *We do not judge other participants and their ideas and experiences.*

6. *Everyone in the group has the same rights.*

7. *We are open to all new content (skills), even those with which we disagree, we leave the evaluation of this content until we apply it in our lives.*

8. *We determine the dates and scope of meetings together.*

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During the discussion, each group worked out the topics that were most interesting to them (within the scope of the meetings, of course). The method of carrying out the classes was jointly agreed and accepted:

1) in the form of practical workshops with the possibility of free exchange of own experiences between the meeting leaders and its participants

2) maintaining the principles of mutual respect and equality towards each other

3) based on group work in smaller teams or pairs.

The moderators made the participants feel that the knowledge they had was unique and that they themselves were important. The participants assessed the opportunity to exchange experiences during the workshops (both among themselves and between themselves and the hosts) very positively. What was important in this respect was the atmosphere created - a sense of coherence of goals, safety and lack of judgment.

All participants actively searched for information about the prepared dishes and took photos and recorded short videos.

The atmosphere of the meetings was very friendly and positive, each participant was heavily involved in the preparation of individual meals.

The meetings went as planned and the goals resulting from the meetings were achieved.

The most important good practices resulting from the implementation of local think tanks include:

a) establishing the rules for the functioning of the group and the group contract during the first classes, respecting the rules enforced by both moderators and participants themselves

b) using topics close to participants to develop seemingly difficult skills and competences (e.g. digital)

c) the use of tools that are close to the participants - i.e. phones (smartphones) that the participants use every day were used to develop digital competences; this is another factor that affects the sense of security and reduces the stress associated with learning new things

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d) assigning participants "homework" that allows them to maintain the continuity of the learning process, keep them engaged and consolidate the knowledge they have already acquired

e) onducting meetings so that participants can independently discover solutions to problematic issues - this is highly motivating.

# Part 1.2 Description of local meetings - Italy

## 1.2.1 Description of the partner country in relation to cuisine and IT topics.

Italy: a country rich in art, history, and above all, excellent cuisine.

Italian gastronomy is known worldwide for its richness of flavors, use of fresh ingredients, and variety of traditional dishes, but one of the distinguishing features of Italian cuisine that makes it unique is its regional variety. Every region of Italy has its traditional dishes and local specialties, and above all, Italian cuisine is also distinguished by its simplicity and authenticity, thanks to the use of fresh, high-quality ingredients.

It is important to note that Italian cuisine has a very long history behind it, rich in genuine flavors and centuries-old traditions.

In addition to the famous pizzas and pastas, Italian cuisine offers a wide range of meat, fish, vegetable and dessert dishes. Regional specialties such as bistecca alla fiorentina in Tuscany, arrosticini in Abruzzo, prosciutto di Parma and parmigiano reggiano in Emilia Romagna, radicchio trevigiano and tiramisu in Veneto, pesto genovese and focaccia di Recco in Liguria, Alba truffles in Piedmont, polenta, risotto and cotoletta alla milanese in Lombardy, pecorino romano and spaghetti alla carbonara in Lazio, olives all'ascolana in Marche, olive oil and chocolate in Umbria, pizza, mozzarella and babà in Campania, olive oil, burrata, taralli and orecchiette in Puglia, Tropea onion, chili and nduja in Calabria, and seafood dishes such as pasta with sardines, Bronte pistachio and arancini in Sicily.

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Italy is famous for its production of high-quality olive oil. Italian cuisine represents a true culinary treasure trove, varying from region to region, offering unique and unforgettable gastronomic experiences.

Is also renowned for producing a wide range of fine wines. Barolo, produced in the Piedmont region of Italy, is one of Italy's most famous red wines. Amarone is a red wine produced in the Veneto region of Italy and is considered one of the country's finest and most distinctive wines. Chianti, produced in Tuscany, is another popular red wine with a strong taste. Franciacorta is a fresh white wine, produced in Lombardy by the same traditional method used for champagne, offering fine bubbles.

Not only wine, there is also a large production of high-quality olive oil. Olives are grown in different regions of Italy, and each region has its varieties and production techniques, which influence the flavor and aroma of the oil.

The region of Puglia is one of the main producers of olive oil in Italy. Oils with an intense, fruity flavor are produced here. Other regions renowned for olive oil production include Umbria, Tuscany, Liguria, Sicily, and Calabria. Each region has its distinctive characteristics, such as the use of olive varieties and traditional production methods.

But Italy is not just about food and wine. It is also the country of fashion, design, art, music, sports and cinema. From Milan to Rome, Italy shines in the fashion world with iconic brands such as Gucci and Prada. Italian design is synonymous with elegance and style, from Ferrari and Lamborghini luxury cars to architectural works such as the Colosseum and Milan Cathedral. Italian music has a special place in people's hearts, with great artists such as Luciano Pavarotti who have brought the beauty of opera to the world, and an important cinematic history, with legendary directors such as Fellini and De Sica who have left an indelible mark on the history of world cinema.

Italy is much more than a tourist destination. It is a country rich in excellence in all areas, from gastronomy to art, from fashion to music.  Whether you love pizza and pasta or want to discover

new dishes and flavors, Italy is the ideal place to satisfy every gastronomic craving thanks to the culinary diversity of its regions. It is a country rich in beauty, and each region has its unique charm.

Here are some of the regions best known for their beauty:

Tuscany: Tuscany is famous for its hilly landscapes, vineyards, olive groves, and art cities such as Florence, Siena, and Pisa. It is also home to the beautiful Val d'Orcia region, which has been declared a UNESCO World Heritage Site.

**Sicily**: The largest island in the Mediterranean, Sicily offers a wide variety of landscapes, including mountains, beaches, active volcanoes such as Mount Etna, and archaeological sites such as the Valley of the Temples in Agrigento.

**Liguria**: The region of Liguria is famous for its spectacular coastline, with the famous Cinque Terre, a group of five picturesque coastal villages that are UNESCO World Heritage Sites. The city of Genoa is also an important cultural and historical center.

**Lombardy**: Lombardy is a region full of contrasts, with the bustling city of Milan, Lake Como with its charming villas, and the Stelvio National Park, located in the Alps.

**Campania**: Campania is famous for its spectacular Amalfi coast, with its picturesque villages such as Positano and Amalfi. It is also home to important archaeological sites such as Pompeii and Herculaneum, which offer an immersion in the history of ancient Rome.

**Puglia**: Puglia is renowned for its charming white towns such as Alberobello, with its typical trulli, and the beautiful beaches of Salento.

**Veneto**: The Veneto region is famous for its romantic city of Venice, with its canals and gondolas. Other attractions include the city of Verona, famous for its Roman amphitheater and the home of Romeo and Juliet, Lake Garda, as well as the largest lake in Italy.

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These are just a few of the many regions of Italy that offer a wide variety of natural and cultural beauty. Each region has something unique to offer, and Italy as a whole is a true treasure trove of beauty.

Italy has fascinating air, and as described above it has a special cultural and culinary heritage. From a technical point of view, in Italy, digital education is becoming increasingly important, but there are still several challenges to be addressed. Digitization is happening slowly, mainly due to the average age of the population, which is higher than in other countries which makes digitization a bit more difficult and this can slow down innovation and limit opportunities for economic growth. However, progress has been made in recent years to improve the situation. Italy has digitized many of its services. For example, public services such as requesting documents, booking health and banking appointments, and filing tax returns are now available online. This means saving time and effort by avoiding long lines in offices and doing everything from the comfort of home. In addition, digitization has also been boosted in the education sector, where the use of digital technologies has increased in Italian schools. Online learning and digitization of educational resources are becoming increasingly common. Young Italians seem to be more up-to-date than older people when it comes to technology. They have grown up with cell phones, computers, and the Internet and are therefore more familiar with it than older generations.

Regarding Italy's digital education ecosystem, the government is providing several digital solutions for the educational system and general institutional management.  INDIRE – the Ministry's educational research agency is developing digital resources to support teaching and learning.  But in a general manner, the schools have an amount of significant autonomy to choose their digital infrastructure.

Since 2015 to this day, the government has invested a significant number of resources in the development of digital infrastructure. Italy is fully supported and financed by the EU through the National Recovery and Resilience Plan to achieve better statistics in the next years.

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We can say that this matter has brought a lot of attention, and the government is fully devoted to supporting educators to use digital technologies in the classrooms through multiple initiatives and practical activities.

The "National Digital School Plan" was introduced as part of a 2015 educational reform and represents the most important operational document focused on the digital transformation in Italian schools. It was adopted in 2016 and activates in 4 key areas:

1. Ensuring connectivity
2. Providing innovative learning environments with digital tools and technologies
3. Enhancing students' digital skills and developing quality content for digital teaching
4. Providing professional training and development on digital education.

Since then, the Digital Plan has improved access to hardware infrastructure in schools across the whole of Italy and increased access to digital devices and created over 14,000 innovative learning environments (classrooms equipped with technology, mobile laboratories, and digital workspaces). By 2025, financed and supported by the EU, Italy is aiming to supplement the educational system to create 100,000 innovative classrooms with EUR 2 billion.

Another component of the National Resilience and Recovery Plan is "Digital School 2022-2026" and is aiming to:

1. Migrate the services and applications of educational institutions to qualify the cloud solutions.
2. Improve the usability of digital services offered by schools through adaptation to a standard level.
3. Accelerating the adaption of a centralized platform for accessing digital services and making payments to public administration
4. Promoting the adoption of a single sign-on system to facilitate access to digital services provided by the government.

In general, digitization in Italy is ongoing, still under development, and may vary from region to region. It would be important to succeed in reducing the digital divide between regions and

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promote more equitable digitization throughout the country in an even manner so that all citizens can benefit from the opportunities offered by the digital society.

Italy has made a significant progress in digitization, but according to thre EU Commision's DESI 2022 Report, still ranks 18th out of the 27 EU members states.  Italy, in terms of connectivity, is exceeding the EU average of 66%, with 5G coverage reaching 99% of the inhabited areas in 2021. In digital technology integration, Italy stays in the EU norms. Italian companies and entities are showing a proper adoption of e-invoicing (95%) and cloud services (52%). Its problems are the lag of the use of big data, AI, and e-commerce.

The improvement needs to be done in the dimension of human capital, being classified as the 25th member state where only 46% of the population possesses digital skills.
Italy has a low percentage of graduates in ICT disciplines, where only 1,4% of Italian graduates are choosing this field, being the lowest figure in the EU.

The digital divide between northern and southern Italy can be influenced by several factors, including the availability of digital infrastructure, Internet connectivity, level of digital literacy, and access to technological resources. Importantly, there are still many areas where Italy needs to improve its digitization. For example, there is a need to ensure reliable and fast Internet connectivity throughout the country to promote universal access to the Internet and the use of digital services.

Generally, northern Italy is considered more advanced in terms of digitization than the south. Northern regions, such as Lombardy, Veneto, and Emilia-Romagna, have a greater presence of large companies, universities, and research centers, which promote technological innovation and the adoption of new technologies.

On the other hand, southern Italy may face greater challenges in digitization due to factors such as less developed digital infrastructure and less accessibility to services and opportunities offered by the digital society. In transportation, airlines, train services, and bus operators are implementing digital solutions to simplify ticket booking and improve the service experience.

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Mobile apps, websites, and electronic ticketing systems have become increasingly common, enabling passengers to book, pay, and view travel information quickly and conveniently. Digital solutions have also been introduced in the banking sector, such as processes for opening bank accounts or applying for mortgages and loans. Banking services are increasingly online, allowing customers to carry out transactions such as payments, money transfers, checking balances, and accessing investment services directly from mobile apps.

Postal services are also becoming digitized. In many Italian post offices, online services have been introduced to make appointments through apps or manage shipments and deliveries. Some sectors may be more advanced in digitizing services, while others may be lagging. In general, however, digitization in transportation, banking offices, and postal services is progressing in Italy, providing citizens with greater convenience and options in using these services.

Digitization fosters innovation, business expansion, and new job creation in the digital economy. Without proper digitization, a country may miss economic opportunities and end up falling behind more advanced countries. Without access to digital tools and technologies, some people may be excluded from the digital society. This can increase inequality of opportunity, particularly for disadvantaged groups such as the elderly, people with disabilities, or low-income people. Lack of access to online services can limit access to essential services such as health care education and employment. These are just some of the negative effects that a lack of digitization can have on a country. It is important to promote digitization and find the right strategies to do so to avoid all these negative effects that can fall on a country's economy and opportunities.

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## 1.2.2 Description of local meetings

In order to realize the local meetings, participants (10 persons per group) were selected and trainers who prepared the plan and the program of the activities. It was also important to prepare and find a suitable venue for the activities. In some cases we needed a projector for the theoretical part and in the culinary part we needed to plan the ingredients and access to the kitchen.

We divided the participants of our meetings into 3 groups, which consisted of:

- seniors: we invited people who had difficulties in accessing education, e.g. by living out of town, and some participants had slight mobility constraints which did not prevent them from getting involved. The recruitment of these people was facilitated by local institutions and organizations in Novara that deal with the educational aspects of older people on a daily basis, such as the University of the 3rd Age, the Senior Citizens' Club, and the Youth Centre: University of the 3rd Age, Senior Citizens Club, Consortium of School Business Community, University UPO Novara

- Refugees and migrants: we invited mainly students from the Adult Education Centre in Novara. They are migrants who are completing their education, attending vocational courses and learning the Italian language at the center, so that they have the chance to get a job and to integrate

- people in difficult financial and family situations-we also invited a group of people for whom participation in the project was an opportunity to meet together, integrate and gain new experience and knowledge, which they often do not have the possibility to do due to different life situations.

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The meetings proceeded as follows:

**Group 1** met 4 times and the meetings were as follows:

**1.Title: New technologies and security**

The first meeting of group "nr 1" held a Novara. One of the objectives was forming a group, establishing the rules of group cooperation. The project goals and objectives were introduced. All participants were asked to share some information about themselves. During the first part of the meeting, we present the following subjects: Personal Computer – Hardware and Software Window and how to manage the operating system. Folder and files management; data organization and how to save and restore data. We have also introduced some security concepts. The second part of the meeting was dedicated about how to collect the necessary data to build the recipes book and which layout will be used.



Since all people in this group are native of Novara, it was decided to concentrate the primary recipes on the local cuisine. Moreover, we tried the traditional "Torta della Nonna" or

Grandmother's cake - an Italian dessert from Piedmont!





**2.Title: IT and recipes**

The second meeting of group "nr 1" held in Novara, the primary goal was to decide the best layout to design the page of each recipe. Every participant was well prepared about this task and everybody gave his contribution.

The first two hours was dedicated to present different subjects such: Internet, Cyber Security, WEB terminology, web engine and browser, how to organize email box and how to manage personal account. All participants were involved in a brainstorming to decide which kind of recipes start working on, all of them have been assigned the task of developing at least two recipes for each one. The group is very well motivated to complete this task in a short time to include other recipes.

**3.Title: Digital receipts**

The third meeting of the "nr 1" group held in Novara, the primary objective was to consolidate the work done by the participants and the selection of each recipe, it was also decided to insert some notes regarding the history and tradition of the Novara area. Each participant was well prepared for this task and each participant gave his contribution with more than one recipe.

The first two hours was dedicated to present different subjects such: Security and the digital citizenship, we also spent time to consolidating all subjects about Microsoft Office, how to better

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use the package, and how to apply more functionalities regarding document management and spreadsheet organization.

This allowed all participants to make better use of the software tools for drafting the documents regarding the construction of the recipe tables to be included in the final e-book. All participants were able to define all details about the recipes including preparation and suggestions.

**4.Title: Fresh pasta workshop-Techniques and technologies in the kitchen**

The meeting was divided into 3 parts:

- The discussion about traditional dishes from piedmont region

- The practical laboratory that our participants could learn about pasta process technologies and how to successfully operate modern technology and machines for pasta production. With these machines the restaurants can produce countless types of pasta ex fresh, filled, laminated, dry, long and short pasta.

- The last point of the meeting was the dinner together – we eat our homemade pasta.



This Pasta Technology think tank helped our participants to understand pasta process technologies and to learn how to successfully operate modern pasta equipment. The participants actively participated into this meeting and produced video and photo relation that will be published on the social.

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**Group 2** met 4 times and the meetings were as follows:

**1st meeting**

The first meeting of group "nr 2" held a Novara. One of the objectives was forming a group, establishing the rules of group cooperation. The project goals and objectives were introduced. All participants were asked to share some information about themselves. This group is composed by foreigners and migrants who live in Novara.

During the first part of the meeting, we present the following subjects: Personal Computer – Hardware and Software Window and how to manage the operating system. Folder and files management; data organization and how to save and restore data. We also introduce some security concepts. All the participants seem to be very motivated to improve their technical knowledge, the group is composed by international people, and this should be an opportunity to develop a series of recipes from different countries. In the second part of the meeting each participant has composed his first recipe based on traditional culture of his country, all people used the same layout to write the recipes.

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**2. Title:IT and recipes from different countries**

The second meeting of group "nr 2" held in Novara,the primary goal was to decide the best layout to design the  page of each recipe, since the recipes are coming from different countries, every participant put the flag about his country and a short description about the culture and the tradition.

The first two hours was dedicated to present different subjects such : Internet,Cyber Security, WEB terminology, web engine and browser, how to organize email box and how to manage personal account. All participants developed at least two recipes and one more to be added in the next meeting. The group seems to be very motived although is composed by young people and their motivation is good

**3. Title: Recipe e –book**

The third meeting of the "nr 2" group held in Novara, the primary objective was to consolidate the work done by the participants and the selection of each recipe. Since the group is composed by international people, everyone focused their attention to the tradition and culture of their country. Each participant was well prepared for this task and each participant gave his

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contribution with more than one recipe. Almost all recipes kept the original name in local language and the country's flag is placed on top of each of them.

The first two hours was dedicated to present different subjects such: Security and the digital citizenship, we spent also time to consolidating all subjects about Microsoft Office, how to better use the package, and how to apply more functionalities regarding document management and spreadsheet organization.

This allowed all participants to make better use of the software tools for drafting the documents regarding the construction of the recipe tables to be included in the final e-book. All participants was able to define all details about the recipes including preparation and suggestions.



**4.Title: fresh pasta workshop-Techniques and technologies in the kitchen**

The meeting was divided into 2 parts:

- The practical laboratory that our participants could learn about pasta process technologies and how to successfully operate modern technology and machines for pasta production. With these machines the restaurants can produce countless types of pasta ex fresh, filled, laminated, dry, long and short pasta.

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- The second point of the meeting was the dinner together – we eat our homemade pasta. This Pasta Technology think tank helped our participants to understand pasta process technologies and to learn how to successfully operate modern pasta equipment. The participants actively participated into this meeting and produced video and photo relation that will be published on the social.

**Group 3** met 4 times. The meetings were as follows:

1. **Title: Introduction meeting and first culinary sharing: risotto, a family dish**

The first meeting was aimed at building up the group of young adults who will take part in the local think tank, introducing the aims of the project and future activities, and to try out the first shared culinary workshop.



As a first moment of culinary sharing, it was decided, together with the participants, to cook a traditional recipe from northern Italy: risotto. The choice of the dish was more of an excuse to share the first topic of reflection, namely, the value of cooking and eating together, and food as a tool for sharing and building community. The dish, known to many of the boys and girls as a family recipe, was an opportunity to experience a first shared social and community dinner. We asked the participants what it meant, for them, to share the moment of cooking and eating a meal: many recounted the memories they have of big family dinners, as moments in which to get in touch with their grandparents or other relatives who meet on those occasions; others, however, emphasised how, in their experience, this role of food as a social and cultural 'glue' was not something they had had the opportunity to experience in the family sphere. It was something they missed, in more than one case because of the absence of a strong family group (divorced parents, or so).

2.  **Title: Second Culinary sharing : Pastiera a typical Easter cake**

The second meeting took place at Kantiere and we cooked a typical easter dessert from Naples for the first time: the Pastiera. Pastiera is a typical Napolitan cake made wit shortcrust pastry, dough made of ricotta cheese, cooked wheat, candied fruits and spices. The participans mainly come from the most marginalized social groups (ex migrants, unemployed) and their families are often characterized by cultural and economical poverty, this situation often leads to alimentary mis-education and that's why it is so important to work with them about nutrition and cooking activities are an unique way to achieve responsibility and awareness about such a fundamental aspect for our lives.

We were happy to bake this special cake with the help of a cook originally from Naples, with the original receipt shared from her grandmother the integrational exchange started with this long time tradition and continued through the laboratory. Some girls shared their stories and their memories about cooking together with her grandparents during holidays or special occasions and in the case it was something they never experienced, it has been a special first time to share some quality time and create something together.

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They were happily involved through the laboratory and easily followed all the steps in the making of the Pastiera- In the end they were very proud of working together, collaborating to create something delicious. They later shared a moment of degustation that allowed and enhanced the group cohesion.



3. **Title: Third culinary sharing: cooking traditions, resistance traditions**

The third meeting took place in the very special day - the 25th of April - Liberation Day in Italy ( Anniversario della Liberazione or Festa della Liberazione) , is a public holiday across Italy that commemorates the liberation of the country by Allied troops and the Italian resistance at the end of the Second World War.

We decided to organize a meeting talking about the culinary traditions connected with the Resistance movement, through an historical narrative. The purpose was to explore how young Italians perceive and engage with their culinary heritage, particularly in relation to historical

events that shaped the nation, with a specific focus on the story of Fratelli Cervi. Fratelli Cervi were a group of 7 brothers who actively participated in the Resistance movement and who decided, on the day of the fall of the fascist movement in Italy, to cook pasta for the whole village as a way of celebrating the end of the regime. From that moment on, in Italy was born the tradition of organizing the "pastasciutta antifascista", a recurrence under the banner of sharing, being together, celebrating the values of anti-fascism, freedom, justice and democracy of the Cervi Family. On the 25th we cooked together, and we ate pastasciutta telling this story. We then organised a circle of discussion, talking about the role of this story and of this Italian culinary tradition through the different generations.

While most participants were aware of the Resistance movement and its historical significance, their knowledge about the culinary traditions associated with it was limited. Only a small percentage of respondents were familiar with the story of Fratelli Cervi and with specific food practices from that period. The story of Fratelli Cervi resonated with the participants, inspiring them to explore the culinary traditions of the Resistance further. The Cervi family's farm, which served as a gathering place for the resistance fighters, was seen as a symbol of solidarity and resilience. We agreed that this kind of story and this kind of culinary traditions served as a link to our cultural identity and history.

4. **Title: Fourth culinary sharing: a cheesecake for the beginning of summer**
The fourth and last culinary meeting took place in the kitchen of the Kantiere organization. It was and occasion to celebrate the beginning of the summer all together. In many cultures cooking and eating together is a custom that unites people, so we thought, that cooking something together to mark the special moment of the year: the beginning of summer holidays. We decided to make a fresh dessert and choose a receipt of cold cheesecake made with cream cheese and cream, biscuits with butter and topping of chocolate and fresh fruits.

The girls were actively involved in every part of making. A young pastry chef from a patisserie in Verbania help us in the making. For some of participants it was a great and rare occasion to interact with the professional chef, especially because some of them are attending culinary schools.

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The participants enjoyed cooking together very much and managed very well the organizations of the roles and tasks to do in the making of the cheesecake. The participants referred to us that she was particularly happy to learn a new receipt since she doesn't know many desserts to cook



### 1.2.3 CONCLUSIONS

Cooking is a universal task of humanity and is intimately linked with culture and language. The provided think tanks explain the advantages of using real-world cooking as a basis for new technology learning for s that improve the quality of life. It outlines how the latest digital technology can be used by learners over the Internet to learn aspects of languages and their associated cultures and cuisines whilst cooking a meal, which can then be eaten.

Our think tanks were excellent tool, because:
were useful for the discussion focused on the possible community role of food and cooking. What we shared, at the end, is the fact that both the ones who had a family tradition connected to food, both the ones who had not, associated this sense of sharing with the role of friends, and also with the Youth Space and the kind of activity we were doing: the first moment of the project, which took place precisely as a community dinner in which to share opinions and

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experiences, was itself a way of coming together and feeling a little less alone, by sharing a cooking time and a meal.

- were a great occasion to learn something new and the result they obtained was a success. Seeing what participants did with their own hands and the cake turned out to be very good empowered them and increased their self-efficacy. Cooking something together was a great way to spend some quality time together, for some of the girls it was a great way also to practice their culinary skills and enhance their passion about culinary art.
- served as a link to our cultural identity and history.
- participants had the occasion to speak with a professional pastry or chef and ask questions about a job that they are interested in for their future (especially migrants). Most of all, it was another special occasion to be together, to enhance their social and relational skills, to build up their confidence and new practical skills, but also to celebrate a special moments together.

# Part 1.3 Description of local meetings - Greece

### 1.3.1 Description of the partner country in relation to cuisine and IT topics.

In the wake of unprecedented global challenges, the contemporary social landscape is characterized by uncertainty and change. The COVID-19 pandemic has left an indelible mark on societies worldwide, influencing economic dynamics, changing social behaviors and raising health concerns. This report focuses on the specific situation in Greece, examining the impact of the pandemic on the socio-economic fabric of the country and the initiatives taken to address the emerging challenges.

Greece, like other countries, has had to deal with the complex effects of the COVID-19 pandemic. The economic slowdown caused by closures and restrictions has affected various sectors, disrupting production, supply chains and consumption patterns. The workforce has faced challenges such as adapting to remote working and job insecurity.

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For example, the hospitality and tourism sector, a major contributor to the Greek economy, suffered significant setbacks due to travel restrictions and reduced consumer confidence. This led to a significant decline in employment and income for people dependent on these industries. The negative psychosocial impact of the pandemic in Greece is reinforced by parallel geopolitical uncertainties. The anxiety associated with the health risks of COVID-19 is intertwined with concerns about the broader geopolitical situation, resulting in heightened anxiety among the population. These uncertainties have manifested themselves in changes in social behaviour, affecting community interactions and daily life.

On the positive side, the pandemic has accelerated the adoption of digital technologies in Greece. The country has seen a noticeable increase in the development of the digital economy and the use of digital services in various facets of daily life. Remote working, online education and digital communication tools have become integral, indicating a change in the way people work and connect. For example, businesses in Greece responded to the need for continuity during the closure by adopting digital platforms for virtual meetings, online collaboration, and e-commerce. This shift not only addressed the challenges of the pandemic but has become a permanent aspect of everyday life.

In summary, the analysis of Greece's situation amid the COVID-19 pandemic reveals a multifaceted impact on society, influenced by geopolitical uncertainties, economic challenges, and the increasing integration of digital technologies.

The wave of digitalization in Greece has significantly affected older individuals, shaping both their employment prospects and daily routines. While obtaining precise data on job losses specifically due to a lack of digital skills among older people remains challenging, overarching trends in Greece highlight the transformative effects of digitalization. As Greece adopted digital technologies, numerous industries underwent significant transformations, demanding new skills. Older individuals, lacking proficiency in digital tools, encountered hurdles in adapting to these changes. While some successfully transitioned to digitalized work environments, disparities in digital literacy contributed to employment gaps, particularly in sectors undergoing rapid digitalization.

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Sectors with an increased demand for digital skills, such as online services, remote work, and e-commerce, experienced shifts in labor dynamics. Older individuals without sufficient digital proficiency faced challenges accessing opportunities in these evolving domains.

The impact on everyday life was pronounced, particularly in accessing services and social connectivity. The transition to online platforms for essential services posed challenges for older individuals not digitally literate, potentially hindering their access to healthcare appointments, online banking, and government services. Additionally, increased reliance on digital communication tools, especially during the pandemic, highlighted the significance of online social interactions. Older individuals lacking digital skills may have experienced social isolation due to difficulties participating in virtual gatherings.

Recognizing the importance of digital inclusion, the Greek government-initiated programs to enhance digital literacy among older citizens. These efforts aim to bridge the digital divide, offering training and support to empower older individuals in adapting to the digital landscape. While challenges exist, it is crucial to acknowledge that many older individuals in Greece have successfully embraced digital tools. Initiatives promoting digital literacy play a pivotal role in minimizing disparities and ensuring active participation in the digital economy. In conclusion, the impact of digitalization on older people in Greece varies, encompassing challenges in employment and daily life, but government initiatives and ongoing efforts to enhance digital literacy present opportunities for a more inclusive digital society.

### 1.3.2 Description of local meetings

The local "think tanks" were meticulously organized workshops, structured into three distinct groups, with each group convening for a series of four meetings. Facilitated by experts in various fields, each meeting delved into a different topic, fostering rich discussions, sharing of insights, and exploration of potential solutions.The foundation of these local "think tanks" was built upon the principles of collaboration, diversity, and expertise. Participants from diverse backgrounds and disciplines came together to collectively tackle pressing challenges facing our society.

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Guided by experts in relevant fields, each meeting provided a platform for in-depth exploration and exchange of ideas, ensuring that diverse perspectives were considered and innovative solutions were explored.

Through the collaborative efforts of participants and experts alike, the local "think tanks" in Greece served as vibrant hubs of creativity, insight, and collaboration.

The first group in our local "think tanks" from Greece had 10 people who all came from rural areas. None of them had academic background.  They were really excited to talk about cooking and how it connects to culture, which was the first topic of discussion.Talking about cooking and culture got everyone interested. They wanted to explore how cooking traditions are connected to the culture of Greece. They thought about the old ways of cooking in villages and how it's different from cooking in busy cities. They realized that Greek cooking tells a story about the people and their way of life. As they started talking, they learned a lot from each other and from the experts guiding them. They shared stories about their favorite recipes and remembered how food brings families together. They also talked about how Greek cooking has been influenced by different cultures over time.Everyone in the group had something unique to share, which made the discussions really fun. They talked about their memories of cooking with their families and how it made them feel connected to their heritage. It was a great way to start their journey in the "think tank" and learn more about their culture through cooking.



In the next meeting of our local "think tanks" in Greece, we talked about the nutritional value of food and why it's important for our health. We had some special guests who are food bloggers. They showed us how they take traditional recipes and make them in a new, modern way.These food bloggers also taught us about creating a blog. They explained how blogs are a modern way

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to share recipes and cooking tips. We learned how technology has changed the way we get recipes, moving from old-fashioned cookbooks to blogs on the internet. During the meeting, we talked about why it's important to eat healthy foods. We learned about different nutrients and how they help our bodies stay strong and healthy. It was interesting to see how traditional Greek recipes can be made healthier by using certain ingredients and cooking methods. Overall, it was a fun and informative meeting where we learned a lot about nutrition and modern cooking techniques. We left feeling inspired to try new recipes and maybe even start our own cooking blogs.



In our third meeting of the local "think tanks" in Greece, we talked about making healthy versions of our favorite traditional recipes. We discussed how we can change some ingredients to make our dishes healthier and avoid using too much fat.

During the meeting, we split into small groups and worked together to write down our recipes using a computer program called Word. Some of us didn't know how to use Word, so it was a great opportunity to learn something new. Writing down our recipes helped us understand how to make healthier versions of the dishes we love. We learned about using less oil and adding more vegetables to make our meals better for our bodies. It was a helpful and hands-on way to learn about cooking in a healthier way.

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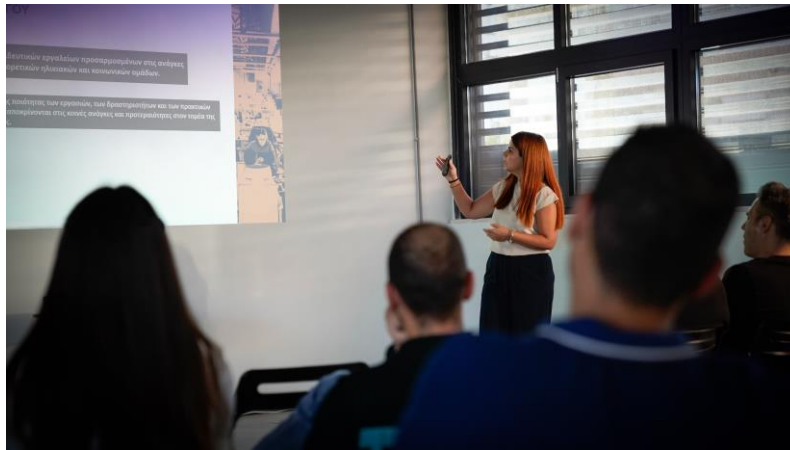
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In our final meeting of the local "think tanks" in Greece, we explored the idea of traditional cooking with a modern twist. For this special meeting, we visited a women's cooperative in Larissa, where we had the chance to cook with fresh ingredients straight from their farm.

At the cooperative, we saw how they grow vegetables and grapes. They even make wine from the grapes they grow. It was interesting to learn about the cultural significance of this place and how they preserve traditional farming practices while adapting to modern techniques. After learning about the cooperative's history and cultural importance, we got to roll up our sleeves and cook. Working together, we prepared small dishes using the fresh ingredients we picked from the farm. It was a hands-on experience that allowed us to appreciate the connection between food, culture, and community.

After successfully concluding the meetings with our first group, we proceeded to kick off our discussions with the second group. Just like before, we organized four meetings with this group to delve into various topics and foster collaborative thinking.

In our first meeting with the second group, we gathered to discuss the vital issue of preserving Greek culinary traditions in today's digital world. We recognized the significance of our cultural heritage and the importance of passing it down to future generations. As technology continues to evolve, we explored how digital tools can serve as powerful tools in safeguarding and promoting traditional Greek recipes.

Throughout the meeting, we engaged in lively discussions about the various ways technology can be utilized to preserve our culinary heritage. We delved into the potential of digital platforms such as websites, social media, and mobile applications in sharing authentic Greek recipes with a global audience. Participants shared their insights and experiences, brainstorming innovative ideas on how to leverage digital tools effectively.

Furthermore, we explored the practical aspects of using these digital tools, learning about different platforms and software that can aid in recipe sharing, food blogging, and online communities dedicated to Greek cuisine. Through hands-on demonstrations and interactive discussions, participants gained valuable insights into utilizing technology as a means to uphold and celebrate our cultural culinary heritage.

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In our second meeting with the second group, we delved deeper into the topic of showcasing Greek cuisine in the digital realm. Recognizing the immense potential of digital platforms in promoting our culinary heritage, we explored various online platforms and strategies for effectively showcasing Greek cuisine to a wider audience.

During the meeting, we discussed several valuable digital platforms that can serve as powerful tools for showcasing Greek cuisine. Some of these platforms include:

- Social Media Platforms: We explored the use of popular social media platforms such as Instagram, Facebook, and Pinterest for sharing visually appealing images and videos of Greek dishes. These platforms offer a wide reach and enable participants to engage with food enthusiasts from around the world.

- Recipe Websites and Blogs: Participants learned about the importance of creating and maintaining recipe websites and blogs dedicated to Greek cuisine. Platforms like WordPress, Blogger,  provide user-friendly interfaces for publishing recipes, sharing cooking tips, and engaging with a community of food lovers.

- YouTube: We discussed the potential of YouTube as a platform for sharing cooking tutorials, recipe demonstrations, and culinary travel vlogs featuring Greek cuisine. Participants explored the process of creating and editing video content to enhance their digital storytelling skills.

- Online Recipe Communities: Platforms like Food.com offer opportunities for participants to share their own Greek recipes, connect with other home cooks, and receive feedback on their culinary creations.

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Through practical exploration and practical exercises, participants learned how to navigate various digital tools, create engaging content and effectively communicate their enthusiasm for Greek cuisine to a global audience.

In our third meeting with the second group, we delved into the exciting realm of digital gastronomy with the goal of leveraging technology to enhance tourism in Greece by showcasing our rich culinary traditions. Recognizing the significant role that food plays in cultural tourism, we explored innovative digital tools and strategies aimed at enticing visitors to experience Greek cuisine firsthand.During the meeting, we discussed the concept of virtual culinary tours, which allow travelers to explore Greek culinary treasures from the comfort of their own homes. Through immersive virtual experiences, visitors can journey through bustling food markets, quaint village tavernas, and seaside restaurants, gaining insight into the diverse flavors and traditions of Greek cuisine.

Additionally, we explored the idea of creating a digital food guide that highlights must-visit restaurants, local eateries, and hidden culinary gems across Greece. This digital guide would provide travelers with valuable information on where to find authentic Greek dishes, regional specialties, and unique dining experiences, helping them make informed choices during their travels.

Furthermore, we learned about the potential of interactive digital maps that showcase culinary hotspots and food-related attractions in different regions of Greece. These maps can guide travelers on gastronomic adventures, highlighting local food festivals, cooking classes, and farm-to-table experiences that celebrate Greek culinary heritage. Some examples of digital tools and platforms that can boost culinary tourism in Greece include:

**Virtual Culinary Tours**: Platforms like Google Arts and Culture offer virtual tours of iconic Greek destinations, including food markets, vineyards, and olive groves.

Digital Food Guides: Websites and apps such as TripAdvisor, feature user-generated reviews and recommendations for restaurants and eateries across Greece.

**Interactive Maps**: Customized maps created using platforms like Google Maps can highlight culinary attractions, food festivals, and culinary experiences in different regions of Greece.

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**Social Media Influencers:** Collaborating with food influencers on platforms like Instagram and YouTube can help showcase Greek cuisine to a broader audience and inspire travelers to explore culinary destinations in Greece.

In our final meeting, we had a special gathering with local producers. They brought delicious food made from their own products, and we had a buffet to enjoy all the tasty treats. During this meeting, the producers shared with us how they use technology to tell people about their products and how they promote them.

We learned about different ways they use technology, like social media, websites, and online marketplaces, to reach more people and spread the word about their products. They showed us how they take pictures and videos of their farms and products to share online. They also explained how they use websites and online stores to sell their goods directly to customers.

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In the third and final group, our first meeting was all about using technology to help cooks and food makers. We talked about how technology can make cooking easier and more fun for everyone. In this meeting, we discussed how different kinds of technology can be like helpful kitchen assistants. We learned about things like cooking apps on phones or tablets that can give you step-by-step recipes and helpful tips while you cook. We also talked about how some kitchen gadgets, like smart ovens or food processors, can make cooking faster and simpler.

Participants shared their experiences with using technology in the kitchen, whether it's watching cooking videos online to learn new recipes or using apps to organize shopping lists. We talked about how technology can make cooking more accessible to everyone, regardless of their skill level or experience.

Overall, it was an interesting discussion that showed us how technology can be a valuable tool in the kitchen, making cooking more enjoyable and accessible for everyone involved.

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In our second meeting, we explored the fascinating idea of bringing food to life through storytelling and technology. We started by discussing how traditional dishes often have rich stories and cultural significance that make them more than just meals – they are part of our heritage.

To make these stories even more compelling, we talked about using technology in creative ways. We imagined interactive websites where you could click on a picture of a dish and unlock its secrets – learn about the ingredients, the region it comes from and the stories behind it.We also brainstormed ways to make the experience even more immersive. Perhaps we could include videos of chefs sharing their cooking tips, or interviews with local farmers explaining how they grow the ingredients.

As the meeting progressed, we put our ideas into action. We gathered our laptops and started typing into Word documents, creating recipes for our favourite dishes. We added a little something extra to each recipe, whether it was a personal comment about why we loved the dish or a fun fact about its origins.

By the end of the session, not only had we explored the exciting possibilities of combining food, storytelling and technology, but we had also created our own digital recipe book filled with

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delicious dishes and the stories that make them special. It was a truly inspiring and enjoyable experience that showed us the power of creativity and collaboration.

For our third meeting, we had a trip to Rapsani, a village near Larisa, where we embarked on a delightful wine and food adventure. We had the chance to immerse ourselves in the rich culinary traditions of the region and learn about the age-old recipes passed down from generation to generation.

As we tasted the flavours of the local cuisine, such as the classic spanakopita made using traditional techniques, we were transported back in time and experienced the authentic tastes of the village's culinary heritage. We also had the pleasure of tasting the village's famous wine, discovering the secrets of its production and the unique characteristics that make it so special. However, despite the village's culinary treasures, we found that it remained relatively unknown due to its limited presence on social media platforms. Recognising the potential of technology to increase the village's visibility and attract more visitors, we highlighted the importance of using social media and digital marketing and promotion strategies to showcase the village's cultural and gastronomic offerings to a wider audience.



In our final session, we delved into the vast array of global flavours available online. We embarked on a virtual journey to explore cuisines and cultures from around the world. This

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unique think tank provided a platform for participants to enhance their digital skills while immersing themselves in culinary and cultural experiences.

During the session, participants had the opportunity to choose their favourite country and delve into its cultural richness. We clicked through cultural facts, delved into the country's history and explored authentic recipes, all from the comfort of our screens. It was an engaging and interactive way to learn about different cultures and their culinary traditions.

At the end of the session, we reflected on how the think tanks had not only expanded our knowledge of global cuisines, but also helped us to improve our digital skills in a fun and interesting way. By combining culinary exploration with digital learning, participants were able to keep up to date and adapt to the ever-changing digital landscape.

During the local think tanks, we organized an additional workshop called "Hack the Map in Larissa!" This unique workshop offered participants the opportunity to embark on a two-day journey to explore the historic city center of Larissa and create a modern multimedia map using innovative technologies.

The workshop began with an invitation to curious and creative  older individuals with an interest in exploring their city were also encouraged to participate. Over the course of two days, participants learned how to utilize new technologies such as 3D scanning and photography applications to collect data and create a modern map of downtown Larissa.

On the first day, participants embarked on a guided tour of the historic city center, aiming to "hack" its map by gathering interesting data and 3D scans. They explored the streets, landmarks, and hidden gems of Larissa, capturing the essence of the city through their lenses.

On the second day, participants reconvened at the Future Learning Lab of JOIST Innovation Park to process the collected data and create an augmented reality (AR) environment. Using their creativity and imagination, participants imported the data into the AR environment to craft a unique and modern map of downtown Larissa.

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Throughout the workshop, participants were encouraged to collaborate, think critically, and unleash their creativity. By using technology to tell a story in their own unique way, participants were able to showcase their innovative perspective of Larissa and contribute to the creation of a multimedia map that reflects the city's vibrant culture and history.

Overall, the workshop was a resounding success, with participants expressing enthusiasm and excitement for the opportunity to learn new skills and explore their city in a creative and interactive manner. It served as a testament to the power of technology in fostering collaboration, creativity, and community engagement.

### 1.3.3 Conclusions of the meetings with a description of good practices (what we think is a success in the implemented activities).

Throughout our series of meetings, we embarked on an educational journey exploring the intersection of culinary traditions, technology, and culture. From uncovering the stories behind traditional recipes to harnessing the potential of digital tools to promote culinary heritage, each session was filled with valuable insights and enriching experiences. As we reflect on our discussions and activities, several good practices have emerged, demonstrating the success of the activities we have implemented.

The meetings served as a source of empowerment for participants from rural areas, many of whom had experienced job loss and economic hardship during the COVID-19 pandemic. By providing a supportive learning environment and practical skills training, the meetings offered participants the opportunity to rebuild their confidence, explore new avenues for personal and professional growth, and chart a path to a brighter future.

For participants with limited experience of digital literacy, the sessions served as a gateway to the digital world. Through hands-on activities and interactive workshops, participants gained practical skills in using digital tools and platforms to tell stories, promote cultural heritage and enhance their employability. From learning how to navigate social media platforms to creating digital content and engaging with online communities, participants embraced technology as a means of empowerment and self-expression.

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The unique approach of using culture and culinary explorations for learning digital skills proved to be both engaging and effective. Participants were able to connect with their cultural heritage, explore traditional recipes and learn the stories behind the food they loved - all while gaining valuable digital literacy skills. By bridging the gap between tradition and technology, the sessions fostered a sense of delight and creativity, while equipping them with the tools they need to thrive in an increasingly digital world.

Most importantly, the sessions instilled in participants a sense of resilience and adaptability, enabling them to overcome challenges and embrace new opportunities with confidence. Through collaborative learning experiences and hands-on engagement, participants learned to navigate uncertainty, think creatively and adapt to changing circumstances. By harnessing the power of culture, culinary arts and digital literacy, participants emerged from the meetings with newfound skills, knowledge and resilience to face the future with optimism and determination. In summary, the sessions were crucial in empowering rural participants, helping them to build digital literacy skills, explore cultural and culinary heritage, and build resilience in the face of adversity. By combining culture, culinary arts and digital literacy, the meetings have provided participants with the tools and confidence they need to thrive in a rapidly evolving digital landscape and seize new opportunities for personal and professional growth.
As we reflect on our discussions and activities, several good practices have emerged, demonstrating the success of our implemented activities.

One of the most significant achievements of our meetings was the integration of interdisciplinary learning. By combining culinary exploration with discussions on technology, digital skills, and cultural appreciation, we created a holistic learning environment that appealed to participants with diverse interests and backgrounds. This interdisciplinary approach not only fostered creativity and innovation but also encouraged participants to make meaningful connections between different areas of knowledge.

Another key success factor was the emphasis on hands-on engagement and experiential learning. Through interactive workshops, culinary demonstrations, and virtual tours, participants were actively involved in the learning process. By engaging all the senses and allowing

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participants to immerse themselves in practical activities, we created memorable learning experiences that were both enjoyable and educational.

Our meetings also served as a platform for collaboration and community building. Participants had the opportunity to connect with like-minded individuals, share their knowledge and experiences, and form meaningful relationships. The spirit of collaboration was evident in group discussions, where participants exchanged ideas, learned from each other, and worked together to solve problems. This sense of community fostered a supportive learning environment where everyone felt valued and included.

A significant outcome of our meetings was the enhancement of digital literacy skills among participants. Through hands-on activities and discussions on digital tools and platforms, participants gained practical skills in using technology to promote culinary heritage and storytelling. Moreover, our exploration of innovative digital practices, such as augmented reality experiences and interactive storytelling, encouraged participants to think creatively and embrace new technologies as tools for cultural preservation and promotion.

Finally, our meetings underscored the importance of cultural appreciation and heritage preservation. By delving into the stories behind traditional recipes and exploring the cultural significance of food, participants gained a deeper appreciation for culinary traditions and their role in shaping identity and community. Through our discussions on promoting culinary heritage, we highlighted the value of preserving cultural practices and traditions for future generations. Within the framework of the meetings, participants supported each other on the ICT issues covered by instructing each other, helping each other, sharing their own "best practices", while using "informal language" which further contributed to the positive atmosphere within the meetings and their high educational effectiveness.

In conclusion, our series of meetings have been a resounding success, thanks to the dedication and enthusiasm of all participants involved. Through interdisciplinary learning, hands-on engagement, collaboration, digital literacy, and cultural appreciation, we have created a dynamic learning environment that celebrates the rich tapestry of culinary traditions and fosters

creativity, innovation, and community building. As we look towards the future, we remain committed to continuing our journey of exploration and discovery, leveraging technology and cultural exchange to promote culinary heritage and enrich lives.

## Part 2 Summary of international think tank

The project's assumptions included the creation of an international think tank in Poland. This event was to be attended by 15 people from the applicant organization (including 5 experts and 10 participants from at least 3 different organizations (including informal ones) that participated in local meetings) and 8 people from each partner (including 2 experts and 6 participants from at least 2 different organizations (including informal ones) that took part in local meetings). The aim of the planned international meeting was to deepen the activities undertaken by project partners as part of local activities.

The partnership set the meeting date for September 26, 27 and 28, 2023. When setting the date, the availability of air connections from the partner organizations' countries was taken into account. In the next step, a meeting place was selected, which had to provide space for workshop work (including access to a possibly professionally equipped kitchen) and accommodation. The place that met the above requirements turned out to be "Stara Warzelnia" in Baryczka.

The center had training rooms, a professionally equipped kitchen and the required number of accommodations. The attractiveness of the chosen place was increased by its historical location on the salt pan and the proximity of the brine graduation tower. The beginning of the exploitation of brine deposits in this area dates back to the 16th and 17th centuries. A 25-meter-deep brine well was discovered in Solonka, dating back to 1596. In the years 1999-2001, the well (filled up in the 17th century) fell into private hands and was partially renovated. In the period 2009-2010, spa-like salt cascades were created on the well. In 2011, a second stone well from the 17th century was discovered in the graduation tower area. The extracted brine contains large amounts of sodium, iodides, bromides and chlorides. Graduation towers are particularly attractive to patients and children. The proximity of the forest adds natural values to the place and improves the quality of iodized air. After determining the organizational issues, each partner selected the recipes that they would like to work on together with people from other teams. By assumption, all participants were involved in common activities, and not only in preparing dishes representing their country. Based on the recipes provided, STAWIL purchased the necessary food products.

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**Recipes prepared by a team from Poland**

**Flooding**

**Ingredients:**

Poultry broth: 1 l

Sourdough leaven: 1 l

Smoked meat: 500 g

Boletus: 200 g

Salt, pepper, bay leaf, allspice

Sour cream: 300 ml

Onion: 1 pc.

Garlic: 4 cloves

Lard for frying

**Preparation description:**

Cut the smoked meat into cubes and fry in lard. Cut the onion into cubes, chop the garlic finely, add to the fried smoked meat. Mix the broth with the sour soup and bring to a boil with the spices. Add the smoked meat with onion and garlic. Cook for 30 minutes.

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**Kashotto with mushrooms**

**Ingredients:**

Pearl barley: 1kg

Butter: 100 g

Olive oil: 3 tablespoons

Dried mushrooms: 50 g

Vegetable broth: 2 l



**Preparation description:**

Proceed as with risotto - fry the groats in olive oil, add the broth in batches. Cook the mushrooms separately and add them to the groats together with the broth. Season with salt and pepper, remove from heat, add butter and mix.

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**Beef neck meatballs**

**Ingredients:**

Ground beef neck: 1 kg

Onion finely chopped: 2 pcs.

Garlic: 4 cloves

Soaked bread roll: 3 pcs.

Finely chopped parsley and dill

Beef broth: 0.5 l

Salt pepper

Cream 18%: 250 ml

Flour: for dusting

Frying oil

Eggs: 3 pcs.



**Description of preparation:**

Mix the soaked and ground bread with meat, greens, eggs and spices. While stirring, add beef broth. Form small meatballs. Sprinkle the meatballs with flour and fry. Pour in the remaining broth and simmer for 30 minutes. Thicken with cream or roux.

**Polish-Italian-Greek salad**

**Ingredients:**

Romaine lettuce: 200 g

Briefs: 4 pcs.

Greek goat or sheep cheese: 200 g

Walnuts in caramel: a handful

Red onion: 1 pc.

Cherry tomatoes: 10 pcs.

Dressing with citrus fruit

Lemon and lime juice: 2 tablespoons

Lemon and lime zest: 2 tsp

Honey: 1 tablespoon

Vinegar (e.g. apple): 2 tablespoons

Extra virgin olive oil: ¼ cup

sea salt, freshly ground pepper



**Preparation description:**

Cut the figs in half, sprinkle with sugar and caramelize with a blowtorch. Place the lettuce on a platter, top with diced cheese, halved cherry tomatoes, sliced onion and caramelized figs. Mix the dressing ingredients thoroughly. Pour citrus dressing over the prepared lettuce.

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**Recipes prepared by a team from Italy**

### Pasta all'amatriciana

**Ingredients:**

Bucatini or spaghetti pasta: 320 g

Guanciale: 150 g

Tomatoes without skin: 400g

Cheese: Pecorino Romano or Parmesan: 80 g

Dry white wine: ½ cup

Chili pepper: 1 pc.

Extra virgin olive oil

Salt



**Preparation description:**

Place the guanciale cut into strips (small even rectangles, not too thin) in the pan together with a small piece of chili pepper.

Heat over high heat (without adding oil) until they are brown, crispy and golden, but not burnt and they have released all the oil.

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Then drain the guanciale pieces and set them aside, and in the meantime add the chili pepper to the pan with the fat remaining from the guanciale.

Add another 2 tablespoons of olive oil to the pan and let it heat up. Deglaze with white wine, when it evaporates completely, add peeled tomatoes cut into small pieces.

Then cook over moderate heat for about 15-18 minutes.

Finally, add salt. Meanwhile, add salt to the pasta water. Finally, cook the pasta for about 4 minutes (just to soften). Drain the pasta and place it directly in the pan with the sauce. Let the bucatini/spaghetti fry in the pan. At the end of cooking, add grated cheese and crispy bacon and mix everything together. Try it hot! If there is anything left, you can reheat it the next day with 1 tablespoon of olive oil or make a tasty omelette with pasta!

## VINCISGRASSI

**Ingredients:**

Egg pasta in very thin sheets: 250 g

Grated parmesan: 500g

Mozzarella: 800g

Olive oil to taste



Meat ragout:

Minced meat: 500 g

Sausage: 500 g

Carrot: 1 pc.

Celery: 2 stalks

Onion: 1 pc.

White wine to taste

**Preparation description:**

First of all, when preparing vincisgrassi, devote yourself to preparing the meat sauce.

Chop the celery, carrot and onion and brown in a large pan with a little oil. Then add minced meat and sausage. Brown everything well. Add tomato puree and season with salt and pepper.

Reduce the heat and simmer the meat sauce for about two hours, stirring occasionally. Spread a layer of meat sauce on a baking tray, add a sheet of puff pastry and cover with more meat sauce and sprinkle generously with grated Parmesan and thinly sliced mozzarella. Repeat the sequence up to 10 layers (this is one of the characteristics of vincisgrassi). Bake at 180°C for about 30 minutes.

**Tiramisu**

**Ingredients:**

Mascarpone: 750 g

Sugar: 120 g

Eggs: 260 grams (approx. 5 medium)

Mocha coffee

Biscuits: 250 g

Bitter cocoa powder: for sprinkling

**Preparation description:**

First, prepare the coffee and let it cool down. Add sugar to taste.

Separate the whites and yolks.

Beat the yolks with an electric whisk, adding half the sugar, until foamy; now add the mascarpone until it is thick and quite hard. Put in the fridge.

Beat the egg whites with the remaining sugar until stiff. When you obtain a stiff mass (when you turn the bowl upside down, the contents cannot fall out), add the mascarpone cream, gently turning it from the bottom up.

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The mascarpone cream is now ready.

Place a generous spoonful on the bottom of the baking tin, dip the biscuits in the coffee for a few seconds and spread them out, trying to arrange them in the same direction to form a layer.

Add the mascarpone cream and smooth it out, completely covering the ladyfingers.

Proceed in the same way to create another layer of sponge cakes and mascarpone cream.

Finally, sprinkle the entire top layer with cocoa powder.

Leave in the fridge for a few hours and the tiramisu will be ready to eat.

**Recipes prepared by a team from Greece**

## Moussaka

**Ingredients:**

Ground beef or lamb: 500g ground

Eggplant: 2 large

Potatoes: 2 large

Onion: 1 (sliced)

Garlic: 2 cloves (cut)

Canned tomatoes: 400g

Sliced tomato puree: 2 teaspoons

Dried oregano: 1 teaspoon

Dried thyme: 1 teaspoon

Ground cinnamon: 1/2 teaspoon

Salt and pepper to taste

Grated Parmesan cheese: 50 g

Breadcrumbs: 50g

Oil for frying

**Preparation description:**

Preheat the oven to 350°F (180°C).

Peel the potatoes and cut them into thin slices. Cut the eggplants lengthwise into slices. Fry onions and garlic delicately in hot oil. Add ground meat, sauté until browned.

Drain off excess fat.

Stir in chopped tomatoes, tomato puree, oregano, thyme, cinnamon, salt and pepper. Simmer for 10 minutes.

In a separate pan, fry the eggplant and potato slices until golden brown. Drain from excess oil on paper towels.

Arrange half of the eggplant and potato slices in a baking dish. Spread the meat mixture evenly over the cold potatoes and eggplant. Place the remaining eggplant and potato slices on top. Mix Parmesan cheese and breadcrumbs, sprinkle on top. Bake for 45-50 minutes, until golden and bubbling. Let it cool slightly before serving.

### Spanakopita

**Ingredients:**

DOUGH

Wheat flour: 500 g

Olive oil: 100 ml

Wine vinegar (white): 20 ml

Crystal sugar: 10 g

Salt: 1 1/2 teaspoons

Water: 210 ml

Olive oil: 200 ml ( for spreading)

FILLING:

Olive oil: 2 tablespoons

Spring onions: 3 pcs.

Spinach: 1 kg

Coarsely chopped mint: 1/2 bunch coarsely

1 bunch of hartwort (Mediterranean herb)

Oregano: 4 sprigs fresh

Dill: 1/3 bunch

Lemon zest: from 1 lemon

Feta cheese: 500 g (crumbled)

Cream cheese: 200 g

**Preparation description:**

Preheat the oven to 190°C (374°F).

Fry the spinach in a skillet until it wilts and the liquid evaporates. Transfer to a bowl. Add chopped spring onion, mint, dill, lemon zest, crumbled feta cheese, cream cheese, olive oil, salt and pepper. Mix well.

Divide the filo dough into 6 equal parts. Roll out the first piece of dough thinly on a floured countertop. Grease a round baking pan with a diameter of 30 cm with olive oil. Arrange 4 filo sheets on the bottom of the baking pan, drizzle with olive oil. Add the spinach filling evenly to the filo. Cover with 2 more sheets of filo and drizzle with olive oil. Place the last filo sheet on top of the dough, fold over the edges. Score the surface with a knife, drizzle with the remaining olive oil.

Bake for 45-60 minutes, until golden and crispy. Remove from oven, cut into pieces and serve.

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**Galatopita**

**Ingredients:**

Filo pastry: 6 sheets

Butter: 100 g butter

Cinnamon: 1 tablespoon

Powdered sugar: 2 tbsp


INGREDIENTS FOR THE CREAM

Milk: 3 liters (for a large pan)

Sugar: 2 cups

Lemon or orange peel: 1 cup

Flour: 10 full tablespoons (4 whole wheat flour, 4 semolina, 2 corn flour)

Vanilla: 3 sticks

Eggs: 5 pcs.

Butter: 1 tablespoon

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**Preparation description:**

Heat milk in a saucepan over medium heat. When it begins to boil, add sugar, zest, vanilla stick, flours, stir for 2-3 minutes until it thickens slightly. Remove from heat, add butter and eggs, stir with a whisk.

Place 6 sheets of puff pastry one by one on a baking sheet, spreading each sheet thoroughly with melted butter. Arrange the sheets on the sides of the sheet. The long and short sides can be rotated.

Spread the filling evenly on the pastry lined sheet and fold the edges of the pastry inward so that they slightly adhere to the filling.

Bake the milk cake at 190°C for about 60 minutes. If the surface becomes darker, the baking tray can be covered with baking paper after about 35 minutes and continue baking.

Set aside to cool for about 20 minutes and sprinkle with powdered sugar and cinnamon.


**Conclusions from an international think tank**

Ultimately, 30 people took part in the international think tank (including 15 from Poland, 8 from Italy and 7 from Greece). Organizing the meeting in a relatively culturally diverse group allowed for interesting results:

- cultural exchange: participants had the opportunity to learn and experience the cultural and culinary diversity of each country; they could learn about traditional dishes, culinary customs and the differences and similarities in the approach to cooking and eating; these differences were particularly noticeable when comparing Poland with Greece and Italy,

- establishing new relationships: meeting such a diverse group of people led to establishing new contacts and intercultural relationships; participants had the opportunity to get to know each other, share their experiences and interests, which can contribute to building bonds between people from different countries; participants created a common group on Whatsapp and exchanged photos and recipes;

- development of culinary skills: cooking together was an excellent opportunity to learn new culinary techniques, get to know new ingredients and dishes and improve cooking skills; each country has its own unique culinary traditions, so the participants could learn a lot from each other;

- exchange of knowledge and experiences: in addition to culinary skills, participants could also exchange knowledge about their countries, history, traditions and customs, they could share their life and professional experiences, which led to mutual inspiration and gaining new perspectives;

- creating intercultural bonds: through joint action and cooperation on the project, participants had the opportunity to build intercultural bonds based on mutual respect, understanding and tolerance; such meetings can help promote the idea of transnational cooperation and understanding.

Within the framework of the international meeting, a gala dinner was organized - in order to provide an additional opportunity for the participants to exchange experiences related to the topics of the meeting, as well as to make acquaintances and build relationships (talking about culinary traditions, characteristic of the country or region, dances, music).

In situations of possible language barrier - participants communicated using gesture, facial expression, demonstration and translators available on the Internet based on their own phones.

Overall, these types of international meetings can bring many benefits to all participants, both personally and professionally, and help to promote intercultural dialogue and mutual understanding.

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The results of the meeting worth emphasizing are those related to the functioning of partner organizations. STAWIL, as the institution responsible for the implementation of the task, acquired new experience, and its team developed its organizational skills, while learning to respond to changing situations. During the think tank, situations occurred resulting from intercultural differences, the occurrence of which surprised the team, but thanks to the joint action of managers and experts, the international think tank turned out to be a great success.

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# Part 3 Description of questionnaires and feedback from participants

In order to evaluate the activities undertaken as part of local think tanks and the international meeting, a survey was conducted among the participants.

The survey methodology included distributing survey forms in paper or electronic form to meeting participants after their completion. The surveys contained questions about various aspects of the meetings, including their impact on the participants' knowledge and attitudes, as well as participants' observations, conclusions and suggestions regarding the activities carried out.

The research context includes the international nature of the project and its thematic scope. The meetings were part of a larger project aimed at creating, as part of transnational cooperation, educational tools that are widely available and attractive on many levels, tailored to the needs of people from different age groups.

The participants completed two types of surveys - one concerns conclusions after local meetings, the other after an international meeting. Analysis of the survey results will allow for a better understanding of the participants' opinions and feelings towards the meetings.

### 3.1 Survey of local think tanks

A total of 109 people completed surveys regarding completed local think tanks, including 50 people from Poland, 30 people from Italy and 29 people from Greece. Participants were asked 7 closed questions in which they were asked to rate to what extent they agreed with the presented statements related to the implemented thnik tanks (in relation to all implemented meetings). Participants could respond by selecting one of the following options:

- I definitely agree
- I agree
- I don't know
- I definetly disagree
- I disagree.

Participants could also answer one open question about their own conclusions and observations. Below we present an analysis of the results obtained.

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**Statement 1: Participation in the meetings influenced the development of my skills related to the use of a smartphone, the Internet, searching for information, using social media (e.g., Facebook), etc. in everyday life**

A total of 94.5% of all study participants responded positively to this statement, indicating the answer: I definitely agree and I agree. The remaining participants answered: I don't know (3.67%) and I disagree (1.83%). The respondents' answers show little difference depending on the entity organizing the meetings. 93.33% of participants in meetings organized by NR responded positively to the above statement, 6.67% (2 people) indicated the answer: I don't know. In turn, in the case of meetings conducted by iED, the answers I definitely agree and agree were given by 86.21% of respondents, and 6.90% (2 people each) of respondents indicated the answer: I do not know and I disagree. Among the participants of meetings organized by STAWIL, 100% of responses were positive.



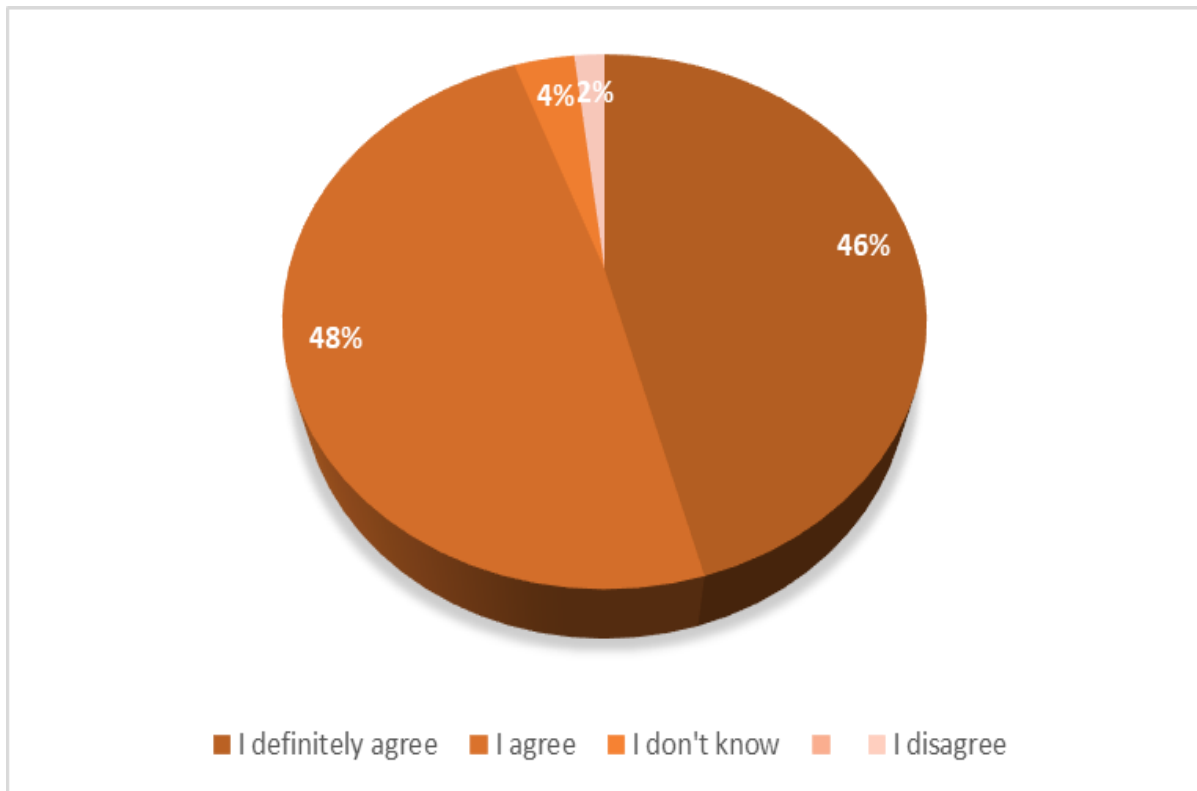Chart 1 The impact of participation in local think tanks on the development of skills related to the use of a smartphone, the Internet, searching for information, using social media (e.g. Facebook), etc. in everyday life.

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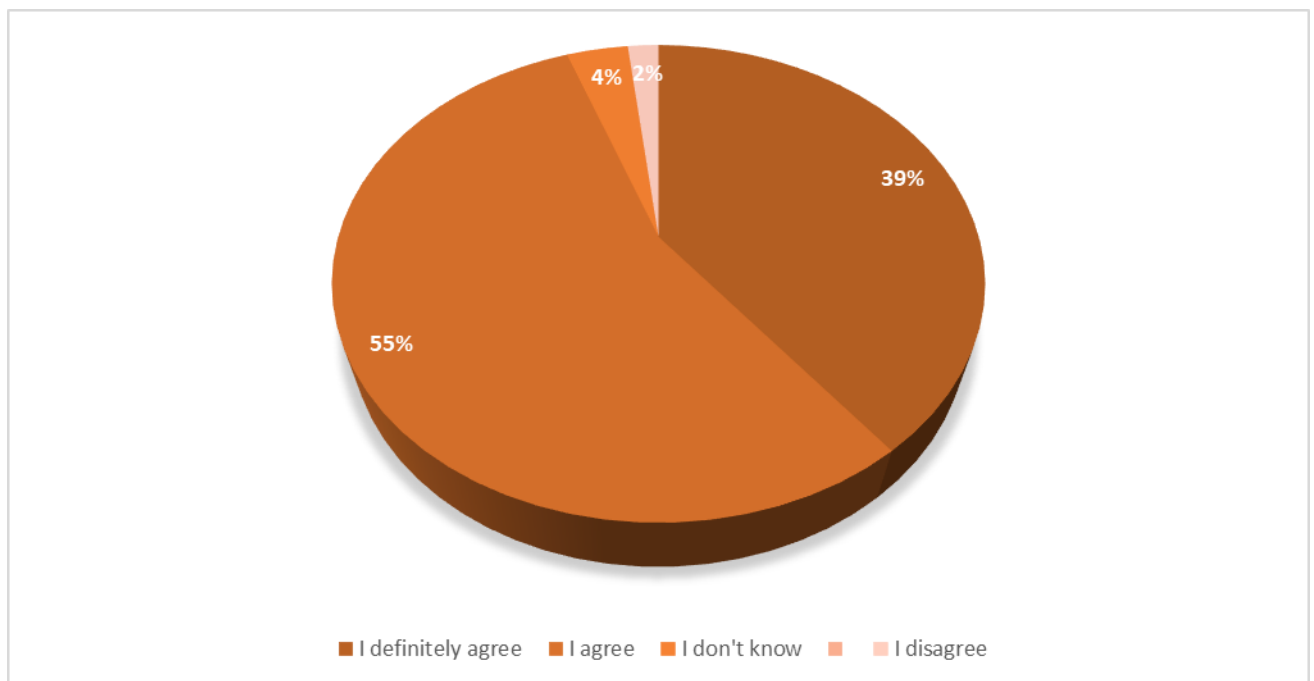
**Statement 2: Participation in the meetings influenced the development of my knowledge related to traditional preparation of dishes (culinary and cultural knowledge)**

Similarly, to statement 1, a total of 94.5% of all study participants indicated positive responses (definitely agree and agree). The remaining participants answered: I don't know (3.67%) and I disagree (1.83%). The respondents' answers show little difference depending on the entity organizing the meetings. 96.67% of participants in meetings organized by NR responded positively to the above statement, 3.33% (1 person) indicated the answer: I don't know. In turn, in the case of meetings conducted by iED, the answer I definitely agree and agree was given by 82.76% of respondents, 10.34% (3 people) of respondents gave the answer: I don't know, and 6.90% (2 people) gave the answer: I disagree. Among the participants of meetings organized by STAWIL, 100% of responses were positive.



Chart 2 Impact of participation in local think tanks on the development of knowledge related to traditional food preparation (culinary and cultural knowledge)

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**Statement 3: It is important to me that by taking part in local meetings I could exchange knowledge with other participants and presenters**

In the case of statement 3, a greater diversity of answers is noticeable.

A total of 94.5% of all study participants responded positively to this statement, indicating the answer: definitely agree (34.86% of responses) and agree (59.63% of responses). The remaining participants answered: I don't know (4.59%) and I disagree (0.92%). Significantly more participants from Italy than from Poland and Greece indicate the answer: I definitely agree. Respectively: 53.33% (NR), 28% (STAWIL) and 27.59% (iED). A total of 96.67% of participants in meetings organized by NR responded positively to the above statement, 3.33% (2nd person) indicated the answer: I don't know. In turn, in the case of meetings conducted by iED, the answer I definitely agree and agree was given by 89.66% of respondents, 6.90% (2 people) of respondents gave the answer: I don't know, and 3.45% (1 person) gave the answer: I disagree. Among the participants of meetings organized by STAWIL, positive responses constitute 96% of responses. 4% of people answered: I don't know.
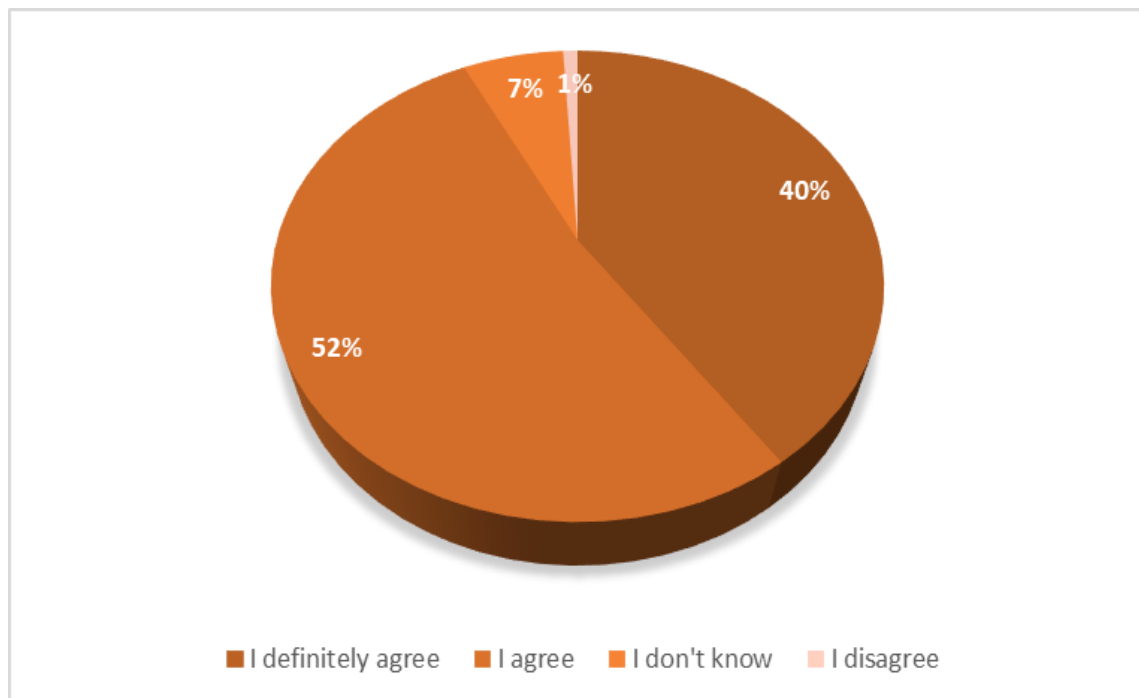


Figure 3 The importance of the opportunity to exchange knowledge during local think tanks for participants

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**Statement 4: By participating in local meetings, I became more confident in using modern equipment in the kitchen and using the Internet to search for information**

A total of 92.66% of all study participants responded positively to this statement, indicating the answer: I definitely agree and I agree. The remaining participants answered: I don't know (6.42%) and I disagree (0.92%). The respondents' answers show little difference depending on the entity organizing the meetings. 86.67% of participants in meetings organized by NR responded positively to the above statement, 13.33% (4 people) indicated the answer: I don't know. In turn, in the case of meetings conducted by iED, the answers I definitely agree and agree were given by 96.55% of respondents, and 3.45% (1 person) of respondents indicated the answer: I disagree. Among the participants of meetings organized by STAWIL, positive responses constitute 94% of responses. In turn, 6% (3 people) indicated the answer: I don't know.
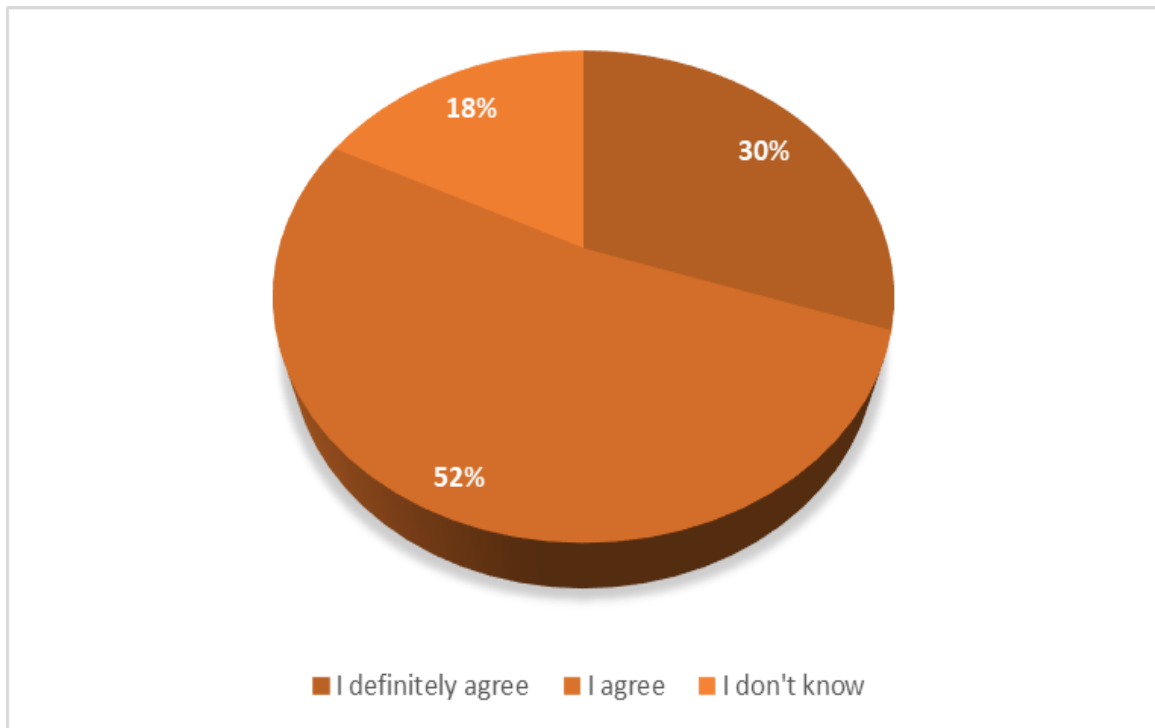


Chart 4 The impact of participation in local meetings on the participants' confidence in using modern equipment in the kitchen and using the Internet to search for information

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**Statement 5: Thanks to local meetings, films are planned and e-book will be better suited to the needs related to the development of competences that improve the quality of life**

A total of 82.57% of all study participants responded positively to this statement, indicating the answer: I definitely agree and I agree. The remaining participants answered: I don't know (17.43%). The respondents' answers show little difference depending on the entity organizing the meetings. 73.33% of participants in meetings organized by NR responded positively to the above statement, 26.67% (8 people) indicated the answer: I don't know. In turn, in the case of meetings conducted by iED, the answers "I definitely agree" and "I agree" were indicated by 72.41% of respondents, and 27.59% (8 people) of respondents indicated the answer: I don't know. Among the participants of meetings organized by STAWIL, positive responses constitute 94% of responses. The remaining 6% of respondents answered: I don't know.

The above statement served to verify the indicator assumed in the project: Percentage of meeting participants positively assessing the impact of activities undertaken within local "think tanks" on the possibility of developing educational tools to develop competences that improve the quality of life. The project assumed an indicator value of 80%. Taking into account the indications of the participants of local meetings, it should be concluded that the assumed indicator has been achieved.
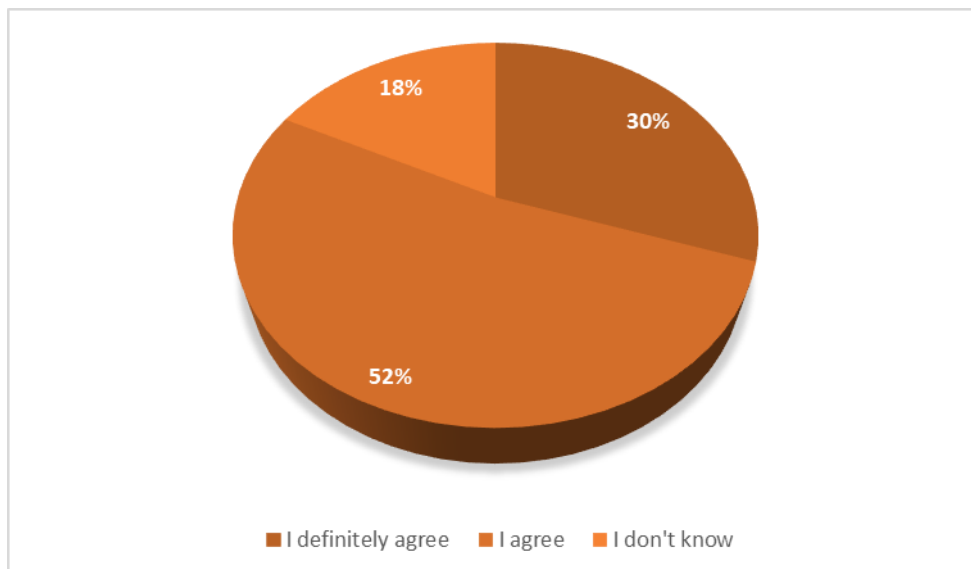


Chart 5 Assessment of the impact of local meetings on adapting the planned films and e-book to the needs related to the development of competences that improve the quality of life

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**Statement 6: Participating in the meetings increased my acceptance of myself and my skills and knowledge in the field of ICT?**

A total of 95.41% of all study participants responded positively to this statement, indicating the answer: I definitely agree and I agree. The remaining participants indicated the answer: I don't know (2.75%) and 1 person (i.e. 0.92%) indicated the answer: I definitely disagree and I disagree. The respondents' answers show little difference depending on the entity organizing the meetings. 90% of participants in meetings organized by NR responded positively to the above statement, 10% (3 people) indicated the answer: I don't know. In turn, in the case of meetings conducted by iED, the answer "I definitely agree and agree" was indicated by 93.1% of the respondents, and 3.45% (1 person each) of the respondents indicated the answer: I definitely disagree and I disagree. Among the participants of meetings organized by STAWIL, 100% of responses were positive. This means that, in general, participants of meetings organized by STAWIL and iED better assess the impact of participation in local meetings on their level of self-acceptance and their IT knowledge skills than participants of meetings organized by NR. In turn, despite the generally very high rate of positive responses, there will also be negative opinions among participants of iED meetings.
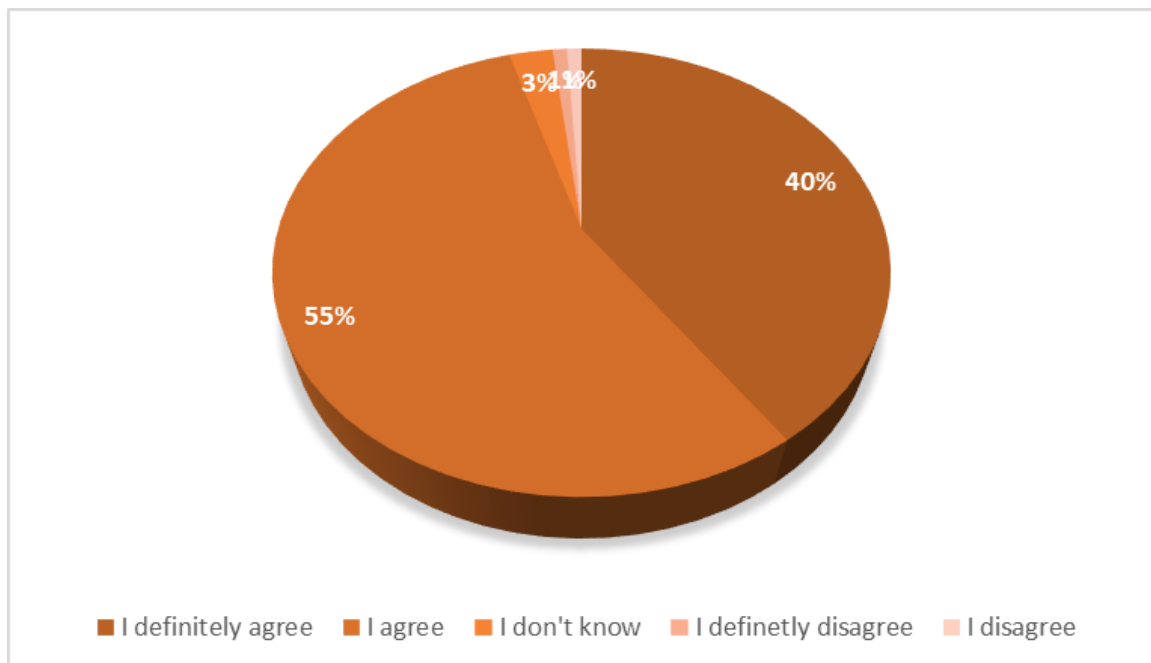


Chart 6 Assessment of the impact of participation in local meetings on the increase in acceptance of oneself and one's skills and knowledge in the field of ICT

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**Statement 7: Participation in the meetings increased my confidence in using the knowledge and skills acquired during the meetings in my everyday life, especially in the field of ICT?**

In total, as many as 92.66% of all study participants responded positively to this statement, indicating the answer: I definitely agree and I agree. The remaining participants answered: I don't know (5.5%). Two people (1.83% of all respondents) indicated the answer: I disagree. The respondents' answers show little difference depending on the entity organizing the meetings. 90% of participants in meetings organized by NR responded positively to the above statement, 10% (3 people) indicated the answer: I don't know. In turn, in the case of meetings conducted by iED, the answers I definitely agree and agree were given by 86.21% of respondents, and 6.9% (2 people each) of respondents indicated the answer: I do not know and I do not agree. Among the participants of meetings organized by STAWIL, positive responses constitute 98% of responses. The remaining 2% (1 person) of the respondents indicated the answer: I don't know.
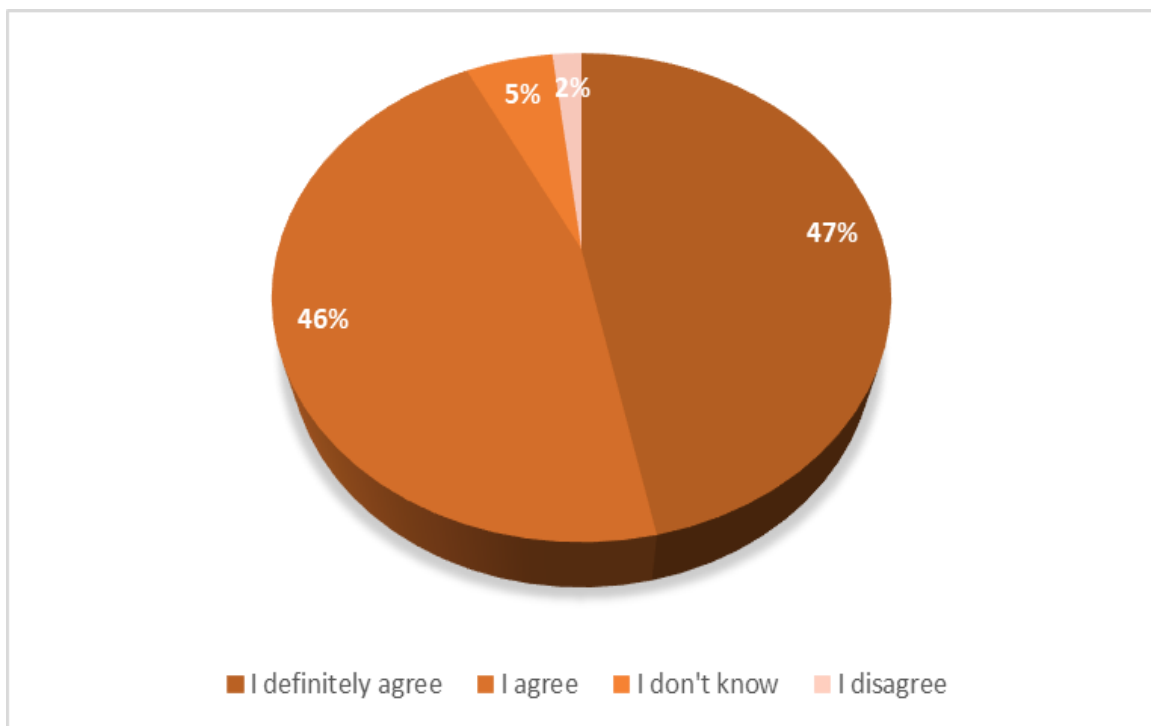


Chart 7 Assessment of the impact of participation in local meetings on the increase in the belief in using the knowledge and skills acquired during the meetings in everyday life, in particular in the field of ICT

**Open question: Your own observations, conclusions and suggestions regarding the meetings held**

Just under 50% of participants decided to answer the open question. All comments were positive. There have been "no comments" or "everything OK" replies that are not taken into account. Participants shared their conclusions, which can be grouped into the following groups:

- good organization of meetings and interesting, cross-sectional topics,
- the think tank implementation method allowed for the improvement of digital competences, which is very helpful,
- the idea of think tanks as a positive and helpful activity that, according to participants, should be offered in various cities,
- sharing knowledge, experiences, opinions and ideas is very useful and developmental,
- the group context is the most valuable element that gained the participants' trust
- participation in the meetings allowed us to discover much of the tradition, especially the art of cooking, as well as discover interesting facts about culture, which was enriching and stimulated the participants to use digital technologies and cooking (outside the meetings),
- the way think tanks were implemented allowed for cross-sectional skills development,
- think tanks gave participants the opportunity to participate in activities that are not usually organized in their environment
- the meetings allowed participants to discover how much they know about cooking.

**Conclusions:**

The respondents clearly showed satisfaction with the adopted form of activity (local think tanks), emphasizing the benefits both in the culinary and technological areas. Participating in such meetings allowed them not only to develop culinary skills and learn new recipes, but also to expand their competences in the area of information and communication technologies.

The main positive aspects of the implemented think tanks (based on respondents' responses):

- social integration: these meetings promoted the integration of the local community, creating an opportunity to spend time together and exchange experiences,

- development of culinary skills: participants had the opportunity to learn new cooking techniques, explore various cuisines and experiment with new recipes,

- expanding ICT competences: by exchanging knowledge and experiences in the area of technology, participants gained new skills in the use of smartphones, the Internet, applications and programs related to cooking and culinary arts,

- creating positive social relations: the meetings were conducive to building a network of contacts and creating a positive environment in which participants could motivate each other to develop,

- joy of learning: many participants emphasized the joy of learning new things both in the kitchen and in the technological area, which had a positive impact on their well-being and satisfaction with participating in meetings.

To sum up, the survey results indicate that meetings held in local communities that integrate cooking with learning ICT competences are very positively received by participants. Such initiatives can be a valuable tool supporting the personal, social and professional development of participants, and contribute to building stronger social bonds in local communities.

### 3.2 Survey of an international think tank

Surveys regarding the implemented international think tank were completed by a total of 22 people, including 10 people from Poland and 6 people from Italy and Greece. The participants were asked 7 closed questions in which they were asked to rate how much they agreed with the presented statements related to the implemented thnik tank. Participants could respond by selecting one of the following options:

- I definitely agree

- I agree

- I don't know

- I definitely disagree

- I disagree.

Participants could also answer one open question about their own conclusions and observations. Below we present an analysis of the results obtained.

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**Statement 1: Participation in the meeting influenced the development of my skills related to sharing knowledge and exchanging experiences**

A total of 100% of all study participants responded positively to this statement, indicating the answer: I definitely agree and I agree. 63.64% of all answers are: I definitely agree, and 36.36% - I agree.

There is little difference in the respondents' answers depending on the entity that recruited the participant. More than 66% of the participants of the international meeting with NR and iED responded positively to the above statement, indicating the answer: I definitely agree. The remaining just over 33% indicated the answer: I agree. The positive responses of participants from Poland are divided in slightly different proportions - 60% of respondents indicate the answer "I definitely agree", and 40% indicate the answer "I agree".
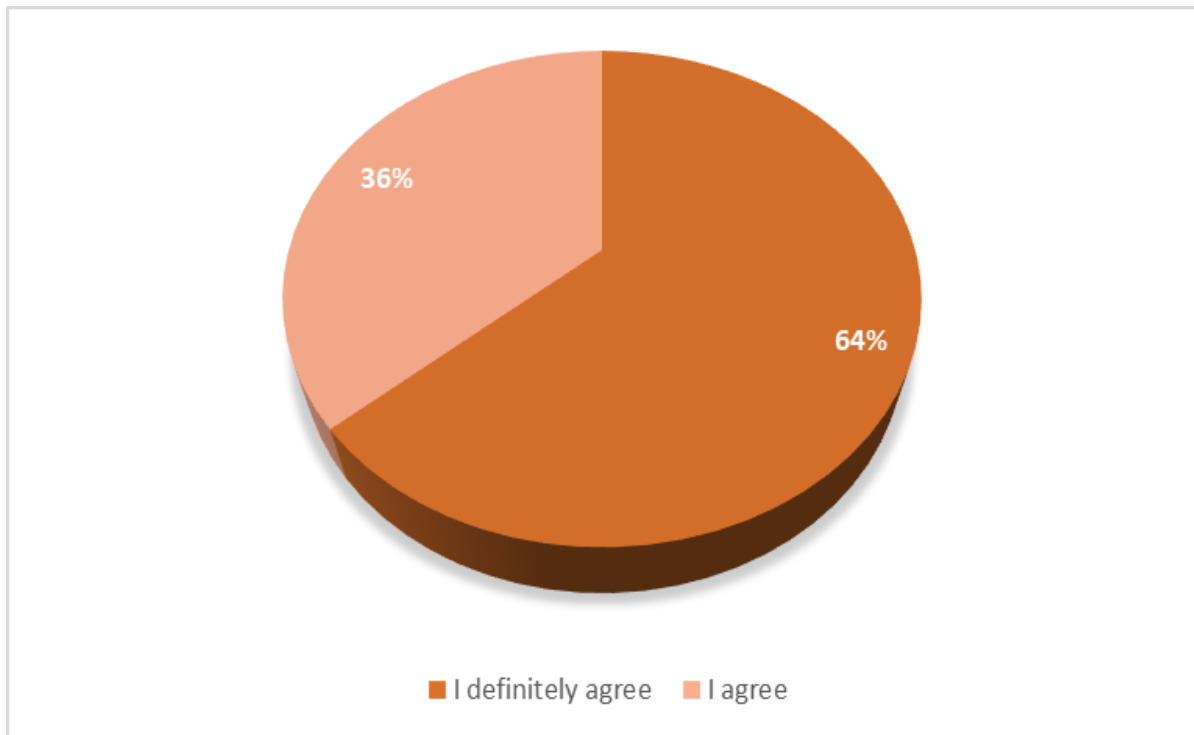


Chart 8 Assessment of the impact of participation in the meeting on the development of skills related to sharing knowledge and exchanging experiences

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**Statement 2: Participation in the meetings influenced the development of my knowledge related to traditional culinary dishes of other countries**

A total of 100% of all study participants responded positively to this statement, indicating the answer: I definitely agree and I agree. 77.27% of all answers are: I definitely agree, and 22.73% - I agree.

There is little difference in the respondents' answers depending on the entity that recruited the participant. More than 80% of the participants of the international meeting with NR and STAWIL responded positively to the above statement, indicating the answer: I definitely agree. The rest indicated the answer: I agree. The positive responses of participants from Greece are divided in a slightly different proportion - 66.67% of respondents indicate the answer "I definitely agree", and 33.33% indicate the answer "I agree".
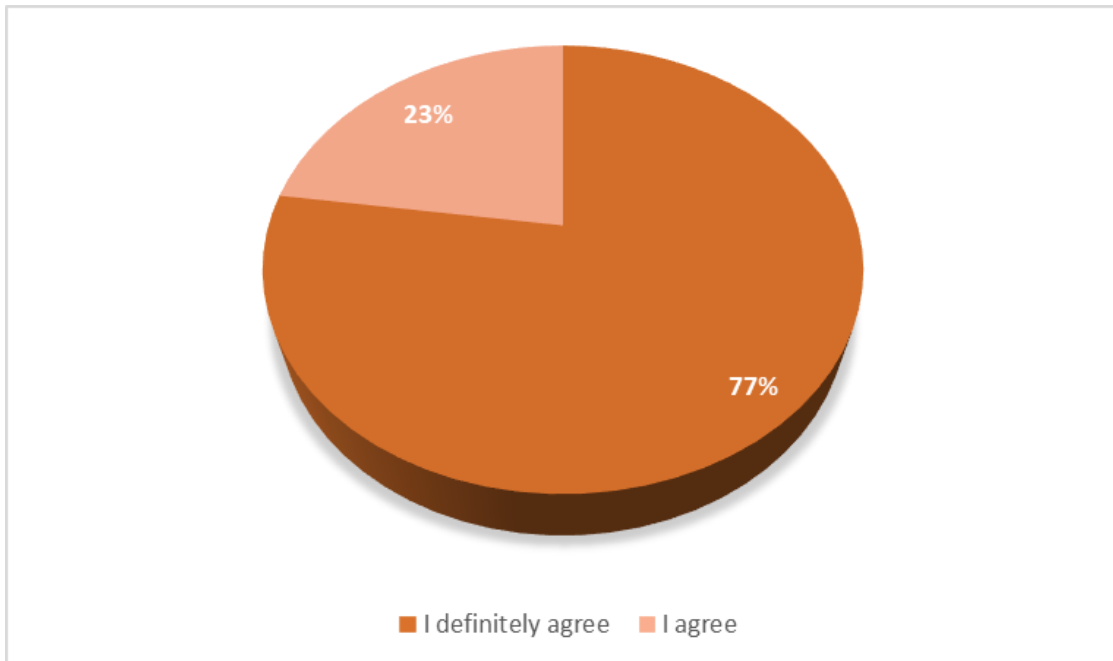


Chart 9 Assessment of the impact of participation in the meeting on the development of my knowledge related to traditional cuisines of other countries

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**Statement 3: It is important to me that by taking part in the international meeting I could exchange knowledge with other participants and presenters**

A total of 100% of all study participants responded positively to this statement, indicating the answer: I definitely agree and I agree. 59.09% of all answers are: I definitely agree, and 40.91% - I agree.

There is little difference in the respondents' answers depending on the entity that recruited the participant. Participants from NR were definitely most positive about this statement - 83.33% of respondents indicated the answer "I definitely agree". In the case of participants with iED, this answer was given by 66.67% of respondents, in the case of participants with STAWIL - 40% of respondents.
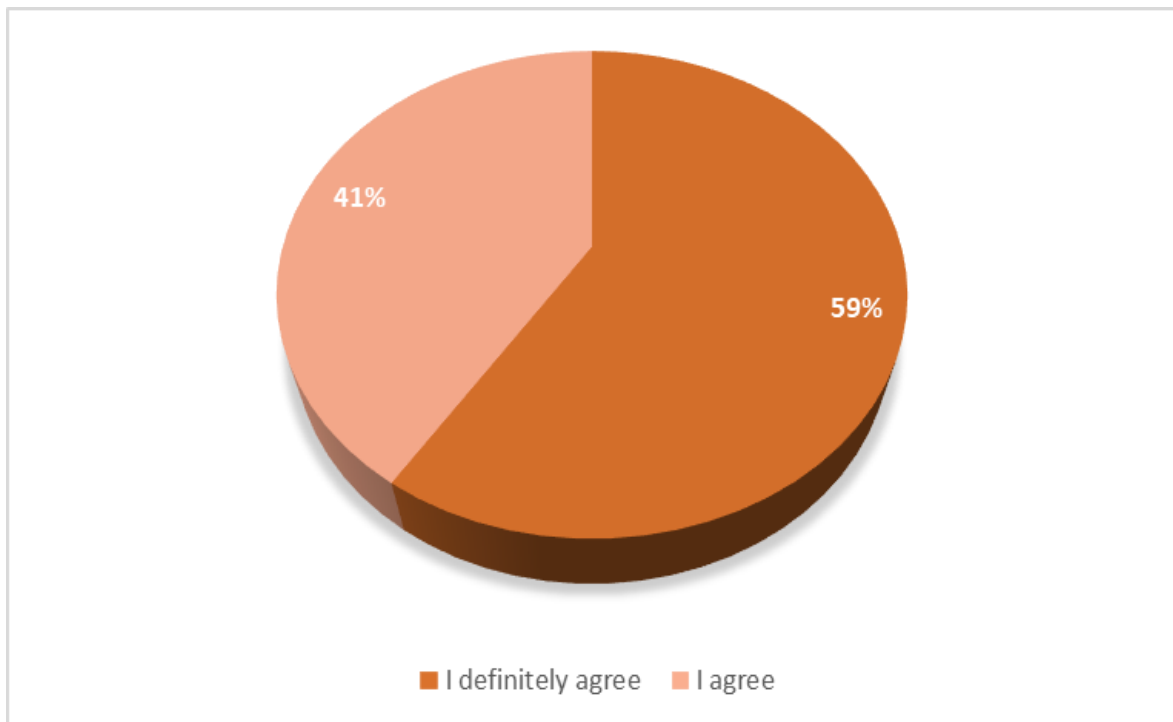


Chart 10 The importance of the opportunity to exchange knowledge during an international think tank for participants

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**Statement 4: Thanks to participating in the international meeting, I became more confident in using modern equipment in the kitchen and using the Internet to search for information**

A total of 95.45% of all study participants responded positively to this statement, indicating the answer: I definitely agree and I agree. 59.09% of all answers are: I definitely agree, and 36.36% - I agree. The remaining (1 person, 4.55% of all answers) responses concern the answer: I don't know.

There is little difference in the respondents' answers depending on the entity that recruited the participant. Participants from STAWIL were definitely the most positive about this statement - 70% of respondents indicated the answer "I definitely agree". In the case of participants with iED and NR, this answer was indicated by 50% of respondents.



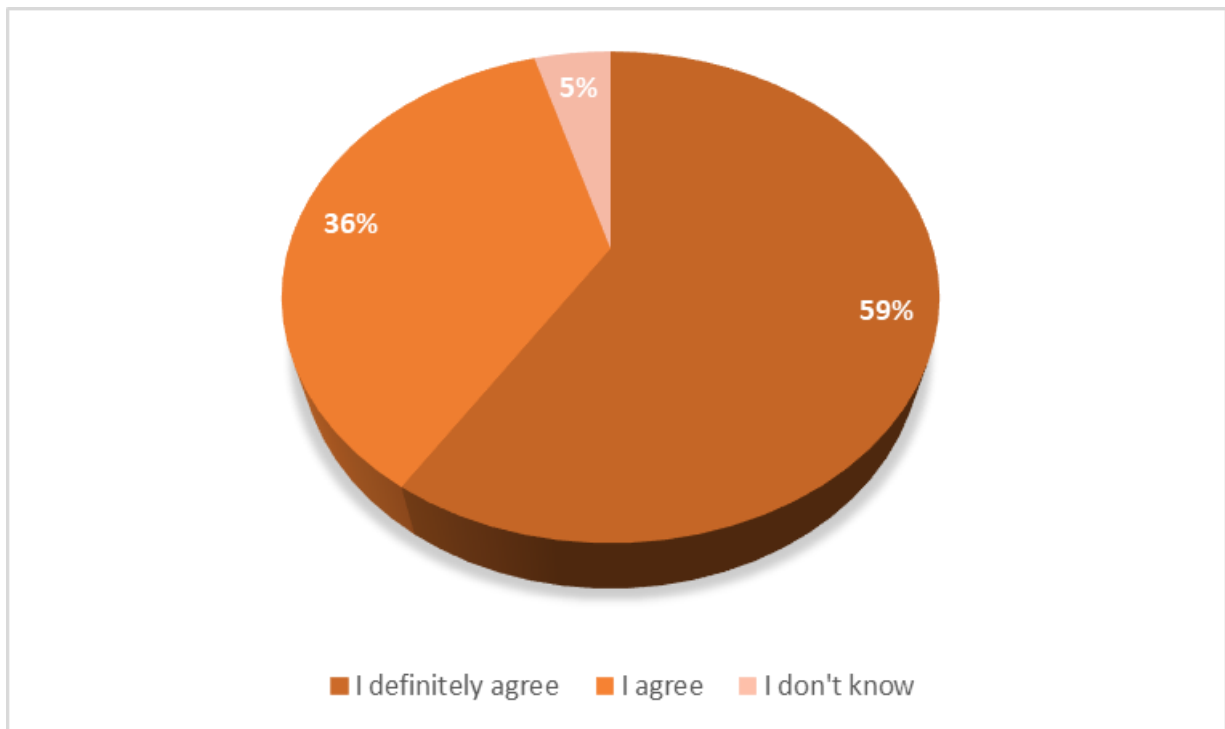■ I definitely agree    ■ I agree    ■ I don't know

Chart 11 The impact of participation in an international meeting on the participants' confidence in using modern equipment in the kitchen and using the Internet to search for information

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**Statement 5: Thanks to the international meeting, the planned films and e-book will be better suited to the needs related to the development of competences that improve the quality of life**

A total of 86.36% of all study participants responded positively to this statement, indicating the answer: I definitely agree and I agree. 40.91% of all answers are: I definitely agree, and 45.45% - I agree. The remaining (3 people, 13.64% of all answers) responses concern the answer: I don't know.

There is little difference in the respondents' answers depending on the entity that recruited the participant. Participants from NR were definitely most positive about this statement - 50% of respondents indicated the answer "I definitely agree". In the case of participants with STAWIL, this answer was given by 40% of respondents, and in the case of participants with iED - 33.33%. The above statement served to verify the indicator assumed in the project: Percentage of meeting participants positively assessing the impact of activities undertaken within the international "think tank" on the possibility of developing educational tools to develop competences that improve the quality of life. The project assumed an indicator value of 80%. Taking into account the indications of the participants of the international meeting, it should be concluded that the assumed indicator has been achieved.
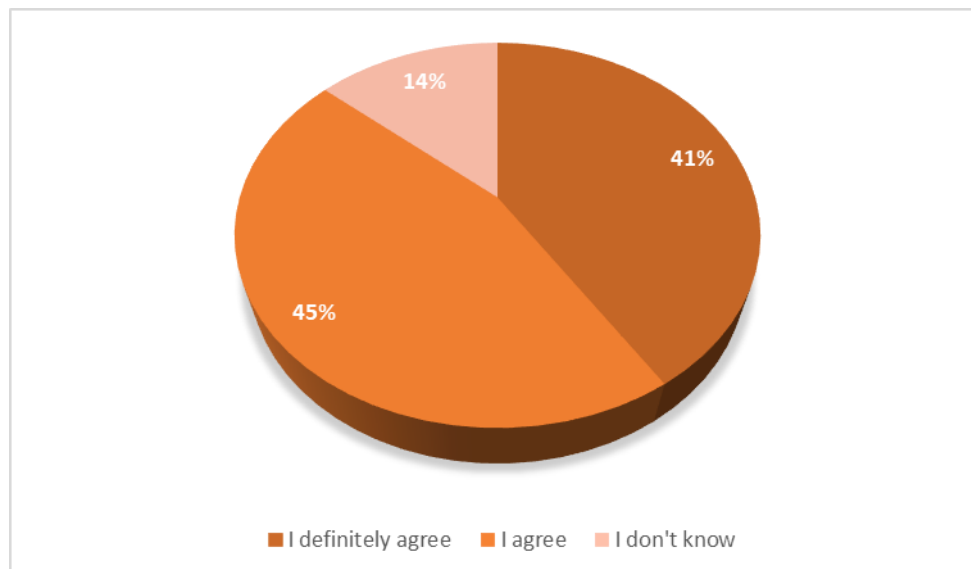


Chart 11 Assessment of the impact of the international meeting on adapting the planned films and e-book to the needs related to the development of competences that improve the quality of life

**Statement 6: Participating in the meeting increased my acceptance of myself and my skills and knowledge in the field of ICT?**

A total of 77.27% of all study participants responded positively to this statement, indicating the answer: I definitely agree and I agree. 31.82% of all answers are: I definitely agree, and 45.45% - I agree. The remaining responses (5 people, 22.73% of all responses) concern the answer: I don't know.

There is little difference in the respondents' answers depending on the entity that recruited the participant. Participants from NR were definitely most positive about this statement - 66.67% of respondents indicated the answer "I definitely agree". In the case of participants with STAWIL, this answer was given by 40% of respondents, and in the case of participants with iED - 33.33%.
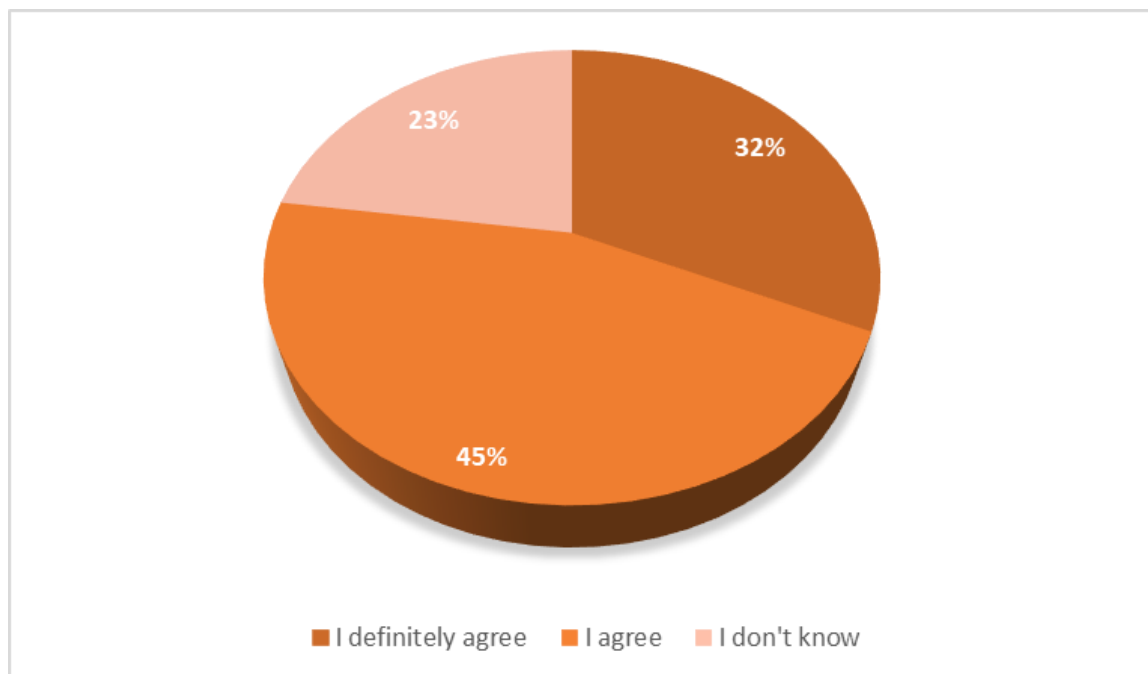


Chart 13 Assessment of the impact of participation in an international meeting on the increase in acceptance of oneself and one's skills and knowledge in the field of ICT

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**Statement 7: Participation in the meeting increased my confidence in using the knowledge and skills acquired during the meetings in my everyday life, especially in the field of ICT?**

A total of 86.36% of all study participants responded positively to this statement, indicating the answer: I definitely agree and I agree. 45.45% of all answers are: I definitely agree, and 40.91% - I agree. The remaining (2 people, 9.09% of all responses) responses concern the answers: I don't know and (1 person, 4.55% of all responses) – I definitely disagree.

There is little difference in the respondents' answers depending on the entity that recruited the participant. Participants from NR were definitely most positive about this statement - 83.33% of respondents indicated the answer "I definitely agree". In the case of participants with STAWIL, this answer was given by 30% of respondents, and in the case of participants with iED - 33.33%.
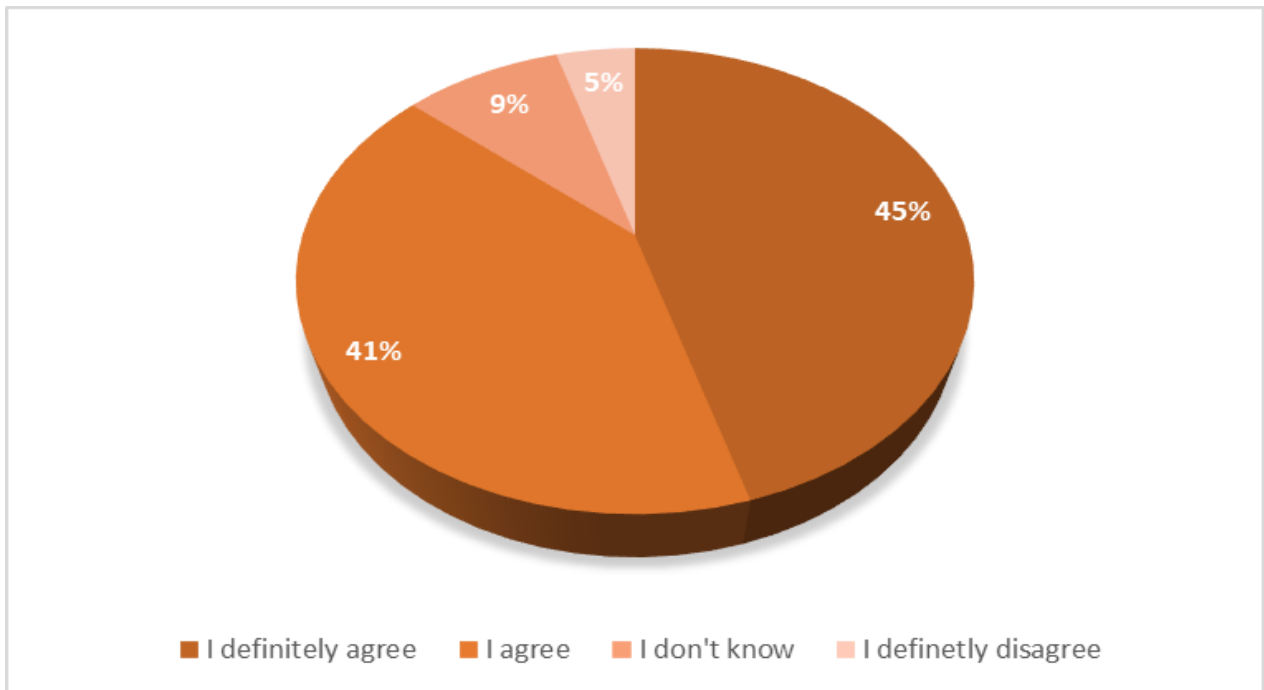


Chart 14 Assessment of the impact of participation in an international meeting on the increase in the belief in using the knowledge and skills acquired during the meetings in everyday life, in particular in the field of ICT

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**Open question: Your own observations, conclusions and suggestions regarding the meeting held**

Most participants chose to answer the open question. All comments were positive (except for one, which referred to the insufficient number of meeting days). Participants shared their conclusions, which can be grouped into the following groups:

- a very satisfying meeting,
- helpful and competent people,
- being part of this meeting was a very interesting and fruitful experience,
- the meeting was an amazing opportunity to learn about new cultures and their cuisine,
- the meeting enabled the exchange of knowledge and experiences in an interesting, international team.

**Conclusions:**

The respondents clearly showed satisfaction with the adopted form of activity (international think tank), emphasizing in particular the benefits in the culinary and cultural area. Benefits in the technological area were not mentioned so often by participants. Participating in an international meeting allowed them not only to develop their culinary skills and learn new recipes, but also to expand their cultural horizons.

**Guidelines for the e-book**

To fulfill an educational function, a culinary e-book should be written in an accessible, clear way and rich in educational content. Based on the meetings and experts' conclusions, the following key elements should be identified and should be taken into account:

- structure and organization: the e-book should be logically divided into sections and subsections, which will make it easier for the reader to navigate and find specific information; this may include chapters related to various world cuisines, types of dishes, cooking techniques, ingredients or special diets;
- explanations and step-by-step instructions: in the case of recipes, it is important that they contain clear, understandable instructions that will guide the reader step by step through the process of preparing the dish; explanations of cooking techniques, choice of ingredients and methods of preparing dishes are also crucial;

- illustrations and photos: adding illustrations, photos or videos can significantly facilitate understanding of the presented techniques and stages of food preparation; pictures can also be helpful in identifying ingredients and presenting the final effect of the dish;

- additional information: the e-book may contain additional information, such as interesting facts about world cuisines, the history of the dish or tips on healthy eating; this can expand the reader's knowledge and make the book more attractive;

- adaptive recipes: it is also worth including adaptive recipes that will enable readers to adapt dishes to their individual needs, such as taste preferences, food allergies or dietary restrictions;

- culinary knowledge base: the e-book may also contain a section with basic culinary information, such as cutting techniques, product storage or rules for combining flavors; this can be especially useful for beginner cooks;

- interactive elements: if possible, it is worth adding interactive elements, such as quizzes, tasks or forms, which will allow readers to actively participate in the learning process and consolidate the acquired knowledge.

Finally, it is also crucial to maintain clarity and linguistic accuracy, avoiding excessive complexity of culinary terminologies and ensuring a readable and accessible writing style.

**Guidelines for educational films**

A short educational video, in order to fulfill its function, should have a number of features that will enable it to effectively transfer knowledge and achieve the intended educational goals. Here are some key elements that should be included:

- comprehensible and accessible subject matter: the subject matter of the videos should be easily understood by people with low basic IT skills; avoid overly advanced concepts and focus on the basics;

- concreteness and brevity: the content of the videos should be adapted to the perceptual abilities of the audience; avoid overly long monologues or complicated explanations; focus on specifics and present information in a clear manner;

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- Information visualization: graphics, animations and other visual tools should be used to facilitate understanding of the content presented; well-illustrated examples and explanations can greatly facilitate learning;

- practical applications: provide examples of practical applications of the issues discussed in everyday life; show what benefits can come from having basic information technology skills;

- clarity and legibility of communication: speak slowly and clearly, avoid complicated technical language and specialized terminology, use simple and understandable phrases, and remember to speak at an appropriate pace;

- a series of short thematic videos: it is a good idea to divide the material into short, clear videos, each devoted to a different IT topic; such a structure will make it easier for people with low skills to concentrate and absorb knowledge;

- a variety of topics: it's good to focus not only on basic issues such as how to operate a computer or use the Internet, but also on topics related to online security or operating basic applications;

- accessibility and ease of use: videos should be made available on a variety of platforms, such as YouTube or websites; make sure they are accessible and can be easily viewed, even for those with limited technical skills.

It's also a good idea to allow viewers to comment on and rate the videos, allowing them to be effective (by collecting feedback and feedback from viewers).

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