



H. EU FUNDING

Partner organisation	National Agency of the organisation	Partnership type	No. of realised mobilities (pupils/learners)	No. of realised mobilities (staff)	Total No. of realised mobilities
ISTITUTO ONNICOMPRESIVO A. ARGOLI	IT2 LLP-Com-Era-Gru-SV	COM-24B	21	3	24

I. DATA PROTECTION NOTICE

PROTECTION OF PERSONAL DATA

The grant application will be processed by computer. All personal data (such as names, addresses, CVs, etc.) will be processed in accordance with Regulation (EC) No 45/2001 of the European Parliament and of the Council of 18 December 2000 on the protection of individuals with regard to the processing of personal data by the Community institutions and bodies and on the free movement of such data. Information provided by the applicants necessary in order to assess their grant application will be processed solely for that purpose by the department responsible for the programme concerned. On the applicant's request, personal data may be sent to the applicant to be corrected or completed. Any question relating to these data, should be addressed to the appropriate Agency to which the form must be submitted. Beneficiaries may lodge a complaint against the processing of their personal data with the European Data Protection Supervisor at anytime.

<http://www.edps.europa.eu/>

J. GRANT HOLDER'S DECLARATION AND SIGNATURE

To be signed by the person legally authorised to sign on behalf of your institution/organisation and by the partnership contact person in your institution/organisation.

We, the undersigned, certify that the information contained in this Final Report is correct to the best of our knowledge and we herewith request the balance payment of the grant awarded.

Place: TAGLIACOZZO Date: 30/09/2011

Name of the contact person (in capital letters): GIOVANNI FORCIA

Position of the contact person (in capital letters): TEACHER - CAREER GUIDANCE

Signature of the contact person: [Handwritten Signature]

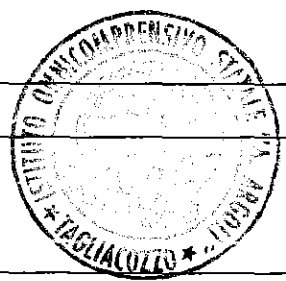
Place: TAGLIACOZZO Date: 30/09/2011

Name of the Head of Institution/Organisation (in capital letters): DOMENICO AMICUCCI

Position of the Head of Institution/Organisation: HEAD MASTER

Signature of the Head of Institution/Organisation: [Handwritten Signature]

Stamp of the Institution/Organisation: [Circular Stamp]



K. SUBMISSION

Before submitting the form electronically, please validate it. Please note that only the final version of your form should be submitted electronically.





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G. LESSONS LEARNED

G.1. PROBLEMS/OBSTACLES ENCOUNTERED

If applicable, please describe any difficulty you encountered before/during/after the Partnership and how they were solved.

Please enter here any other comments you may have.

G.2. COMMENTS AND SUGGESTIONS

Please provide any further comments you might wish to make to the National Agency or the European Commission on the management and implementation of Comenius/Grundtvig/Leonardo da Vinci Partnerships' projects (such as recommendation for future measures, administrative procedures, level of funding, etc.).

Dopo l'esperienza vissuta, riteniamo che questi progetti risultano estremamente formativi, e dovrebbero essere resi quasi obbligatori nel percorso di studi di ogni studente.



F.7. MOBILITY PARTICIPATION

Mobility Type of Grant Awarded	COM-24B
Number of Reduced Mobilities (due to staff or pupils/learners/trainees with special needs or travel to or from Overseas Countries and Territories)	

Please enter the mobility participation details.

Mobility No.	1
Host Organisation	Nagy Sándor József Gimnázium
Receiving Country	HU - HUNGARY
Receiving Location	BUDAKESZI
Description	cittadina nelle immediate vicinanze di BUDAPEST in zona collinare nella regione di PEST MEGYE
Start date (dd-mm-yyyy)	29-09-2010
End date (dd-mm-yyyy)	08-10-2010
Duration (days)	10
No. of Pupils/Learners/Trainees	24
Out of Which No. of Pupils/Learners/Trainees With Special Needs	0
No. of Staff	0
Out of Which No. of Staff With Special Needs	0
No. of Accompanying Persons	

F.7.1. MOBILITY PARTICIPATION SUMMARY

Total No. of Pupils/Learners/Trainees	Out of which Total No. of Pupils/Learners/Trainees With Special Needs	Total No. of Staff	Out of which Total No. of Staff With Special Needs	Total No. of Accompanying Persons
24	0	0	0	0



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F.6. SUSTAINABILITY

How do you think that the outcomes of your partnership could be used by others?

Il prodotto realizzato, è certamente fruibile sia nel settore formazione che nel settore di promozione turistica, il prodotto è stato testato nella sua fattibilità ed efficacia durante la mobilità dei partners Ungheresi, può essere inserito del tutto o in parte in qualsiasi itinerario turistico della zona, risulta complementare anche con altre tematiche. Il Comune di Tagliacozzo ha ritenuto opportuno inserirlo nel suo sito Web (comune.tagliacozzo.aq.it) per la rispondenza piena al progetto di promozione turistica previsto nel piano marketing. Il pacchetto turistico realizzato, anche se pensato per un turismo tematico di nicchia legato alle tradizioni artigiane ed agli antichi mestieri, valorizza nel suo itinerario tutte le risorse esistenti, l'arte, i monumenti, il contesto paesaggistico, le tradizioni enogastronomiche, offrendo una più armonica chiave di lettura evolutiva del territorio. Pertanto, gli operatori turistici locali, (agenzie di viaggi, servizi di informazione ed accoglienza turistica) potranno certamente utilizzarlo per nuove proposte " incoming".



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F.5. DISSEMINATION

How have you informed your organisation/other organisations/the local community of the results of your partnership?

Dissemination through the media (DISS09)

Dissemination with other local schools and organisations (DISS08)

Other (DISS10)

If other, please specify.

Presentazione del prodotto ad operatori di settore, enti ed istituzioni, inserimento nei siti web.

Please specify the dissemination activities carried out.

Comunicati a mezzo stampa delle attività e mobilità realizzate ; le attività svolte ed il prodotto realizzato sono stati e vengono usati per l'orientamento scolastico nelle varie scuole della Marsica; partecipazione con i partner Ungheresi ad un consiglio comunale aperto agli operatori cittadini per illustrare il progetto; inserimento dei prodotti realizzati nel sito Web della scuola, del comune di Tagliacozzo ed in un account di YOU TUBE; consegna di DVD del prodotto ai Tour Operator e Agenti di Viaggio associati alla Fiavet Abruzzo facente parte del Comitato Tecnico Scientifico del ns. Istituto; disponibilità a fornire on line e su DVD il prodotto realizzato a quanti ne facciano richiesta.



Increased support and participation of family members (Local-Family)	Medium impact (Medium)
Increased cooperation with other local organisations (Local-Coop)	Very significant impact (VerySig)
Increased cooperation with local companies (Local-Comp)	High impact (High)
Increased support and participation of other local actors (Local-Actor)	High impact (High)
Other (Local-Oth)	Medium impact (Medium)

If other, please specify.

a comunità locale ha accolto l'idea progettuale e la presenza dei partner ungheresi con particolare interesse, riscoprendo le comuni radici Europee, rivalutando le affinità e le rispettive peculiarità come valore aggiunto per uno scambio culturale ed economico soprattutto nel settore della promozione e dell'accoglienza turistica.

Please comment on your choices.

L'esperienza attuata ha risvegliato nella comunità locale i sopiti interessi e opportunità non sempre adeguatamente considerate

F.4.5. OTHER IMPACTS

Please describe any other impact you have noted.

questa iniziativa ha avuto un seguito emulativo in alcuni forum turistici e spesso si parla di rivalutare e valorizzare ai fini economici alcuni antichi mestieri.



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Other (Staff-Oth)	High impact (High)
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If other, please specify.

l'esperienza svolta ha significato per molti insegnanti un primo confronto con la comunità europea, con nuove culture didattiche e sistemi di apprendimento

Please comment on your choices.

L'importanza del progetto è stata la valorizzazione di un paese e di una cultura seppur conosciuta ma non adeguatamente valorizzata.

F.4.3. ORGANISATION

What impact did the partnership have on your organisation?

AREA	RATING
Changes to the curriculum/training programme (Home-Curr)	Medium impact (Medium)
Changes to organisational arrangements (Home-Org)	Medium impact (Medium)
Increase support of the organisation management (Home-Supp)	High impact (High)
Changes in language teaching policy (Home-LangPol)	Very significant impact (VerySig)
Increased cooperation among staff (Home-StaffCoop)	Very significant impact (VerySig)
Other (Home-Oth)	High impact (High)

If other, please specify.

Le attività intraprese hanno rappresentato un laboratorio di lavoro collegiale ed un sicura occasione di nuovi metodi per una docenza interdisciplinare

Please comment on your choices.

La scelta effettuata è correlata alla tipologia progettuale presentata nelle tematiche del progetto Comenius

F.4.4. LOCAL COMMUNITY

What impact did the partnership have on the local community?

AREA	RATING
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**F.4. IMPACTS****F.4.1. PUPILS/LEARNERS/TRAINEES**

What impact did the partnership have on the pupils/learners/trainees?

AREA	RATING
Increased language skills (Pupil-Lang)	High impact (High)
Increased ICT skills (Pupil-ICT)	Medium impact (Medium)
Increased social skills (Pupil-Social)	High impact (High)
Increased motivation (Pupil-Motiv)	Very significant impact (VerySig)
Increased self-confidence (Pupil-Self)	High impact (High)
Increased knowledge about partner countries and cultures (Pupil-Culture)	Very significant impact (VerySig)
Other (Pupil-Oth)	High impact (High)

If other, please specify.

l'esperienza è risultata particolarmente significativa . Gli studenti hanno sviluppato un buon livello di accoglienza dell'altro ed hanno imparato a conoscere e relazionarsi con la diversità culturale e linguistica arricchendo le loro capacità comunicative nella lingua inglese.

Please comment on your choices.

Attivare uno scambio con un paese della mittel europa è sto molto positivo ed ha prodotto nei ragazzi un alto senso di responsabilità e di appartenenza ad un diverso concetto di nazionalità

F.4.2. TEACHERS/STAFF

What impact did the partnership have on the teachers/staff?

AREA	RATING
Increased language skills (Staff-Lang)	Very significant impact (VerySig)
Increased ICT skills (Staff-ICT)	Very significant impact (VerySig)
Increased pedagogical skills (Staff-Pedag)	Very significant impact (VerySig)
Increased motivation (Staff-Motiv)	High impact (High)
Increased project management skills (Staff-PrjMng)	High impact (High)
Increased knowledge about partner countries and cultures (Staff-Culture)	High impact (High)



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Plans for Language Integration into the Curriculum

conversazione di base, , saluti, frasi idiomatiche,



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Activity No.	9
Description	monitoraggio delle attività svolte, realizzazione del pacchetto turistico prodotto e presentato nei siti Web
Activity type	Presentation of results (DISS06)
Start date (dd-mm-yyyy)	16-05-2011
Duration (days)	20
Actors involved	studenti, insegnanti comunità locale

To what extent were the planned activities previously stated at application stage achieved?

To a very high extent (Tvhigh)

Please identify not fully achieved activities and explain the reasons and impact on the overall partnership. If some of the activities carried out are different from those planned at application stage, please explain why.

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F.3. LANGUAGE ACTIVITIES

Please enter the details about any language preparation courses carried out.

Activity No.	1
Description	corso di lingua ungherese
Language	HU - Hungarian
Provider	insegnante madrelingua
Methodology	lezioni frontali con supporto multimediale
Start date (dd-mm-yyyy)	04-05-2010
End date (dd-mm-yyyy)	15-09-2011
No. of Hours	20
No. of Pupils	38
Proficiency Level Achieved	A1-Gen

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Activity No.	6
Description	1° mobilità in Ungheria, visita e conoscenza del territorio oggetto del package tour , realizzazione di filmati e attività pratiche relative ai mestieri, attività formative in aula, interazione e scambio tra gli studenti partners-
Activity type	Exchange of ideas and good practice (METH04)
Start date (dd-mm-yyyy)	29-09-2010
Duration (days)	10
Actors involved	studenti ed insegnanti accompagnatori 21+3
Activity No.	7
Description	Creazione di un pacchetto turistico tematico riferito alle attività peculiari del territorio, antichi mestieri, e manufatti. ricerche storiche dell'evoluzione dell'artigianato locale, visite in loco per realizzare filmati, interviste (fatt. prog)
Activity type	Integration Activities supporting Special Needs (INTGR)
Start date (dd-mm-yyyy)	16-11-2010
Duration (days)	90
Actors involved	studenti, docenti, artigiani enti pubblici e piccoli imprenditori
Activity No.	8
Description	2° mobilità, accoglienza partners Ungheresi, incontri con la comunità locale, visita guidata del territorio in riferimento al pacchetto turistico realizzato, meetings didattici in classe gruppi di lavoro tematici, attività ludiche e culturali
Activity type	Exchange of ideas and good practice (METH04)
Start date (dd-mm-yyyy)	07-03-2011
Duration (days)	12
Actors involved	studenti ed insegnanti italiani ed ungheresi, staff scolastico comunità locale rappresentanze pubbliche



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Activity No.	2
Description	studio del territorio abruzzese, sotto il profilo morfologico, stradale e storico evolutivo
Activity type	Teaching visit or exchange (PRACT02)
Start date (dd-mm-yyyy)	19-01-2010
Duration (days)	21
Actors involved	STUDENTI ED INSEGNANTI

Activity No.	3
Description	conoscenza storica del territorio e cultura agropastorale
Activity type	Team-teaching and other collaborative working methods (COLL02)
Start date (dd-mm-yyyy)	04-03-2010
Duration (days)	12
Actors involved	STUDENTI ED INSEGNANTI

Activity No.	4
Description	studio architettonico del territorio e riferimenti agli insediamenti urbanistici collegati alle attività economicosociali
Activity type	Providing guidance, counselling and information services relating to any as
Start date (dd-mm-yyyy)	03-05-2010
Duration (days)	15
Actors involved	STUDENTI , INSEGNANTI ED OPERATORI LOCALI

Activity No.	5
Description	arti e mestieri tipici del territorio con riferimenti all'evoluzione storico-sociale della civiltà contadina
Activity type	Exchange of ideas and good practice (METH04)
Start date (dd-mm-yyyy)	19-05-2010
Duration (days)	12
Actors involved	studenti, insegnanti ed artigiani

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**F. PART B (CONCERNING YOUR OWN INSTITUTION)****F.1. PARTICIPANTS****F.1.1. ACTIVITIES**

Please enter the details about the number of participants from your institution involved in partnership activities and mobilities.

Type	Gender	No. of Pupils/ Learners/Trainees	Out of which No. of Pupils/Learners/Trainees With Special Needs	No. of Teachers/Staff	Out of which No. of Teachers/Staff With Special Needs	No. of Accompanying Persons
LOCAL ACTIVITIES	Male	18	2	3	2	
	Female	49	3	8	1	
TRANSNATIONAL MOBILITIES	Male	6		1		
	Female	18		2		

F.1.2. AGE RANGES

Please enter the number of Pupils/Learners/Trainees by age range.

Age Range	No. of Pupils / Learners / Trainers
16-19 years	67
27-65 years	11

F.2. PARTNERSHIP ACTIVITIES

Please enter the concrete activities carried out by your organisation at local level and during the mobilities.

Activity No.	1
Description	Conoscenza degli usi e costumi del territorio Ungherese sotto il profilo storico e geografico. Conoscenza partners attraverso Web (4 shared) scambio di auguri e indirizzi / opinioni
Activity type	Team-teaching and other collaborative working methods (COLL02)
Start date (dd-mm-yyyy)	03-11-2009
Duration (days)	45
Actors involved	STUDENTI ED INSEGNANTI



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E.10. EVALUATION

E.10.1. PROGRESS MONITORING

How did you monitor and evaluate the progress and the expected impact of the partnership?

Regular evaluation sessions (session)

What were the main conclusions and consequences of the monitoring and evaluation?

Information on implementation of the initiatives and issues arising from this can be shared among all local actors participating in the network, and changes can be made to the development of the projects through feedback. This is necessary:

1. To examine problematic the inherent ones to the definition of the competences and to their description in the various formative systems to European level, national and regional;
2. to characterize the communitarian formative systems in the field of the formation post-secondary through an analysis of the descriptive items and the more meaningful conceptual nuclei;
3. to compare the various instruments of certification;
4. to deepen the characteristics and the "ratio" of the document proposed to communitarian level and, at the same time, take it to already existing how much in the single States partner;
5. to construct to municipalities instruments in order to allow the maker to compile in meaningful and transparent way a certification document that it holds account or of the evolution of the European proposals of communitarian character or than already existing and used in the States partner of the plan;
6. to try with the appropriate instruments, the effective understanding, from the last users, represented from the world of job and of the formation (subject receiving), of the acquired competences from qualified and described in documents. Such experimentation will have to hold account of the elaborated instruments from technical groups of job on the quality, transparency and transfer of the credits;
7. to promote, to scatter and to introduce the offered opportunities from the use of this instrument;
8. to test the products in such way from being able to construct a methodology transferable also to other systems and subjects no partner.

E.10.2. RESULTS/PRODUCTS/OUTCOMES ACHIEVEMENT

To what extent were results/products/outcomes previously identified at application stage achieved?

To a high extent (Thigh)

If your outcomes were different to those indicated at application stage, please explain the reasons for these changes.

[Empty text box for explanation]

E.10.3. AIMS/OBJECTIVES ACHIEVEMENT

To what extent were the aims/objectives previously stated at application stage achieved?

To a very high extent (Tvhigh)

In case of underachievement, please explain which aims/objectives were not achieved and for what reasons.

[Empty text box for explanation]



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didattico-formativa nei lavori progettuali, e ludico-aggregativa nei momenti di relax, tutti con una partecipazione fortemente motivata.

E.9. PARTNERSHIP LANGUAGES

Please enter the communication and working languages used in the partnership.

EN - English



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- Making provision for learners with special needs, and in particular by helping to promote their integration into mainstream education and training (SpecNeed)
- Promoting equality between men and women and contributing to combating all forms of discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation (Discr)
- Equal opportunities men and women (Equal)
- Sexual discrimination, orientation (SexDis)
- Racial or ethnic origin (RacEth)
- Age (Age)

If other, please specify.

Please specify any concrete measures and activities undertaken at partnership level.

E.7. WORKPLAN AND TASKS

If some of the tasks carried out are different from those planned at application stage, please explain why.

NON CI SONO STATE ATTIVITA' DIVERSO O NON ATTINENTI A QUANTO PTREVISTO E PROGRAMMATO NEL PROGETTO

E.8. COMMUNICATION AND COOPERATION

How would you describe the cooperation and communication between the participating organisations involved in your partnership? Were all organisations equally involved?

La lingua usata per la comunicazione è stata quella inglese, che ha permesso di arricchire le loro conoscenze attraverso un confronto continuo con i loro partner, attuato sia a livello di contatti in rete web che attraverso le mobilità effettuate. Gli obiettivi sono stati raggiunti assegnando ai ragazzi precisi compiti in tempi prestabiliti, inizialmente con semplici contatti sul sito web "4 shared", per lo scambio di dati personali ed indirizzi web, successivamente usati per le comunicazioni relazionali tra singoli e gruppi. L'entusiasmo di fare nuove conoscenze ha coinvolto tutti i ragazzi in frequenti scambi di notizie, sulle loro abitudini, hobbies, opinioni, auguri per le festività, nonché discussioni su argomenti e forum programmati a scuola. La comunicazione Web è risultata positiva per l'apporto nelle conoscenze del linguaggio, degli usi e costumi dei rispettivi partenrs, comunque propedeutica alle mobilità realizzate dove gli studenti hanno trascorso 20 giorni insieme potendosi conoscere direttamente e più approfonditamente. Durante le mobilità gli studenti hanno condiviso una comunicazione



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E.3. EUROPEAN ADDED VALUE

What was the added value of the partnership towards a more intensive European cooperation?

This web site allows the exchange of information and experiences, as information is posted by the various Local Initiatives themselves.

In addition, as well as each actor posting its experiences on the web, a capacity building program will be carried out where necessary. In particular it is planned to carry out capacity building and improve the knowledge of Local Initiatives by using the eLearning system developed by the capacity building program of the Institutes for Global Environmental Strategies.

E.4. PARTNERSHIP OBJECTIVES ACHIEVEMENTS

Please summarise briefly the main aims/objectives of your partnership.

The project wants to direct and steer the local entrepreneurial reality; every school has promoted and coordinated the existing resources and it has to recover and to increase the value of artistic and gastronomic traditions thanks to workshops, where tourists can learn the ancient arts. The project aims at improving life quality increasing the value of the free time almost morally. All this by recovering ancient techniques and building materials for restoration of the characteristic old historical buildings, rediscovering transhumance, making studies and research on numerous archaeological areas, increasing the value of gastronomic traditions, cultural and folklore paths.

E.5. KEY COMPETENCES

Please enter the specific key competences addressed by your partnership.

Sense of initiative and entrepreneurship (KC7)

Communication in foreign languages (KC2)

Learning to learn (KC5)

Please specify any concrete measures and activities undertaken at partnership level.

The final objective is always to create tourist packages which should arouse tour operators' interest and persuade them to "sell" the partner regions in a European path crossing history, art, landscapes, traditions of similar and still different territories.

E.6. HORIZONTAL ISSUES

Please enter the horizontal issues addressed by your partnership.

- Promoting an awareness of the importance of cultural and linguistic diversity within Europe, as well as of the need to combat racism, prejudice and xenophobia (Div)
- Cultural and linguistic diversity (CulDiv)
- Fight against racism and xenophobia (RacXen)

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Topics	Artistic education, also including Arts and Crafts and Music (TOPIC-3)
	Cultural heritage (TOPIC-10)
	Foreign language teaching and learning (TOPIC-21)
Target group(s)/potential beneficiaries	General secondary school (EDU-SCHSec)
	Other types of Association (ASC-OTH)
	Other type of enterprise (ENT-OTH)
Languages	EN - English
	HU - Hungarian
	IT - Italian
Source	Testi di vario genere, dizionari, materiali di facile consumo, riviste, attrezzature multimediali, internet.
Creator	docenti e studenti coinvolti nel progetto
Publisher	web site e brochure e pannelli didattici
Coverage	Immagini utilizzate con adeguato descrittivo, filmati con audio
Copyright/Rights	Autorizzato da tutti i soggetti coinvolti in ogni occasione dove abbiamo realizzato filmati, interviste e foto, abbiamo richiesto la relativa autorizzazione alla divulgazione
Target sectors	J - INFORMATION AND COMMUNICATION
	I - ACCOMMODATION AND FOOD SERVICE ACTIVITIES
	S - OTHER SERVICE ACTIVITIES
Medias used	Internet (INET)
	DVD (DVD)
	MovingImage (VID)



E. PART A (CONCERNING THE PARTNERSHIP AS A WHOLE)

E.1. SUMMARY

Please provide a brief description of the partnership carried out in the communication language of the partnership (maximum of 5000 characters). The provided summary may be used for publication.

The initiatives of the partnership being are carried out in consultation with local actors such as students, school, citizens and businesses. Please provide a brief description:

- Effective implementation of local initiatives in the Declaration Network.
- Formation of firm partnerships between the local actors.
- To widen the actions being taken through local initiatives in all regions through increasing the number of groups taking part in the Declaration Network and through collaboration with initiatives between local actors.

Target: To realize sustainable development in the european region through the advancing of local initiatives, as well as the environmental protection and improvement, reduction of cultural distance, increase of tourism and capacity building which will accompany this.

Translation of Summary into English.

The initiatives of the partnership being are carried out in consultation with local actors such as students, school, citizens and businesses. Please provide a brief description:

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Target: To realize sustainable development in the european region through the advancing of local initiatives, as well as the environmental protection and improvement, reduction of cultural distance, increase of tourism and capacity building which will accompany this.

E.2. OUTCOMES

Please fill the following table with the outcomes produced by your partnership.

Identifier	1
Type	Website (DISS03)
Title	A THEMATIC NICHE TOURISM - THE KNOWLEDGE OF HANDS
Description	Il progetto intende approfondire, coordinare e promuovere le risorse esistenti attraverso il recupero e la valorizzazione delle antiche tradizioni, arti e mestieri peculiari della cultura del nostro territorio, per un turismo tematico di nicchia
Date (dd-mm-yyyy)	01-08-2009
Educational field	Arts and crafts (0103)



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D. IDENTIFICATION OF THE PARTNERS

D.1. PARTNER ORGANISATION

National Agency identification	HU1 LLP (TPF)
Role	Coordinator (CO)
Full legal name (national language)	Nagy Sándor József Gimnázium
Full legal name (latin characters)	Nagy Sándor József Gimnázium
Acronym	
National id (if applicable)	
Type of organisation	General secondary school (EDU-SCHSec)
Scope	regional (R)
Legal status	public (PB)
Size (staff)	
Size (pupils)	
Legal address	Széchenyi utca 94.
Postal code	2092
City	Budakeszi
Country	HU - HUNGARY
Region	HU10 - Közép-Magyarország
Telephone 1	
Telephone 2	
Fax	
Email	s.afra@nsjg.sulinet.hu
Website	www.nsjg.sulinet.hu

Form hash code 1CE9B67128917D52

This form has been submitted online on: 2011-09-30 10:04:33. Submission ID: 300901.

EN



Education and Culture DG

Lifelong Learning Programme

Report Form

Call: 2009

Partnerships

Form version: 2.7 / Adobe Reader version: 9.405

C.3. LEGAL REPRESENTATIVE

Title	Mr.
First name	DOMENICO
Family name	AMICUCCID
Organisation	
Department	
Position	HEADMASTER
Work address	Via Guglielmo Marconi, 51
Postal code	67069
City	TAGLIACOZZO (AQ)
Country	IT - ITALY
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Telephone 2	
Fax	+39086361033552
Email	aqmm060003@istruzione.it

C.4. SOURCE OF INFORMATION

At application stage how did you find information about partnerships?

The Internet (Inet)
Through my national agency (NatAge)
Other (Oth)

If other, please state the source

E TWINNING SPACE



C.2. CONTACT PERSON

Title	Mr.
First name	PIER PAOLO
Family name	MANCINI
Department	MINISTERO DELLA PUBBLICA ISTRUZIONE - ISTITUTO ONNICOMPRESIVO STATALE "A. ARGOLI" - SCUOLA SECONDARIA DI 1° GRADO E ISTITUTO TECNICO STATALE PER IL TURISMO
Position	TEACHER - CAREER GUIDANCE
Work address	Via Guglielmo Marconi, 51
Postal code	67069
City	TAGLIACOZZO (AQ)
Country	IT - ITALY
Telephone 1	+390862719273
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Mobile	
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Email	mancini.pierpaolo@gmail.com



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C. IDENTIFICATION OF THE BENEFICIARY

C.1. BENEFICIARY ORGANISATION

Role	Partner (PA)
Full legal name (national language)	ISTITUTO ONNICOMPRESIVO A. ARGOLI
Full legal name (latin characters)	ISTITUTO ONNICOMPRESIVO A. ARGOLI
Acronym	
National id (if applicable)	
Type of organisation	General secondary school (EDU-SCHSec)
Scope	national (N)
Legal status	public (PB)
Size (staff)	
Size (pupils)	
Legal address	Via Guglielmo Marconi, 51
Postal code	67069
City	Tagliacozzo - AQ
Country	IT - ITALY
Region	ITF1 - Abruzzo
Telephone 1	0863/610335
Telephone 2	
Fax	0863/61033552
Email	aqmm060003@istruzione.it
Website	www.ittsm.it



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A. GENERAL INFORMATION

Please send this report to your National Agency, duly completed and signed by 30 September 2011. This report is considered as your request for payment of the balance of the grant. Please check Annex III of your grant agreement for a detailed explanation of the calculation of the final grant amount.

B. SUBMISSION

Programme

LIFELONG LEARNING PROGRAMME

Sub-programme

COMENIUS

Action type

PARTNERSHIPS

Action

COMENIUS Bilateral school partnerships

Call

2009

Working language of the partnership

EN - English

B.1. PROJECT IDENTIFIERS

Grant agreement no.

2009-1-HU1-COM07-01343 2

Project title

A THEMATIC NICHE TOURISM

Project acronym

National Id

5707

Form hash code



1CE9B67128917D52

B.2. NATIONAL AGENCY

Identification

IT2 LLP-Com-Era-Gru-SV (AS ex INDIRE)

Postal address

Agenzia Nazionale LLP Italia Via Magliabechi, 1 50122 – FIRENZE

Email address

partenariaticomenius@indire.it

Helpdesk

partenariaticomenius@indire.it

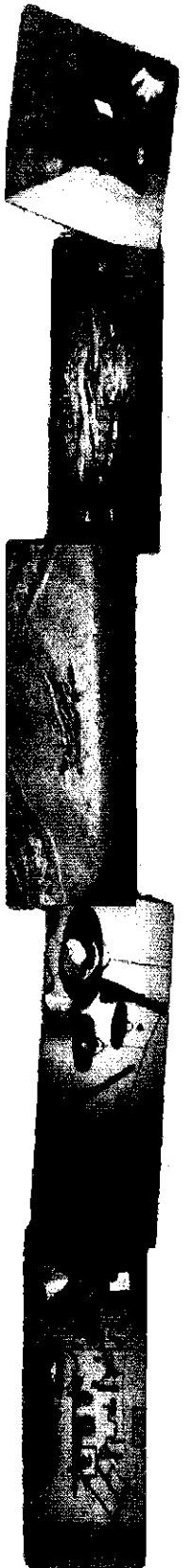
Website

<http://www.programmallp.it/comenius>

Form hash code 1CE9B67128917D52

This form has been submitted online on: 2011-09-30 10:04:33. Submission ID: 300901.

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WE WILL CONTINUE OUR STAYING IN PESCOCCOSTANZO, THE TRUE CRADLES OF THE OLDEST ARTS AND CRAFTS TRADITIONS OF ABRUZZO. WE WILL ADMIRE THE FINE FILIGREE WORKING IN GOLD SHOPS OF THE OLD FLORENTINE SCHOOL, WE WILL VISIT THE BLACKSMITH SHOPS, WHERE METALS IN FORGED WITH A SPECIAL SKILL TO CREATE PIECES OF FURNITURE, UTENSILS AND ORNAMENTAL TOOLS. THE MASTER CUTTERS AND MANSIONS HAVE BEEN WORKING THE SOFT WHITE LIMESTONE OF THE MAJELLA FOR GENERATIONS, WILL WELCOME US INTO THEIR SHOPS TO LET US SHARE THEIR ABILITY IN SHAPING AND INLAYING STONE TO PRODUCE ARTEFACTS ONES ONLY USED FOR URBANIZATION, NOW EXTENDED TO FURNISHING. AN OTHER QUALITY PRODUCTION IS THE BOBBING LACE, AN ART ONCE DEVELOP IN MANY DIFFERENT TOWNS NOW ALMOST EXCLUSIVE IN PESCOCCOSTANZO, WHERE IT WAS REVALUED THANKS TO A SCHOOL AND A MUSEUM OF BOBBING LACE. SIMILAR TRADITIONS ARE PRESERVED IN SCANNO AND VILLETTA BARREA, IN A LANDSCAPE OF RARE BEAUTY; IN VILLETTA BARREA WE CAN ALSO VISIT A MUSEUM OF THE

"TRANSUMANZA" AND APPRECIATE WOOD CARVINGS SCULPTURES AND INGRAINS ONCE PRACTICED BY SHEPHERDS WHO MADE OBJECTS USEFUL FOR THEIR WORKS, THEIR HOUSE AND THEIR PERSONAL CARE. SCANNO SHARES WITH PESCOCCOSTANZO THE RECORD FOR GOLD SMITH ART, BOBBING LACE AND STONE WORK WHILE WORKING DOWN THE NARROW STREETS DECORATED WITH PORTAL, ARCHES, INSCRIPTIONS, FOUNTAINS IN AN URBAN UNICUM OF MONUMENTAL BEAUTY, WE WILL MEET WOMEN, MOST OF OLDER ONES, WEARING THEIR TYPICAL COSTUMES, MAKING THEIR BOBBING LACE OR CROCHET WORK, CARDING AND SPINNING WALLS. WE WILL SPEND THERE OUR LAST TWO DAYS, IN THE GRAN SASSO PARK, PASSING THOUGHT TO SULMONA AND NAVELLI TO REACH SANTO STEFANO DI SESSANIO WHERE WE WILL FIND OUR ACCOMMODATIONS IN THE OLD TOWN REFURNISHED HOUSES MANAGED AS "ALBERGO DIFFUSO". AFFASCINATING LAND OF ANCIENT HISTORY TRANSUMANZA SHEPHERDS, EMIGRANTS, LAND OF PARKS AND MOYUNTAINS VILLAGES AND MEDIEVAL CASTELES.

WHILE VISITING THIS PARTES OF THE REGION WE HAVE THE IMMPRESSION OF THE STEPPING BACK IN TOWN, THAT DETIME OF THE BEP AND STOOD STILL, THIS IS THE SENSATIONS WE HAVE LOOKING AT THE FARMERS COLLECTING ONLY BY HAND!, SAFFRON FLOWERS IN THE NAVELLI AND CIVITARENGA PLAIN, VISITING ROCCA CALASCIO, OR THE OLD VILLAGE OF SANTO STEFANO DI SESSANIO MEETING WOMEN IN OLD TYPICAL DRESSES BRINGING BASKET FULL OF HOMEMADE BREAD BACKED IN THE VILLAGE COMMON WOOD-BURNING OVENS OR WORKING WOOL. IN CASTE DEL MONTE WE WILL VISIT THE FARM OF THE SHIPPERS WHO IN PAST TIME BEGUN THE TRANSUMANCE, THERE WE WILL KNOW THE SECRETS OF THE RENOWNED CANESTRATO CHEESE AND SALTED RICOTTA. IN ALL THAT VILLAGES WE WILL FIND COMMON ARTS CRAFTS AND TRADITION LIKE THE ART OF WOOD AND LINEN PROCESSING, THE TYPICAL HOMEMADE BREAD WITH FLOWERS AND POTATOES, THE BLACKSHITHS, WILL SMITH AND COPPER SMITHS THERE CALLED "CALLARARI".



GETTING AROUND ABRUZZO - PLANNING

Tuesday 8 March Hungarian group will arrive in the late afternoon Hungarian group in Tagliacozzo, accommodation to the "Hotel Park", accommodation in the rooms.

Visit in Tagliacozzo

19:30 Back to the hotel, dinner and evening off

Wednesday 9 March Breakfast in the Hotel

9:00 Meeting at the school and project work (tourist package presentation).

11:00 Discussion meeting at the theatre "Talia" on the theme of bullying and violence's family and school.

13:00 Welcome lunch at the restaurant "Gatto d'Oro".

14:30 Visit of "Alba Fucens", old Roman country.

17:00 Avezzano - visit of "Telespazio - Fucino Space Centre"

19:30 Back to the Hotel, dinner and evening off

Thursday 10 March Breakfast in the Hotel.

9:00 Departure to realize the report film (in five different groups and places)

13:30 Pizza - buffet in the school

Afternoon in the school and making workgroups, task discussion.

19:30 Back to the hotel, dinner and evening off

Friday 11 March Breakfast in the Hotel

9:00 Departure to visit the nice country of Pescocostanzo, and Scanno - Villetta Barrea (all day)

13:00 Lunch time. (Packed-lunch Pescocostanzo)

20:00 Back to the Hotel, dinner and evening off

Saturday 12 March Breakfast in the Hotel

08.30 Departure to visit the city of "Sulmona" (Pelino Museum).

13:00 Lunch time (Packed-lunch Sulmona)

17:00 In the afternoon visit of "Pescara" (Museo delle Genti d'Abruzzo).

20:00 Back to the Hotel, dinner and evening off

Sunday 13 March Student's day, where the Italians and Hungarians students spend a day together.

Monday 14 March Breakfast in the Hotel

9:00 Departure to visit the monastery of S. Benedetto and monastery of S. Scolastica in SUBIACO

13:00 Lunch time at the restaurant "Gatto D'Oro"

16:00 Return to the school for project work

19:00 Back to the Hotel, dinner and evening off

Tuesday 15 March Breakfast in the Hotel

9:00 Departure to Celano and visit of the "Castle and Museum"

13:00 Lunch time at the restaurant "La Cittadella"

15:30 Back to the school and Project activities.

19:00 Back to the Hotel, dinner and evening off

Wednesday 16 March Breakfast in the Hotel

9:00 Rome's sightseeing

13:00 Lunch time (packed-lunch Rome)

20:00 Back to the Hotel, dinner and in the evening "PARTY IN THE NAK PUB" (students organization)

Thursday 17 March Day off (150° anniversary of the Italy's Unification)

visit of the "Scavi di Pompei" and the city of Napoli. Lunch time - Packed-lunch

Friday 18 March Greeting and departure for the return to Hungary.

(backup activity for change program)

Departure by bus and visit of "Mulino of Verrecchie" and the museum of rural traditions. (bring camcorders and cameras with you). Visit of "Santuario dell'Oriente"

“I saperi delle mani, antiche arti e mestieri d’Abruzzo”

Package tour for Comenius Project (8 giorni - 7 notti)

Il viaggio si propone di emozionare il turista nell’incantevole cornice di un paesaggio rurale e nei borghi antichi e suggestivi dell’Abruzzo Aquilano, offrendo non solo la visita dei monumenti e delle chiese, ma riscoprire ed imparare nelle “vecchie” botteghe artigiane gli antichi mestieri e le arti che certamente interpretano il vissuto e l’identità culturale di un popolo forte e gentile. Durante il soggiorno sono previste tappe presso locande, cantine, ristoranti ed aziende agrituristiche dove l’ospite potrà rivivere le tradizioni della cucina Abruzzese, la conoscenza dei prodotti e della gastronomia locale alla riscoperta di antichi sapori e ricette.

Il tour effettuato in autonomia, propone la visita ad alcune delle più suggestive località dell’Abruzzo Aquilano, con permanenza di 3 notti nella Marsica, 2 notti nel parco Nazionale d’Abruzzo, 2 notti nel parco del Gran Sasso per meglio comprendere le diverse ma simili peculiarità delle nostre tradizioni e cultura.

Il tour inizia dalla cittadina di Tagliacozzo che offrirà una confortevole ricettività in Hotel o in Agriturismo che meglio risponde alle esigenze tematiche del soggiorno.

Durante la permanenza visiteremo le botteghe del fabbro, lo scalpellino, del bastaio di Sante Marie o di Cappadocia, il mugnaio di Verrecchie

ed il museo dell’arte contadina; ci recheremo a Scurcola, dove abili massaie tengono viva la tradizione del formaggio cerchiato fatto in casa,

per ammirare l’arte dell’intreccio sarà doveroso recarsi a San Vincenzo Valle Roveto dove i cestai con sorprendente creatività realizzano cesti e manufatti funzionali al quotidiano dei contadini. Passando per Rosciolo e Magliano de’ Marsi, visiteremo la chiesa di S. Maria in valle Porclaneta, I resti romani di Alba Fucens, per poi giungere a Celano dove la tradizione della tessitura del lino e della canapa al telaio, è tenuta viva dalle donne anziane che ci tramandano i segreti del tessuto “bianco al prato”.

Il soggiorno continua spostando la ns. permanenza a Pescocostanzo, vera culla delle più antiche tradizioni artigiane abruzzesi.

Possiamo assistere con ammirazione alle raffinate lavorazioni in filigrana nelle diverse botteghe orafe di antica scuola fiorentina, visitare le botteghe dei fabbri, dove la fucinatura del ferro è realizzata con particolare maestria per creare oggetti di arredo, utensili ed oggetti decorativi.

I maestri scalpellini che da generazioni lavorano i teneri e bianchi calcari della Maiella, ci accoglieranno nelle loro botteghe per farci condividere le abilità nel dare le forme alla pietra, le loro produzioni un tempo utili esclusivamente all’urbanizzazione, ora si estendono anche a complementi d’arredo, abilissimi anche nell’intarsio delle pietre.

Altra produzione, di quasi esclusivo pregio è rappresentata dal “merletto al tombolo” in passato arte di diversi paesi, ma oggi quasi esclusiva di Pescocostanzo, che l’ha rivalutata con l’apertura di una scuola e museo del tombolo. Analoghe tradizioni artigianali sono custodite a Scanno e Villetta Barrea in un contesto paesaggistico di rara bellezza, inoltre, a Villetta Barrea possiamo visitare il

museo della transumanza ed apprezzare la lavorazione del legno con intagli, sculture ed incisioni un tempo praticata dai pastori che creavano oggetti da lavoro, per la casa e la cura della persona.

Scanno condivide con Pescocostanzo il primato per l'arte orafa, il tombolo, e la lavorazione della pietra, percorrendo le sue stradine impreziosite da portali, archi, iscrizioni, fontane; in un "unicum" urbano di monumentale bellezza, incontreremo le donne, soprattutto le più anziane, che indossano il caratteristico costume, impegnate con ricami al tombolo, uncinetto o a scardare e filare la lana.

Trascorreremo gli ultimi due giorni del tour, nel Parco del Gran Sasso passando per Sulmona e Navelli alla volta di Santo Stefano di Sessanio dove troveremo alloggio nelle vecchie case del borgo ristrutturate e gestite con il sistema dell'Albergo Diffuso.

Un territorio affascinante, di antica storia, di uomini dediti alla pastorizia transumante, di emigranti, terra di parchi, di montagne, di borghi e rocche medievali.

Nel visitare questa zona della regione sembra quasi tornare indietro nel tempo, che il tempo si sia fermato, è questa la sensazione che si percepisce nel vedere i contadini raccogliere i fiori dello **zafferano** nella piana di **Navelli e Civitaretenga**, rigorosamente a mano, nel visitare la **Rocca di Calascio** o il borgo di **Santo Stefano di Sessanio**, nell'incontrare donne vestite con abiti d' altri tempi, che portano ceste di pane fatto in casa e cotto nei forni comuni, oppure dedite alla lavorazione della lana.

Nel recarci a Castel del Monte, visiteremo le masserie dei pastori che anticamente hanno dato origine alla Transumanza, per apprendere i segreti del rinomato formaggio "canestrato" e delle ricotte salate.

In tutti i borghi menzionati ritroviamo tradizioni e arti comuni come l'arte della lavorazione della lana, il tessuto di lino, la particolare panificazione in casa con farina e patate, maniscalchi ed artigiani dediti alla lavorazione del rame "Callaloro".

"The saperis of the hands, ancient arts and works of Abruzzo"

Package tour for Comenius Project (8 days - 7 nights)

The trip proposes him to excite the tourist in the enchanting frame of a rural landscape and in the ancient and suggestive suburbs of the Abruzzo Aquilano, not only offering the visit of the monuments and of he/she asked her, but to rediscover and to learn in the "old" artisan shops the ancient works and the arts that certainly interpret the lived one and the cultural identity of a strong and kind people.

During the stay they are anticipated tappe near inns, wine cellars, restaurants and firms agrituristiche where the guest can relive the traditions of the kitchen Abruzzese, the knowledge of the products and the local gastronomy to the rediscovery of ancient tastes and recipes. The tour

THE TRIP AIMS TO EXCITE TOURISTS IN THE ENCHANTING SETTING OF A NATURAL RURAL AREA AND IN THE ANCIENT AND PICTURESQUE VILLAGES OF THE "ABRUZZO AQUILANO", BY OFFERING THEM TO VISIT THE MOST IMPORTANT MONUMENTS AND CHURCHES AS WELL AS THE OLD WORKSHOPS, TO DISCOVER AND LEARN OLD ARTS AND CRAFTS WHICH INTERPRET THE LIFE AND CULTURAL IDENTITY OF THIS STRONG AND GENTLE PEOPLE.

STEPS ARE PLANNED DURING THEIR STAYING, AT INNS, WINERIES, RESTAURANTS AND FARMHOUSES WHERE THE GUESTS WILL RELIVE THE TRADITION OF THE TYPICAL "ABRUZZESE" CUISINE AND KNOW THE LOCAL PRODUCTS AND GASTRONOMY DISCOVERING ANCIENT TASTES AND RECIPES.

THE TOUR, ORGANIZED INDEPENDENTLY, OFFERS A VISIT TO SOME OF THE MOST CHARMING PLACES IN "ABRUZZO AQUILANO", WITH A THREE NIGHT STAYING IN MARSI, TWO NIGHTS IN THE NATIONAL PARK OF ABRUZZO, TWO NIGHTS IN THE GRAN SASSO PARK, TO BETTER UNDERSTAND THE DIFFERENT BUT SIMILAR FEATURES OF OUR CULTURE AND TRADITIONS.

THE TOUR STARTS FROM THE SMALL TOWN OF TAGLIACOZZO, WHICH OFFERS A COMFORTABLE ACCOMODATION SUITABLE TO THE THEMATIC FEATURES OF THE SOJOURN.

DURING THE STAYING WE WILL VISIT THE BLACKSMITH'S THE MANSON'S THE SADDLER'S WORKSHOPS IN SANTE MARIE AND IN CAPPADOCIA, THE MILL IN VERRECCHIE AND THE PEASANT ART MUSEUM ; THEN WE WILL GO TO SCURCOLA, WHERE SKILLED HOUSEWIVES KEEP ALIVE THE TRADITION OF HOMEMADE " CERCHIATO (CIRCLED)" CHEESE; WE WILL ADMIRE THE ART OF WAVING IN SAN VINCENZO VALLE ROVETO WHERE THE LOCAL BASKET-MAKERS REALIZE WITH AMAZING CREATIVITY BASKETS AND ARTIFACTS FUNCTIONAL TO THE FARMERS' EVERYDAY LIFE.

VIA ROSCIOLO AND MAGLIANO DEI MARSI WE WILL VISIT SANTA MARIA IN PORCLANETA CHURCH, THE ROMANS RUINS IN ALBA FUCENS, THEN WE WILL ARRIVE IN CELANO WHERE THE OLD TRADITION OF WEAVING WITH FLAX AND HAMP IN A FRAME WHICH IS KEPT ALIVE BY AGED WOMEN WHO HAND DOWN THE SECRETS OF "BIANCO AL PRATO" (WHITE IN THE MEADOW) FABRIC.

WE WILL CONTINUE OUR STAYING IN PESCOLOSTANZO, THE TRUE CRADLE OF THE OLDEST ARTS AND CRAFTS TRADITIONS OF ABRUZZO. WE WILL ADMIRE THE FINE FILIGREE WORK IN GOLD SHOPS OF OLD FLORENTINE SCHOOL, WE WILL VISIT THE BLACKSMITH SHOP, WHERE METAL IS FORGED WITH A SPECIAL SKILL TO CREATE PIECES OF FURNITURE, UTENSILS AND ORNAMENTAL TOOLS. THE MASTER CUTTERS AND MANSONS WHO HAVE BEEN WORKING THE SOFT WHITE LIMESTONE OF THE MAIELLA FOR GENERATIONS, WILL WELCOME US INTO THEIR SHOPS TO LET US SHARE THEIR ABILITY IN SHAPING AND INLAYING STONE TO PRODUCE ARTIFACTS ONCE ONLY USED FOR URBANIZATION, NOW EXTENDED TO FURNISHING.

ANOTHER QUALITY PRODUCTION IS THE BOBBING LACE, AN ART ONCE DEVELOPED IN MANY DIFFERENT TOWNS NOW ALMOST EXCLUSIVE IN PESCOLOSTANZO, WHERE IT WAS REVALUED THANKS TO A SCHOOL AND A MUSEUM OF BOBBING LACE. SIMILAR TRADITIONS ARE PRESERVED IN SCANNO AND VILLETTA BARREA, IN A LANDSCAPE OF RARE BEAUTY; IN VILLETTA BARREA WE CAN ALSO VISIT A MUSEUM OF TRANSHUMANCE AND APPRECIATE WOOD CARVINGS, SCULPTURES AND ENGRAVINGS ONCE PRACTICED BY SHEPHERDS WHO MADE OBJECTS USEFUL FOR THEIR WORK, THEIR HOUSE AND THEIR PERSONAL CARE.

SCANNO SHARES WITH PESCOLOSTANZO THE RECORD FOR GOLDSMITH'S ART, BOBBING LACE AND STONE WORK. WHILE WALKING DOWN THE NARROW STREETS DECORATED WITH PORTAL, ARCHES, INSCRIPTIONS, FOUNTAINS IN AN URBAN "UNICUM" OF MONUMENTAL BEAUTY, WE WILL MEET WOMEN, MOST OF ALL OLDER ONES, WEARING THEIR TYPICAL COSTUMES, MAKING THEIR BOBBING LACE OR CROCHET WORKS, CARDING AND SPINNING WOOL. WE WILL SPEND THERE OUR LAST TWO DAYS, IN THE GRAN SASSO PARK, PASSING THROUGH SULMONA AND NAVELLI TO REACH SANTO STEFANO DI SESSANIO WHERE WE WILL FIND OUR ACCOMODATION IN THE OLD TOWN REFURBISHED HOUSES MANAGED AS "ALBERGO DIFFUSO" . A FASCINATING LAND OF ANCIENT HISTORY, TRANSHUMANT SHEPHERDS, EMIGRANTS, LAND OF PARKS AND MOUNTAINS, VILLAGES AND MEDIEVAL CASTLES.

WHILE VISITING THIS PART OF THE REGION WE HAVE THE IMPRESSION OF STEPPING BACK IN TIME, THAT THE TIME HAD STOOD STILL, THIS IS THE SENSATION WE HAVE LOOKING AT THE FARMERS COLLECTING, ONLY BY HAND!, SAFFRON FLOWERS IN THE NAVELLI AND CIVITARETENGIA PLAIN, VISITING ROCCA CALASCIO OR THE OLD VILLAGE OF SANTO STEFANO DI SESSANIO, MEETING WOMEN IN OLD TYPICAL DRESSES BRINGING BASKET FULL OF HOMEMADE BREAD BAKED IN THE VILLAGE COMMON WOOD-BURNING OVENS OR WORKING WOOL. IN CASTEL DEL MONTE WE WILL VISIT THE FARMS OF THE SHEPHERDS WHO IN PAST TIMES BEGAN THE TRANSHUMANTS, THERE WE WILL KNOW THE SECRETS OF THE RENOWN "CANESTRATO" CHEESE AND SALTED "RICOTTA". IN ALL THAT VILLAGES WE WILL FIND COMMON ARTS CRAFTS AND TRADITIONS LIKE THE ART OF WOOD AND LINEN PROCESING, THE TYPICAL HOMEMADE BREAD WITH FLOUR AND POTATOES, THE BLACKSMITHS AND COPPERSMITHS THERE CALLED "CALLARARI".

Gian Lorenzo Bernini.

Proseguiamo con la visita della **Cripta Vaticana** che costituisce un complesso monumentale suggestivo per le tante memorie storiche.

Oltre alla tomba di San Pietro, custodisce anche le tombe di numerosi Pontefici tra cui **Giovanni Paolo II**.

La Cripta è altresì ricca di opere d'arte provenienti dall'antica Basilica.

Concluderemo la visita nel centro della cristianità in **Piazza San Pietro**, opera maestra di Gian Lorenzo Bernini realizzata nel 1661.

E' possibile ammirare le Foto di questo **TOUR**.



FIRST DAY



The first itinerary we suggest starts from
A - St. Peter's Basilica in the Vatican City
goes on to
B - Castel S. Angelo
then, crossing the Tiber, gets to
C - Piazza Navona
next to the
D - Pantheon
and finally, passing through Piazza Colonna, ends up in
E - Piazza di Spagna

The Vatican City

Arriving at St. Peter's Square, the visitor is immediately impressed by the size of the memorable square facing St. Peter's, surrounded by the magnificent four-row colonnade masterpiece of Gian Lorenzo Bernini. Only when one gets inside the basilica, slowly climbing up the sweeping three flights of steps designed by Bernini, one will be truly amazed by the size and splendour of the largest church in the world, the symbol of Christianity, extending over a total of about 22,000 sqm.

The building is 136 m. high, the diameter of the Cupola, designed by Michelangelo, measures 42 m. It is possible to reach the top of the Cupola climbing 330 steps: once up there the view of the square below and of Rome is unforgettable. The church contains the masterpieces of important artists: the 29 m. high bronze baldachin by Bernini, the Pietà by Michelangelo, the tomb of Clement XIII by Canova and the mosaic of the Navicella by Giotto, located above the middle entrance to the Portico.

Piazza di Spagna

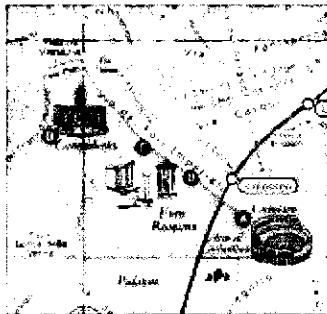
A meeting place for both Romans and tourists, Piazza di Spagna is famous for its theatrical staircase, a creation of Francesco De Sanctis, and for its fountain known as La Barcaccia, designed in 1629 by Pietro Bernini and his son Gian Lorenzo in the shape of a boat semisubmerged in water.

At the top of the Spanish Steps is the Church of Trinità dei Monti, erected by order of the king of France Louis XII in 1502. Farther along, on the left, is Villa Medici, today seat of the Academy of France. The streets that host the most important fashion shops, but also the sites that have left a mark on the history and the culture of Rome depart in rays from Piazza di Spagna. In this respect a visit to Caffè Greco in Via Condotti is not to be missed.

Brief historical outline

Originally Piazza di Spagna was named after the imposing church at the top of the great flight of steps, Trinità dei Monti, one of the French churches of Rome. Only in the 17th century, when Palazzo Monaldeschi became seat of the Spanish Embassy, did the square become known as Piazza di Spagna in order to win the rivalry with France, owner of Trinità dei Monti.

SECOND DAY



Starting from the



A - Colosseum,
walking along

B - Via dei Fori Imperiali o the

C - Roman Forum

and from there, crossing Piazza Venezia, to the

D - Campidoglio and the Capitoline Museums and the Vittoriano.

The Colosseum

The Colosseum owes its name to a colossal bronze statue, representing the Emperor Nero, more than 35 m. tall, that used to stand in this area. Symbol of Rome worldwide, the Colosseum was built by the emperors of the Flavian dynasty between 72-80 A.D., on the site once occupied by an artificial lake belonging to the magnificent Domus Aurea, a compound of buildings and gardens built by Nero now in ruins but with beautiful decorations which inspired Renaissance painters. As many as 100.000 cubic meters of travertine from the Tivoli quarries were used to build this amphitheatre, the largest ever built in Roman empire.

The Colosseum could hold more than 70,000 spectators who could watch the fights between gladiators, the hunting of animals and, at the very beginning, the naumachias: naval battles that took place in the arena that was flooded. The architect who designed the Colosseum is said to have been thrown alive to the wild beasts "as a reward for his own work", thus inaugurating the long story of blood and cruelties of the building he himself had conceived.

In the Middle Ages the Colosseum was transformed into a fortress. Later on, stripped of its structures, it became in turn a quarry for building materials and finally the seat of hospitals, fraternities and craft guilds. It was only towards the middle of the 18th century, that Pope Benedict XIV had it decreed "sacred site", and the plunder and devastation was stopped.

The Roman Forum

The Roman Forum, the most important archaeological area in Rome, extends from the Capitol Hill to the Palatine. As far back as the 7th century B.C., the Forum was the centre of political, commercial and religious life. Later on, to the original Roman Forum were added the Imperial Forums: Foro di Cesare, Foro di Augusto, Foro di Nerva, Foro di Vespasiano and the most imposing one, the Foro di Traiano, of which one can still admire the huge Column of the Markets.

The Capitol and the Vittoriano

Since its origins the Capitol hill has been the seat of the city's government and the adequate place for solemn public celebrations. Piazza del Campidoglio, designed by Michelangelo, is surrounded by three noble palaces: the central one, Palazzo Senatorio, is the seat of the Municipality whereas the two on the sides, Palazzo dei Conservatori and Palazzo Nuovo, host the treasures of the Capitoline Museums.

The Capitoline Picture Gallery contains over 200 paintings from the 14th to the 18th centuries by extraordinary painters such as: Tiziano, Pietro Da Cortona, Caravaggio, Guercino, Rubens and many more. The square is dominated by a copy of the bronze equestrian statue of Marc Aurelius that survived destruction because it was believed to represent the Christian emperor Constantine. The elegant plinth was designed by Michelangelo. The original can be admired inside the adjacent Museum.

A new passageway connects Piazza del Campidoglio to the terraces of the Vittoriano which offer a breathtaking view of the city. The Vittoriano, also monument to Victor Emanuel II, first king of Italy, is now completely open to the public free of charge, including the Museum-Sanctuary of the Flags of the Armed Forces and the Museum of the Risorgimento that are housed in its interior. The monument was inaugurated in 1911 to celebrate the fiftieth anniversary of the unification of Italy and since 1921 has been the site of the Tomb of the Unknown Soldier.

COLOSSEO -FORO ROMANO-CAMPIDOGLIO -PIAZZA VENEZIA.

Il **Colosseo**, il cui vero nome è Anfiteatro Flavio, fu eretto da due Imperatori della famiglia Flavia, Vespasiano inizia nel 72 d.c. e il figlio Tito lo completa nell'80 d.c.

Nella stessa piazza si può ammirare l'Arco di Costantino del IV° secolo d.c. e l'Arco di Tito del I° secolo d.c.

Si continua passeggiando a piedi all'interno del **Foro Romano**, l'area archeologica più grande del mondo nel cuore di Roma.

Arrivando sul Campidoglio, sede degli uffici del Sindaco, si ammira la piazza a forma trapezoidale disegnata da Michelangelo Buonarroti con i palazzi dei Conservatori e Nuovo che formano il famoso Museo Capitolino.

Scendendo verso Piazza Venezia ci sorprendiamo davanti al Vittoriano, il più grande monumento d'Europa.

E' possibile ammirare le Foto di questo **TOUR**.

Il tour può essere modificato e adattato ad ogni esigenza

FONTANA DI TREVI - PANTHEON - PIAZZA NAVONA.

Iniziamo il tour con **Fontana di Trevi** (visita), resa celebre dal film "La Dolce Vita" di Fellini, iniziata nel 1732 da Nicola Salvi fu inaugurata nel 1762.

Proseguiamo la nostra passeggiata nel centro della Politica Italiana, **Palazzo Chigi**, sede del Governo d'Italia a Piazza Colonna, dove troviamo la Colonna dell'Imperatore Marco Aurelio.

Montecitorio è la Camera dei Deputati, **Palazzo Madama**, sede del **Senato** formano il Parlamento della Repubblica Italiana.

Visiteremo l'interno del **Pantheon**, eretto dall'Imperatore Adriano nel II° secolo D.C. e ammireremo la sua Cupola aperta che è ancora oggi la più ampia del mondo.

A **Piazza Navona**, sorta sull'antico Stadio dell'Imperatore Domiziano, concluderemo la nostra visita con la famosa Fontana dei 4 fiumi, capolavoro del Bernini, il padre del Barocco Italiano.

E' possibile ammirare le Foto di questo **TOUR**.

Il tour può essere modificato e adattato ad ogni esigenza

BASILICA SAN PIETRO-CRIPTA VATICANA-PIAZZA SAN PIETRO.

Questa è una verità inconfutabile: nessun viaggio a Roma è completo senza una visita alla **Basilica di San Pietro**.

Iniziamo la visita della Basilica di San Pietro la più grande Basilica al Mondo la cui superficie totale supera i 15.000 metri quadrati.

Ammireremo la **Pietà di Michelangelo**, il corpo esposto all'adorazione dei fedeli del **Papa Giovanni XXIII**, i magnifici mosaici opere di grandi artisti ed il **baldacchino in bronzo**, opera di

Numerous and timeless are the works of art, mainly paintings, kept in the Vatican Museums, which preserve the art of the most illustrious artists of all times. A visit to the Sistine Chapel, a milestone in the history of Italian painting, should not be missed.

Brief historical outline

The first basilica of St. Peter, belonging to the Vatican City, independent State since 1929 (Lateran Pacts), was built by emperor Costantin about 320 A.D. near the necropolis which included the tomb of the martyred Saint, that can still be visited today. Around 1450, reconstruction works were first entrusted to Bernardo Rossellino, later on to Bramante who designed a Greek-cross plan basilica, and then to Raphael who designed it, instead, following a Latin-cross plan. The design by Bramante was resumed and enlarged by Michelangelo in 1547. Before its official conservation in 1626, the church was modified by Carlo Maderno who reverted definitively to the Latin-cross plan.

Castel Sant'Angelo (HERITY's target)

From St. Peter's walking along Via della Conciliazione one can reach the second stop of our itinerary: Castel Sant'Angelo. The unique monument houses the National Museum where, besides the stuccoes, frescoes and furniture of the papal apartments, one can also admire an important collection of ancient arms. Castel Sant'Angelo is well known to Opera lovers, since right from its famous terrace overlooking the heart of Rome, Tosca, the protagonist of Giacomo Puccini's opera, threw herself down.

Castel Sant'Angelo is an imposing mausoleum built on the banks of the river Tiber, ordered and probably designed by Emperor Hadrian (2nd century AD), who wished to have a tomb for himself and his successors. Over the centuries Castel Sant'Angelo has undergone several changes: first a fortress against the attacks of the Visigoths and the Ostrogoths, then a prison and finally a magnificent papal residence.

Piazza Navona

From an air view, the arena-like shape of Piazza Navona can be easily noticed. As a matter of fact, the piazza was built on the Stadium of Domitian, whose ruins can still be admired in the adjacent church of Sant'Agnese in Agone. The church, designed by the great architect Francesco Borromini, is an excellent example of the Roman Baroque architecture.

In Piazza Navona are three fountains: Fontana del Moro, Fontana di Nettuno and in the centre of the square Bernini's magnificent Fontana dei Fiumi. Four allegorical statues portray the Nile, the Ganges, the Danube and the Rio de la Plata, symbolizing the four corners of the world. Traditionally, from the beginning of December till the Epiphany, this piazza is occupied by stalls selling sweets and toys.

Brief historical outline

Around 86 A.D., Emperor Domitian had a stadium built on a pre-existing amphitheatre of Nero's time and over the centuries the square became a place for games, tournaments and processions. From the 17th to the 19th centuries the square used to be flooded to allow the ships of princes and prelates to parade in a background of fireworks.

Pantheon (HERITY's target)

The Pantheon is an impressive example of the exquisite architectural technique of ancient Rome. It consists of a huge cylindrical body of equal height and width, covered by a great hemispherical dome. Important artists such as the painter Raphael are buried there, as well as the Italian Sovereigns of the period when Italy was a monarchy.

Opposite to the Pantheon is Piazza della Rotonda with its beautiful fountain designed by Giacomo Della Porta.

Brief historical outline

Built as a temple dedicated to all the gods, erected by Marcus Agrippa in 25 B.C. and later rebuilt by Hadrian around 120 A.D., the Pantheon underwent several transformations: a Christian church in 609 and a fortress in Medieval Times.